

# **Idaho State University**

## **Year Seven**

### **Self-Evaluation Report**

Submitted to the Northwest Commission on Colleges &  
Universities September 2, 2014

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## Institutional Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie Research High Doctoral University. The University has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, the University serves a student population of nearly 15,000 students per fall and spring academic terms, and over 18,600 unduplicated annual headcount per year, representing 45 states and 62 countries. The University’s mission and Idaho State Board of Education-mandated service region is the result of the institution’s history, and Idaho’s unique geography. “No other state in the union has topographical structure so varied,” wrote celebrated Idaho writer Vardis Fisher in his Works Progress Administration-sponsored Idaho state guide in 1937, and, he continued, “sometimes so appalling.”<sup>1</sup>

Idaho State University’s geographic service region extends to the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State University offers more than 270 academic programs ranging from professional technical certificates to Ph.Ds. The University’s disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education’s (the Board) mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. The University hosts 15 men’s and women’s NCAA athletic teams and offers more than 160 student clubs and organizations for student participation.

During the review period (Fall 2010-Fall 2014), Idaho State University has undertaken a holistic approach, consistent with its Core Themes and Mission, to improving institutional effectiveness. Changes have included revisions to its planning processes in the areas of budget and fiscal stabilization; curriculum redesign, online catalog implementation and general education revision; the implementation of an enterprise resource program (Banner, now Ellucian) and the related changes to all business functions related to that implementation; implementation of the reorganized Division of Health Sciences and the development of the Meridian Health Science Center expanded face-to-face program offerings throughout ISU’s service region; implementation of expanded online program and course offerings through ISU’s *eISU* initiative; enhanced Information Technology capacity and function on campus and throughout ISU’s sites; expanded governance roles for faculty within the governance structure through the implementation of executive committees in the colleges; and the expansion of student services for student life and retention/student success.

Idaho State University’s academic units are organized into five colleges and a Division of Health Sciences. This includes the colleges of Arts and Letters, Business, Education, Science and Engineering, and Technology. The Division of Health Sciences is comprised of the College of Pharmacy, Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Institute of Rural Health. In addition, ISU houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Central to its healthcare mission, ISU offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. The

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<sup>1</sup> Vardis Fisher, *Idaho: A Guide in Word and Picture*, Compiled for the Federal Writers’ Project of the Works Progress Administration (Caldwell, Idaho: Caxton Printers, 1937), p.64.



University also serves the state and its region by providing full-service, cost-effective medical care options at its 15 health-related clinics in Pocatello and Meridian. The University faculty and staff provided health services for more than 54,000 patient visits during the 2013-14 academic year. The ISU Bengal Pharmacy, which opened in 2013, serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. This past year, the Bengal Pharmacy opened its first telehealth pharmacy in rural, Arco, Idaho, at the request of city officials concerned that pharmacy services would no longer be available in that town. The ISU Treasure Valley Anatomy and Physiology Laboratories in Meridian, currently under construction, will include the only Bioskills Learning Center in the state, and is scheduled to be completed in Spring 2015. It will provide state-of-the-art learning experiences for ISU undergraduate and graduate students, as well as high school students across the state via the state's online learning network.

Idaho State University's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. The University's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers. In FY2014, more than 2,000 students participated in the program. As a result of the program, in 2013 nine Renaissance High School students in Meridian earned associate degrees in general studies while still in high school, and this number doubled to eighteen in 2014.

In response to the rising costs of higher education and as part of ISU's initiative to offer entrepreneurial opportunities to students, ISU developed an innovative Career Path Internship (CPI) program that offers undergraduate and graduate students an opportunity to obtain paid professional experience – both on and off campus – while offsetting the cost of earning a degree. Last year, the University committed \$1.4 million to this program that offered more than 700 students an opportunity to participate. This number is expected to increase as a result of more than \$300,000 additional institutional funding for the 2014-2015 academic year. The CPI Program is just part of an ISU commitment to providing students with applied professional experiences. Last year alone, ISU students from the College of Education provided more than 1,500 hours of tutoring at local schools. A total of 514 students (264 graduate students and 250 undergraduate CPI students) in the College of Science and Engineering worked in research laboratories both on and off campus. The College of Business's Bengal Solutions program, an applied business support enterprise, gave MBA students in the College of Business a taste of real-world experience while providing support and business consultation to Idaho businesses.

Idaho State University expends approximately \$35 million annually on research, and is amongst a set of universities ranked as Research University High that represent less than 5% of the nation's 4,663 institutions of higher education.

Research and scholarship at ISU is rooted in nuclear energy, clean energy and technologies, the environment, and human health. Through the Center for Advanced Energy Studies (CAES), ISU faculty engage in state of the art research that contributes to the nation's economic stability by developing technologies that ensure a stable and secure energy infrastructure.

Idaho State University is engaged in a very large project funded by the National Science Foundation to develop and analyze large environmental data sets to benefit human society. Within this context, ISU is committed to developing a leadership position in ecosystem services. Ecosystem services is the collective benefits that humankind receives from ecosystems, e.g. drinking water, outdoor recreation, etc. But

managing ecosystems is dependent on the emergent use of biological sensors, mining of vast data sets to find “actionable data,” and to provide the basis for sound science-based policy decisions. Idaho State University is a national leader in these areas and thus contributes to the vitality of Idaho by providing solutions to managing its natural resources.

Idaho State University’s research vision includes robust private-public relationships and partnerships. There is a powerful commitment to moving research from “bench to market” in innovative ways that bolster economic development in the state, nation, and globe. Idaho State University is contributing technologies that will lead to innovations in nano-manufacturing, detection of mechanical stress in materials subjected to harsh environments, and the development of new materials capable of producing far more power for longer periods of time than any existing battery technology. These technologies, as they move from the laboratory to the market place, serve as an engine for economic development in Idaho.

During the last year, the University obtained an NSF grant for \$3.8 million, an NIH grant for \$1.8 million, and a \$2.2 million grant from the Office of Naval Research.

The University’s fiscal 2013 year-end financial results reflect an \$11.3 million improvement in its net position. Recent program prioritization efforts assessed the efficiency and cost effectiveness of all institutional functions. This university-wide initiative identified necessary modifications and improvements needed to ensure its long-term viability. Annually, the indirect and induced economic output from operations and employee, student, and visitor spending is estimated to be \$311.9 million. Idaho State University alumni living and working in Idaho contribute an estimated \$873.8 million into the economy each year.

Idaho State University boasts many impressive facilities, including CAES and the Research in Science and Engineering (RISE) Laboratory. The Idaho Museum of Natural History, located on the Pocatello campus, was featured in *National Geographic Magazine* in 2014. The \$34 million state-of-the-art Stephens Performing Arts Center, which debuted in 2004, was recently ranked No.4 on a national list of “The 25 Most Amazing University Performing Arts Centers” by the national website [bestvalueschools.com](http://bestvalueschools.com). Additional accolades include Victory Media, the premier media entity for military personnel transition into civilian life, repeatedly naming ISU as one of the top 15% of schools categorized as “Military Friendly Schools.” ISU has also been ranked as one of the safest campuses in the nation by University Primetime News, Collegesafe website, and The Daily Beast. Idaho State University was also recently named to the “Top 15 Most Affordable Colleges” list by [AffordableCollegesOnline.org](http://AffordableCollegesOnline.org). [Thebestcolleges.org](http://Thebestcolleges.org) cited the ISU Meridian Health Science Center as one of the top ten branch campuses in the nation for 2013. This recognition comes from the annual Health Science Experience Night, free Community Health Screenings for uninsured adults, and affiliation with The CORE – an economic development corridor that creates core competencies in the state for health and health-related research.

Idaho State University is committed to fulfilling its mission as a public research institution serving a diverse population through broad educational programming and basic, translational, and clinical research. The University is a demonstrated leader in the health professions, committed to advancing scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits, and high-quality academic instruction.

## Basic Institutional Data Form

Institution: Idaho State University

Address: 921 South 8<sup>th</sup> Avenue, Campus Box 8310

City, State, ZIP: Pocatello, ID 83209

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system:

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based

Native/Tribal  Other (specify)

Institutional control:  Public  City  County  State  Federal  Tribal

Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term

Other (specify)

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

\*Additional listing of programs or schools, degree levels and dates of last accreditation for other programs at ISU with specialized accreditation can be found at the conclusion of the Basic Institutional Data, as Attachment A.

Program or School	Degree Level(s)	Recognized Agency	Date
Dietetics	B.S.	ACEND (Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics)	2008
Nursing	A.S.	ACEN (Accreditation Commission for Education in Nursing)	2008
Nursing	B.S.N., MSN	CCNE (Commission on Collegiate Nursing Education)	2010
Pharmacy	Pharm.D.	ACPE (Accreditation Council for Pharmacy Education)	2011
Dental Hygiene	B.S.,M.S.	ADA (American Dental Association,Commission on Dental Accreditation)	2010
Occupational Therapy	M.O.T.	AOTA (American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education)	2008
Physical Therapy	D.P.T.	CAPTE (American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education)	2006
Physical Therapy Assistant	A.A.S.	CAPTE (American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education)	2014
Speech-Language Pathology	M.S.	ASHA (American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology)	2009

Audiology	Au.D.	ASHA (American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology)	2009
Public Health	M.P.H.	CEPH (Council on Education for Public Health)	2008
Radiographic Science	B.S.	JRCERT (Joint Review Committee on Education in Radiologic Technology)	2012
Clinical Psychology	Ph.D.	APA (American Psychological Association, Commission on Accreditation)	2011
Music	B.A.,B.S.,B.M.,B.M.E.	NASM (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2010
Theatre	B.A.,B.S.,M.A.	NAST (National Association of Schools of Theatre, Commission on Accreditation)	2011
Teacher Education	B.A.,B.S.,M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Elementary Education	B.A.,B.S.,M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Secondary Education	B.A.,B.S.,M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Education Administration	Ed. Specialist, M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Human Exceptionality	B.A.,B.S.,M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Literacy	M.E.	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
School Psychology	Ed. Specialist	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2012

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE:  $.403543 \times$  undergraduate part-time enrollment + undergraduate full-time enrollment.  $.361702 \times$  graduate/professional part-time enrollment + graduate/professional full-time enrollment)

**Official Fall 2013 (most recent year) FTE Student Enrollments**

Classification	*Current Year Dates: 2013 Census	*One Year Prior Dates: 2012 Census	*Two Years Prior Dates: 2011 10th Day
<b>Undergraduate</b>	6,951	7,304	7,361
<b>Graduate</b>	1,162	1,208	1,269
<b>Professional</b>	304	301	284
<b>Unclassified</b>	1,841	1,938	1,392
<b>Total all levels</b>	10,258	10,751	10,306

\*The Idaho State Board of Education changed the official census day from the 10<sup>th</sup> Day of classes to October 15<sup>th</sup> beginning in Fall 2012.

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2013 (most recent year) Student Headcount Enrollments**

Classification	*Current Year Dates: 2013 Census	*One Year Prior Dates: 2012 Census	*Two Years Prior Dates: 2011 10th Day
Undergraduate	8,339	8,800	8,766
Graduate	1,576	1,622	1,636
Professional	332	325	297
Unclassified	3,079	3,105	1,636
<b>Total all levels</b>	<b>13,326</b>	<b>13,852</b>	<b>12,418</b>

\*The Idaho State Board of Education changed the official census day from the 10<sup>th</sup> Day of classes to October 15<sup>th</sup> beginning in Fall 2012.

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

**Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned**

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	144	7				10		134
Associate Professor	109	9				24		85
Assistant Professor	151	8				50		101
Instructor	82	10	12	18	20	26		6
Lecturer and Teaching Assistant	80	5	1	2	13	39		25
Research Staff and Research Assistant	8	6						8
Undesignated Rank		176						

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	81,113	18
Associate Professor	67,455	11
Assistant Professor	59,625	4
Master Instructor	53,429	18
Advanced Instructor	47,791	10
Instructor	48,058	5
Senior Instructor	53,502	16
Senior Lecturer	44,630	14
Associate Lecturer	37,168	11
Assistant Lecturer	32,824	4
Lecturer	35,862	3
Research Staff and Research Assistant	80,423	9

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 2014

Reporting of  
income:                   Accrual Basis                   \_\_\_\_\_                   Accrual Basis                   \_\_\_\_\_

Reporting of  
expenses:                Accrual Basis                   \_\_\_\_\_                   Accrual Basis                   \_\_\_\_\_

**Balance Sheet Data**

Assets	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
<b>Current Funds</b>			
Unrestricted			
Cash	93,081,649	86,072,132	70,486,974
Investments	5,003,471	0	0
Accounts receivable gross	8,583,001	7,258,383	5,840,157
Less allowance for bad debts	(1,636,158)	(1,683,543)	(1,358,376)
Inventories	265,129	284,875	276,492
Prepaid expenses and deferred charges	657,498	554,019	459,397
Other (identify): Interest Receivable	0	0	128,615
Due from	3,135,522	1,266,189	2,027,286
<b>Total Unrestricted</b>	109,090,112	93,752,055	77,860,545
Restricted			
Cash (w/ Perkins and FNL adjustments)	331,754	261,637	251,141
Investments	0	0	0
Other (identify): Prepaid, A/R net, current portion student loan receivables	4,385,577	6,058,577	9,076,926
Due from	2,996,140	2,469,396	2,021,262
<b>Total Restricted</b>	7,713,471	8,789,610	11,349,329
<b>TOTAL CURRENT FUNDS</b>	116,803,583	102,541,665	89,209,874
<b>Endowment and Similar Funds</b>			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
<b>Total Endowment and Similar Funds</b>	0	0	0
<b>Plant Fund</b>			
Unexpended			
Cash	3,623,842	4,133,001	5,491,639
Investments	0	0	0
Other (identify): Prepaid and A/R	206,379	155,393	269,675
<b>Total unexpended</b>	3,830,221	4,288,394	5,761,314
Investment in Plant			
Land	5,012,553	5,012,553	5,012,553
Land improvements (Other)	751,794	588,492	614,841
Buildings	150,371,397	156,325,264	160,026,495
Equipment	15,411,536	14,959,943	13,573,302
Library resources	11,314,657	11,197,090	10,894,829

Other (identify) CIP, Software, Software A/D	3,137,806	3,132,526	3,162,669
<b>Total investments in plant</b>	<b>185,999,743</b>	<b>191,215,868</b>	<b>193,284,689</b>
Due from			
Other plant funds (identify): Deferred Bond Fin. Costs (FY11), Deferred Outflows-Bond Defeasance (FY12, FY13), Unamortized Bond Issuance Costs (FY12)	629,729	950,172	1,037,808
<b>Total Plant Funds</b>	<b>190,459,693</b>	<b>196,454,434</b>	<b>200,083,811</b>
<b>Other Assets (identify): Assets held in trust, Other Long Term Assets, Long Term Student Loans Receivable</b>	<b>1,631,436</b>	<b>1,849,390</b>	<b>1,875,087</b>
<b>Total Other Assets</b>	<b>1,631,436</b>	<b>1,849,390</b>	<b>1,875,087</b>
<b>Total Assets</b>	<b>308,894,712</b>	<b>300,845,489</b>	<b>291,168,772</b>

### Balance Sheet Data (continued)

Liabilities	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
<b>Current Funds</b>			
Unrestricted			
Accounts payable	2,811,047	3,249,814	2,038,224
Accrued liabilities	9,120,183	8,789,704	8,354,146
Students' deposits	314,185	344,180	179,794
Deferred credits	4,243,108	3,175,242	3,075,685
Other liabilities (identify): Other liabilities, accrued interest, compensated absences payable	4,782,004	4,791,459	4,289,449
Due to	789,177	587,266	114,866
Fund balance	0	0	0
<b>Total Unrestricted</b>	<b>22,059,704</b>	<b>20,937,665</b>	<b>18,052,164</b>
Restricted			
Accounts payable	594,697	598,417	345,110
Other (identify): Accrued salaries, deferred revenue, other liabilities	2,420,433	3,323,554	3,072,896
Due to	29,101	5,603	431,501
Fund balance	0	0	0
<b>Total Restricted</b>	<b>3,044,230</b>	<b>3,927,574</b>	<b>3,849,507</b>
<b>Total Current Funds</b>	<b>25,103,934</b>	<b>24,865,239</b>	<b>21,901,671</b>
<b>Endowment and Similar Funds</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>Total Endowment and Similar Funds</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Plant Fund</b>			
Unexpended			
Accounts payable	23,000	92,983	302,652
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify): Interest payable, deferred revenue	53,390	68,555	332,896
Due to	479,418	641	0
Fund balance	0	0	0
<b>Total unexpended</b>	<b>555,808</b>	<b>162,179</b>	<b>635,548</b>
Investment in Plant			

Notes payable	2,211,301	3,152,941	4,905,914
Bonds payable	59,727,102	63,081,280	65,906,230
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify): Accrued interest payable	551,544	739,230	781,261
<b>Total Investments in Plant Fund</b>	<b>62,489,947</b>	<b>66,973,451</b>	<b>71,593,405</b>
<b>Other Liabilities (identify): OPEB, Funds held in custody for others, Series 2013 Bond Defeasance (FY13)</b>	<b>7,496,211</b>	<b>6,850,483</b>	<b>6,136,242</b>
<b>Total Other Liabilities</b>	<b>7,496,212</b>	<b>6,850,483</b>	<b>6,136,242</b>
<b>Total Liabilities</b>	<b>95,645,901</b>	<b>98,851,352</b>	<b>100,266,866</b>
<b>Fund Balance</b>	<b>213,248,811</b>	<b>201,994,137</b>	<b>190,901,906</b>



**Current Funds, Revenues, Expenditures, and Other Changes**

<b>Revenues</b>	<b>Last Completed FY Dates:6/30/2013</b>	<b>One Year Prior to Last Completed FY Dates:6/30/2012</b>	<b>Two Years Prior to Last Completed FY Dates:6/30/2011</b>
Tuition and fees	73,937,311	72,360,828	62,525,361
Federal appropriations	0	0	0
State appropriations	79,463,847	75,572,704	82,777,748
Local appropriations	0	0	0
Grants and contracts	31,022,419	31,891,914	31,972,162
Endowment income	0	0	0
Auxiliary enterprises	13,737,710	13,573,775	12,426,182
Other (identify): Title IV grants, sales and services of educational activities, other operating revenues, net investment income, gifts	39,987,185	42,122,228	42,953,693
<b>Expenditure &amp; Mandatory Transfers</b>			
<b>Educational and General</b>			
Instruction	86,776,403	85,471,915	81,997,909
Research	17,995,807	19,312,583	18,894,640
Public services	5,742,833	4,343,589	4,079,939
Academic support	12,185,540	12,695,432	11,290,300
Student services	8,394,274	7,534,390	7,426,260
Institutional support	20,282,672	18,474,297	16,111,400
Operation and maintenance of plant	17,171,418	15,821,489	14,050,445
Scholarships and fellowships	16,851,589	20,885,766	20,084,127
Other (identify): Library, Depreciation	15,388,892	14,471,516	13,883,096
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
<b>Total Educational and General</b>	<b>200,789,428</b>	<b>199,010,977</b>	<b>187,818,116</b>
<b>Auxiliary Enterprises</b>			
Expenditures	22,499,994	23,024,144	21,906,573
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
<b>Total Auxiliary Enterprises</b>	<b>22,499,994</b>	<b>23,024,144</b>	<b>21,906,573</b>
<b>Total Expenditure &amp; Mandatory Transfers</b>	<b>223,289,422</b>	<b>222,035,121</b>	<b>209,724,689</b>
<b>Other Transfers and Additions/Deletions (identify):</b> Amortization of bond insurance costs (FY12), amortization of bond issuance costs (FY11), Bond issuance costs (FY12, FY13), interest on capital asset related debt, loss on disposal of fixed assets, capital gifts and grants	(3,604,376)	(2,394,097)	(1,564,897)
<b>Excess</b> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	<b>11,254,674</b>	<b>11,092,231</b>	<b>21,365,560</b>

### Institutional Indebtedness

Total Debt to Outside Parties	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
For Capital Outlay	61,938,403	66,234,221	70,812,144
For Operations	0	0	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Notes: \* academic credit courses and faculty headcount by specific programs and campuses is not available. \*\* Emergency Management and the Fire Services Administration programs are administratively located on the Meridian campus, but the programs are online.

#### Programs and Academic Credit Offered at Off-Campus Sites within the United States

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	General Studies, AA	*	24	*
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business, A.S.		13	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Physics, A.S.		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education, B.A.		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education English, B.A.		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education History, B.A.		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Mathematics, B.A.		2	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Science, B.A.		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	General Studies, B.A.		23	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	History, B.A.		33	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Bachelor of Applied Technology, BAT		1	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business Administration, BBA		0	

Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education, B.S.		3
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Biology, B.S.		5
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education English, B.S.		1
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Geology, B.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education History, B.S.		4
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Mathematics, B.S.		2
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Computer Science, B.S.		47
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Electrical Engineering, B.S.		36
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Mechanical Engineering, B.S.		85
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Engineering, B.S.		39
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nursing, B.S.		85
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	HR Training & Development, B.S.		23
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Science, B.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Computer Information Systems, CERT		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Geotechnology, CERT		1
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Educational Leadership, Ed.D.		8
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Accounting, MACC		35
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business Administration, MBA		68
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Education, M.E.D.		2
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Science Mgt, M.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Engineering, M.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Measure & Control Engineering, M.S.		1
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Mechanical Engineering, M.S.		3
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Science & Engineering, M.S.		10
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Science and Mgt, M.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Physics, B.S.		7
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Physics, M.S.		0
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Engineering & Applied Science, Ph.D.		4

Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Science & Engineering, Ph.D.		3
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Applied Physics, Ph.D.		2
Meridian 1311 E. Central Drive, Meridian, ID 83642	Paramedic Science, A.S.		17
Meridian 1311 E. Central Drive, Meridian, ID 83642	Sign Language Studies, A.S.		4
Meridian 1311 E. Central Drive, Meridian, ID 83642	Audiology, Au.D.		15
Meridian 1311 E. Central Drive, Meridian, ID 83642	Medical Lab Science, B.S.		20
Meridian 1311 E. Central Drive, Meridian, ID 83642	Communication Sciences/Disorders, B.S.		53
Meridian 1311 E. Central Drive, Meridian, ID 83642	Sign Language Interpreting, B.S.		10
Meridian 1311 E. Central Drive, Meridian, ID 83642	Nursing, B.S.		60
Meridian 1311 E. Central Drive, Meridian, ID 83642	Geomatics Technology, B.S.		6
Meridian 1311 E. Central Drive, Meridian, ID 83642	Dietetics, CERT		8
Meridian 1311 E. Central Drive, Meridian, ID 83642	Pharmacy, Pharm.D.		103
Meridian 1311 E. Central Drive, Meridian, ID 83642	Mental Health Counseling, MCOU		25
Meridian 1311 E. Central Drive, Meridian, ID 83642	Physician Assistant Studies, MPAS		60
Meridian 1311 E. Central Drive, Meridian, ID 83642	Athletic Administration, MPE		22
Meridian 1311 E. Central Drive, Meridian, ID 83642	Public Health, M.P.H.		13
Meridian 1311 E. Central Drive, Meridian, ID 83642	Medical Laboratory Science, M.S.		6
Meridian 1311 E. Central Drive, Meridian, ID 83642	Speech - Language Pathology, M.S.		39
Meridian 1311 E. Central Drive, Meridian, ID 83642	Counselor Ed and Counseling, Ph.D.		7
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Emergency Management, A.S.		19
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Emergency Management, B.S.		7
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Fire Services Administration, A.S.		6
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Fire Services Administration, B.S.		6
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education, B.A.		4
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education English, B.A.		12
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education History, B.A.		4

Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Mathematics, B.A.		6
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Science, B.A.		1
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	General Studies, B.A.		3
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education, B.S.		1
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education English, B.S.		1
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education History, B.S.		1
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Mathematics, B.S.		0
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Science, B.S.		0
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Educational Leadership, Ed.D.		7
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Educational Leadership, EDS		0
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Education Administration, M.E.D.		1

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Notes: Regarding ISU Study Abroad programs: Only bilateral partners and ISEP are official approved foreign country programs: however, ISU students can arrange study abroad on their own and be approved at any accredited foreign university or program.

\*Degree program information, academic credit courses, and faculty headcount are not available.

**Programs and Academic Credit Courses offered at Sites outside the United States**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Kansai Gaidai University Hiraka, Japan	*	*	3	*
University of Paderborn, Warburger Str. 100-33098 Paderborn, Germany			10	
Al Akhawayn Hassan II Avenue, 53000 Infrane, Morocco			3	
University of Valencia Avda. Blasco Ibanez, 13.46010, Valencia, Spain			6	
Politechnia de Valencia Camino de vera s/n Edificio 3A 46022 Valencia, Spain			1	
Umea University SE-901 87, Umea, Sweden			8	
Universidad ORT Cureim, 1451, Montevideo Uruguay			3	
ITESO Periferico Sur Manuel Gomez Morian, #8585 C.P. 45604, Tiaguepaque, Jalisco, Guadalajara, Mexico			5	
University of Plymouth Drake Circus, Plymouth, Devon PL4 8AA, England, UK			5	
University of Burgundy Route des plaines del'Yonne, 89000, Auxerre, France			6	
Malaviya National Institute of Technology Opp Bhagwan Mahaveer Cancer Hospital, JLN road, Opp redfox hotels, Jhalana, Malviya Nagar, Jaipur, Rajasthan 302001,India			1	
Siva Sivani Institute of Management Jaibery Colony, Kompally, Hyderabad, Andhra Pradesh 500014, India			1	
Stella Maris Polytecnic Catholic Archdiocese of Monrovia St. Joseph Campus, Capitol Hill Monrovia, Liberia			1	
K J Somaiya Institute of Management Studies & Research Vidyanagar, Vidyavihar (E) Mumbai, MH 400077, India			1	
University of Hyderabad Prof. C.R Rao Road, Gachibowli, Hyderabad, Andhra Pradesh 500046, India			1	

## Attachment A

Programs or schools at Idaho State University with specialized accreditation from agencies not recognized by the U.S. Department of Education

Program or School	Degree Level(s)	Recognized Agency	Date of Last Accreditation
Social Work	B.A.	CSWE (Council of Social Work Education)	2011
Business	BBA, MBA, MAcc	AACSB (Association to Advance Collegiate Schools of Business)	2012
Elementary Education	B.S.	Idaho State Department of Education	2008
Secondary Education	B.S.	Idaho State Department of Education	2008
School Psychology	EDSP	NASP (National Association of School Psychologists)	2012
Civil Engineering	B.S., M.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Electrical Engineering	B.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Mechanical Engineering	B.S., M.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Nuclear Engineering	B.S., M.S., Ph.D.	ABET (Accreditation Board for Engineering and Technology)	2012
Chemistry	B.S.	ASAC (Applied Science Accreditation Commission)	2009
Health Physics	B.S.	ASAC (Applied Science Accreditation Commission)	2009
Auto Collision Repair and Refinishing Technology	TC,ATC,A.A.S.	NATEF (National Automotive Technicians Education Foundation)	2013
Automotive Technology	TC,A.A.S.	NATEF (National Automotive Technicians Education Foundation)	2008
Civil Engineering Technology	PSTC,ATC, A.A.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Computer Machining Technology	A.A.S.	ATMAE (Association of Technology, Management, and Applied Engineering)	2008
Computer Aided Design Drafting Technology	ATC,A.A.S.	ATMAE (Association of Technology, Management, and Applied Engineering)	2008
Diesel Technology	ATC,A.A.S.	AED (Associated Equipment Distributors)	2012
Early Childhood Care/Education	TC,A.A.S.	NAEYC (National Association for the Education of Young Children)	2010
Geomatics Technology	B.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Health Information Technology	A.A.S.	CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education)	2008
Massage Therapy	TC,A.A.S.	COMTA (Commission on Massage Therapy Accreditation)	2013
Medical Assisting	A.A.S.	CAAHEP (Commission on Accreditation of Allied Health Education Programs)	2006
Respiratory Therapy	A.S.	CAAHEP (Commission on Accreditation of Allied Health Education Programs)	2010
Robotics and Communication Systems Engineering Technology	ATC,A.A.S.	ABET (Accreditation Board for Engineering and Technology)	2012
Marital, Couple, and Family Counseling/Therapy	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Counselor Education and Supervision	Ph.D.	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009

Student Affairs	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
School Counseling	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Mental Health Counseling	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Health Care Administration	B.S.	AUPHA (Association of University Programs in Health Administration)	2009
Medical Laboratory Science	B.S., M.S.	NAACLS (National Accrediting Agency for Clinical Laboratory Sciences)	2009
Paramedic Science	A.S.	COAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)	2013
Family Medicine	Residency Program	ACGME (Accreditation Council for Graduate Medical Education)	2007
Physician Assistant	MPAS	ARC-PA (Accreditation Review Commission on Education for the Physician Assistant)	2008
Audiology	Au.D.	ASHA (American Speech-Language Hearing Association)	2008
Speech-Language Pathology	M.S.	ASHA (American Speech-Language Hearing Association)	2008



## **Preface**

### *Institutional Changes Since Year One Report*

Since the 2011 Year One Self-Evaluation Report was submitted, there have been substantive changes at Idaho State University. These changes fall within the following categories: Leadership, Financial Resources, Campus-wide Program Prioritization, and Policies and Procedures Processes.

#### ***Leadership***

Idaho State University's executive leadership team has been strengthened during the review period by the replacement of interim vice president appointments with permanent appointments following national searches. Two key leadership positions previously held by interims were the Provost and Vice President for Academic Affairs and the Vice President for Research. Other changes to key positions resulted from reorganization efforts undertaken by the new vice presidents, retirements, and career progressions. Curriculum vitae and/or resumes for these positions can be found in Appendix 1.

#### ***Vice President Transitions***

Dr. Laura Woodworth-Ney was selected and named the Provost and Vice President for Academic Affairs on June 24, 2013, after a national search was conducted. She replaced Dr. Barbara Adamcik who served as Interim Provost since June 2010. Dr. Woodworth-Ney, a native of Idaho, previously served as Associate Vice President for Academic Affairs where she was responsible for Curriculum Management and Academic Program Development, served as the ISU liaison to the Idaho State Board of Education (the Board), and had oversight of the Office of the Registrar, Early College Program, and the ISU-Twin Falls Outreach Center. Dr. Woodworth-Ney came through the academic ranks at ISU, and held previous administrative appointments at ISU that included chair of the Department of History and co-director of the Women Studies program. She also served on the ISU Faculty Senate, both as a senator and as an elected member of the Faculty Senate Executive Committee.

Dr. Howard Grimes was selected and named the Vice President for Research and Economic Development at ISU after a national search was conducted. He replaced Dr. Richard Jacobson who served as Interim Vice President from July 2011 through November 2012. Before his arrival at ISU in December 2012, Dr. Grimes was Vice President at Washington State University and responsible for leveraging WSU's assets for research. During this time, WSU nearly doubled their research operations and he was responsible for paving new ground toward interdisciplinary initiatives that transformed the institution. Coordinating and facilitating the University with government, national laboratories and the private sector, he advanced many WSU research technologies to the market place. Previous to that he led the graduate school at WSU while maintaining an active research laboratory focused on membrane transport biochemistry and long-distance metabolite transport in plant systems. As a PI, he has brought in over \$15 million in independent funding and published over 60 articles in peer reviewed journals. In the past six months at ISU, over \$9.5 million of new funding has been achieved while leveraging additional federal, state, and private funding efforts.

#### ***Academic Affairs***

Dr. Lyle W. Castle was hired as the Vice Provost for ISU in June 2013 after serving as Interim Associate Vice President for Academic Affairs from August 2012 to May 2013. Prior to working in academic affairs, Dr. Castle served as the Dean for Academic Programs for Idaho State University in Idaho Falls from August 2007 through July 2012. Before working in administration, Dr. Castle worked through the ranks

from Assistant Professor of Chemistry through Full Professor over the period from January 1994 through May 2003. During that time he was listed as an author/coauthor on 26 scientific papers in various chemistry journals and has served as the editor for the Journal of Heterocyclic Chemistry since 1999. He also served as the chair of the faculty senate from July 2002 to June 2003.

Dr. Linda Hatzenbuehler was appointed as the Vice Provost and Executive Dean of the Division of Health Sciences at Idaho State University in 2013 after serving as the Associate Academic Vice President and Executive Dean of the Division of Health Sciences. The Division of Health Sciences includes the majority of the health professions programs offered at ISU, including: College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, School of Nursing, and School of Rehabilitation and Communication Sciences; a total of 19 programs are housed within the Division, ten programs are also offered at the ISU Meridian Health Science Center. Prior to assuming administration of the Division of Health Sciences, Dr. Hatzenbuehler served as dean of the Kasiska College of Health Professions at ISU. Dr. Hatzenbuehler is licensed to practice psychology in Idaho and is Board Certified in Forensics.

Dr. Bessie Katsilometes, a 28-year ISU employee, has held a variety of leadership positions. She became Associate Vice President, University Programs, for the ISU Meridian Health Science Center in July 2013. Dr. Katsilometes was instrumental in the design and development of the Master Plan for ISU Meridian Health Science Center, initially established in August 2009 to expand the Pharmacy doctoral program and to consolidate academic programs in the Boise Valley into a permanent location. Dr. Katsilometes was Dean for Academic Programs at ISU Meridian Health Science Center from 2009-2013 and Dean of ISU-Boise from 2006--2009. Currently, Dr. Katsilometes is leading the effort to construct the Treasure Valley Anatomy and Physiology Laboratories, including a Bioskills Learning Center, for expansion of additional programs in the Division of Health Sciences.

Dr. Margaret Johnson was appointed Associate Vice President for Undergraduate Affairs in September 2013 after a national search was conducted. She replaced Dr. Laura Woodworth-Ney after her selection as Provost. As AVP, Dr. Johnson oversees program and curriculum development, general education, the Early College Program, the Student Success Center, eISU, and a variety of student-related matters. Dr. Johnson previously served as chair of the Department of English and Philosophy, the associate dean of the College of Arts & Sciences, the assistant dean of the College of Arts & Sciences, and the director of composition and assistant chair in the Department of English and Philosophy.

Ms. Selena M. Grace was appointed Associate Vice President for Institutional Effectiveness in October 2013 after a national search was conducted. Prior to accepting this position, she was the Chief Academic Officer for the Idaho State Board of Education (the Board). During this time, she was instrumental in bringing forward the Complete College Idaho plan and coordinating statewide collaborations that bridged secondary and postsecondary interests regarding the use of technology. She also advised the Board, institution presidents, and provosts on policies, statewide initiatives and key reform efforts. As AVP, Ms. Grace oversees regional and specialized accreditation, program review, Board initiatives, the Office of Institutional Research, and the Office of Registration and Records.

### ***Deans***

Since the Year One report there have been other significant academic leadership changes. Permanent Deans of the Graduate School, the College of Business, and the College of Technology were hired. Currently, there are two interim dean positions, one in the College of Science and Engineering and one in the Library.

Dr. Cornelis J. (Neels) Van der Schyf was named Dean of the Graduate School on April 29, 2013 after a national search was conducted. He replaced Dr. Nicole Hill who served as Interim Dean of the Graduate School September 2011 through June 2013. Dr. Van der Schyf previously served as Founding Chair of the Department of Pharmaceutical Sciences at Northeast Ohio Medical University (NEOMED) and Associate Dean of Research and Graduate Studies in the College of Graduate Studies at NEOMED, where he was responsible for the creation of the first graduate degrees (M.S. and Ph.D.) offered by NEOMED as a research degree-granting institution, and leading to the founding of its College of Graduate Studies. He has published over 115 peer-reviewed scientific publications, holds 14 patents or patents pending, 10 chapter books, and presented more than 200 times in various scientific venues. He was additionally responsible for the creation of the joint M.D./Ph.D. and Pharm.D./Ph.D. degree programs. Dr. Van der Schyf held previous administrative appointments that included Chair of the Department of Medicinal Chemistry at North-West University in South Africa, and Graduate Program Director at Texas Tech University Health Sciences Center.

Dr. Thomas A. Ottaway has served as the Dean of the College of Business since June 2012. Prior to his appointment as Dean he served as Associate Dean and as Chair of the Department of Informatics (formerly the Department of Computer Information Systems). Dr. Ottaway is a tenured Professor of Informatics and holds a doctorate in Business Administration from The Rawls College of Business Administration at Texas Tech University. He also holds a Master of Science in Business Administration from Texas Tech University, as well as Bachelor of Science in Computer Science from Wichita State University. Dr. Ottaway has held prior faculty appointments at Kansas State University and the University of Montana. Before entering academia, Dr. Ottaway was employed as a systems analyst with The Boeing Company.

R. Scott Rasmussen was named Dean of the College of Technology on April 1, 2012, after serving as Interim Dean for a year. He replaced Dr. Marilyn Davis who served as Dean from 2006 to 2011. Mr. Rasmussen previously served as the Executive Director and Chair of the Energy Systems Technology and Education Center where he was responsible for curriculum management, facilities creation and maintenance, and faculty and staff for five programs and \$2.6 million in NSF and USDOL grants. Mr. Rasmussen held previous administrative appointments, including Chair of the Electronics Department from 2000 to 2006. Mr. Rasmussen currently serves on the Idaho Governor's Workforce Development Board, The Bannock Development Corporation Board, and other economic and education development and oversight committees.

Karl Bridges was appointed Interim Dean of Libraries/University Librarian in July 2013. Previously, he served as Assistant University Librarian for Systems, responsible for operations of the library information resources. Prior to his appointment at ISU he served since 1991 in academic library positions at state universities in Illinois and Vermont where he worked in reference services with a focus on electronic resources. He is the author of numerous books and articles on librarianship as well as being past president of the Universities Library Section of the American Library Association.

Richard R. Brey, Ph.D., C.H.P. was appointed Interim Dean of the College of Science and Engineering in July 2013. Dr. Brey received his Ph.D. from Purdue University in Health Physics in 1994. He has published over 45 peer reviewed scientific publications and presented more than 130 times in various scientific venues. He was the 2002 recipient of the Health Physics Society's Elda E. Anderson award for his contributions to the profession in research and service. During the Spring of 2013, he was elected to serve as a Council member of the National Council of Radiation Protection and Measurements. Since 1995 he

has been the Director of an environmental radioanalytical laboratory which performs approximately 1,200 sample analyses per quarter, and the Director of the ISU Health Physics Program. Through 2005 until 2011 he served as the Director of The ISU Technical Safety Office and University Radiation Safety Officer. Between 2009 and 2010 he served as the Interim Chair for the ISU Department of Physics. Between 2004 and 2007 he served as a commissioner for ABET's Applied Science Commission representing the Health Physics Society. Between 2007 and 2011 he served as Commissioner at Large for the ABET Applied Science Accreditation Commission. He served as Associate Chair for the Department of Nuclear Engineering and Health Physics between 2010 and 2013 when he was appointed as the chair of that department.

### ***Non-academic Divisions***

Within the nonacademic units of the University, there have been associate vice president and key director-level changes as a result of reorganizations, retirements, and career progression.

Brant Wright was named Controller for ISU in May 2014 after a nationwide search. Mr. Wright is a 29 year veteran in accounting from various industries. As an experienced accounting and finance professional, he possess a record of success in implementing process improvements that reduce costs and align with changing budget requirements in higher education. He is familiar with the special requirements of complex, multi-level organizations, and those paradigms peculiar to education institutions. He has excellent administrative skills and places the needs of students as a first priority. He is known for his strong ethics and creating a client friendly environment.

Brian J. Sagendorf was appointed as the Director of Human Resources in May 2013. Mr. Sagendorf has over ten years of HR experience, six years of which have been at the Director level. Additionally, Mr. Sagendorf also has six years of HR experience in the higher education industry. Prior to his appointment as Director of Human Resources, Mr. Sagendorf was the Director of the Division of Human Resources for the City of Idaho Falls, Idaho, and was previously employed by ISU in the role of Senior HR Representative. Mr. Sagendorf has been involved in strengthening the HR profession in higher education by serving as the co-founding President of the Intermountain West Chapter for the College and University Professional Association for Human Resource Management, (CUPA-HR). Mr. Sagendorf is certified as a Professional in Human Resources through the Human Resource Certification Institute and received a Bachelor's Degree in Business Administration with an emphasis in Human Resource Management from Idaho State University.

James Martin was selected as the Director of Financial Aid and Scholarships in June 2013 after a national search. This position was previously held by Kent Larson, who retired. Mr. Martin previously served as the Associate Director in the Financial Aid office, and has been employed in various capacities in the ISU Financial Aid office since 1992. Mr. Martin held leadership roles in both state and regional aid associations. He earned a Bachelor of Business Administration from New Mexico State University in 1984 and a Master's of Public Administration from the University of New Mexico in 1993.

Dr. Adrienne King joined ISU in February 2014 as the Director of Marketing and Communications and oversees the University's strategic marketing communications. She previously served as Director of Relations and Communications at West Virginia University Institute of Technology where she led an award-winning creative team responsible for the institution's advertising, marketing, public relations, social media and website efforts. She was the managing editor of all of the University's publications and recruitment materials. She also oversaw the University's growing alumni relations program. Prior to working at WVU Tech, Dr. King was the Director of Marketing for the University of Charleston in West

Virginia. She earned her Doctor of Education in educational leadership in higher education administration from West Virginia University. She also holds a Master of Science degree in integrated marketing communications from WVU and a bachelor's degree in advertising/public relations and graphic design from Marietta College in Ohio.

Mr. Phillip (Phil) Moessner was selected and named the Associate Vice President for Facilities Services on January 7, 2013, after a national search. Mr. Moessner came to his current post after 25 years of service as a Civil Engineering Officer in the United States Air Force, retiring in 2012 as a Lieutenant Colonel. During his Air Force career, he commanded at both the squadron and group level, leading teams of between 322 and 1,600 personnel providing facility, emergency services, transportation, purchasing, environmental, and personnel administrative support to various bases throughout the United States, Europe, and the Middle East. Mr. Moessner's previous experience in higher education includes two years as the Director of Heavy Repair and Infrastructure at the U.S. Air Force Academy in Colorado Springs. He holds a Bachelor of Science in Civil Engineering from Virginia Tech, a Master's of Engineering Management from Old Dominion University, an EIT certificate from the Commonwealth of Virginia, and an Educational Facilities Professional (EFP) certificate from APPA.

Dr. Lance Erickson was appointed in June, 2013 following a national search for the Director of the Career Center that was vacated when the former director left to accept another position out-of-state. Dr. Erickson holds an Ed.D. in Educational Leadership and a Master's in Counseling from Idaho State University. Dr. Erickson, a Licensed Professional Counselor and National Certified Counselor, has over ten years' experience in the ISU Career Center including previous service as Interim Director and as the Counseling Services Coordinator, supervising Counseling Department interns.

Mr. Todd Johnson, was appointed as Director of the Veterans Sanctuary, following a national search in October, 2013. He holds a Master's Degree in Counseling and was previously employed at the Idaho National Laboratory where he was an Internship Specialist and supervised the Department of Energy, Office of Science STEM Internships: Idaho State University as an academic advisor and at the University of Colorado Denver as Career Counselor and Internship Specialist. He was instrumental in initiating the first Veterans Club at Idaho State University on the Idaho Falls Campus.

General Counsel: In August 2012, on the retirement of ISU's long-serving General Counsel, ISU retained the firm of Racine Olson Nye Budge & Bailey, Chtd., to provide General Counsel services. Idaho State University provides office space for two Racine attorneys, who are on campus daily and manage the Office of General Counsel, Compliance, and Risk Management. The Racine lawyers are on-call 24 hours a day to advise the President and top administrators. The General Counsel, who is also Risk Manager and ISU's designated Compliance Officer, has oversight of ISU's Policies and Procedures, is responsible for legal and NCAA compliance, serves on the President's Cabinet, oversees outside counsel when required, reviews and negotiates contracts, handles some litigation matters, assists in drafting policies and procedures, investigates violations, and otherwise acts as counsel and advisor on legal matters. The contract between ISU and Racine is renewable annually. Racine has 30 attorneys in offices in Pocatello, Boise, and Idaho Falls.

## Financial Resources

Idaho State University's financial condition is discussed in more detail in Standard 2.F.

The guiding financial precepts of the University are:

- Transactional Integrity
- Build and Maintain Adequate Reserves
- Maintain Effective Debt Capacity & Liquidity
- Foster revenue Diversity
- Planned and Controlled Spending
- Strong Control & Culture of Compliance

Idaho State University, like other state institutions and agencies, continues to monitor and make adjustments related to the economy and the changing dynamics of funding its programs. The campus community is encouraged to exert their best efforts to be fiscally responsible and take advantage of cost savings and revenue enhancing opportunities whenever and wherever possible. It is worth noting that the University's most recent year-end financial results reflect an \$11.3 million improvement in the University's net position, despite pressures on all key revenue sources and weak economic conditions. Total assets increased by \$7.6 million to \$308.3 million, driven largely by a significant increase of \$11.6 million in cash and investments. Key financial ratios measuring the institution's overall financial health continued to reflect sound performance with all but one ratio significantly above industry benchmarks. The positive trend in these ratios demonstrate the University's ability to operate within available resources, manage its debt strategically, invest in assets that generate resources, and position itself to invest in mission-critical initiatives.

As part of the ongoing efforts to control costs, ISU issued Series 2012 and Series 2013 refunding bonds to take advantage of record low interest rates and save approximately \$3.5 million in interest expense over the next ten years. Additionally, selected areas of cost are more closely monitored. They are:

- Hiring and Personnel Actions – All requests are reviewed with a high level of scrutiny as part of a tighter and more rigorous process. Organizations are asked to integrate and consolidate functions and activities and share personnel where it makes sense to do so.
- Overtime – All overtime is critically assessed and allowed if approved in advance.
- Consulting and other Significant Contracts – Contracts are evaluated with a view toward cancelling or suspending those where it makes sense and is feasible to do so.
- Printing and Mailing – Departments are encouraged to take advantage of electronic media, bulk mailing, and limited overnight delivery services.
- Publications and Subscriptions – Departments scrutinized these to assess their ongoing critical need and benefit to the University.
- Travel – All international travel must be approved by the President or his designee. All Vice Presidents and Deans are to take appropriated actions to minimize travel costs.
- Capital Equipment Expenditures – All departments are to postpone purchases until the need for the item is judged absolutely critical.
- Energy Conservation – Employees were encouraged to be mindful of energy saving steps they could take.

In continued recognition of the dedicated work and contributions ISU's team members have made toward achieving excellent financial performance, the University was able to supplement a 2% employment compensation increase from the state of Idaho to achieve an average 4.5% merit/equity/retention based compensation increases for faculty and staff. At the same time, this increase allowed us to bring all employees to a compensation level at least 3% above the poverty line, reduce the pay gap between entry pay levels of classified staff and the pay grade mid-point for those jobs, and eliminate or reduce the number of pay inequity situations.

Moody's Investors Service recently reaffirmed the institution's A1 rating, and institutional reserves are strong. Standard and Poor's has done likewise with its A/Stable rating.

### ***Campus-Wide Program Prioritization***

The entire campus engaged in a twelve-month, data-driven analysis of all of its academic and non-academic units and programs as outlined in its [Program Prioritization](#) process and timeline. Further explanation about Program Prioritization can be found in Standards 4.B., 5.A., and 5.B. The process utilized the Robert C. Dickeson Model as directed by the Board in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Deans' Council, and the Board. The academic programs utilized a scoring matrix that included the following:

- Demand (30% weight)
- Quality (30% weight)
- Revenue and Cost (20% weight)
- Impact & History (20% weight)

The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload.

For the non-academic programs on campus a survey approach was used to assess key Program Prioritization factors. The following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

- Cost-Effectiveness (25% weight)
- Importance to the institution (20% weight)
- Demand (20% weight)
- Quality (20% weight)
- Opportunity (15% weight)

## *Response to Year One Recommendations*

This section responds to the recommendations found in the Year One Peer Evaluation Report (Fall 2011) that ISU received from the Northwest Commission on Colleges and Universities (NWCCU). The text of each topic is presented, followed by responses. The 2011 report of the Evaluator Panel included two recommendations that are addressed in the following discussion.

### **Recommendation 1**

*The institution should revisit the core themes and connect them more directly to the mission. Three of the Core themes indirectly relate to the mission and the community engagement does not flow from the mission statement. Std 1.B.1*

In 1998 the State Board of Education (the Board) approved revisions to the 1983 role and mission statements for the public institutions, including ISU's, which has been widely publicized. In recent years the Board engaged the public institutions in discussions regarding their assigned roles and missions. As part of a Board review and clarification of Board policy [III.I](#), and review of the revised 2010 NWCCU accreditation requirements, institutions were instructed in April 2011 to bring forward a draft revised mission statement. At the June 2011 State Board of Education meeting, the Board reviewed the draft revisions to the public institutions' role and mission statements, although no specific feedback was provided. In early September ISU was asked to submit a more general mission statement draft. At a special Board meeting that took place on September 9, 2011, the Board approved the revised institutional mission statements, with the caveat the Board would revisit the institutions' missions at a workshop to be held in February 2012. While the Board did not address the institutions' core themes at the September 2011 special Board meeting, those were addressed at the February workshop. In light of the recommendations received, ISU addressed Recommendation 1 through a comprehensive revision of the Mission Statement previously submitted to the NWCCU in September 2011; which in turn more directly tied ISU's Core Themes to the Mission Statement. The following represents the September 9, 2011 Mission Statement, and the revised Mission Statement and Core Themes approved by the Board February 2012.

### ***September 2011 Mission Statement***

Idaho State University is a public, doctoral-granting, research university, with high research activity (Carnegie Classification as RU-H) that serves a diverse population through its undergraduate, graduate, and professional degree programs; research and creativity activity; and public service endeavors, offered throughout the state and Intermountain region. The University provides statewide leadership in the health professions and related biological and physical sciences, and is engaged in cutting-edge interdisciplinary basic and translational research. The University offers high-quality undergraduate and graduate programs in the Colleges of Arts and Letters, Business, Education, and Science and Engineering; and within the Division of Health Sciences that offers postgraduate residency training programs in family medicine, dentistry, and pharmacy. The College of Technology provides students high-quality professional-technical training in response to the workforce needs of private industry and public entities in the state. Idaho State University's Early College Program provides current high school students the opportunity to begin their college-level coursework prior to graduating.



### **February 2012 Mission Statement**

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional-technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

*Core Theme One: Learning and Discovery.* Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

*Core Theme Two: Access and Opportunity.* Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

*Core Theme Three: Leadership in the Health Sciences.* Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. It offers a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the state in its clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and telehealth services. We are active in Health Sciences research.

*Core Theme Four: Community Engagement and Impact.* Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the state and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

### **Recommendation 2**

*The institution should articulate the acceptable threshold or extent of mission fulfillment for all identified indicators in the Standard One report. (Std 1.A.2)*

Subsequent to the 2011 Evaluators' Report, ISU's Accreditation Steering Committee thoroughly reviewed all the indicators. The Steering Committee took particular attention to ensure that all indicators were indeed critical to mission fulfillment, and to ensure that data were available to establish acceptable thresholds and/or extent of mission fulfillment for all identified indicators. Since the completion of that work in 2013, the Accreditation Leadership Group, a smaller more focused leadership team comprised of administrators from various departments and faculty, worked to clarify the indicators, their relevance and capacity to determine the threshold or extent to determine mission fulfillment. The revised framework for the core theme objectives and indicators provides the necessary structure to assess outcomes that

represent an acceptable threshold and extent of mission fulfillment as required in Standard 1.A.2. The details of these changes can be found in the response to Standard 1.A.2.

## **Mission, Core Themes, and Expectations**

### *Executive Summary of Eligibility Requirements 2 and 3*

#### **Eligibility Requirement 2: Authority**

Idaho State University is authorized to operate and award degrees as a higher education institution by the Idaho State Board of Education (the Board), which serves as the governing board for all public higher education in the state, and as such, serves as the Board of Trustees for Idaho State University. The authority, responsibilities, and relationships of the Board and the public universities are described in [Idaho Code Title 33](#), the Idaho State Board of Education [Governing Policies and Procedures](#), and the Idaho State University [Policies and Procedures Manual](#).

#### **Eligibility Requirement 3: Mission and Core Themes**

Idaho State University's mission statement, from which the core themes and indicators are derived, was approved by the Board consistent with its legal authorization, and is deemed appropriate for a degree-granting public university. Idaho State University's primary purpose is to serve its students by providing educational programs that lead to recognized academic and professional-technical certificates and degrees. The university devotes all of its resources to support its educational mission and core themes.

## *Standard 1.A. Mission*

### ***Mission Statement***

In 1998 the Idaho State Board of Education (the Board) approved revisions to ISU's 1983 role and mission statement. Following changes to the 2010 NWCCU standards for accreditation, the Board approved additional revisions to ISU's role and mission in September 2011 and the following revisions in April 2012:

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional-technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

### ***Interpretation of Mission Fulfillment***

Idaho State University's core themes are derived from essential elements of its mission. To that end, it is through the assessment of the objectives and indicators that allow the University to determine the extent or threshold of mission fulfillment. As part of the Program Prioritization process, ISU built a Program Viability data system which will be used to support strategic and core theme planning and budget decisions. This is one of the ongoing benefits of Program Prioritization at ISU. One central aspect of this analysis includes an assessment of how the programs align with the University Core Themes. As part of its ongoing strategic planning process, ISU articulates and reviews measurable indicators by which it evaluates adherence to its mission and progress toward fulfillment of core themes. The entire set of strategic plan indicators is continuously tracked by Institutional Research and updated as new data become available.

Idaho State University now has a robust capability of measuring mission fulfillment through the implementation of the Banner Enterprise Resource Planning (ERP) system in 2010 for student and data tracking. Prior to this implementation, the University utilized a legacy data system that was home grown and could not provide consistent or reliable data. Idaho State University's Office of Institutional Research has also recently been revitalized with a team of six highly-skilled professionals in survey development, computer programming and data analysis. Four new servers (two development and two production) were installed in Fall 2013 to provide additional infrastructure for data collection, analysis, and reporting. Therefore, there are some areas where baseline data must be reconstructed from the legacy data system and some data will only become available as the accreditation cycle proceeds. The University has worked continually to refine the indicators to ensure they are appropriate to determine mission fulfillment.

Idaho State University's core theme fulfillment comes from ISU's unique degree ladder, program mix, and array of delivery options that provides flexible access to the entire postsecondary educational spectrum.

Idaho State University offers degree programs from the professional-technical certificate through the research Ph.D. that is mandated by the Board’s definition of ISU’s [primary service region](#).

Figure 1: Degree ladder



As the University is located within a state with two time zones, divided by mountainous regions, with a total geographic area of over 82,000 square miles, ISU utilizes a broad, innovative mix of delivery options across its vast geographic footprint. To ensure access to educational opportunities and pursuant to Section 33-2101, Idaho Code, the Board recognizes five service regions, three of which are identified as ISU’s primary service regions.

Idaho State University demonstrates successful achievement of its core themes and indicators as identified below. This collectively demonstrates the commitment of its students, faculty, and staff to the University’s mission to enhance technical, undergraduate, graduate, and professional education as a public research institution that serves a diverse population through leadership in the health professions, learning and discovery, and community engagement.

**Mission Fulfillment**

The four core themes identified by the University, each with a set of objectives, outcomes, and indicators, provide a mechanism to assess and determine mission fulfillment. The accomplishments of ISU as defined by its core themes exceeds an acceptable threshold of mission fulfillment. The use of both qualitative and quantitative data at the program and campus level through the process of program prioritization had a key focus on the University core themes. It is through ISU’s core themes that it is able to evaluate and assess mission fulfillment. The University is deeply committed to continuing to improve the extent to which it fulfills its mission.

## *Standard 1.B. Core Themes*

Idaho State University identified four core themes derived from its Board-approved mission statement. Idaho State University worked to ensure that the objectives and indicators are meaningful and assessable, and allowed the University to demonstrate its strengths and identify areas of weakness. Where possible, ISU focused on outputs rather than inputs. The majority of the indicators are objective. For those that are subjective, objective evidence is provided. When possible, the indicators are direct and widely accepted as applying to the desired outcomes and objectives.

Idaho State University's core themes are:

***Core Theme One: Learning and Discovery.*** Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

***Core Theme Two: Access and Opportunity.*** Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

***Core Theme Three: Leadership in the Health Sciences.*** Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the state in its clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and telehealth services. We are active in Health Sciences research.

***Core Theme Four: Community Engagement and Impact.*** Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the state and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

For each Core Theme, ISU identified objectives and key supporting indicators. These indicators provide concrete, meaningful, and transparent measures that detail the degree to which ISU is meeting its objectives. These measures will provide the University an overview of its performance, identifying both strengths and weaknesses.

### **Core Theme One—Learning and Discovery**

A central component of ISU's mission is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction. Learning and discovery are at that core. Teaching and learning have always been key components of ISU's identity. Idaho State University's status as a Research High university and its mission-specified emphasis on biomedical, interdisciplinary, basic, and translational research requires faculty to be active in research, to seek and obtain external grants, and to disseminate the results of their research and other scholarly activity.

One of the unique features of ISU is its strong partnership with the Idaho National Laboratory that supports ISU's research in renewable energy. The Idaho National Laboratory is a key player in the Energy System Technology and Education Center (ESTEC) at ISU's College of Technology. Idaho State University also operates the Idaho Accelerator Center which houses specialized nuclear facilities – serving as the principal investigating tool for research and development in nuclear physics applications in materials science, biology, as well as homeland and national security. Idaho State University is home to the Research and Innovation in Science and Engineering (RISE) facility. The RISE is a 215,000 square foot, state of the art, non-profit research and development facility dedicated to investigating the uses and behaviors of nano-scale materials in the areas of nuclear engineering, materials science, energy, and bio-technology. Between these latter two facilities, which are under the direction of the Vice President for Research and Economic Development, ISU manages approximately \$2-5 million of funding per year and this amount is growing rapidly due to strategic changes implemented in the past year.

Idaho State University's Meridian Health Science Center houses more than 25 undergraduate, graduate, and postdoctoral programs in the health professions and sciences, community clinics, and research laboratories. Its clinical services provide opportunities that serve both the teaching, research, and service mission in the treatment of patients.

Table 1: Objectives, Indicators, and Rationale for Core Theme One

**Objectives, Indicators, and Rationale for Core Theme One**

<b>Core Theme One: Learning &amp; Discovery</b> ISU promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.			
<b>Objective</b>	<b>Indicators</b>	<b>Meaningful</b>	<b>Assessable</b>
<b>1.1: Innovation and creativity in the pursuit of knowledge</b>  ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.	<b>1.1.1</b> Number of students participating in Career Path Internships (PM 1.1.2) <sup>2</sup>	This program provides opportunities for students to be employed as interns in positions concomitant with their academic and professional interests. It fosters student learning by giving students hands-on experience, enhancing job readiness skills and has demonstrated increased retention.	Report of internships awarded
	<b>1.1.2</b> Number of graduate assistantships and fellowships with teaching responsibilities (PM 1.3.1)	Assistantships and fellowships provide graduate students with professional experience and exposure to the latest teaching and research methods in their fields of study, and establishes mentorship opportunities through faculty oversight.	Report of assistantships and fellowships awarded
	<b>1.1.3</b> Number of students employed as English, math, and content area tutors (PM 1.3.2)	Content tutors encourage students to utilize innovation and higher levels of thinking. Tutoring provides an opportunity for undergraduate and graduate students to serve as mentors to peers, with the oversight and guidance of faculty.	Report of students employed as content area tutors
	<b>1.1.4</b> Number of students employed to work with faculty on research projects (PM 1.4.1)	Research provides significant learning experience for students to engage with faculty to expand students' understanding of concepts they can apply to theoretical and real world problems. Direct experience in research methodologies helps train student to be stronger problem solvers.	Report of students employed to work with faculty
	<b>1.1.5</b> Number of theses and dissertations completed	Theses and dissertations marks the culmination of thousands of hours of training, research, and writing. Through this preparation the student learns and	Report of number of theses and dissertations

<sup>2</sup> All references to PM identify a correspondence to an associated Performance Measures in the ISU Strategic Plan



		demonstrates the ability to conduct independent, original, and significant research within their discipline.	
	<b>1.1.6</b> Examples of end of the year research presentations	High-quality research reflects a research community that is dedicated to the pursuit and dissemination of knowledge. Provides an opportunity for students to showcase exemplary work/projects.	Evidence of research opportunities and students' understanding of research activities
	<b>1.1.7</b> Examples of outstanding research and innovation	The University culture is one of determined persistence that engenders innovation. High-quality research reflects a research community that is dedicated to the pursuit of knowledge, to the dissemination of knowledge, and to improving lives and solving society's most pressing issues.	Evidence of research and recognition of scholars
<b>1.2 Program quality and relevance</b>  ISU demonstrates academic excellence at all program levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.	<b>1.2.1</b> Number of faculty peer-reviewed publications, juried shows or exhibits, performances, and conference presentations (PM 1.5.1)	As a Carnegie Research High University, there are high expectations of faculty demonstration of scholarly activity and currency with disciplinary trends.	Report of the number of faculty peer-reviewed publications, juried shows or exhibits, performances, and conference presentations
	<b>1.2.2</b> Examples of placement rates of graduates from academic and professional-technical programs (PM 1.6.2)	Program placement rates, where available, is a demonstration of both student success and program quality and relevance.	Evidence of program quality and relevance
	<b>1.2.3</b> Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating	The number of students pursuing continued advanced degree level opportunities demonstrates students are receiving a high-quality education and are able to pursue advanced levels of training/education.	Report of post-baccalaureate enrollment

	<b>1.2.4</b> Number of regular comprehensive program reviews conducted each year (PM 5.2.1)	Program review provides a mechanism for evaluation and assessment to highlight areas of success and identify areas that need improvement. Central to the process of program review also requires that the results inform and guide strategic planning and the budgeting process.	Report of regular program reviews
	<b>1.2.5</b> Number undergraduate and graduate degrees awarded (PM 2.2.5)	Student completion data demonstrate quality of teaching and learning.	Report on degrees awarded

## **Core Theme Two—Access and Opportunity**

Since its founding in 1901, ISU has focused on providing educational pathways which take students from where they are to where they want to be. Idaho State University serves as the hub for public higher education in Southeast Idaho. Idaho State University’s mission includes offering a broad array of courses and programs, strengthening the economic and cultural environment of the region, and providing opportunities that would not otherwise be available.

Idaho State University’s roots lie in professional-technical (vocational) education and has long provided a ladder to educational and professional success for students with diverse backgrounds and interests. One example of this is the ISU Successful Transitions and Retention Track (START) that is focused on retaining its at-risk, underrepresented student population by providing social and academic support, helping them to manage barriers. After the first three years, the START program showed an overall retention rate of 76%.

Idaho State University’s Early College Program, which serves as both a recruitment and retention tool, enables high school students to take college-level courses. Idaho State University is the only university in the state that offers a two + two partnership with a high school where a student can earn his/her high school diploma and an Associate of Arts degree at the same time. In 2013 nine students graduated through this program; and in 2014 eighteen students graduated through this program.

Idaho State University is nationally known for its progressive veterans program, the Veteran’s Sanctuary. The University has a special focus that not only supports veterans in advising, articulation, job interview preparation and more, but also supports their families. These efforts have earned ISU the recognition by *GI Jobs Magazine* as a “Military Friendly” school since 2010; an honor only bestowed on the top 15% of colleges, trade schools, and universities in the United States.

Table 2: Objectives, Indicators, and Rationale for Core Theme Two

**Objectives, Indicators, and Rationale for Core Theme Two**

<b>Core Theme TWO: ACCESS AND OPPORTUNITY</b> – ISU provides opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.			
<b>Objective</b>	<b>Indicators</b>	<b>Meaningful</b>	<b>Assessable</b>
<p><b>2.1. Educational ladder – Access for student academic success</b></p> <p>ISU focuses on providing educational pathways with multiple access points and diverse opportunities for students to enter college and be successful in achieving their academic objectives.</p>	<p><b>2.1.1</b> Number of certificates, undergraduate and graduate degrees available (PM 2.2.5)<sup>3</sup></p>	<p>Many of today’s students arrive on campus uncertain of their academic interests. A diverse array of programs represents responsiveness to the varied interests and career paths, and financial needs students arrive with at ISU.</p>	<p>Report on the number of certificate and degree programs</p>
	<p><b>2.1.2</b> Number of students enrolled in ISU’s Early College Program (PM 2.4.1)</p>	<p>Participation in ISU’s Early College program demonstrates exposure to rigorous academic coursework in a supportive environment, allowing high school students to save both time and money in obtaining a college degree.</p>	<p>Report on the enrollment numbers for Early College</p>
	<p><b>2.1.3</b> In-state tuition and fees are competitive with peer institutions</p>	<p>Demonstration of access to quality instruction, combined with the lowest tuition of any public, baccalaureate-granting institution in the state.</p>	<p>Comparison of tuition and fees with peers</p>
	<p><b>2.1.4</b> Number of courses taught at outreach centers</p>	<p>Outreach center program offerings allow place bound and rural students multiple access points to pursue an undergraduate and graduate education that would otherwise not be possible.</p>	<p>Report on the number/types of courses at outreach centers</p>
	<p><b>2.1.5</b> - Number of online courses taught - Number of courses offered at non-</p>	<p>Traditional students constitute an ever-decreasing portion of today’s undergraduate population. Idaho State University is committed to providing non-traditional students with comprehensive academic offerings that better fit into their personal lifestyles.</p>	<p>Report on the number of online, non-traditional start time courses offered</p>

<sup>3</sup> All references to PM identify a correspondence to an associated Performance Measures in the ISU Strategic Plan

	traditional times (PM 1.1.1)		
	<b>2.1.6</b> Number Pell grants awarded	This is a demonstration of significant financial need. The number of Pell grantees attending ISU is a measure of commitment to providing access.	Report on the number of Pell grants awarded
	<b>2.1.7</b> Percent of financial aid awarded as a % of total eligible need	The percent of financial aid awarded is a measure of commitment to providing access. Students are supported through financial aid, enabling them to attend college and achieve their academic objectives, regardless of their financial means.	Report on aid awarded as a percent of total eligible need
<b>2.2 Student Support Services</b>  ISU recognizes students arrive with differing levels of college readiness, interests, and academic goals. Multiple initiatives support students' academic progression.	<b>2.2.1</b> Number of advisor contacts with students occurring through Central Academic Advising, TRiO Services (PM 2.2.1)	The large number of advisor contacts indicates that students are taking advantage of opportunities to seek advising, to build their plans of study, and to develop strategies to reach their academic goals.	Report on the number of contacts
	<b>2.2.2</b> Number of students employed on campus	Student employment options through work-study, the Career Path Internship program, and non-work study positions provide financial assistance for students while helping them stay connected to the University and giving them the opportunity to develop skills that would be useful in the larger workplace.	Report on the number of students employed on campus
	<b>2.2.3</b> Examples of student support centers	These programs provide physical, emotional, intellectual, and family support to ensure that students are able to focus their attentions on their academic progression more fully and to develop long-term academic plans.	Examples of student support options/ opportunities
	<b>2.2.4</b> Undergraduate student retention and graduation rates (PM 2.4.1)	Retention rates are common indicators that demonstrate the extent to which programs enable students to persist and graduate	Report on student retention and graduation

<p><b>2.3 Broad range of opportunities</b></p> <p>ISU creates opportunities for students to cope with issues surrounding college life. Student support services are provided and utilized. Students participate in community and service learning projects and activities, student organizations, and/or learning communities.</p>	<p><b>2.3.1</b> Examples of diversity of populations served and programs offered</p>	<p>Formal programs that support students from all backgrounds and affirm institutional commitments to diversity are powerful tools to bring students successfully into the University. The availability of resources and support for programs demonstrates one of the ways students' work in academic programs are further supported.</p>	<p>Evidence of formal programs with broad accessibility</p>
	<p><b>2.3.2</b> Number of students participating in student organizations (PM 2.5.1)</p>	<p>Research shows that co-curricular participation is positively associated with academic involvement and contributes to college persistence.</p>	<p>Report on number of students participating in student organizations</p>
	<p><b>2.3.3</b> Number of First Year Seminar and College Learning Strategies Courses (PM 2.1.2)</p>	<p>Institutional support for student development is critical for the retention of undergraduate students. Idaho State University's commitment is visible in the academic support resources available within First Year Seminar courses.</p>	<p>Report on the number of first-year seminar courses</p>
	<p><b>2.3.4</b> Number of Honors students</p>	<p>ISU offers the only Honors Degree in the state. It is an elite academic program for students who aspire to a more engaging and enriching collegiate experience. The number of honors students is a demonstration of the high-quality student ISU attracts.</p>	<p>Report on the number of honors students</p>
	<p><b>2.3.5</b> Examples of post-college support through career services</p>	<p>ISU recognizes that universities working to help students prepare for the job application and interview process, as well as help students and employers connect, increase the likelihood their students will secure jobs. The efforts surrounding career placement and planning demonstrates commitment to supporting students beyond degree completion.</p>	<p>Evidence of career placement planning and support</p>

### **Core Theme Three—Leadership in the Health Sciences**

As the lead health sciences institution in Idaho, the University's vision is to enhance the quality of life for its constituencies by applying the values of excellence in research, partnerships in community service, and professional education into practice. As such, ISU created the Division of Health Sciences (DHS), the largest academic unit at ISU. The Division of Health Sciences is comprised of the College of Pharmacy, Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Institute of Rural Health. Programs in the health sciences have a major presence on the Pocatello, Idaho Falls, and Meridian campuses. Several of the professional programs offered are entirely online. The Division of Health Sciences operates 15 teaching clinics between Pocatello and Meridian. The ISU Meridian Health Science Center houses more than 25 (ten of the nineteen DHS disciplines) undergraduate, graduate, and postdoctoral programs in the health professions and sciences, community clinics and research laboratories, and is currently building a state-of-the-art Anatomy and Physiology Laboratories that includes the only Bioskills Learning Center in the state. All DHS programs are accredited by the relevant professional accreditation bodies.

More than \$36 million in research grants and funding during the past five years and \$12.6 million annually in free medical services are among the highlights of DHS. The Division of Health Sciences continues to grow, and its reliance on state-appropriated funds continues to decrease. Idaho State University's professional fees, clinic receipts, external grants and contracts and fundraising help recruit high-quality faculty and assure that the University's facilities have state-of-the-art equipment. Idaho State University's faculty's scholarly activity brings national recognition to ISU. Its clinics provide the training ground for entry-level professional students and service individuals in the community who might not otherwise have access to care. A significant portion of students' clinical training occurs with the cooperation of community partners.

Table 3: Objectives, Indicators, and Rationale for Core Theme Three

**Objectives, Indicators, and Rationale for Core Theme Three**

<p><b>Core Theme THREE: LEADERSHIP IN THE HEALTH SCIENCES</b> – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the state in clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and telehealth services. We are active in health sciences research.</p>			
Objective	Indicators	Meaningful	Assessable
<p><b>3.1 Health Professions Programs</b></p> <p>In its leadership role, ISU consistently offer Idaho’s broadest array of high-quality health professions programs. Idaho State University’s Division of Health Sciences (DHS) leads the state in the number of health sciences programs offered and number of health professionals produced. ISU’s health professions programming demonstrates high quality.</p>	<p><b>3.1.1</b> Number of health professions programs offered (PM 3.3.1)<sup>4</sup></p>	<p>ISU is the leader in the state in the number and variety of health programs offered which demonstrates support of Core Theme Three and the health education mission.</p>	<p>Report on the number and diversity of health programs</p>
	<p><b>3.1.2</b> Number of health professions graduates (PM 3.3.1)</p>	<p>The number of health professions graduates speaks to high levels of retention in DHS, as well as the quality and strength of the programs offered.</p>	<p>Report on the number of health profession graduates</p>
	<p><b>3.1.3</b> Number of health professions programs at or near capacity (PM 3.3.1)</p>	<p>While many degree programs are limited by specialized accreditation requiring limits on faculty-student ratios, the ability of ISU to maintain enrollment in programs at capacity speaks to the quality and demand of health programs. The low faculty to student ratios allow students to engage in experiential learning which is often noted as the most profound educational opportunities.</p>	<p>Report on the number of health programs at or near capacity</p>
	<p><b>3.1.4</b> Number of qualified student applications compared to the seats available</p>	<p>Large applicant pools foster healthy competition and the ability for ISU to choose from the best and brightest of students. Continued demand for health programs, as evidenced by applicant numbers, demonstrates the need for such programs within the state, as well as nationally.</p>	<p>Report on the number of qualified applicants compared to seats available</p>

<sup>4</sup> All references to PM identify a correspondence to an associated Performance Measures in the ISU Strategic Plan



	<b>3.1.5</b> Participation of faculty at the state or national level	State and national leadership among the health professions' faculty indicates a strong dedication to service involvement, and recognition of the high caliber faculty employed by the University. Leadership provides faculty increased opportunity for collaborations and new activities critical to the health and vitality of ISU programs.	Examples of faculty holding positions at the state and national level
	<b>3.1.6</b> Number of students who have received national awards	The number of national awards given to students speaks to the dedication of ISU students in the pursuit of knowledge and the subsequent application to society.	Report on the number of student awards at the national level
	<b>3.1.7</b> Pass rates on licensure and certification exams in the health professions (PM 3.1.3)	High pass rates on national exams indicates that faculty are engaged and providing current, evidence-based practice in teaching; which translates into strong student performance on national exams. This denotes quality programs which meet the national standards.	Examples of pass rates on programs where national examinations are required
<b>3.2 Delivery of Patient Care and Related Health Services</b>  ISU delivers health-related services and patient care in the state through its clinics and postgraduate residency training sites. ISU serves the state, the public, and its health professions students through its clinics and other community health venues.	<b>3.2.1</b> Number of client visits to outpatient clinics (PM 3.2.1)	ISU clinics provide educational opportunities for students to be supervised by faculty and provide health care access opportunities for state citizens that may otherwise be unaffordable. Postgraduate residency training assists in meeting the demand for health care professionals in underserved areas.	Report on the number of client visits
	<b>3.2.2</b> Examples of affiliation agreements (PM 4.3.1)	Affiliated partners across the U.S. as well as international provide the resources essential for health science education with specific teacher student ratios. These affiliates provide diverse learning opportunities for interprofessional service, learning and scholarship. Idaho State University's diversity of partnerships allows for breadth and depth in connecting academic work and public health needs.	Evidence of a broad array of affiliated partnerships

	<b>3.2.3</b> Examples of faculty volunteer hours in community health screenings	Faculty are medical professionals with social contracts with patients. Community health screenings allow faculty to integrate teaching, clinical practice, research and service in visible venues. This experience is a professional development opportunity that strengthens faculty credentials and expertise as they role model clinical service.	Evidence of community support
<b>3.3 Health Sciences Research</b>  ISU contributes to the development of new knowledge in the biomedical and pharmaceutical sciences, rural health, clinical research studies, and professional research. ISU faculty and students engage in basic and clinical research in the health sciences.	<b>3.3.1</b> Examples of (faculty) peer reviewed publications, professional and other publications (PM 1.5.1)	Research that is broadly defined and inclusive, informs and enriches teaching. Faculty researchers are a model for student intellectual curiosity. Health science research provides new evidence to improve health.	Evidence of research and recognition of scholars
	<b>3.3.2</b> Number of health professions students who are participating in research (PM 3.3.3)	The ability to identify, analyze and resolve problems is invaluable in professional life and in citizenship. Research experience prepares students for pursuit of graduate and postgraduate learning.	Report on the number of students participating in research
	<b>3.3.3</b> Dollar amount of extramural support in the Health Sciences (PM 3.3.2)	Quality research programs are equated with external funding. External funding enhances visibility for ISU. Health science research provides new evidence to improve health.	Report of dollar amount

## **Core Theme Four—Community Engagement and Impact**

While ISU is the single largest employer in the Pocatello community, it provides more than economic health to the communities it serves. It provides access and opportunity, venues for learning and discovery, and has a strong health component. One aspect of the University's health community outreach is the ISU Meridian Health Science Center partnership with Ada County to provide free community health screenings for uninsured adults in the Treasure Valley (the largest metropolitan area of the state). Idaho State University is a member of the CORE, in Meridian; an Idaho business coalition for innovation in health care, research, and technology. It is dedicated to creating core competencies in health care and medical technology. In addition to ISU, the CORE includes: Boise State University, University of Idaho, AceCo, Ada County Commissioners, Bank of the Cascades, Blue Cross of Idaho, CenturyLink, City of Meridian, Dave Sanna - RBC Wealth Management, Eagle Road Professional Center, Gardner Company, Hawley Troxell, Idaho Council of Governments, Idaho Global Entrepreneurial Mission, Idaho Technology Council, Idaho Urologic Institute, Jay Lugo, Johnson Brothers Hospitality, Matt Joyce, MD PA, West Ada School District, MWI Veterinary Supply, Saint Alphonsus Regional Medical Center, St. Luke's Regional Medical Center, Washington Trust Bank, West Valley Medical Center, West Vet Animal Emergency & Specialty Center, and Zona Health.

Southeast Idaho's geographically disparate population benefits from ISU as a community center for educational, cultural, and entertainment opportunities. An example of the educational, cultural and entertainment opportunities includes ISU's Idaho Museum of Natural History's affiliation with the Smithsonian Institution. The museum is the only museum of natural history in the state, and one of just a few in the Intermountain West with such an agreement. Through the partnership, the Smithsonian shares its artifacts, programs, and expertise. This partnership allows the museum to host Smithsonian exhibits, bringing national exhibits to southeast Idaho. Another example is the \$34 million L.E. and Thelma E. Stephen's Performing Arts Center where music, dance, theatre, lectures and more bring the communities of Southeastern Idaho together.

Idaho State University promotes activities that conserve resources today and helps to provide resources for tomorrow. In a single year ISU Facilities Services recycles more than 74 tons of materials, including more than 57,000 pounds of cardboard; 29,000 pounds of white paper; 53,900 pounds of non-white paper; 3,768 pounds of plastic and metal; and 2,385 pounds of newspaper. In addition, ISU's facility vehicles run on recycled cooking oil. The fryer oil previously going to waste now powers facility vehicles. The recycled oil is carbon neutral and non-toxic to the environment.

Table 4: Objectives, Indicators, and Rationale for Core Theme Four

**Objectives, Indicators, and Rationale for Core Theme Four**

<b>Core Theme FOUR: COMMUNITY ENGAGEMENT AND IMPACT</b> – Idaho State University, including its outreach centers, is an integral component of the local communities, the state and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.			
<b>Objective</b>	<b>Indicators</b>	<b>Meaningful</b>	<b>Assessable</b>
<b>4.1 Economic Impact</b>  ISU contributes to the intellectual and financial capital, and provides infrastructure resources, to support the present economic development of the state. ISU directly contributes to the economic development of the state, region, and community.	<b>4.1.1</b> Estimates of economic impact (PM4.1.1) <sup>5</sup>	Economic impact studies measure the direct economic impact of an organization’s spending plus additional indirect spending in the economy as a result of direct spending. Total economic impact measures the dollars that are generated within Idaho due to the presence of Idaho State University.	Reports on the estimates of ISU’s economic impact
	<b>4.1.2</b> Amount of university spending from non-state funding sources	Total University spending from non-state funding demonstrates the resources the University is able to contribute to the growth of the local and state economy, generating new revenue	Evidence of economic contribution
	<b>4.1.3</b> Number of student volunteer clinical services	Community outreach is a reflection of the University’s commitment to serving the members of its community.	Report on number of hours
	<b>4.1.4</b> Net contribution to Idaho by non-resident students and their families	The University has become a destination institution for many non-resident and international students and the growth of non-resident enrollment contributes to the cultural and financial growth of the community.	Evidence of economic contribution
	<b>4.1.5</b> Examples of ISU healthcare professional graduates (PM 3.1.2)	Demonstration of the impact ISU health profession programs’ alumni have on the economic development of the state, and their community contributions in meeting shortage demands within the health professions.	Evidence of outreach and community contributions
	<b>4.1.6</b> Number of individuals served through Workforce Training	The ISU workforce training program provides continuing education opportunities, as well as opportunities for personal and professional enrichment, to those who would otherwise not have access to educational programs and services.	Report on the number of individuals served

<sup>5</sup> All references to PM identify a correspondence to an associated Performance Measures in the ISU Strategic Plan

		Demonstrates contribution to intellectual and financial capital within the community.	
<p><b>4.2 Community Engagement</b></p> <p>ISU is a unique reflection of the community it serves. ISU engages and supports the communities it serves, and those communities return that support.</p>	<p><b>4.2.1</b> Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities (PM 4.3.1)</p>	Formal partnerships are a demonstration of community engagement. These partnerships and agreements create synergistic relationships for learning, discovery, and innovation.	Examples of partnerships, collaborative agreements and contracts with public/private entities
	<p><b>4.2.2</b> Examples of activities/events that meet the local and regional needs/ interests</p>	Attendance at ISU venues demonstrates that the community is interested and engaged in the activities and events the University offers. Pocatello is 168 miles from a metropolitan area, the closest of which is in Salt Lake City, Utah. Without ISU the region would have little opportunity to experience diversity of cultures, and variety of musical and educational events and exhibits.	Evidence of services that address local needs
	<p><b>4.2.3</b> Number of clinic participants who are served</p>	The communities served by ISU clinics benefit from quality health care. Idaho State University students in the health professions have the opportunity to work with citizens who otherwise would not have access to health care services, and demonstrates community outreach and support.	Report on the number of participants served through ISU clinics
	<p><b>4.2.4</b> Examples of continuing education and professional development</p>	Continuing Education and Professional Development programs provide a valuable contribution to the region's communities. These programs provide thousands of hours of training and education each year.	Evidence of opportunities provided to the community
	<p><b>4.2.6</b> Examples of campus resource conservation efforts (PM 4.2.1)</p>	As stewards of the state's resources, ISU is committed to taking care of the environment. Idaho State University has steadily implemented campus resource conservation to improve conditions at the University with an eye toward protecting valuable natural resources.	Evidence of campus efforts towards resource conservation

## Resources and Capacity

### *Executive Summary of Eligibility Requirements 4 through 21*

#### ***Eligibility Requirement 4: Operational Focus and Independence***

Idaho State University programs and services are predominantly concerned with higher education, as reflected in the [institutional mission](#), [strategic plan](#), and [core themes](#). The University has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

#### ***Eligibility Requirement 5: Non-Discrimination***

Idaho State University is governed and administered pursuant to a [policy of nondiscrimination](#) that helps ensure respect for the individual and service in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes. Board policy also shields ISU [employees](#) and [students](#) from institutional practices that may be discriminatory. To safeguard the protections afforded under the policy and make certain those protections are real, ISU employees and students are afforded a grievance process under [University](#) and [Board](#) policies for bringing concerns forward and having them addressed.

#### ***Eligibility Requirement 6: Institutional Integrity***

Idaho State University establishes and adheres to ethical standards in all of its operations and relationships. University and Board policies govern [faculty](#), [staff](#), and students and cover such areas as [conflict of interest](#), [misconduct in research and scholarship](#), academic dishonesty, [protection of sensitive data](#), appropriate use of [facilities](#), and accountability in [purchasing transactions](#). In addition, university employees are subject to Board policy [II.Q.](#), Conflict of Interest and Ethical Conduct. Idaho State University employees and operations are also required to comply with federal legislation, such as Title IX, Clery Act, VAWA, the Campus SaVE Act, FERPA, and [HIPAA](#), through extensive policies governing the use of and secure practices for [information technology](#) systems.

#### ***Eligibility Requirement 7: Governing Board***

The Idaho State Board of Education (the Board) is ISU's [governing board](#). As such it is responsible for the quality and integrity of the University and for each unit within a multiple-unit institution to ensure that the University's mission and core themes are being achieved. The governing board has eight [voting members](#), seven of which are appointed by the Governor, and one who is the elected state superintendent of K-12 public instruction.

#### ***Eligibility Requirement 8: Chief Executive Officer***

Idaho State University employs a [chief executive officer](#) who is appointed by, and directly responsible to, the Board. The Chief Executive Officer's full-time responsibility is leadership of the University, relations with the public and the Board. Neither the chief executive officer, nor an executive officer of the University, chairs the University's governing board.

#### ***Eligibility Requirement 9: Administration***

In addition to a chief executive officer, ISU employs a sufficient number of qualified administrators with appropriate preparation and experience who provide effective leadership and management for the University's major support and operational functions, and work collaboratively across institutional functions and units to foster fulfillment of the University's mission and achievement of its core themes.

**Eligibility Requirement 10: Faculty**

Idaho State University employs faculty who possess academic qualifications appropriate to their disciplines for teaching and research in their program areas. All faculty undergo an [annual evaluation](#) and a [periodic five-year performance review](#). The work of tenure-track faculty over a multi-year period is evaluated at the time the faculty member applies for tenure. This [comprehensive review process](#) is employed to ensure standards of quality and levels of performance in teaching, research, and service necessary to achieve educational goals and institutional mission are being met by the faculty. In addition to the NWCCU institutional accreditation, many ISU programs, particularly in the Health Professions, hold [specialized accreditation](#) mandating specific faculty-student ratios to ensure quality programming and delivery.

**Eligibility Requirement 11: Educational Program**

Idaho State University offers [educational programs](#) at the certificate, associate, baccalaureate, master's, and doctoral levels in alignment with its mission and core themes. Programs are based on recognized higher education fields of study, and of sufficient content and length, and conducted at levels of quality and rigor appropriate to the certificates and degrees offered, and which culminate in achievement of clearly identified student learning outcomes.

**Eligibility Requirement 12: General Education and Related Instruction**

Idaho State University has clearly defined general education requirements. The baccalaureate general education requirements or core curriculum (see [Undergraduate Catalog 2014-15](#)) serve as the general education component of all associate and bachelor's degree programs. This core curriculum has student learning outcomes identified for each of its components. Baccalaureate and graduate programs also have requirements related to the field of study and degree type (e.g., B.A., B.S., M.A., M.S., Ed.D., Ph.D.). Applied associate and certificate programs embed related instruction in required courses and, in the case of applied associate degrees, include general education courses in the areas of communication, computation, and human relations as part of the degree requirements (Board policy [III.N.](#)). Programs of study leading to occupational endorsements, applied associate, associate, baccalaureate, graduate licensure, master's, doctoral programs, and other postgraduate professional programs in a wide variety of fields are offered.

**Eligibility Requirement 13: Library and Information Resources**

Consistent with its mission and core themes, the University maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the University's programs and services wherever offered and however delivered. For example, in support of ISU's mission and core theme responsibility to provide leadership in the health professions and related biomedical and pharmaceutical science, ISU's [Eli M. Oboler Library](#) delivers essential services and resources through the [Idaho Health Sciences Library](#).

**Eligibility Requirement 14: Physical and Technological Infrastructure**

Idaho State University provides the physical and technological infrastructure necessary to achieve its mission and core themes.

***Eligibility Requirement 15: Academic Freedom***

Idaho State University maintains an atmosphere in which intellectual freedom and independence exist. Pursuant to Board [policy](#) and University [policy](#), faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

***Eligibility Requirement 16: Admissions***

Idaho State University publishes its student [admission policy](#) which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

***Eligibility Requirement 17: Public Information***

Idaho State University publishes an [electronic catalog](#) with current and accurate information concerning its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; tuition, fees, and other program costs; refund policies and procedures; and opportunities and requirements for financial aid. Information for rules and regulations for student conduct and rights and responsibilities of students can be found on the [Student Affairs website](#); and information regarding the academic calendar can also be found online on the Office of the Registrar's [website](#).

***Eligibility Requirement 18: Financial Resources***

Idaho State University demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

***Eligibility Requirement 19: Financial Accountability***

For each year of operation, ISU undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the Board.

***Eligibility Requirement 20: Disclosure***

Idaho State University accurately discloses to the NWCCU all information the Commission may require to carry out its evaluation and accreditation functions.

***Eligibility Requirement 21: Relationship with the Accreditation Commission***

Idaho State University accepts the standards and related policies of the NWCCU and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the University agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the University's status with the Commission to any agency or members of the public requesting such information.



## Standard 2.A Governance

2.A.1	The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.
2.A.2	In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

University constituent groups advise and recommend to the University president regarding matters of direct and reasonable interest to them, as part of the policy and decision-making processes of the University. This includes faculty, staff, students, and other identifiable institutional constituencies (Idaho State Board of Education policies [I.E.2a.](#), [III.C.2.](#), [III.C.3.](#), and [III.P.8.](#)). Idaho State Board of Education (Board) policy [III.C.4.](#) also authorizes the president to form advisory groups to study and make recommendations regarding specific issues.

The University's governance system is structured to provide effective processes for the views of faculty, staff, administrators, and students to be heard on matters in which they have a direct and reasonable interest. The [Governing Policies and Procedures](#) of the Board (Board policy) delineate the division of authority and responsibility between the Board and the institutions under its governance, including ISU. As noted above, the Board does not participate in the details of an institution's internal management but instead delegates authority to the University's president.

### **Faculty**

The time from April 2010 to October 2012 involved a formal, comprehensive review of the faculty governance system at ISU pursuant to a directive of the Board. This process included the Board suspending the ISU faculty senate, establishing a short-term provisional faculty senate, and electing a permanent faculty senate. In April 2012, the chair and vice-chair of the former Provisional Faculty Senate filed a complaint with NWCCU asserting that ISU was not in compliance with Standard 2.A. of Standard 2 Resources and Capacity. Upon review of the information submitted by the complainants and the University, NWCCU determined that ISU was not out of compliance with Standard 2.A.

Over the past several years a variety of committees and task forces, including the Faculty Senate, have reviewed and made recommendations for improving ISU's institutional governance structure, specifically the role of faculty and scope of their participation in shared governance.

Faculty elected a permanent faculty senate in October 2012. At its first meeting, the ISU Faculty Senate was given its charge and the scope of its authority and responsibility within the institutional advisory system and in relation to other university-level councils and committees pursuant to the Board policy [III.C.2.](#) During the 2013-14 academic year, the faculty senate took action on a variety of items ranging from providing recommendations on program prioritization; policies on evaluation of faculty tenure, bureau of education research and services, and fee reduction policy for dependents; electing senators to serve as chairs of Academic Dishonesty Board and Scholastic Appeals Board; developing and approving bylaws; and providing recommendations for proposed faculty constitution for consideration in Fall 2014.

Key existing councils—Research Council, Graduate Council, and University Curriculum Council—operated without interruption during those years. Each is functioning pursuant to bylaws adopted by its members that have been in place, with routine revision, since the inception of the council.

Faculty on the main campus and at outreach centers play a key role in providing input, advice, and making recommendations to the President, Provost, and other Administration through key advisory committees as follows (membership lists and bylaws for each advisory committee can be found in Appendix 2):

The [Faculty Senate](#) represents the University Faculty in the initiation, consideration, recommendation, and implementation of policy within the purpose and powers of the University Faculty. The Faculty Senate considers matters referred to it by the University Faculty, Senators, the Provost and Vice President for Academic Affairs, the University President, or the President's representative. It recommends to the Provost and Vice President for Academic Affairs changes in academic and other policies that affect the Faculty, and through the President recommends policy changes to the Board.

The [Undergraduate Curriculum Council](#) is responsible for ensuring the quality and appropriateness of undergraduate courses and undergraduate degree programs offered by the University. All proposals for the addition of or changes in undergraduate courses and undergraduate degree programs must be approved by the Curriculum Council.

The [General Education Requirements Committee](#), a subcommittee of the Undergraduate Curriculum Council, is responsible for courses and policies that relate to the University's general education requirements for appropriateness, rigor, assessment, and to make recommendations based on these evaluations to the Undergraduate Curriculum Council.

The [Graduate Council](#) is responsible for ensuring the quality and appropriateness of graduate courses and graduate degree programs. The Graduate Council provides recommendations concerning establishment and maintenance of requirements for graduation; allocation of privileges such as scholarships, honors, awards and grants-in-aid for graduate students; and the establishment of grade standards to be maintained by graduate students.

The **Research Council** is responsible for advising the Vice President for Research on the formulation, review, and application of policies touching on research matters. The Research Council provides oversight of subcommittees involved in the peer review and administration of internal grant awards funded by the Vice President for Research.

Faculty input also occurs through formal channels in the colleges, the Division of Health Sciences, and other units like the Oboler Library and the Idaho Museum of Natural History. As a key facet of ISU's reorganization, local level faculty governance has been given a prominent role in the governance advisory structure. Each college/division dean and unit head has established an advisory or executive committee comprised of faculty and administrative members in the college or unit. In the majority of colleges, faculty representatives are elected to serve on these committees. Typically, duties of the executive committees include developing policy and process on the college level for promotion and tenure, strategic planning, program review and assessment, faculty workload assessment, faculty development, budget planning, and space management. Individual deans may also involve their executive committees in other areas and issues. Thus, the opportunity for participating at the local level has augmented and diversified faculty

governance and allowed the colleges/division to tap into the faculty expertise and experience needed to make informed local decisions.

### **Staff**

Idaho State University staff provides essential services and support to the campus community at every level system-wide and perform functions critical to accomplishing the University's mission. The [ISU Staff Council](#) is the main representative body at the main campus and outreach centers of classified (hourly) and non-classified (salaried) employees and provides recommendations to the President regarding policy, proposed actions, and issue resolution as it pertains to staff members, their professional welfare, and similar employment-related concerns. Although this is accomplished in a variety of ways, a primary means is through the participation of Staff Council officers on several councils and committees including the President's Cabinet, Campus Planning Council, Special Budget Consultation Committee, Parking Advisory Board, University Safety, and similar groups. These officers take forward the input and recommendations of elected Staff Council members and the constituents they represent.

Non-classified (exempt) employee representation on Staff Council comes from four main groups:

*Instruction/Academic Support:* Examples of represented units include the Graduate School, Office of Research, Sponsored Programs, University Library, Idaho Museum of Natural History, Experiential Learning Assessment, Continuing Education and Conferences, Institutional Research, Registration and Records, ISU-Idaho Falls, ISU-Twin Falls, ISU Meridian Health Science Center, Academic Advising, Information Technology Services, and Educational Technology Services.

*Student Services:* Examples of represented units include Campus Recreation, Career Services, Disability Services, Early Learning Center, Counseling and Testing Center, International Student Services, Student Health Center, University Housing, Campus Planning, Facilities Services, Anderson Gender Resource Center, and TRiO Student Services.

*Finance and Administration:* Examples of represented units include the Controller's office, Budget, Grants, Accounting, Mail Center, Financial Aid, Scholarships, University Business Officers and Department Fiscal Officers, Human Resources, and Purchasing Services.

*Auxiliary Enterprises and Institutional Support:* Examples of represented units include University Relations, Development and ISU Foundation, Alumni Relations, Government Relations, General Counsel, Risk Management, Affirmative Action, and Records Management.

Classified employees from these categories are represented on Staff Council:

- Classified administrative/Executive Professional
- Secretarial/Clerical
- Technical/Paraprofessional
- Skilled Crafts
- Service/Maintenance

### **Administrators**

Idaho State University administrators support university functions on many levels. In central administration, administrative areas are divided into the following academic and non-academic units: Academic Affairs, Student Affairs, Research and Technology Transfer, University Advancement, Finance

and Administration, and Athletics. The vice presidents of these units participate in the President's Cabinet, as well as attend regular meetings of the President and vice presidents. These venues provide opportunities for the vice presidents to make recommendations and provide feedback regarding policy, process, and operation, and to provide input into the president's decision-making as it relates to their units and constituents. The vice presidents ensure that they meet with their leadership teams on a regular basis.

Other academic administrators participate in the Deans' Council that is comprised of the Provost and Vice President of Academic Affairs, the deans of the colleges, the executive dean of the Division of Health Sciences, and the associate vice presidents from the Office of Academic Affairs. These administrators provide input on matters of interest to the function and operation of their units and constituents that is then taken forward by the Provost and Vice President for Academic Affairs to the President and other vice presidents. Administrators from other units, such as the Vice President for Student Affairs, Vice President for Research and Economic Development, and the Vice President for Finance and Administration, regularly attend Deans' Council meetings to advise and inform the deans of matters and issues involving areas outside of Academic Affairs that may impact them. Additionally, administrators representing functions like Institutional Research, University Business Officers, Human Resources, Information Technology Services, Facilities Services, and University Advancement attend Deans' Council meetings as matters arise that require the deans' consultation and input.

### **Students**

Idaho State University students are represented by the Associated Students of Idaho State University (ASISU) that makes recommendations on issues that affect students (Board policy [III.P.8.](#)). According to its [constitution](#) and [bylaws](#), ASISU works to provide effective student participation and representation in all areas of campus services, programs, and activities; to participate in the improvement of educational programs, co-curricular activities, and services; and to advance the common interests and concerns of the student body. This mission is carried out primarily through the activities of the Student Senate and ASISU officers. The ASISU president, for example, is a member of the ISU president's cabinet and serves on numerous committees as the representative of student interests. Moreover, ASISU officers work closely with the Vice President for Student Affairs to advise and make recommendations regarding a broad range of topics and issues relevant to campus life, including academic, personal, ethical, cultural, social and career development, healthy lifestyles, and mental and physical wellness.

Idaho State University's outreach campuses are also governed by the ASISU constitution and bylaws, and students at these campuses enjoy the same representation and opportunity for input. Once threshold enrollment numbers are achieved, students at outreach centers are entitled to elect a local ASISU vice president and maintain a local Student Activities Board Coordinator, supported by a student committee, whose function is to coordinate with the main ASISU Students Activities Board to plan and implement meaningful and relevant programming to the local campuses.

2.A.3	The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.
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**University Accreditation**

The Office of the Provost oversees the regional accreditation of the University, as guided by NWCCU. The Associate Vice President for Institutional Effectiveness oversees regional as well as specialized accreditation for the University, and is the Accreditation Liaison Officer. In 2010, in preparation for the revision of Standards and the condensed transition schedule, ISU formed the Accreditation Steering Committee, composed of representatives from across the University.

Idaho State University's Year One Self Evaluation was reviewed by a NWCCU Evaluation Panel and resulted in two recommendations. Following that, the Accreditation Steering Committee continued work on the later standards. In May 2012, ISU was notified that NWCCU would forego the University’s Year Three report and visit scheduled for Fall 2012, as well as the Year Five report in Fall 2013. Idaho State University’s Year Seven report and visit scheduled in Fall 2014 to address Standards 3, 4, and 5, was expanded to include onsite evaluation of Standards 1 and 2.

The Accreditation Steering Committee successfully addressed Standards 1 and 2, at which point a more focused group was needed to work on the remaining standards. To achieve this end the Accreditation Leadership Group (ALG) was constituted. The ALG is effectively a distillation of the Accreditation Steering Committee, as most members of the ALG came from the Steering Committee. See Appendix 3 for the membership of the Accreditation Steering Committee and Appendix 4 for the Accreditation Leadership Group. Idaho State University maintains a [webpage](#) dedicated to its accreditation status, and the university-wide accreditation status is published in the [undergraduate catalog](#).

**Collective Bargaining**

Idaho State University is not a party to any collective bargaining agreements, nor is any segment of the ISU workforce represented by a union or other collective bargaining agent.

**Legislative Actions and External Mandates**

Idaho State University monitors the external community, state, and federal environment through the Office of the Vice President for University Advancement. This office brings together units responsible for influencing public policy and opinion and strengthening the University’s reputation and the perceptions people have of it. The units and personnel most crucial for monitoring the local, state, and federal environment reside in the Office for University Advancement. They are:

**State Relations:** The Director of Government Relation is the chief representative in Boise to both the executive and legislative branches. The Director is a key member of the administrative team, advising the University’s president and vice presidents on legislative strategy and communicating to the university community about higher education issues. The University President and Vice President for University Advancement are also closely engaged in the legislative and political process.

**Regional and Community Relations:** Office of Marketing and Communications serves as a link between the University, surrounding communities, civic groups, and local government and other important groups. The Marketing and Communications Office’s mission is to build relationships, share information, and seek new opportunities that match the University’s academic capital with needs in the community.

2.A.4	The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.
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The Board is the designated [governing body](#) for the state of Idaho for the institutions and agencies under its governance. The Idaho Constitution, [Article IX, Section 2](#), vests the Board with the general supervision of all public higher education and, as such, serves as the governing board (Board of Trustees) of Idaho State University. Thus, ISU is governed by a single board, not a hierarchical structure of multiple boards. Idaho Code [§33-3006](#), articulates the general powers of the Board of Trustees of ISU. The authority, responsibilities, and relationships among the Board, university administration, faculty, staff, and students are set forth in [Idaho Code, title 33, chapter 1](#) and Board [policy](#).

The Board consists of eight voting members (identified in Table 5), none of whom have any contractual, employment, or financial interest in the University. Seven of the members are appointed by the governor and are confirmed by the state senate for five-year terms of office. These members may be reappointed for a second five-year term (Idaho Code [§33-102](#)). The eighth member is the elected State Superintendent of Public Instruction, who serves as an *ex-officio* voting member of the Board. The officers of the Board include a president, vice president, and a secretary, who are elected to serve one-year terms (the officers may be elected to serve additional terms). The State Superintendent of Public Instruction serves as the executive secretary.

Pursuant to Idaho Code [§33-102A](#) the Office of the State Board of Education (OSBE) exists as an executive agency of the Board. The Board is authorized to appoint an executive officer of the state board. The executive director of the Board, who is appointed by and serves at the pleasure of the Board, serves as the chief executive officer of OSBE.

Although the Board is held accountable under Idaho law for ensuring its policies and procedures are followed, it does not participate in the internal management of its postsecondary institutions but instead delegates that responsibility to the university president (Board policy [I.A.2.](#)). The president exercises ultimate responsibility for governing and decision-making at the university level; promoting the effective and efficient functioning of the University; developing methods that will encourage responsible and effective contributions by parties in achieving university goals; and seeking input from constituent groups in making decisions regarding university planning and operation (Board policy [I.E.2a.](#), [I.E.2b.](#), and [III.C.1.](#)).

Table 5: Idaho State Board of Education Membership

Name	Position	Term Expires
<b>Emma Atchley</b>	President	06/30/2019
<b>Rod Lewis</b>	Vice President	06/30/2015
<b>Don Soltman</b>	Secretary	06/30/2019
<b>Richard Westerberg</b>	Member	06/30/2019
<b>Bill Goesling</b>	Member	06/30/2016
<b>Debbie Critchfield</b>	Member	06/30/2018
<b>David Hill</b>	Member	06/30/2017
<b>Tom Luna</b>	State Superintendent of Public Instruction (Ex-Officio, voting member)	Elected

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board acts only as a committee of the whole. [Section D](#) of the Board bylaws require that a quorum of members be present for voting in order to conduct any business. Significant policies and actions undertaken by the Board are decided upon at public meetings under the procedures described in Board policy [I.D](#). Moreover, Board policy [I.A.2](#) expressly states that members may not exercise official authority unless the Board is in session or they are acting on behalf of the Board pursuant to its direction. In addition, [Section H](#) of the Board bylaws prohibit subcommittees from taking any action, except when authority to act has been delegated by the Board.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

At its regularly scheduled meetings, the Board reviews and revises, as necessary, its [Governing Policies and Procedures](#). The Office of the State Board of Education employs a Chief Policy and Planning Officer whose primary responsibility is review and oversight of the Board policy. The Chief Policy and Planning Officer works closely with OSBE’s Chief Academic Officer and Chief Fiscal Officer who are responsible for the review and maintenance of policy sections that fall under their area of responsibilities. The Board has five standing [committees](#): the Planning, Policy and Governmental Affairs Committee; the Instruction, Research and Student Affairs Committee; the Business Affairs and Human Resources Committee; the Audit Committee; and the Executive Committee. The Office of the State Board of Education’s staff work closely with Board committees to regularly review and revise the Board’s [Governing Policies and Procedures](#). The Board undertakes policy-making decisions with consideration to recommendations made by the Executive Director, the Chief Executive Officers, and other institutional or agency constituencies through committee meetings, and regularly scheduled Board meetings. The Board’s Strategic Plan (Appendix 5), Performance Measure Report (Appendix 6), and Master Planning Calendar (Appendix 7) can be found in the Appendices.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Chief Executive Officer, or President, of the University is appointed by and serves at the pleasure of the Board, and has full power and responsibility for the organization, management, direction and supervision of the University, within the framework of the Board’s [Governing Policies and Procedures](#) (Board policy [I.E.2.a](#) and [I.E.2.b](#)). The President is responsible for the well-being of the University, and final decisions at the institutional level rest with the president. The Board clearly articulates in policies [I.M.5](#) and [II.C.4](#) its requirements for reporting and accountability by the presidents of the institutions. The Board evaluates the performance of the University’s President annually in May (Board policy [I.E.2.d](#)). The performance evaluation is based upon the terms of the employment agreement, the duties outlined in the policy, and mutually agreed upon goals.

2.A.8	The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.
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Pursuant to Board policy, the Board’s Executive Committee develops each year a self-evaluation questionnaire tailored for use by individual Board members and the Board collectively to evaluate their own performance. This review and discussion typically takes place at the annual Board retreat every May. In addition, the Board conducts an annual self-evaluation of its policies, processes, and activities in conjunction with its annual strategic planning (Board policy [I.M.6.](#)). The self-evaluation is based on staff analysis of all institution and agency annual performance reporting and comments, and suggestions solicited from Board constituency groups and stakeholders, including the governor, the legislature, agency heads, and institution presidents. The institution and agency performance reporting assessment, input received from constituency groups, and self-evaluation questionnaire results are then discussed by the Board in conjunction with a regular or special meeting. The self-evaluation is used to further refine Board strategic goals, objectives, and strategies that will permit ongoing improvement of Board governance and oversight. The results of the Board’s self-evaluation process is shared with constituent groups with the expectation that it should influence strategic plan development. The Board’s planning and performance evaluation schedule for calendar years 2009-13 can be accessed in Board minutes, [pp. 510-512](#). Examples of annual Board review of its strategic plan can be found at Board minutes, [pp. 2-7](#), Board minutes, [pp. 39-64](#); Board minutes, [pp. 11-15](#), and Board minutes, [pp. 231-247](#).

2.A.9	The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.
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Idaho State University’s system of leadership encompasses administration on both the university level and the division/college (local) levels. Administrators at each level are charged with planning, organizing, and managing their units, as well as assessing their unit’s achievements and effectiveness. In central and local administration, administrators have job responsibility and accountability that is similar to administrators in peer institutions and, therefore, appropriate by that standard.

***Institution Level***

At the university level, the President and Vice Presidents have the responsibility and accountability for planning, organizing, and assessing institutional achievements and effectiveness. Through the Board’s [Governing Policies and Procedures](#) cited in previous sections, ISU’s President is charged with ultimate responsibility for the internal management of the University. This includes final accountability for university planning and operations that will enable effective and efficient functioning, and will encourage responsible and effectual contribution and input from constituent groups in achieving university goals and institutional decision-making. The President acts in consultation with the vice presidents and is also advised by members of the President’s Cabinet. Identification of institutional units and their reporting lines to senior administration is readily accessible to university constituents and the public via an [organizational chart](#) on the Office of the President website.



Table 6: President's Cabinet

<b>Dr. Kent Tingey</b>	Vice President for University Advancement
<b>Mr. James A. Fletcher</b>	Vice President for Finance and Administration
<b>Dr. Howard Grimes</b>	Vice President for Research and Economic Development
<b>Dr. Patricia Smith Terrell</b>	Vice President for Student Affairs
<b>Dr. Laura Woodworth-Ney</b>	Provost and Vice President for Academic Affairs
<b>Randy Gaines</b>	Chief Information Officer
<b>Clayn Lambert, M.A., English Literature</b>	Faculty Senate Co-Chair, College of Technology
<b>Jenny Semenza, MLS</b>	Faculty Senate Co-Chair, Associate University Librarian
<b>Sydney Sharp</b>	President, Staff Council
<b>Kyle Son</b>	ASISU President
<b>Mr. Jeff Tingey</b>	Athletic Director
<b>Larry W. Satterwhite</b>	Alumni Board President 2013-2015
<b>Stacey Gibson</b>	Director of Equal Opportunity

**Local Level**

At the division and college levels the deans and directors are charged with the responsibility and accountability for planning, organization, management, and assessment of their respective units. With this approach administrators nearest to the units, and directly involved with their operations, are responsible and accountable for planning, organization, management, and assessment of their units. The deans are also advised and assisted in their colleges and units by executive committees comprised of faculty and administrators. Identification of institutional units and their reporting lines to senior administration is readily accessible to university constituents and the public via an organizational chart on the various websites and in the attached Appendix 8.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

1. Relations with the Board
  - Conduct of the University in accordance with the [Governing Policies and Procedures](#) of the Board and applicable state and federal laws.
  - Effective communication between the Board, the Board office, and the University.
  - Preparation of such budgets as may be necessary for proper reporting and planning.
  - Transmittal of recommendations initiated within the University to the Board.
  - Participation and cooperation with the Board office in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
  - Notification to the Board President or Executive Director of any out-of-state absence exceeding one week.

## 2. Leadership of the University

- Recruitment and retention of employees.
- Development of programs, in accordance with an evolving plan for the University.
- In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the University.
- Development of methods that will encourage responsible and effective contributions by various parties associated with the University in the achievement of the goals of the University.

## 3. Relations with the Public

- Development of rapport between the University and the public.
- Official representation of the University and its Board-approved role and mission to the public.

Arthur C. Vailas, Ph.D., became the 12th president of ISU on July 1, 2006. In this position Dr. Vailas serves as the Chief Executive Officer and President of the faculty and has full-time responsibility for management of the University. Dr. Vailas has extensive successful and productive experience in higher education as a faculty member, researcher, and administrator. Before joining ISU, Dr. Vailas was Vice President for Research and Intellectual Property management for the University of Houston, and Vice Chancellor for Research for the University of Houston System, where he acted as an advisor to the Texas governor on energy, helped establish the Research Partnership to Secure Energy for America, and developed a formal affiliation between the University of Houston and the Texas Medical Center. He served on the NASA national advisory council and was on the executive board of the Southeastern Universities Research Association. Earlier, he held faculty and leadership positions at the University of Wisconsin-Madison and University of California-Los Angeles.

An accomplished biomedical researcher, President Vailas has authored numerous peer-reviewed scientific publications, awarded national grants and honors, and has held leadership positions on national boards and scientific committees. He earned his Ph.D. at the University of Iowa, where he also completed a three-year National Institutes of Health postdoctoral fellowship in biochemistry and a research fellowship in the Department of Orthopedic Surgery of the University of Iowa College of Medicine.

Dr. Vailas's academic qualifications fit appropriately with achieving ISU's mission and core themes. His accomplishments and experience in research and medicine are particularly valuable given ISU's Carnegie classification as a doctoral research high institution; its mission to provide statewide leadership in the health sciences; its core themes of learning and discovery (embracing a rigorous research agenda); and its leadership in the health sciences (anticipating continued prominence and growth in this area).

2.A.11	The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.
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It is the policy of the University to attract and retain qualified individuals to serve in administrative leadership positions, both academic and nonacademic. Administrative leadership positions are not tenured, and the President reserves the right to appoint, continue, or terminate any administrator. The University conducts annual reviews to assess the recent accomplishments of administrators, and to address past, present, and future goals of the individual and the unit. Administrative leadership and management for ISU’s major support and operational functions occur in a variety of units, both academic and nonacademic, across the University, divisions, and colleges.

On the academic side and in addition to the colleges, there are a number of support units, schools, research centers, institutes, and clinics critical to ISU’s mission fulfillment that are managed and led by administrative directors who work collaboratively with the President and the Provost and Vice President for Academic Affairs to foster mission fulfillment and accomplishment of core theme objectives.

***Office of the Provost***

The Provost and Vice President for Academic Affairs is the Chief Academic Officer of the University. The Provost and Vice President for Academic Affairs oversees the annual budget process for academic affairs, represents the University both to internal and external constituencies, and directs major university-wide initiatives. Dr. Laura Woodworth-Ney was selected and named the Provost and Vice President for Academic Affairs June 2013 after a national search was conducted. Dr. Woodworth-Ney previously served as Associate Vice President for Academic Affairs at ISU where she was responsible for Curriculum Management and Academic Program Development, served as the ISU liaison to the Board, and had oversight of the Office of the Registrar, Early College Program, and the ISU-Twin Falls Outreach Center. Dr. Woodworth-Ney held previous administrative appointments that included chair of the Department of History and co-director of the Women Studies program. She also served on the ISU Faculty Senate, both as a senator and as an elected member of the Faculty Senate Executive Committee. The Provost and Vice President for Academic Affairs is assisted by two Vice Provosts and three Associate Vice Presidents. The University’s academic deans report to the Provost.

***Vice Presidents***

Including the Provost, there are five vice presidents with responsibilities in the following areas: finance and administration, student affairs, research and economic development, and university advancement. Resumes are included in Appendix 9. The vice presidents in their respective areas provide effective leadership and management for major support and operational functions. These areas of function include the following:

*Academic Affairs:* Office of the Registrar, Institutional Research, Student Success Center (Disability Services, Central Academic Advising, Native American Student Services, TRiO, University Tutoring, and Honors Program), Admissions & Recruiting, Scholarships, Early College Program, Idaho Museum of Natural History, Office of International Programs, Graduate School, University Library, Campus Outreach Directors

*Finance and Administration:* University Business Officers, Budget Office, Controllers Office, Human Resources, Purchasing Services, Student Financial Services, Financial Aid, Facilities Services, EO/Affirmative Action and Diversity, and Information Technology Services.

*Student Affairs:* University Housing and Residence Life, New Student and Parent Services, Counseling and Testing, the Career Center, Student Life and Student Conduct, Student Health Services, Veteran Services, Student Unions, student leadership and community service, student clubs and organizations, Campus Recreation and Associated Students of ISU.

*Research and Economic Development:* Research Development, Research Compliance, Sponsored Programs, Contracts, federal legislative initiatives, business outreach, management of institutional intellectual property, technology transfer, and promotion of new start-ups from ISU technologies.

*University Advancement:* Alumni Relations, Event Management, Government Relations, and Marketing and Communications.

**Deans**

There are five deans representing five colleges and a Vice Provost/Executive Dean representing the Division of Health Sciences. They are assisted by Associate Deans. The deans meet weekly with the Provost and Vice President for Academic Affairs through the Deans’ Council. The Deans’ Council is comprised of the Provost and Vice President for Academic Affairs, the Vice Provost, and Associate Vice Presidents for Academic Affairs. It is also comprised of the college deans, Vice Provost/Executive Dean for Division of Health Services along with the deans that report to the division—Dean of Pharmacy and Dean for the School of Nursing. It includes the Associate Vice President for ISU Meridian Health Science Center, Graduate School Dean, University Librarian, Executive Director for the Student Success Center, and the Director of the Idaho Museum of Natural History. The Vice President for Student Affairs also participates in the Council meeting. The group helps fulfil the mission of the Office of Academic Affairs to provide leadership, support, and advocacy to the colleges and other academic units to ensure quality and innovation in institutional planning and effectiveness, academic programming at all levels, faculty research and creative endeavors, enrollment management, and outreach activities throughout the state. An Associate Dean’s Council was created by Academic Affairs and the Deans’ Council in Spring 2014, comprised of the associate and/or assistant deans, chaired by the Vice Provost. The Associate Deans Council meets once a month, every second or third week, during the academic year.

<i>Academics</i>	
2.A.12	Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies related to teaching, service, scholarship, research, and artistic creation are disseminated in various ways to campus constituents.

*The Office of Academic Affairs:* The Office of Academic Affairs publishes information on its website concerning [policies](#) governing faculty workload, tenure and promotion, annual evaluation, and five-year

periodic performance review. In addition, academic policies are included in faculty development events presented annually by the Office of Academic Affairs, like the new faculty orientation and the promotion and tenure workshop. Related to these areas, policies are made available to campus constituents addressing academic planning, assessment, and program review.

*The Office for Research and Economic Development:* The Office for Research and Economic Development (ORED) and its three divisions—Division for Research Development, Division for Research Integrity, and Division for Innovation—offer extensive [online resources](#) pertaining to the federal, state, and institutional policies and procedures that govern academic research. Examples of areas covered include: finding and applying for external funds, accepting awards, animal care and use, biosafety, human subjects, technical and radiation safety, responsible and ethical research practices, technology transfer, export controls, conflict of interest, and intellectual property. Information is also available for administrators and staff who monitor and assist with research grants and contracts administration, purchasing, personnel, and other critical areas. Periodic announcements from the pertinent division are made to keep faculty and staff informed of new policies and changes to existing ones. Executive directors of each division communicate with faculty and staff on a regular basis to keep all informed of policies and the implementation of those policies.

*The Colleges:* In addition to institution level policies, colleges are able to develop complementary policies and processes that address faculty workload, tenure and promotion, annual evaluation, and periodic performance review at the college level. Faculty and staff learn about institution and college level policies and processes related to their job responsibilities at the time of hire, during new faculty and staff orientations, and periodically thereafter in individual, program, department, and college-wide meetings. Offers of employment to faculty outline expectations for workload that incorporate institution and college level policies. Students are given information about academic policies that affect them through the following means: verbally and in writing, face-to-face and online, in undergraduate and graduate catalogs, during new student orientation, in course syllabi, through department/program information for majors, and in individual advising.

*Human Resources:* As part of the hiring process, faculty and staff are required to participate in new employee orientation. Information about academic policies is included as part of this orientation.

*Idaho State University Policies and Procedures:* This online resource contains the [policies](#) related to teaching, service, scholarship, research, and artistic creation. For example, specific policies address [workload](#), [personnel](#), [intellectual property](#), and [conflict of interest](#) (Part 4, Section I-J), [misconduct in research and scholarship](#) (Part IV, Section 4-H), and [research practices](#) (Part IV, Section 4-I). The process for proposing and adopting new and revising existing policies at ISU is addressed in [Policy Development and Administration](#).

*Academic catalogs:* The [undergraduate and graduate catalogs](#) include sections on university policies related to teaching, general academic information pertaining to undergraduate or graduate education at ISU, research, scholarship/fellowship, and curricular opportunities.

2.A.13	Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.
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The University Library, central Information Technology Services (ITS), and individual colleges have established policies regarding access to and use of library and information resources. The website of the Eli M. Oboler Library includes [policies](#) governing access to and use of information resources, format, location, access, borrowing privileges, and other key areas. These policies are enforced through imposition of [penalties](#) depending on the type and severity of the violation, including fines, suspension of library privileges, and eviction from library premises. ITS provides, current state of the art and secure, networking, computing, communications, instructional technologies, information systems access, and support for faculty, staff, and students. The ITS policies can be found on the Finance and Administration section of the ISU Policies and Procedures [website](#).

2.A.14	The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.
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Idaho State University has developed clear policies governing transfer of credit that effectively maintain program integrity and facilitate student mobility. These policies are published in several sources: the [Office of Admissions](#) website, the [Office of the Registrar](#) website, and in the [academic catalogs](#). The University's transfer of credit policy is also subject to, and incorporates, Board policy [III.V](#).

<i>Students</i>	
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2.A.15	Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.
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Student rights and responsibilities, and the policies and procedures governing them, are set forth in many varied sources, notably the [ISU Student Handbook](#) (attached in Appendix 10). By widely disseminating this information via different media, ISU intends to ensure that student rights and responsibilities and related policies and procedures are clearly understood by the campus community, and that information needed to exercise and enforce them is readily available. Critical areas like academic integrity, appeals, grievances, and accommodations for persons with disabilities are addressed online (available in alternate format upon request) in the [ISU Student Handbook](#), which contains the Student Conduct Code, various [ISU Policies and Procedures](#), academic catalogs, student handbooks for individual colleges and programs, and the [Disability Resources Center](#) website. Information and advising about policies and procedures governing student rights and responsibilities are provided to students through fall and spring orientation, in face-to-face meetings, by email and telephone, and via other direct contact with faculty, staff, and administrators in the colleges. Information is additionally provided by staff in the Office of the Registrar, with advisors and counselors in the Office of Student Affairs and the Student Success Center, and in units such as the Veterans Sanctuary, Disability Resources Center, and Central Academic Advising.

Fair and consistent administration of the policies and procedures governing student rights and responsibilities is achieved through diligent oversight of policy development and implementation, adherence to process, and committed support of students. All major functional areas of the University share this duty, because all areas are responsible for specific policies and processes affecting students.

Certain student rights such as appeals in defined circumstances are implemented by standing ad hoc boards that involve a cross-section of constituents from the University community. Examples include the University Student Conduct Board, Scholastic Appeals Board, Academic Dishonesty Board, and Graduate Council. Membership on the Student Conduct Board includes faculty, staff, and students. The Student Conduct Board considers significant infractions of the Student Conduct Code and has the authority to impose university-level penalties up to and including suspension or expulsion for infractions. The Academic Dishonesty Board also has the authority to impose university-level penalties of suspension or expulsion for academic dishonesty, and is composed of three faculty members, three students (one of which is the ASISU Vice President), and an ex-officio staff member from the Office of Student Affairs. These standing boards, which typically provide for staggered terms of service, offer diverse constituent perspectives and provide a continuity of process and precedent that enables fair and consistent administration of student policies. The [Student Grievance Policy](#) provides redress to students for academic and non-academic grievances that is consistent with the Board policy [III.P.](#)

2.A.16	The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.
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Admissions are handled through the [Office of Undergraduate Admissions](#) (for undergraduate admissions), the [Graduate School](#) (for graduate admissions), the [International Programs Office](#) (assisting both undergraduate and graduate admissions), and the [College of Technology Student Services](#). These offices are adequately staffed with qualified employees who receive training to implement the requirements of ISU's admission and placement policies.

Policies and requirements regarding admission are located in the [undergraduate catalog](#) and on the Office of Undergraduate Admissions website for undergraduate admission, on the [International Programs Office](#) for undergraduate international students, and in the [graduate catalog](#) and Graduate School website for graduate admission. Because many programs' admission requirements vary, in particular in the Division of Health Sciences, students seeking admission into many programs are referred to the respective colleges and schools and the Graduate School. Students seeking admission into a professional-technical program are referred to the [College of Technology](#). Information for professional-technical admission is in the undergraduate catalog and online. Idaho State University's admissions standards were approved by faculty governance bodies (the Faculty Senate and its former Academic Standards Council for undergraduates, and the Graduate Council for graduate admissions) and are administered by the admissions staff at both the undergraduate and graduate level.

Idaho State University has defined different application processes and requirements for different types of students: new freshman, transfer students, former students, international students, professional-technical students, and graduate students. With regard to undergraduate standing, a student is assured admission if he or she can meet thresholds set for GPA and standardized test scores. Conditional admission is available to students who satisfy adjusted thresholds in these areas. These admissions requirements are based on Board policy [III.Q](#), and establish minimum core and credit requirements for undergraduate academic admission and professional-technical admission.

Graduate School admission processes and requirements are listed in the [graduate catalog](#) and include recommendation for admission by the department or college offering the desired degree program. Individual department requirements are listed in the graduate catalog and online on department and college websites.

To assure a reasonable probability of student success, prerequisite knowledge, skills, and abilities are assessed prior to enrollment through the ACT, SAT, or COMPASS tests for domestic undergraduates and COMPASS for international undergraduates. These test scores are used to place students in initial courses in English and mathematics. Course placement is communicated through the catalog, the student portal from the Banner ERP, and academic advisors.

Policies regarding continuation and termination from ISU programs, including probation, program dismissal, and related appeals, are published in print and online in a variety of locations. Primary resources include [ISU Policies and Procedures](#), the [ISU Student Handbook](#), [undergraduate and graduate catalogs](#), and the [Office of the Registrar's](#) website. Additionally, information about policies concerning probation and dismissal from particular programs can be found in student handbooks for individual colleges and programs and in course syllabi. Academic probation, program dismissal, and related appeals are handled through processes on the department and college levels and on the administrative level in units like the Office of the Registrar and the Office of Academic Affairs. Clear criteria governing probation and program dismissal and mandatory timelines for initiating and determining appeals enable fair and timely administration of the policies.

2.A.17	The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.
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Various University policies, including the [ISU Student Handbook](#), define the relationship of the University to co-curricular activities and delineate the respective roles and responsibilities for those activities. These policies govern the [ASISU](#), [student clubs and organizations](#), the [Student Media Board](#) (formerly the Communications Board), and related activities (e.g., sponsoring events and guest speakers, promoting entertainment, distributing posters and banners, etc.). Idaho State University's mission to help students develop into good citizens and leaders in a global society and the intent of Core Theme Two to provide access and opportunity for students to reach their potential, create a strong platform for co-curricular programming at ISU. This includes funding and support for special programs and initiatives, such as the Veterans Sanctuary, an academic minor in Leadership, the Outdoor Adventure Center, and The Rendezvous living learning community. These programs are under the supervision of the Division of



Student Affairs and are governed by the policies established by the University and the roles and responsibilities assigned by the Vice President for Student Affairs.

There are over 160 academic, cultural, honorary, Greek, religious, service and philanthropy, sports, and special student clubs and organizations founded and led by students. These co-curricular organizations are within the jurisdiction of ASISU under the Division of Student Affairs. Each organization is registered through a process administered by ASISU and are governed by guidelines set forth in the [Organization Manual](#). To be registered, ISU organizations must have a Constitution and are required to follow policies and guidelines outlined in the [ISU Student Handbook](#).

#### *Human Resources*

2.A.18 || The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The Board is designated by the Idaho Constitution and Idaho Code as the employer for ISU. Employment conditions and terms of appointment at the University are subject to a contract of employment, Board policy and related rules, [ISU Policies and Procedures](#), and related policies of its offices and departments. Copies of Board policy [Section II](#) are on file in the ISU Office of Human Resources and on the Board website. [Classified employees](#) at the institutions are part of the Idaho Classified Personnel System and are subject to the [Administrative Rules](#) of the Idaho Division of Human Resources.

The ISU Policies and Procedures website is the official repository for all university-wide policies and procedures. Under [ISU Policies and Procedures](#), major functional areas are defined and the responsible executives within each area are identified. The responsible executives, which include the President, Provost, Vice Presidents, and senior Directors, are accountable for initiating and maintaining their area policies in the ISU Policies and Procedures. This includes annual review with updates where indicated. Human Resources is one of nine major functional areas under the purview of the Director of Human Resources. The annual review includes evaluation of a particular policy's utility and fairness in application, its continued relevance, and any need for update. Policies and procedures are uniformly structured in ISU Policies and Procedures format, in consultation with the [Office of General Counsel](#), to aid in interpreting and applying them. This facilitates consistent, fair, and equitable application of policies.

2.A.19 || Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Information about the conditions, rights and responsibilities of employment at ISU is available to the public through ISU's [Office of Human Resources](#) website. Prospective employees learn about specific positions through [job notices](#) published on the Human Resources website and other media during the application process and, if the applicant is a finalist, in the interview process with a search committee and the hiring authority. Employment information is widely disseminated and readily accessible to employees. Examples of resources include [ISU Policies and Procedures](#) available online, the Office of Human

Resources staff and its [website](#), the Office of Academic Affairs and its [website](#), college administrative units, written offers of employment, employment contracts, new employee orientations, and academic policies regarding [workload](#), [promotion](#), [tenure](#), [periodic performance review](#), [termination](#), and appeal and grievance rights and processes for [faculty](#), [non-classified staff](#), and [classified staff](#). Idaho State University's Office of Human Resources is responsible for providing employment related information, resources, and assistance for all categories of employees regarding rights and responsibilities in the workplace. This includes publication of criteria, qualifications, and procedures for selection of personnel and, once an employee is hired, the criteria and procedures for evaluation, retention, promotion, and termination. Human Resources also administers the implementation of employment-related policies, including grievance and appeal procedures. Human Resources sponsors regular new employee orientations, as well as participating in new faculty orientations conducted by the Office of Academic Affairs.

In addition to resources provided by Human Resources, faculty employees receive information about conditions of employment, workload, rights and responsibilities, and criteria and procedures for evaluation, promotion, tenure, and periodic performance review from their college and department and from the Office of Academic Affairs. The information is disseminated as part of new faculty orientation at the time of hire, the colleges' annual evaluation process, departmental and college meetings, individual meetings with deans and department chairs and faculty development workshops on promotion and tenure.

All ISU employees are evaluated annually according to the procedures set forth in ISU Policies and Procedures (Part 4, Section IV-B). In addition, Board policy requires annual evaluation of institutional employees, including [classified \(IDAPA 15.04.01.210.05\)](#), [non-classified](#), and [faculty](#). Job descriptions are included with the annual evaluations of classified and non-classified employees and are reviewed to ensure they accurately reflect duties, responsibilities, and authority of the position. The Office of Human Resources is currently managing the implementation of a comprehensive Talent Management Suite through Ellucian, a leading human resources software company for higher education that will be used to strengthen hiring processes and provide applicants easy online access to critical information about available positions and application processes, including job announcements and the terms, conditions, and benefits of employment at ISU. Additionally, the Talent Management Suite will provide an integrated IT solution for managing the employee performance appraisal process and employee learning and professional development objectives. The Ellucian Talent Management Suite will enhance the existing human resources information system modules in the Banner ERP system that is used to better gather and manage employment and employee data. This means more information can be generated in a shorter turn-around time for responding to the information needs of employees and supervisors, and for developing and administering employment policies.

An employment-related tool used by the Office of Academic Affairs is Digital Measures: [Activity Insight](#). This web-hosted service provides an online platform for faculty to enter and regularly update workload and other job performance metrics. Workload units are allocated among teaching, research/scholarly activities, and service. Major-related accomplishments are also noted. This information can then be used to generate reports for use in promotion, tenure, annual evaluations, and periodic performance reviews. The ability of faculty to access Activity Insight and input critical workload and performance information has significant impact beyond mere data collection. The communication among faculty and with administration that results from reports based on Activity Insight data increases and reinforces faculty

members' knowledge and awareness of the conditions of their employment, work assignments, rights and responsibilities, and the criteria and procedures used for evaluation, promotion, tenure, and termination.

2.A.20	The institution ensures the security and appropriate confidentiality of human resources records.
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Under Idaho law [§9-340C](#), Board policy [II.P.](#), and [ISU Policies and Procedures](#), certain information in personnel files is protected from disclosure such as: the employee's sex, race, marital status, date of birth, home address and telephone number, applications, testing and scoring materials, grievances, correspondence and performance evaluations. Other personnel information is not deemed confidential and may be disclosed such as: the employee's public service or employment history, classification, pay grade, longevity, gross salary and salary history, status, workplace and employing entity. Idaho State University ensures compliance with the law through implementation of its policy. Third parties are not given access to personnel records or any information from the files, other than what is required by statute.

Personnel records are stored in the Office of Human Resources in a fireproofed file room that is locked at all times. Human resource files and records are only accessible by the Human Resource Director, Associate Director, and Administrative Assistant, who have keys to the file room. An individual employee, and those in the employee's supervisory chain, are able to request and obtain access to the employee's personnel records. Others with a legitimate business reason may access information that comes within the scope of that reason.

Health insurance information is also stored in the Human Resources file and records room. These records are stored in separate fireproof and locked file cabinets on the opposite side of the room from personnel records. The only persons authorized to access this information are the employee and certain personnel from the human resources and payroll departments.

<i>Institutional Integrity</i>	
2.A.21	The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Communications about the University for general information and specific promotional purposes are within the purview of the Marketing and Communications unit that reports to the Vice President for University Advancement. Idaho State University and its units send out thousands of brochures, postcards, posters, letters, news releases, magazines, and other printed informational and promotional materials each year. These materials are an important part of the University's efforts to inform students and the public about the University. The University is currently finalizing a campus-wide strategic marketing plan that outlines the overall messaging strategy and brand attributes. The plan includes ongoing data analysis and market research enabling ISU to refine the plan as needed to ensure the greatest return on investment.

To ensure clear and consistent visual representation of the brand, graphic identity standards have been adopted for use by the University community. This includes the use of logos, colors, fonts, and graphic styles to create a recognizable and consistent image of the University. As part of a mandatory process, a Marketing Materials Approval Committee meets weekly and reviews and approves all materials used for marketing and promotional purposes. Communication tools which must receive approval from the Marketing Materials Committee include not only print publications, but also the variety of other communications disseminated on web and other social media platforms. The University provides to all units a series of approved templates which are used to brand and market the University and its units. Communications to faculty, staff, students, legislators, donors, alumni, friends, other political officers, and the general public are required to use standardized and University approved communication templates. These items are approved at the college level prior to being submitted to the committee. All committee meetings, as well as a checklist is available on the [website](#) to guide development of the communication prior to submission.

The ISU website and home page are developed and maintained by the Office of Web Communications within Marketing and Communications. Units may contract with Web Communications for unit websites. Idaho State University is in the process of purchasing a content management system (CMS). The CMS will enable the University and its units to more efficiently and effectively manage their online presence. All campus units will be required to utilize web templates within the CMS that will provide stronger brand recognition and ease of use. The content management system will allow the University to be even stronger in its communications efforts via electronic platforms. The new system will assist in several domains, including recruitment of students, communicating with parents, cultivating, soliciting and stewarding donors, providing news and accomplishments about ISU to all of the unique constituents of the University, as well as the public at large. Communication efforts have also been expanded and improved in communicating with the advisory boards of academic and non-academic units at the University, including both the Alumni and Foundation Boards of Directors. These two boards are instrumental in helping the University to achieve its strategic objectives by communicating with alumni, friends, legislators, and other donors and opinion leaders important to ISU.

Idaho State University communicates to students and the public regarding its academic intentions, programs, and services through various media—print, internet, television, radio, and social media. A central communications calendar, including all varieties of media, is currently being developed based on the strategic marketing plan. The University is continually seeking innovative and cost-efficient communications avenues strategically targeting constituents such as prospective students, current students, faculty and staff, alumni, donors and friends. These include various social media initiatives on the University's main channels: Twitter, Facebook, Instagram and YouTube. The University has implemented and been very successful using social media platforms to communicate with its various publics. Recently, the University won a national award for a campaign called "Ultimate Bengal" to engage students, prospective students, parents, and the general public in "liking" Idaho State University. The campaign was a first-of-its-kind among universities and has garnered national attention and awards. These means, as well as the regular use of focus groups, are also used to generate feedback and input from the University's various constituencies. Social media has provided a strong opportunity to augment feedback to the institution from those it serves. In addition to meetings, it is also used to solicit input from ISU's various advisory boards, as well as the Alumni and Foundation Boards of Directors.

There are a variety of publications used to communicate the University's messages as a whole, and which are also used to receive input. Those publications include the University Magazine which goes out in the fall and spring to all alumni and friends, for a total of roughly 80,000 distributed. The University Magazine has a number of stories on University research, accomplishments and University information, but it also solicits feedback from readers. An Annual Report of the President goes out early in the year during the legislative session. This publication also has strategically written stories designed to educate key leaders on the progress of the University. It includes the financials of the University, as well.

2.A.22	The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.
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Idaho State University's commitment to high ethical standards and practices in managing and operating the University is evident in policies and procedures that cover a wide spectrum of institutional constituencies and functions. Examples include a [statement on faculty ethics](#); [the obligation of faculty and staff](#) to comply with the Board's Conflict of Interest and Ethical Conduct policy [II.Q](#); the University's obligation to comply with Board policy with regard to [intellectual property](#); [ethical research practices](#); [misconduct in research](#) and scholarship; the ethical use and care of [animals in research](#); ethical use of [Information Technology](#) services; procedures enforcing ISU's ethical and legal obligations to maintain the security of information in its Information Technology system; [purchasing procedures](#) made subject to Board policy; ISU Foundation's [payment of professional fees on gifts](#) subject to professional ethical guidelines; disclosure of protected [patient information](#) under HIPAA in prescribed circumstances consistent with ethical standards; use of [human subjects in research](#) subject to ethical considerations like confidentiality and anonymity; the University's responsibility to ensure that students participating in [ISU student media](#) understand and comport with the ethical obligation to communicate responsibly and behave professionally; the [Student Media Board's responsibility](#), as publisher of student media, to the university community and the general public for ethical content, reporting, and media management and the Division of Student Affairs Principles of Ethical Standards which establish guidelines for working with and supporting students.

Idaho State University is also committed to the fair and equitable treatment of students, faculty, administrators, and staff. The [Office of Equal Opportunity/Affirmative Action and Diversity](#) keeps the campus community informed of federal and state law guaranteeing fair, equitable, and nondiscriminatory treatment and provides assistance to individuals who bring forward issues. Idaho State University employees and students are protected from [discrimination](#) based on race, color, religion, sex, national origin, disability, and age, and are provided work and classroom environments free from [sexual harassment and retaliation](#) for asserting their legal rights. Board policy mandates these same protections.

Evidence of ISU's commitment to fair and equitable treatment is also found in policies and procedures that allow employees and students to complain and seek remedy concerning institutional decisions. These grievance procedures are formal, such as in the case of internal grievance procedures set forth in the [ISU Policies and Procedures](#) and the [ISU Student Handbook](#). Processes also exist for campus constituents to file complaints or concerns about the actions of others (see for example the Office of Equal

Opportunity/Affirmative Action and Diversity [procedures](#) and Division of Student Affairs [Support Network](#)). The [Internal Audit Office](#) at ISU offers another avenue for addressing employee and student concerns. It is an independent organization that reports functionally to the Board and administratively to the ISU president. Internal Audit investigates allegations (including those made anonymously) of misconduct related to fraud, waste and abuse of university resources, conflicts of interest and non-compliance with policy and law.

Clearly stated policies and procedures and mandatory timelines for initiating and determining grievances and appeals help ensure that complaints and grievances are addressed in a fair and timely manner.

2.A.23	The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.
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Throughout its policies and procedures, ISU references conflict of interest in various contexts, and depending on the type of conflict, either prohibits it or mandates that it be disclosed and managed according to policy requirements. Moreover, [ISU policy](#) states that faculty and staff are subject to Board policy [II.Q.](#), Conflict of Interest and Ethical Conduct. Other sections of Board policy ([I.G.](#) and [III.B.3.](#)) reference a clear obligation owed by Board and institutional employees to avoid conflicts of interest and to refrain from using institutional resources for interests or activities outside the scope of their employment. Within this construct, ISU recognizes that interactions, partnerships, and collaborations with other institutions, companies, and non-governmental organizations has an intrinsic value in building the University.

Idaho State University has an ongoing policy review process. As part of that process has pending proposed changes that include a [policy](#) specifically addressing conflict of interest. The draft policy is currently under review and will be formalized once faculty have had the opportunity to provide input upon their return in the fall.

Idaho State University does not require constituencies to conform to specific codes of conduct or seek to instill specific beliefs or world views.

2.A.24	The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.
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Idaho State University has in place a comprehensive set of policies governing intellectual property that address ownership and transactional aspects that are derived from the creation and protection of intellectual property. These policies conform to intellectual property policies adopted by the Board and made applicable to the state's postsecondary institutions. Idaho State University's intellectual property policies also expressly incorporate the Board's conflict of interest and disclosure rules pertaining to all

transactions involving intellectual property. Idaho State University intellectual property policies are published on the University's [website](#) under ISU Policies and Procedures. Pertinent state policies can be found on the Board's [website](#).

The ISU Office of Research is sponsoring a revision of the University's intellectual property policies to align them with the policies outlined by the Board. The Vice Presidents for Research and Economic Development and Technology Transfer Officers from the state higher education institutions are working together to develop more uniform policies in this area. The intent is to empower the universities with the tools and policies needed to advance technologies from the laboratory to the marketplace.

The Office for Research and Economic Development at ISU encourages and assists in the development and protection of intellectual property developed by Idaho State University faculty, staff and students. The office promotes the transfer of technology in an effort to provide benefit and support to the University's academic mission, to enhance the urban and state economy, and to provide to the general public access to Idaho State's intellectual property in a manner that is consistent with the University's academic principles. The office has the additional mission to identify, develop and establish relationships with business, industry and trade groups (preferable in Idaho, but not limited thereto) for joint programs of mutually beneficial economic impact to both parties and the state of Idaho.

2.A.25	The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.
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Idaho State University accurately represents that it is presently accredited by its regional accrediting body, the NWCCU, and by other specialized accrediting entities recognized by the Council of Higher Education Accreditation (CHEA) and the U.S. Department of Education that accredit or approve individual programs offered at ISU. Statements that ISU is accredited by the NWCCU and by specifically named accrediting entities appear in ISU's [undergraduate](#) and [graduate catalog](#), on the [Office of the Provost](#) website, and in the printed and electronic material of specially accredited programs.

2.A.26	If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.
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Contractual agreements between ISU and external entities for products or services are circulated for review and approval according to defined, published procedures using required forms to document that proper processes have been followed. Many of these procedures and forms can be accessed at the [ISU Purchasing Services](#) website, including a list of [criteria](#) to ensure the propriety of expenditures. In addition, there are university-wide policies governing [formation and administration](#) of contracts between

the University and external entities, and other internal processes related to [contract purchases](#). The subject matter of a particular agreement will determine which parties are included in the review and approval process. Agreements related to educational services, for example, will be reviewed by the impacted academic units (e.g., individual programs, departments, and colleges), by the responsible administrative unit (e.g., the Office of Academic Affairs, the Office of Research and Economic Development, or the Office of Sponsored Programs), by the Office of the General Counsel, and ultimately by the Office of the President. Each level of review is intended to ensure the agreement is consistent with ISU's mission and goals, complies with the Board and institutional policies and procedures, and conforms to NWCCU standards for accreditation.

<i>Academic Freedom</i>	
2.A.27	The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
2.A.28	Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Idaho State University affirms the philosophy of academic freedom embodied in Board policy [III.B](#), that:

Institutions of higher education are operated for the common good and not to further the interests of individual faculty members or the institution as a whole. Academic freedom is essential to protect the rights of the faculty member in teaching and the student in learning. Freedom in research and teaching is fundamental to the advancement of truth. Academic freedom carries with it responsibilities as well as rights.

Academic freedom is affirmed as essential for the protection of the rights of faculty in teaching and of the student in learning, and as fundamental to the advancement of truth through research and teaching. Idaho State University supports the tenet that academic freedom should be respected and not abused. Pursuant to Board policy [III.B.3](#), it is the expectation that:

Each faculty member of the institution is a citizen, a member of a learned profession, and a representative of the institution. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline. However, as a member of the academic community and a representative of the institution, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he or she is not an official spokesperson for the institution.

If there is a concern or evidence that academic freedom has been denied, a [grievance procedure](#) is intended to affirm a faculty member's rights to be informed of and question personnel recommendations at any level, and to provide a mechanism for grieving a final institutional decision on a grievable matter.



2.A.29	Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.
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Idaho State University policy clearly articulates the obligation of individuals with teaching responsibilities regarding the presentation of scholarship. Further, the pursuit of scholarship, research, and artistic creation are central to ISU’s mission and core themes. Faculty responsibilities include developing and improving scholarly competence; exercising critical self-discipline and judgment in handling knowledge; practicing intellectual honesty; demonstrating respect for students and adhering to faculty’s proper role as intellectual guide and counselor; fostering honest academic conduct; avoiding exploitation of students for private advantage; and acknowledging significant assistance from students, to name a few of the extended catalog of responsibilities included in ISU’s [policy](#). Faculty are also governed by institutional [policies](#) regarding intellectual property and patents.

*Finance*

2.A.30	The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.
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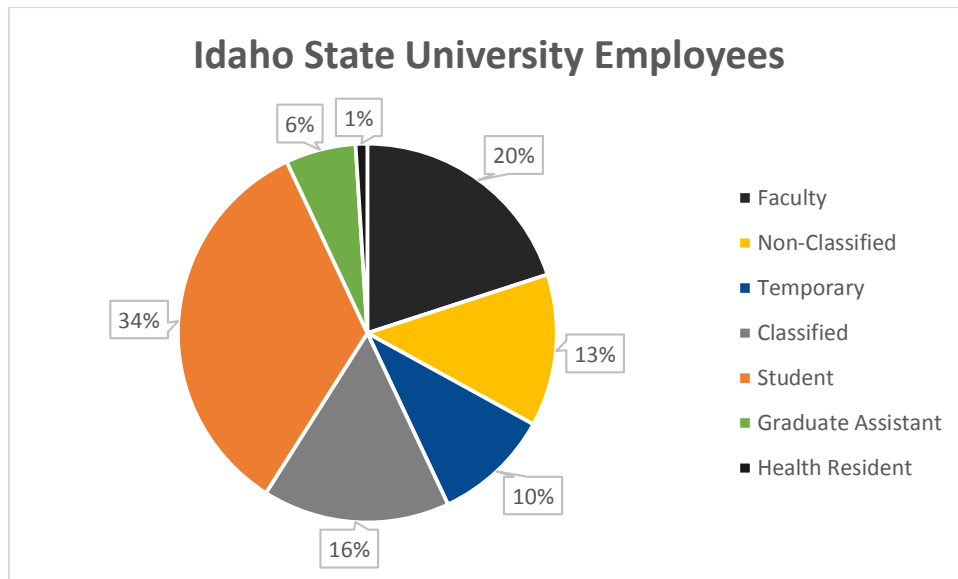
Idaho State University has multiple, extensive [policies](#) constituting oversight and management of financial resources that comply with Board policies. Examples of these policy areas include delineation of responsibility and authority in [financial management and services](#); centralized [contract administration](#); requirements, prohibitions, and procedures governing [budget control, deficit spending and cash balance monitoring](#); availability of [internal auditing](#) services; rules controlling expenditures for [travel](#) and [non-travel](#) food, entertainment, and gifts; and [fundraising](#).

## Standard 2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Idaho State University has a workforce of over 3,500 employees and is the single largest employer in both Pocatello, and surrounding Bannock County. Thirty-four percent (34%) or 1,323 of this workforce are student employees with an additional 6% or 218 being graduate assistants (in the areas of teaching or research), making a total of 40% or 1,541 student employees. All of these students contribute to the University's efforts to provide services, while at the same time providing these students valuable work experience and financial assistance.

Figure 2: ISU employees as of November 22, 2013



Idaho State University implemented the Career Path Internship program in academic year 2010-11. Students in this program have the opportunity to apply to work in paid, on and off-campus positions that complement their academic major, area of study and research, or career interests. In 2013-14, more than \$1.4 million was allocated for this program, and an additional \$300,000 will be allocated in the 2014-15 academic year.

Faculty comprise 20% or 795 employees of the University's total workforce, and 33% or 571 employees of the 1,718 full-time employees. In addition to research and public service, the faculty taught 18,640 students for a total of 307,042 credit hours in 2013-14. Idaho State University has 845 affiliate faculty who make a significant contribution to the educational and research efforts of the University, normally for no remuneration.

Sixteen percent (16%) or 626 classified employees, 13% or 514 non-classified employees, and 10% or 387 temporary employees assist the University in its support and operation functions. One percent (1%) or

33 are health residents in either the ISU Family Medicine or the Department of Dental Sciences Residency Programs. These programs are explained in more detail at [Residencies](#).

The majority of university employees work at the Pocatello campus. The number of employees at other locations are: 105 at ISU Meridian Health Science Center, 52 at ISU-Idaho Falls, and 11 at ISU-Twin Falls.

Figure 3: ISU full-time employees as of November 22, 2013

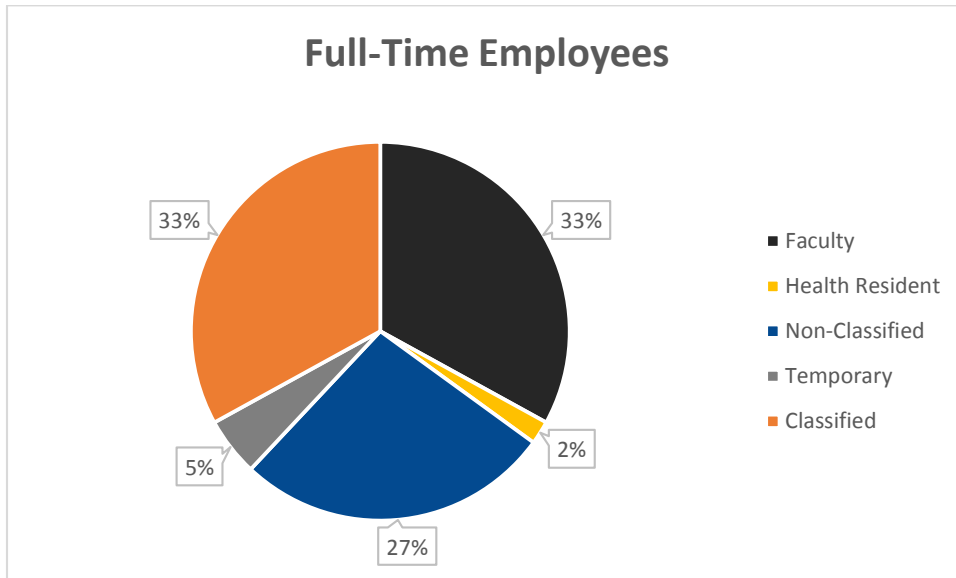
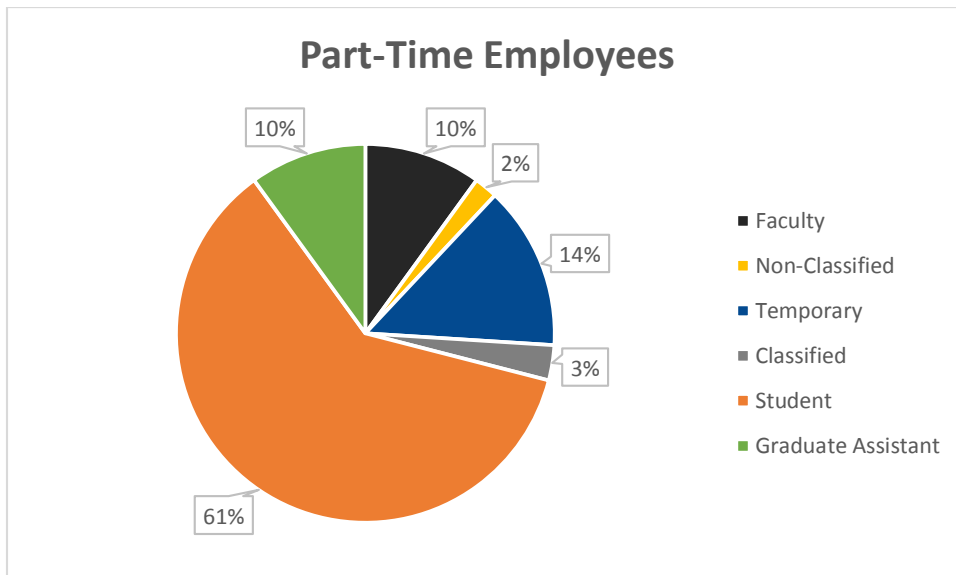


Figure 4: ISU part-time employees as of November 22, 2013



Despite the economic challenges and limited state funding over the past seven years, ISU has continued efforts to provide salary increases for faculty and staff. During this time, compensation plans at ISU have provided for merit based increases as follows for faculty and staff:

Table 7: Compensation Plans for Faculty and Staff

	Salary Increase Pool for ISU Faculty & Staff	Range of Salary Increase, Distributed on Merit
<b>2014-15</b>	3% ongoing; and 1% temporary merit – not ongoing	0-4% merit based increase 0-2% merit based bonus
<b>2013-14</b>	2% ongoing	0-4% merit based increase
<b>2012-13</b>	4.5% ongoing	0-7% merit based increase
<b>2011-12</b>	1% temporary merit – not ongoing	0-4% temporary merit – not ongoing
<b>2010-11</b>	0%	NA
<b>2009-10</b>	0%	NA
<b>2008-09</b>	3% ongoing	0-5% merit based increase

Salary increases for each year as listed above were distributed based on merit which ensured that top performing faculty and staff were eligible to receive significant salary increases which has enhanced the ability of the University to recruit and retain top performing employees.

In addition to distribution of salary increases based on meritorious performance, annual compensation plans have also focused on the following notable compensation administration concepts. Each item of note as listed below, has contributed to the University’s ability to recruit and retain high performing employees, including hourly support staff, across all levels of the organization.

- Idaho State University has established a minimum hourly rate of pay equivalent to 3% above the federal poverty rate for a family of three. This practice has enhanced the University’s ability to recruit and retain high performing staff in positions assigned to the lowest pay grades. The minimum university rate of pay for support staff will continue to be adjusted each year to maintain a consistent differential above the aforementioned federal poverty rate and has improved the opportunity for employees in lower pay grades to earn a livable wage.
- Idaho State University has adjusted the entry level rate of pay for hourly support staff in each respective pay grade to be equivalent to 7% above the state of Idaho’s minimum rate of pay for assigned pay grades. By improving the starting rate of pay for all support staff pay grade assignments, the University has greatly enhanced the ability for academic and non-academic departments to recruit and retain high performing staff.
- As it move out of the financial challenges that came with the most recent recession, the University has made special efforts to address areas of pay inequity for faculty and staff. As administrators and department heads have identified top performing faculty and staff who have been paid inequitably in comparison to their internal peers, and/or in comparison to external market conditions, ISU has added additional equity adjustments in addition to their merit increases. This has been a key effort in retaining top performing faculty and staff whose previous salary levels were less competitive in a national market and/or internally inequitable.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and implemented at ISU by the Office of Human Resources. Human Resources staff guide departments and units with a standardized hiring process to ensure the best qualified personnel are selected. The Human Resources website provides additional resources to facilitate departments and units in the hiring of personnel. Idaho State University is an equal opportunity employer. The Director of Equal Opportunity/Affirmative Action and Diversity plays a key role in search processes and attends the initial meetings of search committees to review those processes.

Job descriptions accurately reflect duties, responsibilities, and authority of the position. The Human Resources staff assist departments with the developmental process of drafting job descriptions. These are reviewed and submitted with the annual evaluations of all classified and non-classified employees.

The Office of Human Resources is currently managing the implementation of a comprehensive Talent Management Suite through Ellucian, a leading human resources software company for higher education that will be used to strengthen hiring processes and provide applicants easy online access to critical information about available positions and application processes, including job announcements and the terms, conditions, and benefits of employment at ISU.

Table 8: Total ISU Employees (as of November 22, 2013)

Category	Description	Full-Time Headcount	Part-Time Headcount	Grand Total
<b>Faculty</b>	Full-Time 9 month	415		415
	Full-Time 10 month	39		39
	Full-Time 11 month	41		41
	Full-Time 12 month	76		76
	Part-Time < 12 months		24	24
	Part-Time < 0.5		1	1
	Adjunct		192	192
	Part-Time w/Benefits – 12 months		7	7
<b>Faculty Total</b>		<b>571</b>	<b>224</b>	<b>795</b>
<b>Non-Classified</b>	Full-Time	465		465
	Hourly		4	4
	Part-Time		45	45
<b>Non-Classified Total</b>		<b>465</b>	<b>49</b>	<b>514</b>
<b>Classified</b>	Exempt Full-Time	9		9
	Salaried Full-Time	562		562
	Exempt Part-Time		1	1
	Part-Time		54	54
<b>Classified Total</b>		<b>571</b>	<b>55</b>	<b>626</b>
<b>Health Resident</b>	Resident	33		33
<b>Health Resident Total</b>		<b>33</b>		<b>33</b>
<b>Graduate Assistant</b>	Graduate Assistant		218	218
<b>Graduate Assistant Total</b>			<b>218</b>	<b>218</b>
<b>Student</b>	Student		1,257	1,257
	Work Study		66	66
<b>Student Total</b>			<b>1,323</b>	<b>1,323</b>
<b>Temporary</b>	Temporary Employee	78	309	387
<b>Temporary Total</b>		<b>78</b>	<b>309</b>	<b>387</b>
<b>Grand Total</b>		<b>1,718</b>	<b>2,178</b>	<b>3,896</b>

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Idaho State University administrators and staff are evaluated annually with regard to performance of work duties and responsibilities according to the procedures set forth in [ISU Policies and Procedures](#). In addition, Board policy requires annual evaluation of institutional employees, including [classified](#) (see also [IDAPA 15.04.01.210.05](#)), [non-classified](#), and [faculty](#). The [President](#) is also evaluated annually by the Board. Newly hired classified employees are evaluated after 1,040 hours of service in addition to annual evaluations.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Professional growth and development opportunities are regularly provided to university employees through the Office of Academic Affairs, the colleges, the Office of Research and Economic Development, the Office of Human Resources, and other administrative units. In addition to [development resources](#) noted on the web, initiatives sponsored by the Office of Academic Affairs have included annual workshops addressing the promotion and tenure process and requirements; a grant of \$300,000, with additional matching funds from the colleges, to support faculty travel for research and scholarship needs; and sponsorship of department chairs to attend the American Council on Education Leadership Academy for Department Chairs, including payment of all related expenses. The colleges have also supported faculty development. A few examples include competitive grants to individual faculty members for travel, equipment purchases, publication costs, and similar uses, presentations on topics pertinent to faculty teaching and research interests such as intellectual property rights, project management, copyright laws, higher education's role in Idaho economy, and green energy development. Recently, the Office of Academic Affairs sponsored a comprehensive two-day workshop for faculty and administrators on the roles of institutional planning and assessment in demonstrating institutional effectiveness. The Office of Research and Economic Development also provides opportunities for faculty professional development. For example, an all-day grant writing seminar presented by Grant Writers' Seminars and Workshops, LLC, was offered in coordination with ISU's Biomedical Research Institute. Faculty members were able to compete for the additional opportunity to participate in a six-month, one-on-one professional grant writing assistance opportunity from Grant Writers' Seminars and Workshops.

There have also been enhancement grants from central administration and the colleges to address faculty development and other strategic needs. Funding for travel is a key part of this effort, because travel is often critical for faculty to experience professional development opportunities. In FY2011, the University budgeted \$683,749 for travel, which was a 4.56% decrease from FY2010. To address this university-wide decrease in travel funding, colleges have stepped in where possible to meet the need of faculty to participate in faculty development opportunities. For example, the College of Arts and Letters initiated a process for soliciting proposals and, based on recommendations from the college executive committee, awards faculty enhancement grants that include travel money and other support for professional development.

[Sabbaticals](#) are another professional development opportunity provided to faculty. Funding occurs on the college level. Although there has been a sustained reduction in overall state-appropriated funding, the sabbatical process continues and sabbaticals are being awarded.

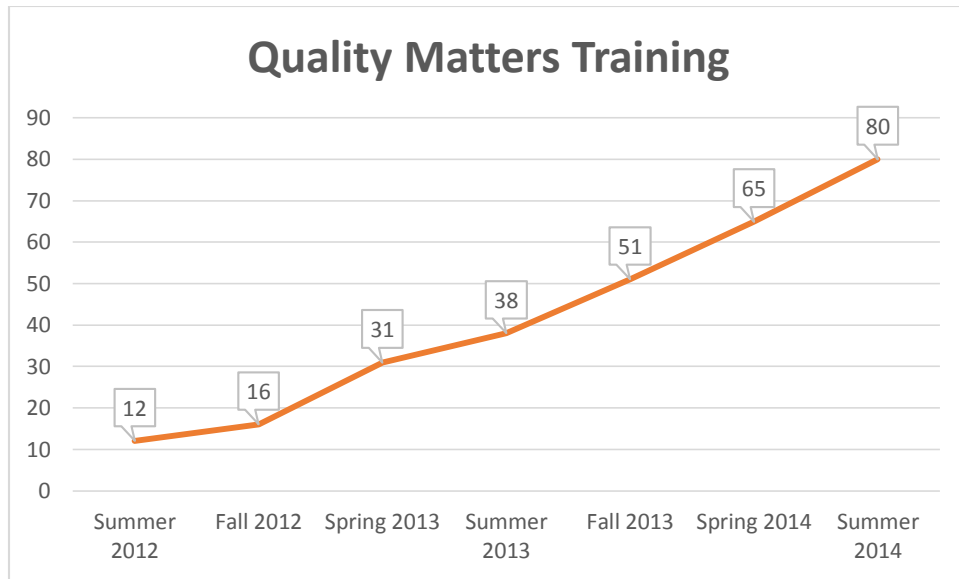
Table 9: Sabbaticals Awarded

Academic Year	Number of Faculty Sabbaticals Awarded
2013-14	11
2012-13	13
2011-12	6
2010-11	14

Since 2009, nine ISU faculty members have been awarded nine Fulbright Scholarships, and the University provided support for these faculty while they were overseas teaching and conducting research. The university also offers support and opportunities for National Endowment for the Humanities fellowships. The university’s support of visiting professors and researchers also provides valuable opportunities for faculty and students to interact and learn from these individuals.

Idaho State University’s [Instructional Technology Resource Center](#) (ITRC) offers opportunities for faculty professional growth and development in instructional technology. ITRC maintains a schedule of regular [workshops](#) in areas that are critical to instructional development and delivery (e.g., [Moodle](#), ISU’s learning management system). Recently ISU launched an distance learning initiative called [eISU](#) that offers many opportunities for faculty development: a subscription to [Quality Matters](#) (QM), a nationally-recognized, faculty-centered, peer review program designed to certify the quality of online and hybrid courses, to begin in Fall 2015; multilevel training in use of the QM rubric; and faculty participation in a QM review of their online courses. Additionally, the ITRC and the Office of Academic Affairs sponsor eISU workshops twice during the academic year. These events focus on advances occurring in online education and cover such areas as best practices in pedagogy and course design, quality assurance, and new technologies. Content is varied so faculty at all levels of knowledge and experience with online education can benefit. The graph below identifies the cumulative number of faculty who have received training.

Figure 5: Faculty Receiving QM Training



A number of development opportunities are available to all ISU employees. The Office of Human Resources provides a wide variety of professional development [workshops](#) that are presented on the Pocatello campus and via distance learning technology to Meridian and Idaho Falls. Idaho State University employees can also access online training in a variety of areas that is sponsored by the [state of Idaho](#) and [private entities](#).

The Leadership Development Program, aimed at ISU's emerging and experienced leaders, provides the knowledge, skills, and tools critical to becoming a strategic leader. The curriculum includes effective application and use of policies, procedures, resources, and services. The program is currently offered on the Pocatello campus, and at the ISU Meridian Health Science Center.

[Staff professional leave](#) is also available for development activities such as research and writing in the recipient's field of specialization, regular attendance at classes of a university or institution, and participation in institute or university exchanges or other specifically defined activities that would clearly enhance the employee's performance.

In addition, various divisions of the University support professional development through attendance at professional association meetings, workshops and conferences regionally and nationally. In addition to staff development, programs on characteristics and needs of students and supporting underrepresented populations, Student Affairs has co-sponsored drive in workshops with higher education institutions across the state on such topics as threat assessment and behavioral intervention and Title IX policies and procedures.



2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Idaho State University employs appropriately qualified faculty sufficient in number and consistent with its mission and core themes. Before a faculty position is created or vacancy filled, ISU follows a university-wide process that examines whether the position will advance fulfillment of the institutional mission; have a positive impact on student recruitment, retention, and learning; contribute to research activity; and provide a significant return on investment, in addition to other factors. At the college level, in determining a recruitment strategy for new faculty, the department faculty assess student demand and take into account existing areas of faculty expertise.

Table 10: 2013-14 Tenure Status and Rank

Rank	Tenure Status	Full-time	Part-time	Grand Total
<b>Professor</b>	Tenured	137	5	142
	On Track	3		3
	Non-Tenured	5	6	11
<b>Professor Total</b>		<b>145</b>	<b>11</b>	<b>156</b>
<b>Associate Professor</b>	Tenured	90	2	92
	On Track	6	1	7
	Non-Tenured	16	6	22
<b>Associate Professor Total</b>		<b>112</b>	<b>9</b>	<b>121</b>
<b>Assistant Professor</b>	On Track	93	1	94
	Non-Tenured	62	9	71
<b>Assistant Professor Total</b>		<b>155</b>	<b>10</b>	<b>165</b>
<b>Master Instructor</b>	Tenured	2		2
	Non-Tenured	12	1	13
<b>Master Instructor Total</b>		<b>14</b>	<b>1</b>	<b>15</b>
<b>Senior Instructor</b>	Non-Tenured	4		4
<b>Senior Instructor Total</b>		<b>4</b>		<b>4</b>
<b>Advanced Instructor</b>	Non-Tenured	17		17
<b>Advanced Instructor Total</b>		<b>17</b>		<b>17</b>
<b>Instructor</b>	On Track	2		2
	Non-Tenured	45	9	54
<b>Instructor Total</b>		<b>47</b>	<b>9</b>	<b>56</b>
<b>Senior Lecturer</b>	Non-Tenured	15	1	16
<b>Senior Lecturer Total</b>		<b>15</b>	<b>1</b>	<b>16</b>
<b>Associate Lecturer</b>	Non-Tenured	25		25
<b>Associate Lecturer Total</b>		<b>25</b>		<b>25</b>
<b>Assistant Lecturer</b>	Non-Tenured	32	4	36
<b>Assistant Lecturer Total</b>		<b>32</b>	<b>4</b>	<b>36</b>
<b>Lecturer</b>	Non-Tenured	8		8
<b>Lecturer Total</b>		<b>8</b>		<b>8</b>
<b>Adjunct Faculty</b>	Non-Tenured		176	176
<b>Adjunct Faculty Total</b>			<b>176</b>	<b>176</b>
<b>Grand Total</b>		<b>574</b>	<b>221</b>	<b>795</b>

The university-wide process for hiring employees begins with [completion and approval](#) of the [Increased Personnel Action Scrutiny \(IPAS\)](#) form. An estimated 30% of the individual IPAS requests are revised to ensure that the employee position aligns with strategic goals of the University.

To assure the integrity and continuity of academic programs, faculty staffing levels are analyzed as a component of program review for specialized and institutional accreditations. This helps ensure that ISU employs appropriately qualified faculty sufficient in number to achieve its educational objectives, and establish and oversee academic policies.

Despite a sustained decrease in state-appropriated funding, ISU is committed to maintaining and adding highly skilled and qualified faculty to assist ISU in fulfilling its mission and core themes. In AY 2013-2014 66 new faculty were hired.

Table 11: ISU Full-Time Permanent Employee Turnover Rates

FACULTY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Deceased	0	2	2	1	2	3	1	0	1	1
Dismissed	0	0	0	0	1	0	1	0	2	0
Leave	1	0	0	0	0	0	0	0	0	0
Military	0	0	0	0	0	0	0	0	0	0
Expired Contract	6	1	7	9	4	2	6	4	15	15
Laid-Off	0	0	0	0	0	12	0	0	0	0
Resigned	25	29	34	32	34	15	18	21	19	19
Retired	18	9	14	21	15	17	12	14	12	13
<b>Total:</b>	<b>50</b>	<b>41</b>	<b>57</b>	<b>63</b>	<b>56</b>	<b>49</b>	<b>38</b>	<b>39</b>	<b>49</b>	<b>48</b>
<b>Total Employees:</b>	<b>557</b>	<b>522</b>	<b>651</b>	<b>615</b>	<b>617</b>	<b>618</b>	<b>602</b>	<b>621</b>	<b>599</b>	<b>596</b>
<b>Percent Turnover:</b>	<b>9.0%</b>	<b>7.9%</b>	<b>8.8%</b>	<b>10.2%</b>	<b>9.1%</b>	<b>7.9%</b>	<b>6.3%</b>	<b>6.3%</b>	<b>8.2%</b>	<b>8.1%</b>

Source: Idaho State University. The total employee headcounts are from the IPEDS Human Resources Survey \*(Oct. 1-Sept. 30 for each time period)

2.B.5	Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.
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The [faculty workload policy](#) states the University’s expectations for teaching, service, scholarship, research, and/or artistic creation that full-time academic faculty on nine-month contracts will be assigned fifteen workload equivalency units of effort each semester, and faculty on ten- to twelve-month contracts and part-time faculty will be assigned workload units that are proportional to those of full-time nine-month faculty. Of these fifteen workload units, a typical assignment would be an average of nine units of instruction, four to five units of research/scholarship/creative activity, and one to two units of professional service. Some flexibility is permitted in assigning workload. Each college, division, and/or academic unit is encouraged to develop a weighting system that takes into consideration various factors set out in the policy. The faculty workload assignment is documented in a faculty member’s Annual Faculty Evaluation Report.

The implementation of the Banner ERP system was a milestone event for the University that began in 2008 ([ERP Master Timeline](#)). This new ERP system provides data to analyze faculty workloads that was not readily available before. Idaho State University is utilizing [Activity Insight](#) by Digital Measures, a

web-hosted service that will significantly increase the ability of faculty to provide current information for annual activity reports, promotion and tenure, program review, and specialized program accreditation.

Historically, faculty have completed a “Post-Semester Faculty Activity Report” to record on paper form the allocation of their workload units. However, the information on these forms was difficult to analyze and report, with faculty providing feedback that the paper form was cumbersome and time-consuming. Although the Office of Academic Affairs created a web form in 2010-11, it did not work well because of technical limitations. Academic Affairs, through the Office of Institutional Research, has redesigned this report and put it online using Activity Insight. It is easier for faculty to complete the report and for deans to analyze and report the workload data to the Office of Academic Affairs. Activity Insight provides a solution to the “Post-Semester Faculty Activity Report” and the reporting of critical data for evaluation, review, and accreditation.

2.B.6	All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.
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The annual evaluation process, the data collected, and the criteria used for evaluating performance is documented via the forms ([Procedures for Faculty Evaluations](#), [Annual Faculty Evaluation Report](#), [Post Semester Faculty Activity Report](#)) that are used in the process. These forms reflect that, in evaluating faculty, ISU uses multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities. Department chairs submit annual evaluations for faculty to the dean of the college. After the dean reviews the evaluations and provides his or her own rating, a copy is sent to the Office of Academic Affairs. In 2009 the Human Resources module of the Banner Enterprise Resource Planning (ERP) system was implemented, followed in April 2012 by the personnel management feature. Data entry into the ERP system has enabled the Office of Academic Affairs to more easily monitor the annual evaluation process and ensure that evaluations are timely completed.

The Five-Year Periodic Performance Review (PPR) is an internal review conducted by the colleges for all continuing faculty (tenured, tenure-track, and non-tenure track appointments). The [PPR process](#) and [PPR evaluation form](#) use these same multiple indices of effectiveness, including those directly related to teaching effectiveness.

All tenured faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The University’s [Tenure and Promotion](#) policy and [Five-Year Periodic Performance Review](#) policy were approved in 2011. Both policies underwent extensive review at multiple levels prior to final approval. The procedures in the University’s policies are intended to assure fair and equitable treatment of all faculty members during their evaluation, promotion, and tenure

reviews, and to ensure confidence that standards and criteria will be fairly and equitably applied. Individual units (division, college, school, and library) are able to establish guidelines for tenure and promotion that must be consistent with the policies of the Board and the University. This provides each unit the opportunity to apply and evaluate discipline-specific tenure and promotion criteria.

[Activity Insight](#), launched in May 2013 for the entire university, is another tool used in the faculty evaluation process. Faculty can enter or download into this web-hosted service their publications, exhibits, artistic performances, and other academic accomplishments. The University can upload the faculty's teaching load assignments. Once the data is entered into Activity Insight either by the faculty or the University, faculty can generate their annual evaluation with a click of the button. Faculty can easily generate curricula vitae and other reports for the promotion and tenure process. Department chairs can then access this information to be used in the annual evaluation process.

These forms for evaluating performance were created as reports in Activity Insight in 2013. Now data pushed into Activity Insight from the Banner ERP system or entered by faculty can easily be used many times. Automating reports such as generating curriculum vita (CV), Annual Faculty Evaluation, Post Semester Faculty Activity, and the Five-Year Periodic Performance Review. Activity Insight saves faculty many hours of labor. These reports can be generated electronically in minutes.

## Standard 2.C Education Resources

2.C.1	The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
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Idaho State University's comprehensive mission encompasses professional-technical education through doctoral degrees; offering a broad range of [degree programs](#) that are consistent with its mission. There are [five colleges](#) and the [Division of Health Sciences](#) (DHS), where programs go through a rigorous approval and review process to ensure effective and efficient development and delivery of quality educational programming consistent with the University's mission and goals, as well as the statewide program planning process. Programs are delivered in a variety of formats: traditional lecture mode, hybrid (a combination of traditional and web delivery), and web-based (asynchronous and synchronous).

Appropriateness of program content and rigor, consistent with institutional mission, is maintained through three key intersecting processes of program and curricular review.

### **Curriculum and Program Changes**

All course changes of sufficient substance to require catalog changes are vetted through the university level [Undergraduate Curriculum Council](#) or the [Graduate Council](#), depending on the type of program. The Undergraduate Curriculum Council exercises, at the University level, the faculty's primary responsibility for the fundamental area of undergraduate curricula. The Undergraduate Curriculum Council approval is required for all curricular and program changes that are to appear in the undergraduate catalog. Their areas of responsibilities include: identification of potential confusion with existing programs, courses, and degrees due to the proposed title of the new program, course or degree; identification of potential dilution of existing programs, courses, or degrees; prevention of duplication with existing programs, courses, or degrees; detection of possible conflict with accrediting standards applying to existing programs, course, and degrees; evaluation of transfer policies and standards for award of ISU credit; and continued clarification of the undergraduate catalog.

The Graduate Council approves all courses offered for graduate credit and curricula for graduate degrees; approves regulations and requirements for graduate programs; receives and acts upon all petitions for waiving of regulations of graduate programs; approves the nominations to examining committees concerning candidates; approves requests by departments for assignment of non-graduate faculty to graduate faculty responsibilities including examining committees and the teaching of any courses which carry graduate credit. The Graduate Council distributes communication to the graduate faculty to inform them of the results of its deliberations, usually through its approved minutes posted on the Academic Affairs Moodle site. Representatives on the Graduate Council are expected to consult with their constituent graduate faculty members.

Other units, such as the University Library, Instructional Technology Services, and Educational Technology Services, are included in these review processes as well. These curriculum committees hold high standards for new offerings and curricular changes, and are charged in their bylaws with maintaining accuracy and quality of programs. This includes a review of how a proposed change furthers attainment of institutional mission. On a local level, to further the University's commitment to appropriate content and rigor and mission fulfillment, many colleges and units maintain a committee or council to oversee

curricular changes and review new programs submitted for approval. This local level review complements a more inclusive [program proposal](#) process for new programs and major program changes developed by the Board. The program proposal process involves review and approval at key levels: college and division, deans, provost, president, and the Board.

These review processes, at the institutional and state levels, are required for all proposed changes in curriculum and programs, wherever offered and however delivered, including programs with specialized accreditation.

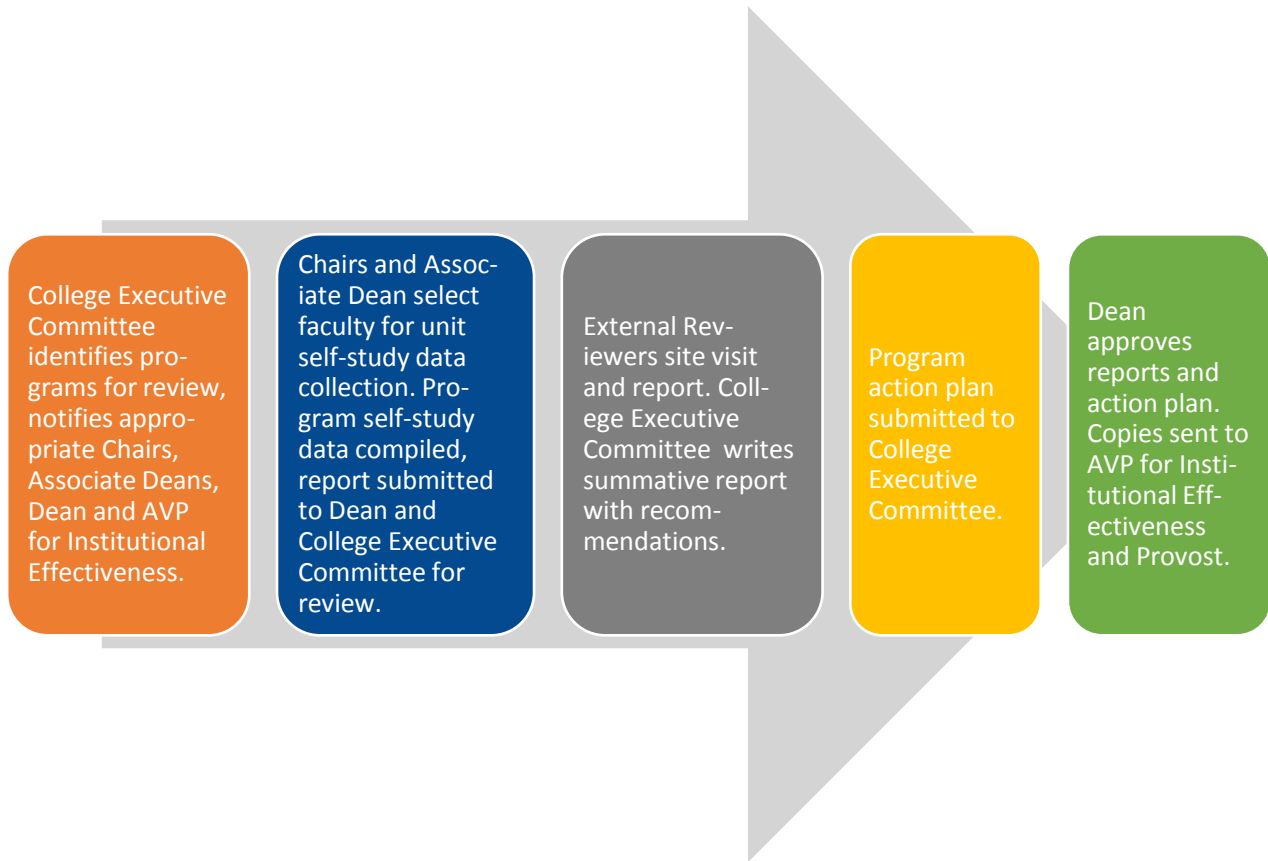
### ***Academic Program Planning, Review and Course Assessment***

Academic program planning begins as part of the Board policy [III.Z](#), Planning and Delivery of Postsecondary Programs and Courses. This policy requires the preparation and submission of five-year academic plans to advise and inform the Board in its planning and coordination of educational programs with the express intent of enhancing access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. It is through this policy that institutions under the Board's governance are given specific statewide and service region program responsibilities. Idaho State University's Five-Year plan begins with extensive faculty and administrative input and approval to ensure quality and alignment with the University's mission, and regional and statewide program responsibilities.

In addition to program planning, ISU has established a program review plan, guidelines, and schedule that require programs be reviewed on a rotating five-year schedule. This information is available on the Academic Affairs website. The Office of Academic Affairs has identified the need for formal policy establishing the framework for a review mechanism that is ongoing and cyclical. It is the intent of the Office of Academic Affairs that a draft policy will be presented to the faculty for their input and recommendations when they return in Fall 2014. The faculty are charged with identifying objectives and learning outcomes for each of the courses for which they have primary responsibility; this includes courses that are offered through distance learning. Course objectives and outcomes are reviewed annually and revised as appropriate. They must align with program objectives and outcomes that are defined and refined through internal program review that occurs at least once every five years. As a key component of this review, faculty examine whether linkages exist between program goals and institutional mission and core themes. An external program review is performed following the internal review as part of a contemporaneous, inclusive review cycle. Faculty review findings from the program review, including the appropriateness of curricular content and rigor and consistency with institutional mission, and take action to address the findings. During the next review cycle, the impact of these actions is analyzed and further changes are made if indicated.

The flow chart below demonstrates the process for program review at the college level.

Figure 6: Program Review Process



The Office of Academic Affairs continues to work with the deans and department chairs to ensure full implementation of the program review and course assessment processes. Program review is central to Core Them One: Learning and Discovery, and, to that end, is an indicator ISU are tracking as part of its assessment of mission fulfillment. Indicator 1.2.4 as assessed below in Standard 4.A. recognizes the role program review plays in identifying areas of success, areas of weakness, and alignment with the University’s mission.

Table 12: Number of Academic Program Reviews

	FY2009	FY2010	FY2011	FY2012	FY2013
<b>Academic Program Reviews</b>	14	4	2	13	6

**Program Prioritization**

The most recent program prioritization mandate of the Board provided an opportunity that allowed for the most comprehensive assessment of program review for alignment with ISU’s mission. The Office of Academic Affairs approached this mandate with the goal of supporting strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of academic units and programs. An evaluation and scoring matrix based on Dickeson criteria approved by

the Faculty Senate, Deans' Council and the Board was employed. The results of the twelve-month, data-driven effort were over 90 academic program recommendations. As part of this effort, a business intelligence web application focused at the program level, was developed for internal use by both deans and chairs as well as the Provost and Vice President for Academic Affairs. Internally, this is known as Program Viability. The Program Viability web application will provide annual and historical data for the use of on-going program decisions.

### ***Specialized Accreditation***

Many of ISU's degree programs undergo regular re-accreditation by specialized accrediting bodies ([undergraduate catalog](#) and the [graduate catalog](#)). These accrediting processes contribute in a critical way to ensuring that ISU programs have appropriate content and rigor and are consistent with institutional mission, culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with designators consistent with program content in recognized fields of study. Specialized accrediting bodies enforce strict guidelines for curriculum that reflect current national standards in the discipline. Because loss of accreditation can critically impact viability, programs strive to maintain required standards of content, rigor, and relevance to the field of study.

Idaho State University does not require programs with specialized accreditation to complete an internal program review in addition to the specialized self-study assessment and accreditor evaluation process. However, if the specialized accreditation is not outcomes based, outcome measures must be developed for the program, and provided to the Office of Academic Affairs as part of the institutional program review requirements.

In 2013, when the new Associate Vice President for Institutional Effectiveness was hired, specialized accreditation oversight was centralized in the Office of Academic Affairs to ensure coordination and support for programs obtaining or seeking to maintain specialized accreditation. These efforts involved ensuring the Office of Academic Affairs had current and accurate information listing all programs with specialized accreditation, dates for renewal/continued accreditation reports and/or visits, costs for accreditation, and any findings or required responses. All accreditation self-studies are submitted to the Office of Academic Affairs for review and comment by the Associate Vice President for Institutional Effectiveness and the Provost and Vice President for Academic Affairs before submission to the specialized accrediting bodies.

2.C.2	The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
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Expected outcomes for courses, programs, and degrees, as well as student learning outcomes for individual courses, are identified by the academic departments and maintained and published by the colleges and units on course syllabi and/or on program websites.

Comprehensive, cyclical program and curriculum review is a primary means to ensure that credit and degrees offered are based on student achievement and awarded in a manner consistent with generally accepted learning outcomes, norms, or equivalencies in higher education. Program review examines whether program curriculum and learning outcomes are being achieved, as evidenced by the assessment of



student performance measures. In preparing the program review self-study, faculty perform critical assessment tasks: identify the principal learning outcomes (or that knowledge and skills students are expected to acquire by degree completion); collect aggregate data showing how students are performing on each of those outcomes; analyze and evaluate the data by learner outcome; and propose actions based on the results. This review process connects student achievement of program learning outcomes and the award of credit and degrees.

2.C.3	Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.
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Course offerings are typically semester based, but include eight-week sessions. All courses are listed in the [undergraduate and graduate catalogs](#). Idaho State University also offers a series of remedial courses that prepare students for the rigors of university study.

As published in the [undergraduate catalog](#), ISU's definition of credit adheres to NWCCU and federal policies. One semester credit hour in academic courses requires (1) fifty minutes in class each week for one semester (which assumes approximately twice this amount of time in study and preparation outside the classroom), or (2) approximately two and one-half hours in laboratory each week for a semester, or (3) equivalent combinations of (1) and (2). For purposes of equivalency calculations, a semester is assumed to be sixteen weeks. Short-term courses of one week (five days) or more require time in class, laboratory, and preparation equivalent to the above for a total of 45 clock hours per credit.

Students may enroll for up to 18 credits per semester for undergraduates and 16 credits for graduate students, but may enroll for a larger number with permission of the dean of the individual colleges, or the dean of the Graduate School for graduate programs. To be eligible for participation in student activities, a student must be enrolled for at least 8 credits.

The number of credits awarded for a graduate thesis and other courses varies from department to department, relative to the degree and expectations of the discipline, and students may spread the registration for those credits over several semesters.

To be awarded an undergraduate ISU degree, students must complete all university [graduation requirements](#) pertaining to the undergraduate catalog and program credits and grades. Undergraduate students must also apply for graduation with the Office of the Registrar. Awarding of undergraduate degrees is strictly controlled by the Office of the Registrar, and requires signature of the department chair. Each degree granted is precisely matched with the published requirements for the degree.

The published criteria for degree award arise directly from the work of the Graduate Council and Undergraduate Curriculum Council charged with the curriculum review process, and these criteria arise directly from those generated and justified by the submitting program or department. This process of review provides assurance that students awarded a degree have satisfied the requirements of university policies that are based on defined levels of achievement in the curriculum.

Graduation requirements for graduate students are directed through the Graduate School with assistance through the Division of Graduation and Thesis/Dissertation Clearance. Clear instructions are provided on

the Graduate School website providing a [Summary of Procedures for Graduate Degrees](#), a [Graduation Checklist](#), [Application for Graduation](#), a [Graduation Participation Policy](#), and [Instructions for Preparing Theses and Dissertations](#).

In addition, graduate students are required to adhere to a continuing registration requirements by including at least one graduate credit during all semesters until they have completed their degrees. Students who, for compelling reasons, wish to interrupt their work on projects, theses, or dissertations may request, in writing, a leave of absence from the Graduate School. The student's academic clock does not stop during either violation of or approved deviation from the continuous enrollment policy. Graduate students who fail to meet the continuing registration requirement will be judged to have dropped out of their programs and will no longer enjoy access to university resources, including the library and computer facilities.

Academic rigor and progression at the graduate level are also supported by time limits to graduation, with an extension of time only obtained for good cause with the approval of the Dean of the Graduate School. For example, all requirements for a master's degree or educational specialist degree must be completed within eight years preceding the student's graduation. Therefore, all credits applied to a master's degree or to an educational specialist degree must have been taken within eight years immediately prior to granting of the degree unless it can be shown that the coursework taken more than eight years earlier covers material that has not changed substantially during the intervening time, or that the student has been able to remain current in the topics covered in the course. Evidence that the older coursework is still appropriate must be supported and approved in writing by the student's advisor and department chair, and submitted with a petition to the Dean of the Graduate School. Also, in these cases, the academic clock does not stop when a student fails to register for classes.

Credit time limits are also imposed on doctoral degrees. However, because many doctoral degrees are research and/or performance degree, the number of years involved in attaining or retaining competency cannot be readily specified. Rather, it is important that the doctoral student's competency be assessed and verified in a reasonable period of time prior to conferral of the degree and therefore more flexibility is allowed compared with master's degrees.

Comprehensive examination at the graduate level is used to assess students' readiness to undertake independent research or practice. It is expected that the examination will occur after all coursework has been completed and language or other requirements satisfied, and that it consists of a series of examinations covering all areas specified in the program of study.

Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher or practitioner, the examination normally does not precede the awarding of the degree by too long a period of time. Consequently, doctoral candidates are allowed five years in which to complete remaining degree requirements. In the event that a student fails to complete the doctorate within five years after passing the comprehensive examination, an extension of this time may be obtained by special petition.

2.C.4	Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
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Idaho State University's degree programs are reviewed on a number of levels to ensure coherent design, with appropriate breadth, depth, and sequence of coursework. This essential review occurs through a well-defined process that similarly assures appropriateness of program content, rigor, and consistency with institutional mission. Idaho State University's admission and graduation requirements are clearly defined and widely published in the [undergraduate](#) and [graduate catalog](#). These publicly posted requirements are the document of record for general admission to the University and admission to the specific programs. In addition to the official catalogs, admission requirements are posted on the Division of Student Affairs [website](#) for each category of student: freshman, transfer, graduate, and international, as well as the College of Technology [website](#) for professional-technical students. Other websites that set out requirements include the Graduate School for [admission](#) and [graduation](#) and the College of Technology for [admission](#) and [graduation](#). A number of programs in DHS, which have criteria in addition to the University's, post their admission requirements on program websites; for example, [Idaho Dental Education](#), [Family Medicine Residency](#), [Pharmacy](#), [Physician Assistant Studies](#), [Nursing](#), [Physical Therapy](#), [Audiology](#), [Speech-Language Pathology](#), and [Radiographic Science](#).

#### ***Program Development and Review***

At ISU, programs develop and evolve through a multi-level process of review and input that begins with faculty and ends with the Board. At each level, the process examines the program design and coherence with other programs, curriculum sequencing, alignment with institutional mission, use of institutional resources, and demand for the program of study.

In particular, program development and design and the content and sequencing of curriculum to optimize student learning are the quintessential function and responsibility of faculty. Through ongoing research and scholarship, faculty members maintain expertise and discover or advance knowledge in their fields of study. From that base, faculty develop courses with appropriate breadth, depth, and sequencing. Professional development opportunities also help faculty in applying methods of curriculum design and delivery that encourage synthesis of learning.

Faculty initiate new programs and revises existing ones through a program proposal that must be reviewed and approved for initiation. In some areas the first level of review is by a college curriculum committee, comprised of faculty and administrators within the college. All program proposals must be reviewed by the Undergraduate Curriculum Council, a university level council comprised of elected faculty from each college and several *ex officio* members from support units like the Office of Academic Affairs, the Office of Central Academic Advising, and the Office of the Registrar. After this review, the Deans' Council considers program proposals and recommends approval or disapproval by the Provost and Vice President for Academic Affairs. Review and decision by the Provost and Vice President for Academic Affairs is the final step for minor program proposals.

Proposals for new programs, discontinuations, and significant changes in existing programs are submitted for further review and [approval](#) by the Board. At this level in the process, proposals are reviewed by two committees: the [Instruction, Research and Student Affairs](#) (IRSA) Committee, a standing advisory committee of the Board that develops and makes recommendations on matters of policy and procedure

concerning instruction, research and student affairs; and the [Council on Academic Affairs and Programs](#), a working unit of the IRSA Committee that is comprised of the chief academic officers of the Board and the institutions. Factors in addition to program quality are considered at this level, e.g., whether the proposal duplicates programming at other state institutions and complies with Board policy governing institutional mission and service areas, and is in alignment with the University's five-year plan. Recommendations for approval or disapproval are made to the Board that is the final point of decision regarding academic programs.

Once degree programs with coherent design, appropriate breadth, depth, sequencing of courses, and synthesis of learning are implemented, the quality is preserved through periodic review within the departments. In addition to the functions described in Standard 2.C.1, the faculty also assess programs for continued coherence, appropriate breadth, depth, sequencing of courses, and synthesis of learning. Course objectives and outcomes are reviewed annually and revised as appropriate, and synthesis of learning is assessed. This review is also intended to maximize effectiveness of education relative to workforce needs, as well as academic standards for fields of study.

Complete program review occurs at least once every five years. As noted previously, an external program review is performed following the internal review as part of a contemporaneous, inclusive review cycle. Faculty evaluate findings from the program review, including program design, curriculum, and student learning, and take action to address the findings. During the next review cycle, the impact of these actions is analyzed and further changes are made if indicated.

### ***Specialized Accreditation***

The specialized accreditation process that many of ISU's degree programs undergo helps to ensure coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. These areas are covered within the review process. As noted in Standard 2.C.1., specialized accrediting bodies enforce strict guidelines for program design and curriculum. These guidelines require that current national standards in the discipline be reflected in appropriate breadth, depth, and sequencing of courses and that synthesis of learning across the curriculum is occurring.

### ***General Education***

Idaho State University's baccalaureate and academic associate degree programs require students to fulfill the requirements of the University's general education program. The rationale, structure, and requirements of the program are articulated in the [undergraduate catalog](#). Idaho State University's program was recently redesigned to reflect a more current, inclusive approach to general education that better facilitates synthesis of learning across curricula. Safeguarding quality, content, and continuity is within the domain of the [Undergraduate Curriculum Council](#) that is charged with maintaining academic standards in ISU academic programming. As described in Standard 2.C.1., this council has a major role in the university level curriculum review process and in ensuring coherent program design with appropriate breadth, depth, sequencing of courses, and synthesis of learning.

### ***Certification Exam Pass Rates***

As discussed in Standard 2.C.3, many ISU programs have a certification examination as a capstone event. Student performance on these national and state examinations are monitored by the departments and is a useful indicator of whether a program is coherently designed with appropriate breadth, depth, sequencing of courses and whether synthesis of learning is occurring. Results of certification examination are disclosed on most program, departmental, college or division websites by those programs that have an examination.

As an example, results of certification examination for the health professions are identified in the [Annual Report of the Division of Health Sciences](#).

2.C.5	Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
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The faculty are foundational to the delivery and maintenance of high-quality educational programs. As discussed in previous sections, the faculty have critical roles and responsibilities on multiple levels of the process of curriculum creation, design, and implementation. The teaching faculty in a department are responsible for developing learning outcomes for each course in program curricula and for assessing student achievement of those outcomes, as required under ISU and the Board policies and specialized program and university accreditation standards (e.g., [undergraduate catalog](#)). The University Curriculum Council and the Graduate Council, both comprised of faculty, provide the processes through which the curriculum is designed, approved, implemented, and revised.

Faculty provide input regarding qualifications and other requirements for new faculty, including identifying areas of expertise needed for curriculum delivery and research in the program; select appropriate venues for publicizing faculty positions; recruit qualified candidates; serve on search committees; attend candidate open forums; and provide feedback regarding candidates, to name a few examples of these key functions.

2.C.6	Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.
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The ISU Library has seen a significant shift toward electronic holdings and has a robust library management system, as discussed in Standard 2.E. The interlibrary loan mechanism is efficient, delivering the majority of documents electronically to any location, thereby facilitating integration of the outreach campuses with the primary library resources. Library staff provide class orientations, presentations, and in-library tutorials for students and faculty on request.

Idaho State University's [Instructional Technology Resource Center](#) (ITRC) is another major source used by faculty to integrate resources into the learning process at ISU. The ITRC provides educational technology resources like a Learning Management System (LMS), web conferencing, video conferencing, lecture capture, podcasts, audio-enhanced PowerPoint presentations and other technology tools. Additionally, the ITRC provides opportunities for faculty development through various instructional workshop topics, including the use of technology to provide accessible/equal access materials to all students. Universal Learning Design principles are subscribed to and shared with faculty seeking to improve and enhance their courses, whether face-to-face, hybrid, or fully online.

Faculty deliver online programs and courses through eISU, ISU's online learning initiative. Idaho State University's [eISU](#) courses are based on best practices in instructional design and quality assurance using the Quality Matters rubric as a guide for course design. Appropriate technology resources are integrated into online courses to achieve each course's learning objectives in the best manner possible for online course delivery as well as student learning and engagement.

2.C.7	Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.
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The ISU [undergraduate catalog](#) includes experiential learning assessment as one of several alternative credit opportunities. Experiential learning assessment allows a student to be awarded undergraduate academic credit for experiential learning that is documented using the portfolio method. Through a portfolio the student describes and documents knowledge gained experientially and demonstrates how this knowledge acquired outside the classroom is related to college-level learning. Faculty in the academic department in which credit is being requested assessed the portfolio and make credit recommendations to the dean of the college. No representations regarding the number of credits to be awarded are made prior to the review process. Idaho State University allows a maximum of 16 credits toward credit requirement for an [associate degree](#) and 30 credits toward the credit requirement for a [baccalaureate degree](#). Maximums do not exceed 25 percent of credits needed for the degrees.

To receive credit awarded through experiential learning assessment, the student must have completed at least nine semester credit hours in ISU coursework with a minimum 2.0 GPA and must be enrolled the semester in which credit is awarded. Pursuant to Board policy [III.L.](#), experiential learning assessment credit is available only for undergraduate credit. Further, ISU policy makes it available only in those academic subjects offered at ISU, awarded according to faculty-developed criteria that reflect accepted standards in the field of study. The complete process required for documenting and evaluating experiential learning is available through the Office of the Registrar.

The College of Technology grants credit for prior learning, education, or work experience through an assessment process including evaluation of written documentation of training and experience; written examinations and demonstration of skills or interviews with program faculty (see [Credits Granted for Previous Training or Experience](#)).

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Idaho State University's policies and processes governing transfer credit are included in the [undergraduate catalog](#). They incorporate a number of mechanisms that safeguard the academic quality, relevance to program, and degree integrity, in addition to reflecting Board policy. The Board is currently reviewing policy [III.V.](#), Articulation and Transfer policy as part of its efforts to reform general education. Historically, Board policy III.V. identified a general education core curriculum for the associate degree and provided that students who complete an associate degree at an accredited institution in Idaho would be granted junior standing when transferring to a four-year public institution in Idaho, and that they would not have to take any additional lower division general education core courses. In April 2014 the Board established a policy specific to general education ([III.N.](#), General Education) and is in the process of revisions to III.V. Articulation and Transfer.

In addition to Board and institutional policy, ISU has entered into articulation agreements with a number of non-state institutions where there are substantial patterns of transfer. These agreements may cover course level equivalencies, as well as general education requirements. In cases not covered by an articulation agreement, faculty in the academic units determine transferability of credit to satisfy program curriculum and degree requirements. Transfer policies and course articulation information is provided on the website of the Office of the Registrar (e.g., [evaluation of transfer credit](#) and [transfer articulation](#)).

### *Undergraduate Programs*

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

All baccalaureate and associate degree programs at ISU require completion of the University's general education program and fulfillment of the requirements under its structure. Idaho State University's requirements for general education in its various degree programs are articulated in the [undergraduate catalog](#). Idaho State University's general education program was recently redesigned to reflect a more current, integrated, and inclusive approach to general education, and ISU is now phasing in the new

program. The former general education program, which was in place for over 20 years, can be found in past [undergraduate catalogs](#). The process of general education reform occurred over a three-year period and came within the purview of the Undergraduate Curriculum Council. The work of reform was delegated to the General Education Requirements Committee, a subcommittee of the Undergraduate Curriculum Council comprised of faculty across the colleges. Faculty, faculty governance groups, and college deans reviewed several iterations of the proposed reform, and provided comments and recommendations to the Undergraduate Curriculum Council and General Education Requirements Committee, before the current general education program was finally approved by the Provost and Vice President for Academic Affairs.

The general education program is comprised of nine core objective areas: 1) Written English, 2) Spoken English, 3) Mathematics, 4) Humanities, Fine Arts and Foreign Language, 5) Natural Science, 6) Behavioral and Social Science, 7) Critical Thinking, 8) Information Literacy, and 9) Cultural Diversity. A minimum of 36 credits from the 9 core objective areas is required. Of these nine objective areas, students must meet objectives 1 through 6 and 9, and may choose to meet either objective 7 or 8.

Idaho State University’s general education program constitutes a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Its design promotes comprehensive literacy—including effective communication, mathematical, and technological skills; reasoning and creativity; and information literacy—and a broad knowledge base in the liberal arts. Once they complete the general education program, students will have the necessary foundation for all further university studies. They will be able to communicate effectively and clearly in standard written and spoken language; use mathematical language and quantitative reasoning effectively; think logically, critically, and creatively; and locate relevant sources and use them critically and responsibly. Lastly, ISU’s general education program is intended to prepare ISU students to be life-long, independent learners and active, culturally aware participants in diverse local, national, and global communities.

Under ISU Policy and Procedures, students seeking an associate of applied science degree must complete 15 credits hours of general education. To fulfill this requirement, a student must have six credit hours of written or spoken English from core objectives 1 or 2; three credit hours of computational Mathematics from core objective 3; three credit hours of behavioral and social sciences selected from specified courses in core objective 6; and three credit hours of elective general education selected from any core objective area not previously applied.

2.C.10	The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.
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In April 2014, the Idaho State Board of Education (the Board) approved a new statewide general education policy [III.V](#). This is the first time the Board has had a policy specific to general education. The policy establishes statewide competencies that guide institutions’ determination of course that will be designated as Idaho General Education Matriculation (GEM) courses; establish shared rubrics that guide



course/general education program assessment; and create a transparent and seamless transfer experience for undergraduate students. To that end, the policy identifies six GEM competency areas, with the first two emphasizing integrative skills that are intended to inform the learning process throughout general education coursework and the major, and the other four representing ways of knowing that are intended to expose students to ideas and engage them in a broad range of active learning experiences. The six competency areas are: Written Communication, Oral Communication, Mathematical Ways of Knowing, Scientific Ways of Knowing, Humanistic and Artistic Ways of Knowing, and Social and Behavioral Ways of Knowing.

Idaho State University's general education program is comprised of nine core objective areas covering written and spoken English, Mathematics, Humanities, Fine Arts and Foreign Language, Natural Science, Behavioral and Social Science, Critical Thinking, Information Literacy, and Cultural Diversity. Within each of these core objective areas student learning goals are identified and articulated for that area. Additionally, each course included in a particular core objective area has a series of student learning outcomes that have been evaluated by the General Education Requirements Committee and have been found to support the particular objective. This committee is charged with reviewing all requests made by academic departments to include courses as satisfying a general education requirement. The learning outcomes, identified for the core objective areas and the courses that meet the objectives, are also assessable.

In connection with the new general education requirements that were put into place for the 2013-2014 academic year, members of the General Education Requirements Committee (GERC) are currently creating a new assessment plan for general education. A draft of this new plan is expected to be reviewed by GERC in Fall 2014. The plan will lay out a regular ongoing process for assessing both individual general education courses and the program as a whole.

Under Board policy [III.V.1](#), four-year public institutions in Idaho must accept the transfer associate degrees of students who complete the requirements for the associate of arts or science degree at an accredited institution in Idaho. These transfer associate degrees are deemed to satisfy the lower division general education core requirements of the four-year institutions, such as ISU. Even though ISU does not independently evaluate the courses comprising the degree, it is nonetheless assured that the general education component of these transfer associate degrees has identifiable and assessable learning outcomes tied both to program and mission.

2.C.11	The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.
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Board policy [III.X](#), requires the institutions under its governance to identify and assess student learning outcomes that align with and support program goals and intended outcomes. This includes applied degree and certificate programs. Faculty in these programs develop course objectives and learning outcomes and ensure they synchronize with program objectives and outcomes. Mandatory program

review helps to prevent inconsistencies and maintain alignment. Instruction components within individual programs may take either modular or course-based format. In either case, syllabi reflect instructional objectives and learning outcomes.

Qualifications of teaching faculty are assured through at least two levels of assessment. The department chair or program director is required under Board policy [II.G.4](#), to evaluate each faculty member annually. Idaho State University [policy](#) identifies a variety of data that may be used in evaluation, including peer input, student input, and class observation. In addition, where specialized accreditation of individual programs occurs, the accrediting body will examine instructors' credentials and their qualifications to teach courses in particular subject areas for the purpose of ensuring that credentials match instructional assignment. Programs without specialized accreditation undergo a similar evaluation of instructor qualifications as part of the regular institutional program review that functions to ensure only faculty with appropriate credentials are delivering program content. Idaho State University's applied degree and certificate programs are offered in the College of Technology that houses a general education program dedicated to servicing these programs exclusively. General education courses in the applied degree curricula are taught by instructors who have academic credentials that would also qualify them to teach in the University general education program. Program Profiles are on file with the Idaho Division of Professional-Technical Education for all applied degree and certificate programs offered by the College of Technology. Program profiles include student learning outcomes and are submitted or updated with each new program, expansion, or non-substantive change.

### *Graduate Programs*

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Idaho State University's mission statement highlights the institutional commitment to advancing scholarship and creativity by harnessing innovative research, exemplary instruction, and creative expression to create leaders, scholars, and global citizens at multiple levels, including graduate education. Idaho State University's Graduate School articulates in its mission statement that it "acts to recruit, support, retain and matriculate scholars, researchers and practitioners educationally empowered as critical thinking citizens and agents of innovation, opportunity and change." The graduate programs offered at ISU are consistent with the mission statements articulated at the university and graduate school levels in that they are focused on promoting scholarly discourse and engendering leaders within different disciplines.

Further, the Graduate School articulates a vision that guides program development, review, and assessment. Specifically, the vision statement captures ISU's aspiration to be a "driver of high-quality graduate education, and ... dedicated to the embodiment of academic and creative excellence, resulting in scholars, researchers and practitioners committed to and capable of continually broadening the scope

of academic discourse, discovery and innovation.” Such a framework ensures that graduate programs offered are consistent with the University’s mission, reflect the aspiration of leadership across disciplines, and promote the development of scholarly and creative excellence across graduate students. The Graduate School, in conjunction with the academic colleges, establishes baseline admissions requirements, final examination processes, graduation criteria, and programmatic structure. The individual graduate programs are provided with the authority to articulate additional, discipline-specific admission requirements, determine how to fairly assess in-depth knowledge application and synthesis in a final examination context, and to establish the most innovative curriculum to meet the best practices standards of the discipline.

Idaho State University’s mission statement reflects a commitment to a wide variety of graduate programs. As the state’s lead institution for education in the health professions and related biological and physical sciences, ISU offers numerous graduate programs in DHS and College of Science and Engineering. Examples of DHS programs include Pharmacy (Ph.D., Pharm.D., M.S.), Counseling (Ph.D., M.Coun.), Audiology (Au.D.), Occupational Therapy (M.O.T), Physical Therapy (D.P.T.), Speech Language Pathology (M.S.), Nursing (Ph.D., D.N.P., M.S.), Dental Hygiene (M.S.), and Physician’s Assistant (M.P.A.S.), while examples of College of Science and Engineering programs include Engineering (Ph.D., M.S.), Biology (Ph.D., D.A., M.S.), Applied Physics (Ph.D., M.S.), and Geosciences (Ph.D., M.S.). Idaho State University is also charged with preparing teachers, administrators, and other education professionals and does so through graduate programs in Educational Leadership (Ed.D.), Instructional Design (Ph.D.) and numerous M.Ed. programs. Finally, ISU is committed to maintaining strong arts and humanities programs as independent, multifaceted fields of inquiry. Graduate programs such as those in Fine Arts (M.F.A.), English (Ph.D., M.A.), Psychology (Ph.D.), and Political Science (D.A., M.A., M.P.A.) contribute to that strength. The [graduate catalog](#) provides an overview of all current graduate level offerings at ISU.

Meeting disciplinary expectations is critical to attracting graduate students, providing an effective education, and completing research and scholarly activities. Evidence that this is accomplished comes from many sources. For instance, graduate enrollment remains strong across the University, indicating ISU compares favorably to peer institutions that students could have attended instead. The tables below provide an overview of enrollment data for graduate students across the last seven years. Moreover, the conferral of graduate degrees increased by 31.6% over the AY2008 to AY2014 period.

Table 13: ISU Graduate Student Enrollment Fall 2007-Fall 2013

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Change Fall 2007 to Fall 2013	% Change Fall 2007 to Fall 2013
<b>Graduate Students</b>	2,743	2,695	2,670	2,357	2,366	2,193	2,171	-572	-20.9%

Table 14: ISU Graduate Degrees FY2008 – FY2014

	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	Change FY2008 to FY2014	% Change FY2008 to FY2014
<b>Masters</b>	341	375	438	404	480	480	474	133	39%
<b>Doctoral</b>	130	129	133	143	155	154	146	16	12.3%
<b>Total</b>	471	504	571	547	635	634	620	149	31.6%

All graduate students at ISU are required to complete a final examination that is comprehensive in nature and that reflects the student's ability to articulate theoretically and in application the in-depth knowledge and understanding of the relevant discipline. In addition, many graduate students who complete their degrees in some disciplines (e.g., Engineering and Health Professions) take state or national exams as a requirement of professional recognition and credentialing. Idaho State University graduate students have a consistent record of demonstrating pass rates at or above the median in those disciplines. Such external performance measures evidence the high level of professional practice, knowledge acquisition, and skill development present within ISU graduate students.

Furthermore, faculty members who deliver graduate programs must meet stringent professional standards as established by the discipline and the Graduate School. To be recognized as Graduate Faculty at ISU, faculty members must have terminal degrees for their discipline, evidence quality teaching, and maintain current knowledge as demonstrated by peer-reviewed publications, competitive grants, and regional and national awards. To earn the designation of Graduate Faculty at ISU, faculty members must be endorsed by their program and nominated for consideration at the Graduate School level. Graduate Council is the formal advisory board of the Graduate School with representation of graduate faculty from all academic colleges/division. Graduate Council determines policies and procedures, reviews and approves curricula for graduate programs, mediates student appeals and petitions, and evaluates nominations of faculty for membership on the Graduate Faculty. To be approved by Graduate Council to serve as a member of the Graduate Faculty, nominees must evidence professional productivity and scholarly maturity as defined by the following policy: "Scholarship is a fundamental activity of Graduate Faculty and represents one of our core values. Graduate Faculty are expected to generate and disseminate new knowledge that is judged to be valuable by their peers. Since the mode of expression of scholarship is discipline specific, it is judged according to the prevailing norms of the discipline. The scholarship standard is interpreted broadly, and a variety of activities may be used singularly or in combination to provide evidence of scholarly activity commensurate with Graduate Faculty status. Scholarship is evaluated relative to productivity, dissemination, quality, and contribution to the discipline." Finally, new faculty with recent degrees are regularly hired into most graduate degree-granting departments, providing the most current ideas and insight from numerous regionally accredited universities. Recently, the Graduate Council and the Provost approved the addition of an Allied Graduate Faculty category to the existing Graduate Faculty categories. The Allied category specifically addresses faculty who may not currently meet the full graduate faculty criteria, but have the expertise and/or background needed for many of the graduate faculty role activities. It also addresses the gaps often experienced by departments and programs and the desire of some disciplines to include qualified professionals (without terminal degrees) as instructors and committee members.

Idaho State University graduate programs are distinguished from its undergraduate programs by the increased depth of understanding, independent analysis, and/or original contributions required of graduate students. With regard to graduate coursework, two levels are traditionally offered: 5500 level courses where upper division undergraduate students may also be enrolled, and 6600 level courses where only graduate students may enroll. Objectives and outcomes for all courses have been published on campus and clearly show both course levels are characterized by more difficult assignments and more in-depth analysis than undergraduate courses.

Beyond the classroom, ISU graduate programs have significant expectations that exceed undergraduate education. For example, most graduate programs in Humanities, Sciences, and Engineering require the

completion of a thesis or dissertation that demonstrate both familiarity with primary sources as well as new independent analyses, leading to an original contribution of knowledge. In the Health Professions graduate education requires extensive practicum, clinical, or internship experience in addition to thesis or dissertation work (see below in 2.C.15).

2.C.13	Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.
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Idaho State University’s [Graduate Council](#) sets policies and procedures for graduate students regarding admission and retention that can be found in the [graduate catalog](#) (see below in 2.C.3).

Although staff in the Office of the Registrar place graduate level transfer work on graduate students’ academic records, the evaluation of and the decision to accept and apply transfer credits to a graduate student rests in the Graduate School. Graduate faculty in the departments, as well as the Graduate School, work together to determine the eligibility of transfer credits when requested. In all master’s degree programs, a total of nine semester credits may be transferred from a regionally accredited institution. Transfer of credits from a regionally accredited institution are acceptable only if the courses are specifically approved by the Graduate School and the applicable academic department of ISU when the final program of study is submitted. In these instances, only the credit hours transfer, not the grades. For doctoral programs, Departments may accept credits by transfer in total or in part from a master’s degree earned at Idaho State University or at another regionally accredited institution regardless of age of the courses.

Effective graduate recruitment forms a key component in the admission, progression and graduation of quality students at the graduate level and strategically, by actively contributing to the growth of graduate enrollment as set out in the Graduate School’s 2016 goals. In response to the four Core Themes of ISU, the Graduate School considers an excellent graduate student recruitment plan as key in enhancing and supporting quality in alignment with Core Theme One: Learning and Discovery; achieving Core Theme Two: Access and Opportunity for the best candidates for graduate education regardless of social, economic or ethnic background; attracting the very best candidates to support Core Theme Three: Leadership in Health Sciences; and a way towards increased Economic and Social Impact, Core Theme Four, in Idaho and broader.

A recent restructure of Graduate school operations was implemented to enhance logical job-related divisions to increase workflow and customer service through recruitment opportunities together with the academic graduate programs. The old structure had ill-defined lines of reporting, and two open lines – that of the Recruiter and Associate Dean. Analysis of best practices suggested that recruitment can best be achieved by partnering recruitment efforts with graduate level programs and faculty.

The restructure eliminated .9 FTE positions in the Graduate School (including abolishing the position of Recruiter) which allowed funds to be invested in recruitment optimization. As a result of these savings, local funds could be released to create the Graduate Recruitment Assistance Fund (GRAF) Program. This

amount was matched dollar-for-dollar by the International Programs Office (IPO) in order to facilitate recruitment efforts at the international level. The GRAF Program will utilize the expertise and enthusiasm of graduate faculty in graduate programs as contributory factors in graduate student recruitment, will increase the visibility of the Programs themselves (in conjunction with the Graduate School), will facilitate additional pipeline MOUs and set a solid foundation for increasing future enrollment into ISU's graduate programs.

In concert with this initiative, the Manager: Graduate School Operations was appointed project manager to direct a team for implementation of the Recruitment Module in Banner. This Module has streamlined recruitment, is more effective than the previous methodologies, and already resulted in a 20% application rate derived from recruitment efforts directed through the online inquiry forms.

Recruitment, retention and customer service operations have been moved into the Division of Student, Faculty, and Staff Support, with several new initiatives administered by this Division's staff.

Notably, a Special Projects Division, under the administrative leadership of the Manager: Graduate School Operations house several currently developed new initiatives and will also be the incubator unit for new initiatives. This Division has already generated two significant reports that inform current operations: 1) Reasons for application withdrawal; 2) Reasons for denials. Copies of these reports are available upon request.

2.C.14	Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.
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More than half of ISU graduate programs offer credit for internship and clinical activities. Some are elective courses but most are required to obtain a graduate degree. These opportunities are an invaluable method of transitioning from student to professional within the discipline. All internships and clinical activities are monitored by ISU Graduate Faculty. Faculty establish the learning objectives and outcomes for internships and clinical work. They subsequently ensure the achievement of these outcomes by serving as supervisors or by monitoring the professionals who otherwise supervise the students. At the completion of each activity, the faculty assess the performance through their direct observation or in consultation with the professional supervisor. In addition, many of the graduate programs, particularly in DHS, must maintain specialized accreditation by national accrediting bodies in the particular discipline. That the program structures, monitors, and assesses the graduate learning experience that occurs through internships, field experiences, and clinical practices, according to nationally accepted standards, is reviewed and the activity validated through this rigorous accreditation process.

Idaho State University offers five graduate courses whose description includes "experiential" education: one in the Dental Hygiene program (DENT 6619), one in Advanced General Dentistry (IAGD 6624), one in English (ENGL 6631L), and one in Pharmacy (PHAR 9981). All these experiential courses have numerous prerequisites within the discipline and all involve mentoring by Graduate Faculty and/or approved

professionals. Throughout the University, no graduate credit is granted for experiential learning that occurred prior to matriculation.

2.C.15	Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.
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Expertise, originality, and critical analyses are required of ISU students who complete graduate degrees. In the Humanities, Sciences, and Engineering disciplines, graduate students complete a thesis or dissertation that demonstrate both familiarity with primary sources as well as new independent analyses, leading to an original contribution of knowledge. Many of these studies are published in peer-reviewed national and international journals. Faculty advisors use these publications to garner external support for additional research and scholarly work, thus passing through an additional level of peer review. In the arts, M.F.A. graduate students must exhibit a one-person show consisting of original creative work. In most Education and Division of Health Sciences programs, students complete extensive coursework directly related to their intended profession. Rigorous written and oral exams are administered to ensure their knowledge base is sufficient. Faculty committees guide and mentor students to ensure their knowledge base. Clinical practicums are required in almost all of the professional programs within DHS to enable students to gain the appropriate practical skills and necessary experience before graduation. The total number of student hours worked at these clinics differs from program to program. In the Pharmacy program, for instance, the State Pharmacy Board requires that students perform a minimum of 1,500 hours of such clinical services to qualify as pharmacists. A Family Nursing Practitioner is required to perform about 768 hours while a Physician Assistant performs about 1,720 hours of clinical services before graduation. [Residency programs](#) are also available at ISU. Community outreach provides another avenue by which graduate students deepen their knowledge and enhance performance skills for professional practice. In a typical year students from DHS perform about 5,242 hours of volunteer service in their programs of study. In addition, some programs, for example in the College of Business, typically require students to complete capstone projects.

<i>Continuing Education and Non-Credit Programs</i>	
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2.C.16	Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.
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Idaho State University's mission statement envisions comprehensive and diverse programming to meet the broad educational needs of southeast Idaho, the state, and the Intermountain region. This includes a strong continuing education component, attained through its community college function, professional-technical training, and professional development opportunities. Idaho State University's Core Themes

Three and Four further articulate the continuing education aspects of the mission. Core Theme Three, for example, links ISU’s leadership in the health sciences and the achievement of health science-related objectives, to the number of continuing education programs offered for physicians, pharmacists, nurses, and other health professionals. Idaho State University’s Core Theme Four incorporates continuing education programming to achieve key objectives.

Additionally, Board policy [III.L](#) requires that institutions of higher education in Idaho provide credit and noncredit continuing education. This includes learning activities for professional or personal development of the individual; recreation and cultural enrichment of the individual and community; licensing and certification for professional and practitioner qualification; credential and degree achievement; and job skills upgrading and retraining.

Idaho State University has a hybrid model of continuing education, with both decentralized and centralized components. For example, professional development courses for K-12 teachers and administrators are offered by the [Intermountain Center for Education Effectiveness](#) in the College of Education and [workforce training](#) activities are offered by the College of Technology. Additionally, most of the University’s professional programs offer continuing education for their graduates and professionals in their disciplines (see, e.g., DHS [Idaho Health Conference](#)). Centrally, the [Division of Continuing Education](#) provides information about professional development opportunities and supports programs for seniors such as New Knowledge Adventures, as well as offering non-credit face-to-face and online personal development and cultural enrichment programs for the wider community. This model of continuing education facilitates the delivery of diverse programming that enables ISU to achieve important components of its mission and goals and to comply with Board policies.

2.C.17	The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.
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Idaho State University maintains direct and sole responsibility for academic quality of continuing education and special learning programs and courses. Under ISU’s hybrid model of centralized and decentralized continuing education programming, the roles and responsibilities are clearly defined and assigned, and controls are in place to assure quality and relevance to mission. Faculty in the colleges and academic units propose, develop, and deliver continuing education courses and activities; whereas, the approval and oversight of continuing education courses and activities, and recording of continuing education units (CEUs) and academic credits awarded is the responsibility of the college deans and the Office of Academic Affairs, through the Division of Continuing Education. In addition to the review by ISU, many of the units which provide CEUs are also reviewed by state or national professional associations which require extensive documentation of content and presenters.



Representatives from each college (including administrators, faculty, and staff), the Graduate School (when applicable), and the Director of Continuing Education approve and monitor all continuing education, professional development, and special learning activities, programs, and courses offered at ISU. No course or activity is authorized until the review process is complete. Once a course or activity is approved, the Division of Continuing Education will assign it a tracking number. If the approved course or activity carries academic credit, the unit's central scheduler is responsible for requesting a course index number and coordinating with the Office of the Registrar to ensure that the course is entered into the system so that students can register and final grades can be entered and transcribed.

The process for offering continuing education programming is well defined, with information and forms readily accessible on the Office of Academic Affairs website. Once a course is developed by a department or academic unit, a Continuing Education Approval Form is required to initiate the approval process. The completed form must be submitted to the Division of Continuing Education at least two weeks before the program/course is scheduled to begin and must include the following information:

- concise description of the proposed activity and credit to be given to those who complete it
- detailed syllabus, including learning objectives
- detailed agenda, including time schedule
- summary of the instructor's qualifications, including a current resume or CV
- description of prerequisites, if any, or student qualifications required to register for the activity
- description of how students are graded or performance evaluated
- plan of how the course will be assessed after completion

The Continuing Education Approval Form must be signed by the appropriate dean, department chair, or unit director. By signing the form, they are certifying that the proposed continuing education course meets academic criteria regarding content, contact hours, and instructor qualifications. Courses offering academic credit must have at least sixteen contact hours of instruction for each semester credit hour offered. Attendance must be taken for each session by means of an attendance sheet. A content assessment and course evaluation must be completed at the end of each course. Courses offered more than once during a year need only be approved before the first offering. Offerings in subsequent years must be approved again, but only material changes in the Continuing Education Approval Form must be resubmitted.

After a course is completed, the unit offering the course must submit to the Division of Continuing Education an End-of-Course Report that includes:

- a list of persons enrolled in the course, and certification by the instructor that each participant
- met attendance requirements to earn the grade, CEU, PDU, or similar credit provided
- student grades earned if the course awarded credit
- CEUs or PDUs awarded if appropriate
- individual student evaluations for the activity, or a summary of those evaluations
- an assessment of the activity consistent with the assessment plan provided in the Continuing Education Approval Form

Finally, the Division of Continuing Education maintains a database with the following information for each course offered:

- college/unit offering the continuing education course or program

- title of the course or program
- number of CEUs or academic credits for the course or program
- number of students in attendance

Faculty representing the disciplines and fields of work are suitably involved in the planning and evaluation of the continuing education and special learning activities at two primary points: development of courses and learning activities, as reflected on the Continuing Education Approval Form; and participation in the assessment at the end of the course.

2.C.18	The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.
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Central oversight by the Office of Academic Affairs, through the Division of Continuing Education, ensures continuing education credit and CEUs are uniformly and accurately granted; are guided by accepted norms with appropriate objectives and student achievement of learning outcomes; and are in line with University mission and Board policy. Requiring deans or unit directors and department chairs to certify that a continuing education course or special learning activity meets academic criteria regarding content, contact hours, and instructor qualifications also assures that the granting of credit complies with these standards and expectations. To make this certification, the dean and faculty must conduct a substantive review to the requisite depth and degree. The faculty member is the expert in what are generally accepted norms in a particular area and what are appropriate objectives for a course. Moreover, the faculty member developing the course is best able to identify learning outcomes and assess student achievement of them.

2.C.19	The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.
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The Division of Continuing Education is the central repository of all continuing education, professional development, and special learning programs offered at ISU for academic credit or for non-credit CEUs, Professional Development Units (PDUs), or similar designators. When a credit or noncredit course or activity is completed, a Continuing Education Final Report must be sent to the Division of Continuing Education, where these records are kept centrally. These records include course or activity descriptions, syllabi, instructor vitae, names of participants, grades, CEUs, PDUs, or certificates awarded, and similar information. Accreditation bodies for some units may require that records also be kept within the unit, but this does not override the requirement of duplicate records being kept centrally.

The Division of Continuing Education maintains a database with the following information for each course offered:

- college or unit offering the continuing education course or program
- title of the course or program

- number of CEUs or academic credits for the course or program
- number of students in attendance

Following this procedure ensures that ISU maintains appropriate records documenting the number of courses and nature of learning provided through its non-credit instruction.

## Standard 2.D Student Support Resources

Given the breadth of ISU's mission, the students who enroll at ISU bring with them a comparably broad range of aspirations, divergent levels of preparation, and varied support needs. This requires ISU to offer a wide array of student support services. Some are structured, others less so, but all are intentionally planned and implemented in support of ISU's mission, core themes, goals and objectives. Similarly, some are centralized while others are distributed.

2.D.1	Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.
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There are a wide array of programs and services at ISU that support student learning needs and supplement the primary learning environments of the classrooms, laboratories, and clinics. The support these programs and services provide is essential to creating and maintaining effective learning environments. The following are examples of critical contributors to student support:

### **Student Success Center**

The [Student Success Center](#) was created in 2010 within the Office of Academic Affairs to improve services for students by integrating several key student support units under one administrative umbrella. Its [mission](#) supports key elements of the institutional mission by providing services and programs that are essential to the academic and intellectual development of students at ISU and encouraging students to realize their potential as prepared, responsible, and self-actualized members of an increasingly complex, diverse, and global society. The Student Success Center includes [Academic Programs](#), [Central Academic Advising](#), [Disability Services](#), [Native American Student Services](#), [TRiO](#), [University Honors Program](#), and [University Tutoring](#). These units offer free support services to aid student learning that include academic support courses, workshops, tutoring, and co-curricular activities to foster the intellectual development of students. The integrated approach used by the Student Success Center creates a full range of opportunities for student success and enhances students' learning experience.

*Academic Programs.* This unit offers diverse services through a number of programs.

[Bengal Bridge](#) is a relatively new effort to address remediation and retention issues. It focuses on assisting underprepared, first generation, low-income, first-time students in a campus residential setting offered during the summer. Students enroll in nine credits at a discounted tuition rate and are offered University Orientation, English Composition, Intermediate Algebra, and Introduction to Psychology to help prepare them to succeed in their college work.

The [College Learning Strategies](#) program provides a number of options to help students succeed, such as one-credit courses, individual tutoring, workshops, and handouts. These services cover several basic areas that are key to student success, such as time and stress management, reading, memory, test taking, math strategies, homework strategies, note taking, test taking and analysis. The College Learning Strategies program also presents workshops to university classes, campus organizations and groups, and at the residence halls.

Beginning Fall 2014, ISU's Intensive English Institute (IEI) will begin providing English language instruction for international students who wish to study in a comprehensive, academically rigorous program. The focus of the IEI will be on English for Academic Purposes (EAP). Classes will be taught by instructors with advanced degrees, Teaching English to Speakers of Other Languages (TESOL) credentials, and relevant experience. A minimum of 21 class hours per week will be required for each IEI student. Required core courses at each level include Reading, Writing, Speaking and Listening, and Vocabulary and Grammar. All IEI courses are non-credit and correspond to clock hours rather than credit hours. Upon enrollment at the IEI, students are grouped into one of six learner levels that include Elementary English I and II, Intermediate English I and II, and Advanced English I and II. The four required core courses are offered at each level. Students are placed into their initial level by assessment and required to complete all the subsequent levels in the IEI sequence. Each level can be completed in one eight-week session that corresponds to approximately 168 hours of direct group instruction. Successful completion of the Advanced English II level indicates that IEI students are prepared for full-time, university-level work. The expected timeline to complete the full course of study at the IEI (Elementary English I – Advanced English II) is approximately 18 months.

In the English for Speakers of Other Languages ([ESOL](#)) program, undergraduate and graduate students who are non-native English speakers receive academic instruction that enhances knowledge and understanding of the American language and culture. Students may participate in individual 60 minute tutoring sessions as well as workshops and excursions. In conjunction with the ISU Speech and Hearing Clinic, ESOL students may participate in two sessions of Accent Modification Evaluations for a small fee.

[First Year Seminar](#) introduces students to the vital components of university life and helps them achieve their academic and personal goals. Its courses are designed to assist students in developing positive learning behaviors and apply strategies to build confidence, gain awareness, and develop life-long skills that enhance their educational experience. Students who take First Year Seminar have higher GPAs, make stronger connections, and are more likely to graduate than students who do not take the seminar. Instruction teams consist of a faculty or staff member and a peer instructor.

[Service-Learning](#) is another program that affords students real-world learning experiences to enhance their academic learning while providing a tangible benefit for the community. Programs that offer service learning include Teacher Education, Chemistry, Didactic Program in Dietetics, First Year Seminar, Management, Marketing, and Physician Assistant Studies.

*University Tutoring.* Small group and individual tutoring is available to all ISU students through the University Tutoring unit.

The [Content Area Tutoring](#) program provides small group tutoring in every academic discipline taught at ISU except writing and mathematics and is available on both the Pocatello and Idaho Falls campuses. It affords student employment opportunities, allowing successful students to share their skills and experience with others. Most tutors are experienced graduate and undergraduate students who have obtained extra training as peer tutors.

In the [Writing Center](#), consultants work with students to improve the quality of the academic writing they do for their courses at all levels. The Writing Center also serves as a resource for university faculty, supporting writing across the curriculum in the general education courses and in all the disciplines. The online writing lab ([OWL](#)) is a virtual writing center where students can chat with a tutor screen-to-screen

in a Moodle chat room about writing projects and related questions. Writing Center handouts are available online.

The [Math Center](#) is a walk-in tutoring service staffed with trained student tutors who assist students in finding mistakes in their assignments and suggest different approaches and examples to solve math problems. In addition, the Math Center publishes study strategies online. Topics include organizing math notes, using the P.O.W.E.R. method for solving problems, and being aware of, and managing, negative attitudes toward math. Sample math finals for developmental math courses can also be viewed or downloaded from the Math Center's website. Idaho State University's Writing and Math Centers are certified through the College Reading and Learning Association.

*Central Academic Advising.* This unit provides ISU students with information about campus resources, offers assistance with schedules and degree planning, clarifies campus policies and procedures, and serves as a general resource for the student body. The advising staff includes a director and three full-time advisors and two part-time advisors at the main campus in Pocatello, two full-time advisors at each of the Idaho Falls and Twin Falls campuses, and one full-time advisor at the Meridian campus. Academic advisors communicate directly with faculty to help ensure advising regarding program curriculum is accurate and consistent. An important initiative of Central Academic Advising, in the early stages, involves working with faculty to promote the campus-wide use of degree plans and checklists that have a common format, are located at a similar place on each department's website, and are updated annually by a specified deadline. The common format and placement of degree plans and checklists provide a structure for new and continuing students to understand the components of a degree, to realistically assess the time needed to complete a degree, to have available in one place useful links to department information and websites, the undergraduate catalog, and a general education worksheet, as well as, linking the degree plan to the appropriate catalog year. The Central Academic Advising website showcases all current degree plans and checklists, which are linked to the department page to ensure information on both websites is the same, with department oversight of the content.

*Disability Services.* This Disability Services unit enables equal access to all programs and services sponsored or funded by ISU. Knowledgeable, well-trained staff authorize and provide reasonable accommodations and related disability services; advocate for an accessible and hospitable learning environment through removal of informational, physical, and attitudinal barriers; and promote self-determination and personal responsibility for students with disabilities. The [Dorothy Broyles Assistive Technology Lab](#) provides a safe learning environment and access to assistive technology for ISU students with disabilities. Equipment includes screen readers, scanners, and optical character recognition (OCR) software. Adaptive Technology Computer Workstations are also available at other locations. Interpreters, readers, and scribes are available to assist students with accommodations in and out of class. The Disability Services unit is one of the University's agents for compliance with federal and state laws and regulations mandating equal opportunity and access for persons with disabilities.

*Native American Student (Academic) Services (NAAS).* The NAAS [mission](#) is to help and support indigenous peoples in the attainment of their educational goals through academic advising, tutoring, resources, and advocacy. Some of the services provided include New Native Student Orientation, the Midterm Management Series, an NAAS Advising Day, pre-college workshops, a Shoshone-Bannock Parent Informational, and the Bengal Warrior Boot Camp. NAAS is also involved in important outreach with the local Shoshone-Bannock Tribe. A recent example is the Knowledge and Awareness Nexus (KAN) education

pilot program that serves first time students and those re-entering school after several years absence. The intent is to prepare participants for college level English and math and to provide learning opportunities in a culturally relevant manner.

*TRiO.* These federally funded programs provide students with a variety of support services including advising, counseling (academic, personal, financial and career), and tutoring. For students enrolled at ISU, TRiO offers [Student Support Services](#), and for those in high school, there are pre-college programs that include [Educational Talent Search](#), [Upward Bound](#), and [Upward Bound Math and Science](#). Idaho State University's program recently was awarded a highly competitive \$1.25 million Upward Bound Math and Science five-year grant to provide postsecondary education opportunities to limited income, first generation high school students who intend to major in STEM fields.

*University Honors Program.* The University Honors Program is a selective, liberal arts-based academic program that promotes a challenging curriculum to prepare students for post-undergraduate education. The goals of the Honors Program align with and advance Core Theme One and that part of ISU's mission seeking to "advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; ... to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society." The Honors Program seeks to attract the best academic students, provide them with an enriched and challenging curriculum, and expose them to the artistic, scholastic, and scientific pursuits of other honors students and faculty. This provides the foundation for scholastic and creative exploration, study, and research necessary to prepare students to understand the past, think critically about the present, and plan for the future as tomorrow's leaders.

Honors Program students are admitted in a cohort, attend honors courses together, learn from one another, and share academic and social experiences throughout their college career. Honors Housing is also available as part of their scholarship. When students transition into their majors or programs, they participate in individual research and scholarly projects, working one-on-one with a professor or mentor in their discipline. Recent projects have involved honors research in Mathematics, Chemistry, Nursing, Elementary Education, literature, Art, and Business Management, to name a few. Ultimately, Honors Program students present and defend their work before a committee of honors faculty before receiving an Honors bachelor's degree. Idaho State University is the only public institution in the state of Idaho authorized to award an Honors bachelor's degree.

The Honors Program maintains a retention rate exceeding 80% and a six-year graduation rate of 72%. Honors Program graduates are among ISU's most successful students. Many of them receive top university awards, like the Outstanding Student Award, and have gone on to post-baccalaureate education in medicine, dentistry, other allied health occupations, veterinary medicine, law, business, public policy, and graduate programs.

### ***Student Affairs Division***

The mission of the Student Affairs Division is to provide outreach, activities, services, and programs to and advocacy for students that: supports their needs and goal attainment; facilitates learning and development; promotes health and wellness; creates challenging yet supportive environments; and strengthens diversity and embraces global perspectives, both on campus and in the community, through partnerships and collaboration. Concomitantly, Student Affairs provides advice and guidance to those

who seek to understand, appreciate, mentor and assist students. Under the purview of the Vice President for Student Affairs, the [Student Affairs](#) houses several [departments](#) that provide vital programs and services to support students. Some of these key programs, activities, and services are discussed below.

*University Counseling and Testing Service.* The mission of this unit is multipurpose. The [Counseling Center](#) supports the academic, emotional, social, vocational, spiritual, cultural, and professional development of students by offering counseling, assessment, outreach, training, and educational and health promotion services. In addition, the Center consults with faculty and staff about students and provides appropriate interventions. Lastly, the Counseling Center serves as a clinical training site for graduate students in the Counseling Program. The Center's three-year average for counseling sessions was 5,878 per year. In person counseling services are offered on the Pocatello and Idaho Falls campuses by Counseling Center personnel and by contract for Meridian students. Counseling Center personnel will also travel to Twin Falls to provide services, as needed.

Counseling Center staff are invited to classrooms to present materials on stress reduction, communication skills, anxiety, anger, and other topics. Workshops are presented at the Student Recreation Center, announced through the electronic student bulletin board and sent through email notification. Courses, workshops, and lectures are designed to meet the needs of specific individuals, groups, and departments. The three year average number of presentations was 132 per year.

The [Testing Center](#) offers a secure, professional, and proctored testing environment to meet individual, university, and community needs for admission, certification, licensure, correspondence, course placement, job placement, and academic course exams. Faculty may request proctored exams for any ISU course. Over 4,635 examinations were administered to students seeking admission to ISU, a specific academic program, or placement exam such as COMPASS. About 5,501 state and national examinations for a diverse array of license, certification, and admissions purposes were administered, including GRE, GMAT, and MAT.

*The Career Center.* A wide variety of academic credit support courses, presentations, and workshops related to career exploration are provided to ISU students through the [Career Center](#). An example is COUN 1150, Career and Life Planning that explores effective decision-making theories directed toward the student's life goals. Six sections totaling 159 students were offered in 2013-14. Individual assistance was directly provided to 1,679 students on resume writing, cover letters, and interviewing techniques. Two career fairs attracted over 700 participants in 2013-14. Counselors are also invited to present workshops and information in undergraduate and graduate courses geared toward career choices and academic success. Lastly, the Center provided clinical placements for graduate students in the Counseling Program.

The [Career Path Internship](#) program, administered through the Career Center, has been a particularly valuable resource for students to gain real world, paid experience in their chosen field of study or to explore career options in a meaningful way. Because students who are employed on campus and who work closely with faculty are more likely to persist and excel academically, the Career Path Internship program enhances student success. Institutional funding for the program and student participation continues to increase with \$1.7 million allocated for the 2013-14 school year. In addition, the program has been expanded to include off-campus placements with business and civic organizations.



*Diversity Resource Center.* This center assists ethnic and international students and organizations through the development and promotion of campus-wide activities that enhance multi-cultural awareness. The

*The Veterans' Sanctuary.* One of the first transition and support programs of its kind in the United States, ISU's [Veterans Sanctuary](#) was developed for veterans, by veterans, to provide exceptional service to military veterans of all eras attending ISU. The Sanctuary's "one-stop-shop" approach allows veterans to access all campus services, and many community services, through a single office. A support team provides assistance with G.I. Bill benefits and offers guidance from the moment student veterans arrive until they graduate. The Veteran's Sanctuary provides an extensive array of resources and support services, including a [getting started checklist](#), [outreach/college preparation](#), [orientations](#), [advising](#), [veteran's registration day](#), [disability resources](#), [tutoring](#), [counseling](#), and [scholarships](#). Tutoring services in English and math are free for student veterans, current service members, military dependents attending ISU, and ROTC cadets. A large, quiet study area with computers is provided in the Sanctuary located on the Pocatello campus.

Student veterans also have access to workforce preparation assistance. As an example, the [Career Closet](#) stocks interview-appropriate clothing for both men and women who are applying for jobs. Student veterans can meet with a student wardrobe advisor at the Veterans' Sanctuary, and together they select professional attire that becomes the student's property. If alterations are needed, the Career Closet staff will refer the student to a local participating tailor who is paid by the Veteran's Sanctuary. Other key aspects of the Sanctuary include its [Veteran's Club](#), [Advisory Committee](#), and [service projects](#). A [veteran's crisis hotline](#) is also available. In recognition of ISU's efforts, G.I. Jobs Magazine has listed ISU as a military-friendly school for 2010, 2011, and 2012, an honor given to the top 15 percent of colleges, universities and trade schools in the United States. In addition, the American Legion and Veterans of Foreign Wars (VFW) have awarded ISU with national citations.

*Learning Communities.* Formal learning communities in the residence halls at ISU provide a living/ learning academic focus for residents of similar interests. Learning communities are currently available for honor students, business/accounting majors, education majors, and students interested in the health professions. Learning communities provide both social and academic activities. Students in learning communities often are enrolled in the same class, have the opportunity to study together, interact outside of the classroom, participate in co-curricular activities, and form lasting friendships.

*Student Health Services.* This service provides primary, ambulatory medical care to students, and to a lesser extent, to faculty and staff. A mandatory student health activity fee covers unlimited office visits. Other medical procedures, tests and services are billed to the student's health insurance that is currently required by Board policy. Services include: ambulatory care, immunizations, advice, lab services, screening, psychiatric care and processing medical withdrawals. [Student Health Services](#) also provides clinical placements for students in health professions programs.

*New Student Orientation, Leadership and Service (LEAD).* This service includes orientation for new and transfer undergraduate students on the Pocatello and Idaho Falls campuses. The program focuses on academic success, involvement, campus resources and community service. The Leadership Program offers students opportunities to learn about and practice leadership in collaboration with ISU's Minor in Leadership. Service includes spring break volunteer trips and service to local communities.

*The Student Life Office.* The backbone of the Student Support Network providing student assistance, advising students on academic and non-academic policies and procedures, handling non-academic student grievances, administering the Student Conduct system, supporting the Academic Dishonesty and Scholastic Appeals Boards, convening and facilitating the Students of Concern Committee, composed of an academic affairs representative; the directors of Disability Services, Counseling and Testing Center, Student Health Services, Veterans Sanctuary, Campus Safety, and Housing Offices; University Counsel and the Vice President for Student Affairs. During 2013-14, the Student Life Office handled 259 student conduct cases, 156 student assistance cases, 48 students of concern, 32 academic conduct consults, 268 faculty/staff/parent consultations and 99 academic dishonesty reports. The *Student Conduct Code* was completely updated and revised in 2013-14 to ensure compliance with Title IX, VAWA and the Campus SaVE Act.

*The Early Learning Center.* This center, with locations in Pocatello and Idaho Falls, provides critical support for ISU students, faculty, and staff by delivering quality child care for their children, thereby meeting a fundamental need for a large segment of ISU's student population. The [Early Learning Center](#) offers a child-centered program for children between the ages of six weeks and eleven years and maintains safe and nurturing environments that promote the social, emotional, cognitive and physical development of children. This enables student parents to better focus on completing their education. The Center averages about 156 children a day, with an average of 313 children of students, faculty, and staff, and 99 children of alumni a year between the two sites. The Pocatello Center has received three stars under the IdahoSTARS Quality Rating (QRIS), and the Idaho Falls Center has received four stars, the highest rating available. Lastly, the Early Learning Center serves as a practicum/observation/research site for ISU and Idaho School District #25 high school students.

### **Finance and Administration**

[Diversity Resource Center.](#) This center, which reports to the Director of Affirmative Action/EEO and Diversity, assists ethnic and international students and organizations through the development and promotion of campus-wide activities that enhance multicultural awareness. In addition to its relationship with the Student Success Center, [Native American Academic Services](#), is also affiliated with the Diversity Resource Center and provides academic support for indigenous peoples to assist them in reaching their educational goals. Academic advising, tutoring, and advocacy are provided to help students understand the University culture. The Diversity Resource Center website sets forth [diversity statements](#) articulating the University's commitment to diversity and establishing guidelines in hiring diverse candidates that will help ensure institutional compliance with Affirmative Action/EEO diversity policies. It also provides links to [cultural student organizations](#) at ISU.

### **The Colleges**

In addition to centralized services, each of ISU's colleges and divisions maintain environments that enhance learning. These include labs, lounges, recital rooms, departmental libraries, simulation facilities, and tutoring. As an example, the College of Technology offers numerous successful support services for their prospective and current students. The [Adult Success Center](#) provides adult basic education involving free, comprehensive assessment and instruction in basic skills, including reading, writing, math, and English as a Second Language (ESL). The program provides literacy instruction, preparation for the GED® Tests and skills brush-up for college entrance or employment. The [Center for New Directions](#) offers events and annual workshops for students in transition, including career and educational counseling, mental health counseling, and other support services. The [Office of Student Services](#) offers [Success Workshops](#),

in person and online, for students in College of Technology programs who wish to enhance academic skills and learn information to help them be successful. These workshops are also available online. SkillsUSA, a national professional-technical student organization, provides opportunities for students to compete regionally and nationally to further hone competencies learned in their program area. This organization develops relationships outside the classroom while solidifying learning that takes place in the classroom. Some College of Technology programs participate in Live Works which allows students to participate in an environment similar to the workplace. Students provide services for customers/clients from campus and the community for minimal prices to cover product and equipment wear.

### **International Programs Office**

The population of international students at ISU has grown dramatically over recent years. Between Fall 2010 and Fall 2013, international students increased 153% or 561 students (from 367 students in Fall 2010 to 928 in Fall 2013). Recruitment, admission, and support services for this population are provided by the [International Programs Office](#). The [mission](#) of this office is to provide the best service and support possible for ISU’s international visitors (which includes degree-seeking students, visiting and exchange students, faculty, researchers, staff, and others) and to enhance foreign visitors’ stay at ISU, by providing quality cultural, academic, regulatory, and social programs. The [services](#) are comprehensive and critical to the success of ISU’s international student population.

Table 15: Student Headcount by Residency Status Fall 2010-Fall 2013 (end of term)

Residency Status	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Latest Change	Latest % Change	Total Change	Total % Change
<b>Idaho Resident</b>	12,493	13,234	13,279	13,008	-741	-6%	-515	-4%
<b>International</b>	928	647	472	367	281	43%	561	153%
<b>Non Idaho Resident</b>	1,073	1,131	1,121	1,114	-58	-5%	-41	-4%
<b>Unknown</b>		1	1		-1	-100%	0	0%
<b>Totals</b>	<b>14,494</b>	<b>15,013</b>	<b>14,873</b>	<b>14,489</b>	<b>-519</b>	<b>-4%</b>	<b>5</b>	<b>0%</b>

### **The Library**

The multiple and varied resources available of [Eli M. Oboler Library](#) (discussed in Standard 2.E.) provide significant support for student learning. These include library holdings, librarians to assist students, and quiet places to study and research. The library also affords online access to articles and journals and makes available a variety of online self-guided tutorials including but not limited to academic integrity, plagiarism, search tools, citing sources, finding sources, and other research-based topics.

### **Technology Resources**

Technology is widely used to support learning at ISU. The [ISU website](#) provides information about policies and procedures; programs, degrees, and academic units; catalogs, calendars, and handbooks. Bengal Web, the student portal, is a critical resource for students. It provides access to, and information about, academic and nonacademic resources and support services. Students can register for classes, get course and financial aid information, and view and pay fees through BengalWeb.

Moodle serves as ISU’s primary learning management system. It supplements classroom instruction and provides the mechanism for online courses delivered through eISU. Moodle offers a user friendly interface and valuable tools for students and faculty members. The Instructional Technology Resource Center (ITRC) supports the Learning Management System, Moodle-ISU, provides support for Quality Assurance and review of online and blended courses, supports faculty using web conferencing, as well as

supports the development of various instructional media used in all types of courses (podcasts, audio enhanced PowerPoint, PDFs, etc. The ITRC offers regular workshops for faculty in the use of technology, learning design principles, and other technology tools offered by Idaho State University. Included in those training opportunities are workshops on using technology to provide equal access/accessibility to all students. These services are offered to all faculty whether teaching online, blended, or face-to-face classes.

Information Technology Services provides student computing resources throughout campus via labs and kiosks (15 labs and 26 kiosks with approximately 400 computers). The main lab in the Rendezvous is open 24 hours with consultants onsite to help with any general questions on the programs offered. The most current software is provided as well as specialized software and free printing. Wireless access and Google Apps accounts (email and other services). The Service (help) desk also provides students assistance with common computer issues and hands on help with wireless connection issues.

Many colleges also offer specific departmental computing labs and student support.

Idaho State University is currently evaluating options on how to best meet student technology needs whether it be via the traditional computing lab model, virtual labs, and/or moving to a laptop program for all students.

Evaluations are also currently underway to select a mobile applications platform for ISU. Information Technology Services is working with ISU student government leaders to select a system that meets the needs of students, identified through a recent survey.

2.D.2	The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.
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The [Department of Public Safety](#) works to ensure the safety of all students, faculty, and staff at ISU, and provides service 24 hours a day, 365 days a year to the campus community. Through collaborative relationships with campus and community agencies and departments, Public Safety promotes cooperation and creates a secure atmosphere where learning can take place. Public Safety officers regularly attend regional training programs and are members of the Mountain West Campus Law Enforcement Association. Idaho State University Public Safety shares a statewide 700MHZ radio system. They also share a countywide computer system, making the interoperability for emergencies and drills invaluable.

The Pocatello campus is within the jurisdiction of the City of Pocatello's Police Department. City police patrol campus streets on a regular basis and work closely with Public Safety officers to resolve situations that occur on campus. Public Safety officers sit on the local emergency planning committee, share data base reporting and radio systems, meet monthly with fire and police departments, and conduct joint training with local law enforcement. Public Safety officers are available on the Pocatello campus 24 hours a day.

The ISU-Idaho Falls campus is within the jurisdiction of the Idaho Falls Police Department. A Public Safety security officer is on campus Monday through Friday from 8:00 a.m. to 4:00 p.m. Public Safety contracts with off-duty Idaho Falls police officers to ensure campus coverage from 4:00 p.m. to 11:00 p.m. Monday through Friday and on Saturdays from 12:00 p.m. to 6 pm. Idaho Falls police officers also patrol the area as part of routine city patrols.

ISU Meridian Health Science Center is within the jurisdiction of the Meridian Police Department. Meridian police patrol the campus area on a regular basis. A Public Safety officer is on site Monday through Friday 8:00am to 4:00pm. This is the only security officer that is not armed. After hours and on weekends Meridian police provide for the safety and security of the campus community. Similarly, the Boise Police Department is responsible for safety and security at the Boise Center Aerospace Laboratory, a research and teaching facility of ISU's Department of Geosciences. Idaho State University Twin Falls is located on the campus of the College of Southern Idaho and security is provided by the College of Southern Idaho Campus Security and the Twin Falls Police Department.

The Idaho Chiefs of Police Association (ICOPA) recently audited the Department's policies and procedures. This audit was successful, and makes Idaho State University the first and only university in the state of Idaho to become ICOPA accredited. By the end of 2014 there will also be crime analysis and threat assessment capabilities available through Public Safety.

Public Safety Security Officers have increased in functionality and value to the campuses they serve. They started as night watchmen and have grown to the important key players that they are today. As Officers' duties grew, they took on first responder responsibilities and are all graduates of the ISU Law Enforcement Academy which is Idaho Police Officers Standards certified. Upon graduation, all of the officers have passed the P.O.S.T. certification test. The officers receive annual P.O.S.T. certified training in the critical areas of their job. Officers are trained to patrol the campuses via vehicle, motorcycle, bicycle as well as using foot patrols.

Campus buildings are checked on a regular basis and statistics are kept through a building barcode check system. The officers patrol Nuclear Regulatory Commission regulated facilities at the reactor, the accelerator, and the R.I.S.E. complex, and receive annual NRC training and participate in annual drills at the NRC facilities.

The officers carry equipment in order to help them fulfill their duties and do so in the most professional manner possible. The amount of equipment and training they are responsible for has grown as their responsibilities have grown. Officers currently carry pepper spray, handcuffs, expandable batons and firearms. They are required to meet training and qualification expectations in order to carry and use this equipment. They also have individual WatchGuard cameras, radios and in car radar.

Public Safety officers are the first responders to every incident on campus and are expected to uphold the law as well as university policies such as the newly instated no smoking on campus policy and guns on campus law. In addition to responding to criminal activity and medical calls, they also provide an additional service by providing jump starts, vehicle unlocks, and escorts to anyone who feels they are in an unsafe situation. These officers are also key players in crime prevention and play an active role in all of the crime prevention methods listed later on in this section. All officers are Idaho Crime Prevention Association certified and have completed a crime prevention academy. Security officers also participate

in all drills and dignitary protection. The Patrol Division has large training and operations programs. These have grown over the years as their responsibilities have increased.

Public Safety dispatch is also available round the clock to help coordinate a response to issues developing on ISU campuses. Public Safety keeps university faculty, staff, and students, and families of students apprised and updated regarding emergencies. They are the primary point of contact for emergencies and missing persons on campus and work directly with family members in these instances. Dispatch is granted special rights to campus programs in order to better assist officers in locating personal student information, class schedules and other pertinent information in order to find and locate students and staff in emergency situations. Dispatch is also able to use these systems to verify employees for after hour access to campus buildings. Dispatch responds to multiple-line/multimedia calls from the public and internal/external entities for service information and for emergency medical, specialized team, hazardous materials, and fire. They assess call criticality, resource needs and availability, and initiate contact with response entities; re-determine relative priority; track officers by location, status, and activity type; acquire and provide officers with data; and relay and disseminate information. They make experience-based determinations regarding additional officer/resource needs; coordinate, track, and document high-risk operations; execute and coordinate emergency plans; manage communications and incident coordination for multiple agencies; determine need for additional communications center staffing during emergency or crisis operations and initiate manpower requests; and initiate calls to outside agencies for information or service needs. They provide the incoming shift with a detailed status briefing; participate in After Incident Reviews; ensure new team members manage duties and operations, and providing one-on-one training when necessary. The dispatch team is also vitally important to the compliance of the federal laws that campuses are accountable to. They assist with the day to day technical aspects of compliance. Dispatchers are the critical link between Public Safety, police, other emergency personnel, and the public. Dispatchers conduct phone conversations with people from differing socioeconomic backgrounds in emotionally charged and stressful circumstances, and from individuals with differing levels of comprehension and/or who may be under the influence of drugs or alcohol.

Public Safety staff communicates through email, website, and loud speaker announcements in a timely fashion with instructions to the community on how to maintain safety.

Public Safety meets the requirements of the Higher Education Opportunity Act by providing on its [website](#) crime reporting procedures, crime statistics, and additional information to inform the community about safety and security issues. The [Jeanne Clery Annual Security and Fire Safety Report](#) is also posted on the [Division of Student Affairs](#) website. In addition to providing crime information, ISU addresses safety by locating emergency “Blue Light” phones across the Pocatello, Idaho Falls and Meridian campuses which connect directly to local police departments, while red dot lines on office phones that connect directly to the Public Safety dispatch center.

In addition to these measures, Public Safety is also directly involved in several crime prevention efforts including: 24 hour escorts for faculty, staff and students, Students on Patrol, Neighborhood Watch, Rape Aggression Defense classes each fall and spring semester, building surveys, light surveys, Campus Cubs for the Early Learning Center and School District 25’s K-2<sup>nd</sup> grade classes that are held on campus at Albion Hall, and have increased the number of barcode checkpoints to 93 for the Pocatello campus and 17 for the Idaho Falls Campus. The responsibilities for reporting under the Clery act have also continued to grow

over the years as Clery now also holds campuses responsible for Title IX, VAWA and the campus saVE Act and also holds campuses responsible for keeping up to date with the annual updates to all of these laws.

Along with crime prevention Public Safety has worked hard to enhance the overall faculty, staff, and student safety on all three campuses. These enhancements have brought us to some staggering equipment totals considering they all started at zero. In addition to the increased equipment, there were also other enhancements which have brought Public Safety to where it is today: 38 AED's, 15 intrusion and over 50 fire alarms are tied to a central alarm station that is located in the dispatch center, 612 CCTV cameras, 42 DVRs, 3 NVRs, and 201 door access control systems, 39 interior notification systems and 5 exterior notification locations. Interior notification systems will be installed in all campus buildings by the end of 2014. CCTV and door access have doubled in the last 7 years and will continue to grow for many years to come. All of these systems are monitored by the 24 hour dispatch center.

The enhancements in crime prevention and campus safety are key factors in Idaho State University being ranked the 7<sup>th</sup> safest campus in the United States for the year 2012.

Due to the diligent efforts of all Public Safety staff ISU campuses now have emergency management in place. This includes one full time employee, two interns and two temporary employees that are designated solely to emergency management. Through the emergency management efforts the campus became a Storm Ready University in 2009, certified by the National Weather Service. In 2012 ISU received an Emergency Management and Preparedness (EMAP) grant audit in preparation for accreditation that identified several deficiencies. The University is currently addressing the deficiencies in preparation for an accreditation audit for certification in 2015. Some of the things that have come from emergency management are: Continuity of Operations Plans for all essential functions on campus. "Development of an all hazards Mitigation Plan to help reduce or prevent losses, a fully functional portable Emergency Operations Center that can be set up at three designated locations in Pocatello, one in Idaho Falls and one in Meridian, a mobile fully functional incident command/dispatch center, that was built in a bus, and can easily be driven to any location, a five-year drill schedule for all campus locations, and a computer tracking system for emergency drills, this mobile command/dispatch center is also used regularly for special events and emergencies. The University is a member of the Local Emergency Planning Council. It also works closely with first responders, homeland security and the 101<sup>st</sup> military Civil Service Team specializing in weapons of mass destruction. In addition to those items Emergency Management started conducting the fire drills for ISU in 2008 for all occupied buildings on all three campuses, and plans and conducts the yearly emergency exercises for the University. Emergency Management educates the campus community on preparedness through Newsletters and information booths. The University is also involved in community outreach through local emergency planning committee meetings.

Public Safety and Facilities Services jointly inform the campus and enforce regulations regarding fire safety, with municipal fire departments responding to fire alarms on campus. The safety of facilities is also monitored through ISU's [Campus Safety Committee](#) that is comprised of representatives from academic and nonacademic units across the campus. This committee's responsibility is to make recommendations to the Vice President of Finance and Administration concerning the security of ISU students and employees, unsafe physical or environmental conditions on campus, employee safety awareness education and training, safety training for laboratories and classrooms, safety issues rising from vehicular and pedestrian conditions, and similar concerns. Additional safety procedures exist for departments with specialized functions.

In 2014 Idaho enacted changes to Idaho Code §18-3309 to allow retired law enforcement officers and citizens with enhanced conceal carry permits to carry concealed weapons on campuses, with the exception of dormitories and certain event centers. While the campus is one of the safest in the nation, and the risk to the campus community is limited due to the enactment of this law, ISU has taken steps to ensure it have the capability to deal with any potential incidents arising from misunderstandings or abuse of the constitutional privileges the law seeks to protect. Idaho State University issued updated policies regarding weapons on campus, expanded its Public Safety operations by arming its patrol officers, and obtained hand-held metal detectors to assist in searches of event guests. The University has requested an additional \$789,700 to facilitate the expansion of its patrol force, enhancement of its training and certification programs, the conversion of most dispatch personnel from student officers to permanent employees, and the hiring of a full time emergency manager. These measures, in concert with the many safety and security programs already in place, are sufficient to ensure ISU remains a safe place for learning and research.

2.D.3	Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.
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Undergraduate admission standards for undergraduate students, College of Technology students, and graduate students appear in online versions of ISU’s [undergraduate catalog](#) and in print and online versions of the [graduate catalog](#), respectively. Policies and procedures pertaining to transfer and graduation also appear in the appropriate sections of the undergraduate and graduate catalogs. In addition, the ISU website contains detailed, easily located information about general admission policies, processes, and requirements, as well as program specific requirements and processes. This information enables students with a wide variety of backgrounds, qualifications, and interests to determine the suitability of ISU for meeting their educational goals. For example, by navigating the Future Students link on the main page, any prospective student can find [admission requirements](#) and other information to assist them in evaluating ISU’s programs and resources. Prospective and new students can learn about ISU rules, regulations for conduct, rights, and responsibilities through the [ISU Student Handbook](#) and the undergraduate and graduate catalogs, in residence hall floor meetings, or during orientation.

The Admissions Visitor Center has primary responsibility for outreach and recruitment of domestic undergraduate students. [Admissions advisors](#) are assigned responsibility for specific states and geographic areas, and they work with high schools and junior colleges, as well as coordinators within schools and colleges on the ISU campus, to provide prospective students with timely, quality information about ISU programs, university requirements, and timelines for degree completion. Admission advisors make individual presentations to prospective students in local schools, junior colleges, college fairs, during campus visits, and other settings. Special emphasis is placed on the admission process, including information about financial aid. The Admissions Visitor Center staff is assisted in recruitment by the ISU Ambassador Program that uses twenty specially trained students to give campus tours, attend ISU Information Nights, admitted students events, Bengal Visits Day and other events, and assist with communications and contacts with prospective and admitted students. The International Programs Office



is responsible for the recruitment, admission, and ongoing support of undergraduate and graduate international students. In performing its work, the International Programs staff collaborates with the colleges and the Graduate School.

[New student orientation](#) at ISU is held each fall and spring semester to introduce new and transfer students to the campus and promote strategies for academic, social, and cultural success and engagement. It consists of three phases. First time, full and part-time students may attend an advising and registration program (New Freshman Registration) in April, where they meet with an advisor to discuss options for majors and degree plans and to register for fall semester classes. A separate New Student Orientation program that occurs just prior to the start of fall term is required and offered to new, first-time students, their parents and guests. Among other activities, this orientation provides the opportunity for students to visit the colleges and meet with a faculty member in the students' selected field of study. Orientation also takes place at the Idaho Falls and Meridian campuses during this time frame. Much of the orientation programming focuses on academic readiness, adjustment and social networking, available support services and resources, co-curricular activities that support learning, community building and networking with faculty, staff and students. The last phase is a mandated online orientation offered through a partnership with EverFi that includes their Alcohol EDU and Haven portals. These portals focus on critical life skills and education on alcohol use and abuse and sexual assault prevention, including Title IX information. Enrolled students are required to complete Part One of this program by the end of the year. Idaho State University's Student Orientation Facebook page and Twitter feed provide additional resources. In addition to online graduate student orientation, additional opportunities are afforded to graduate students in the form of a face-to-face orientation hosted by the Graduate School in the early fall semester. Individual graduate programs often offer their own orientation events tailored to their cohort.

Academic advising is an essential resource for students entering the University to learn information relevant to their education and degree completion. It occurs at multiple levels. As discussed in Standard 2.D.1 and 2.D.10, Central Academic Advising, which is part of Enrollment Management, plays a primary role in advising students regarding general university requirements. Central Academic Advising delivers mandatory face-to-face or online academic [advising sessions](#) for all new students, and its [website](#) provides resources specifically for freshman and transfer students, including forms, informational handouts, and academic degree plans. Academic advising also occurs on the college level. Academic units in the colleges assign faculty and staff members to serve as advisors, primarily about program specific major and degree requirements. For new graduate students, a temporary advisor (department chairperson or graduate program director) is often assigned upon admission to the graduate school until a permanent advisor for the students program of study is selected.

2.D.4	In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.
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Idaho State University follows Board policy [III.G.7.](#) in the event a program is discontinued. Idaho State University policy provides that, if a major program is discontinued by the University and the Board, students enrolled will be assisted in transferring to an equivalent program in the state. If there is no similar program within the state, currently enrolled students will be permitted to complete the program in accordance with existing graduation requirements (see [undergraduate catalog](#)).

2.D.5	The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy;
	d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
	e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
	f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

Idaho State University’s [undergraduate](#) and [graduate](#) catalogs, available in print and online, are the official repositories of information about all ISU academic procedures, policies, and programs, including graduate and undergraduate university and departmental entrance requirements and procedures; university and departmental grading policies; names, titles, degrees held, and conferring institutions for full-time and administrative faculty; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. The online undergraduate catalog is currently divided into the following categories:

About Idaho State University  
Academic Information  
Services for Students  
All Courses  
College of Arts and Letters  
College of Business  
Division of Health Sciences

College of Science and Engineering  
College of Education  
College of Technology  
Idaho Museum of Natural History  
Institutes  
Faculty  
Previous Catalogs

After significant research and assessment, it is the intent of the University to update the online undergraduate catalog, streamlining it and the graduate catalog; to fully move the graduate catalog to an online format consistent with the undergraduate catalog; and in doing so, provide greater transparency and ease of access for degree and program information.

In addition to the catalogs, departmental websites and the catalog also provide information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings. For example, course listings in the catalog, in addition to the course description, also list the academic term in which the course is offered. Expected learning outcomes are listed in the general university goals section and under departmental listings in the Undergraduate Catalog as well as in individual course syllabi. Rules, regulations for conduct, rights, and responsibilities which govern student life are all published in the [ISU Student Handbook](#).

2.D.6	Publications describing educational programs include accurate information on:
	a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
	b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

The ISU [undergraduate](#) and [graduate](#) catalogs, as well as all educational program websites contain information regarding academic degree programs, certificates and licensures available, accreditations, alternate routes to certification (if applicable), admission standards, graduation requirements, and requirements for certification or licensure. In addition, where applicable, descriptions of unique requirements for employment and advancement in the occupation or profession are included, such as background checks and fingerprinting for applicants to teacher education programs.

2.D.7	The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.
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Idaho State University's [Office of the Registrar](#) is an independent, neutral records administration unit. It manages and maintains access to present, past, and future student academic records and to information created and maintained by the University to satisfy state and federal regulations and to pursue institutional core themes and goals. The Office of the Registrar accomplishes this critical work by providing records valuation, process analysis, procedural and policy development, and advisory services throughout the University. Well-defined processes govern the backup and storage of student records to ensure their secure retention. The backup of data is a two-step process. Data (including applications and OS) is backed up to disk first, where de-duplication occurs, and then is backed up to tape. The initial backup of the records database to disk is kept for 30 days; whereas, the subsequent backup to tape is retained indefinitely. File system backup tapes are kept for six months. Full data backups are taken weekly on Friday nights, and incremental backups are taken every other night. The permanent backup tapes are taken offsite on Tuesdays.

Student Conduct records are maintained solely by the Student Life Office, within the Vice President for Student Affairs suite. Records are maintained both in paper format in a locked file cabinet and

electronically on a separate server drive that can only be accessed by network authentication and only those with authorization can view or make changes. Records are maintained for a minimum of five years, unless the student has been suspended or expelled and then the record is kept permanently. These records may be released with the written approval of the student or by Court ordered subpoena.

Idaho State University complies with the Family Educational Rights and Privacy Act (FERPA) and other policies and procedures for the confidentiality and release of student records. The Office of the Registrar's website provides comprehensive information regarding [FERPA](#), and the rights it affords [students](#), and its application to [faculty and staff](#). Idaho State University [policy](#) governing university information technology services requires all users to follow best practices in data collection, retention, storage, and release as it pertains to student records. This is intended to ensure compliance with FERPA and other policies and procedures for the confidentiality and release of student records.

Further, given ISU's health sciences mission, it also complies with the Health Insurance Portability & Accountability Act (HIPAA). Several of the University's clinics have been designated as health care components which means they must comply with HIPAA rules and regulations. Additional clinics may be designated if they begin performing HIPAA covered transactions. The University is committed to protecting confidentiality of protected health information and in complying with federal and state regulations regarding privacy and security of protected health information and has policy governing HIPAA compliance.

2.D.8	The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.
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The mission of ISU's [Financial Aid and Scholarships Office](#) is to facilitate higher education by providing guidance, information, and support for individuals and families who are interested in financial aid. Information about the department and services is published on several websites and in the [undergraduate](#) catalog and the [graduate](#) catalog. Exceptional customer service is paramount to the full-time staff of seventeen employees. Their activities and functions include outreach efforts; processing applications; determining student eligibility; awarding and distributing federal, state, institutional, and outside funded financial aid; complying with rules and regulations that govern the distribution of financial aid; minimizing procedural barriers; providing efficient service to students who complete the necessary requirements; and demonstrating capable administration of financial aid program funds.

The Financial Aid and Scholarships website publishes extensive information regarding financial aid and scholarships. It is designed to apprise students of the various types of financial aid, to assist students in making informed decisions regarding their financial aid, and to make students aware of the impact their actions can have on a financial aid award, such as withdrawing from classes, dropping below threshold GPA levels for eligibility, repeating courses, etc.). Important information is also provided in brochures and flyers distributed at various informational events (e.g., FAFSA Completion Day, Financial Aid Nights, recruitment events, etc.) and through BengalWeb, ISU's online portal for students. There is also an index for consumer information available on the website.

In addition to assisting graduate students with student loan eligibility, the Financial Aid and Scholarship Office is instrumental in assisting with campus-based aid, such as special non-resident waivers, loans, and college work study for graduate students.

The effectiveness of the Financial Aid and Scholarships Office is evidenced by the number of financial aid applications processed and number of students awarded financial aid and scholarships each year. For example, in fiscal year 2012-13 over 18,000 financial aid applications were processed and over \$119 million in financial aid and scholarships was awarded to 11,833 ISU students. Financial Aid is also held accountable by having the A-133 audit annually. Additionally, ISU participates in the Federal Student Aid (FSA) Quality Assurance (QA) program where verification activities are reported to the U. S. Department of Education every other year for review and analysis. The Scholarship Office undergoes an audit review annually when the ISU Foundation Office is audited.

2.D.9	Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.
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The Financial Aid Office facilitates student access to federal direct student loan programs. It works with the Admissions Office and the Office of the Registrar to administer aid programs to eligible students. Student borrowers receive information regarding repayment terms when they complete the Master Promissory Note and Entrance Counseling that ISU requires for first-time borrowers prior to disbursement. Idaho State University uses the federal website for this purpose, along with the information provided on the Financial Aid and Scholarships website and in BengalWeb. Student borrowers receive the information a second time when they complete Loan Exit Counseling required upon leaving the ISU.

Each September the U.S. Department of Education notifies ISU of its default rate on student loans, which it closely monitors. The three year cohort default rate is currently 13.4%. In light of the default rate, ISU has contracted with the Utah Higher Education Assistance Authority to help manage the students who are delinquent and in danger of defaulting. The Financial Aid Office has also started a default prevention effort by attempting to contact borrowers who are 60 or 90 days delinquent and encouraging the borrower to contact their loan servicer. The Financial Aid Office is also required to report to the U.S. Department of Education through the Fiscal Operations Report and Application to Participate (*FISAP*) each September.

2.D.10	The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.
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Because academic advising is an essential ingredient to student development and success, ISU has in place a systematic and effective program of academic advisement to support students on both central and local levels of the University. All students have access to the Central Academic Advising's exceptional staff of

advisors and extensive online resources at any point during their pursuit of a degree. Students attending outreach campuses in Idaho Falls, Twin Falls, and Meridian have access on [campus](#) to Central Academic Advising advisors as well. Students in a professional-technical major are provided a full array of advising services and resources through the College of Technology [Student Services](#). Additionally, career counseling services are available in the [Career Center](#) to all ISU students. Academic advising also occurs on the local level in colleges and outreach centers. Academic units in the colleges assign faculty and staff members to serve as advisors, primarily about program specific major and degree requirements. The importance placed on academic advising is reflected in university ([II.H.1.c.\(1\)](#)) and college workload policies that credit advising as a component of faculty workload.

### ***Advising for Student Development and Success***

As discussed in Standard 2.D.1, [Central Academic Advising](#), which is part of the newly formed Enrollment Management unit within Academic Affairs, plays a primary role in advising students regarding university academic policies and procedures, curriculum and degree planning, and catalog requirements for graduation. In addition to in person counseling and advising services, the Central Academic Advising [website](#) provides a variety of resources including forms, informational handouts, and academic degree plans. All [first semester](#) and [second semester](#) freshmen must complete an online advising session on Fundamentals of Advisement and Registration, and all [transfer](#) students must complete an online advising session on Transfer Fundamentals of Advising and Registration. To ensure this occurs, a hold is placed in the Banner ERP system that blocks these students from registering for courses until they have completed the required advising session. As an alternative to the online session, first semester freshmen can satisfy the advising requirement by attending a new freshmen registration and advising event held in April. Participating freshmen can meet with academic advisors, Registrar's staff, and faculty and be assisted with degree planning, class schedules, and registration for fall semester (see Standard 2.D.3). Advisors are also available at new student orientation in the fall to continue providing advising support at the earliest points in a student's academic career. Regarding new transfer students, once they have completed their mandatory online advising session, these students are encouraged to meet with a faculty advisor in their discipline. If they have not selected a major, they are urged to meet with an advisor in Central Academic Advising.

Academic advising is available throughout a student's career. Each semester Central Academic Advising sponsors campaigns aimed at getting students to meet with an advisor. These include Be Advised, Declare Your Major, and Use Your ISU EMAIL account. The Central Academic Advising website also provides online advising sessions and other resources, like [The Advisor](#), for convenient access by all students. Student advising has become a more collaborative process as well (Standard 2.D.1). Units with advising functions, like Admissions, Recruitment, Central Academic Advising, TRiO, the Student Success Center, and the colleges, are sharing information about advising issues and solutions. Implementation of DegreeWorks software (Standard 2.A.21), along with efforts to increase communication between faculty and Central Academic Advising staff, helps ensure that students get timely, useful, and accurate information and advising about relevant academic and program related requirements throughout their career at ISU.

### ***Advising for Majors***

Students can also access online information about the [basic advising structure](#) to identify the initial steps in selecting a major and being assigned an advisor. For students who identify their choice of major on their admission application, a faculty or staff advisor will be assigned based on that designation. Central Academic Advising will also appear in the Banner ERP system as an advisor of record until the student

contacts the department of their major and is assigned a faculty advisor. The department assigns a major advisor when contacted by the student and submits an advisor change request to Central Academic Advising. From that point, the student's major and departmental advisor appears in the Banner ERP system and can be captured in institutional reports reflecting program majors, faculty workload, and similar performance measures. For students who are undecided as to their major, Central Academic Advising remains in the Banner ERP system as the advisor of record.

To assist undecided, transitioning, or prospective students, [faculty mentors](#) are available who can provide information about various disciplines. These services are valuable in helping students understand more fully what a field of study will entail and what opportunities a degree in the field will provide. Even those students who have identified their major area of interest are encouraged to meet with a mentor before officially declaring a major.

For graduate students, a temporary advisor (department chairperson or graduate program director) is often assigned upon admission to the Graduate School. In these cases, a permanent advisor for the student's program of study is then selected.

### ***Advising by Knowledgeable Personnel***

Each of the Central Academic Advising advisors has an area of specialty as well as the education and training to respond to any advising situation. Advisors are cross-trained, and this cross-training, along with specific expertise, enhances productivity as well as customer service. The Central Academic Advising staff have received numerous formal and informal commendations students, faculty, and parents. Central Academic Advising advisors are involved in all aspects of the undergraduate experience: recruitment, catalog requirements, admission, registration, retention, general education, major degree plans, student life, financial aid and scholarship, academic probation, and graduation. Additionally, the director of Central Academic Advising serves on a number of university committees to ensure communication among units regarding issues that impact student success. Examples include the Undergraduate Curriculum Council; the University Retention Committee; the Task Force on Freshmen Orientation, Advising and Registration; the Advising, Registration, Finance, and Financial Aid group, and various ad hoc committees.

2.D.11	Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.
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The Division of Student Affairs at ISU offers a wide array of activities and resources to help complement students' experiences outside of the classroom.

There are more than 160 [student organizations and clubs](#), primarily on the main Pocatello campus, with a limited number of opportunities on the Idaho Falls and Meridian campuses. Campus involvement allows students to build relationships, engage with and learn about others from different backgrounds with different life experiences and abilities, and participate in activities and programs that enrich their lives and complement what they are learning in the classroom. Students acquire important leadership experiences and skills in organizing and directing these organizations. The interests and abilities of ISU students vary considerably which allows for a wide variety of academic, professional, cultural, religious, service, and special interest organizations including, honor societies, sports clubs and Greek life.

The [Student Activities Board](#), [Summer Activities Board](#), [Union Program Council](#), and other student organizations host a wide variety of student and community centered activities. These include entertainment such as movies, concerts, theatrical projects, and family events to homecoming activities, to educational programming. Educational programming is diverse; ranging from enhancing financial management skills to voter registration drives and civic engagement, and healthy lifestyles. The Student Union provides funding for and partners with the Diversity Center to sponsor cultural events that connect students and the community in learning about and celebrating unique cultures. The Pond Student Union houses a newly renovated and remodeled Games Center with video games, billiards, ping pong, and bowling, as well as Benny's Pantry that provides groceries and personal sundries for students, faculty, and staff in need.

The [Craft Shop](#) on the Pocatello campus offers a wide variety of classes and services for students and community members to learn new skills.

[Campus Recreation](#) is located in the newly completed addition to Reed Gym. The new Student Recreation Center offers over 100,000 square feet of recreation space and houses indoor courts for tennis, racquetball, basketball, and a large indoor climbing wall. Additionally, weights, fitness machines, and cardio areas, including an indoor track, allow students to enjoy physical activities and foster healthy living. Intramural programs are also available through Campus Recreation with about 30 activities from which to choose.

The [Outdoor Adventure Center](#) provides students, faculty and staff with outdoor opportunities through for credit classes in collaboration with the College of Education, workshops, special events, and common adventure trips. The Outdoor Adventure Center offers 300 trips a year, including kayaking, rafting, climbing mountain biking, horseback riding, kayak touring, canoeing, road biking, alpine and cross-country skiing, backpacking, and ice climbing. The Cooperative Wilderness Handicapped Outdoor Group (CW HOG) offers recreational activities for people of all abilities. The CW HOG's Alpine Tower is a fifty foot tall, self-supporting structure providing unique challenges and team-oriented experiences for the ISU and Pocatello community. It is designed to incorporate both low and high challenge course elements including those for persons with disabilities. Special events include the Pocatello Pump, a rock climbing competition, CW HOG's PIG-OUT fundraising dinner, and the Pocatello Ski Swap, along with other fundraising and recreation related presentations.

The Earl R. Pond Student Union (Pocatello) and the Samuel H. Bennion Student Union (Idaho Falls) serve as focal points for campus life and experiential education. Facilities include computer labs, food courts, bookstores, meeting rooms, and student government offices. The Pond Student Union also offers games, bowling, a barbershop, KISU radio station, the Outdoor Adventure Center, Bengal Theater, Craft Shop, art gallery, Creative Productions, and much more. The Involvement Center is located on the first floor of the Pond Student Union and is home to the Student Activities Board, Student Organizations, and Greek Life offices.



2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Idaho State University’s auxiliary services support students and their environment through traditional, suite and apartment style student housing, food services (contracted through Chartwells) and a bookstore (contracted through Follett) in the Ear R. Pond Student Union on the Pocatello Campus. Food Services are offered in the Bennion Student Union on the Idaho Falls Campus. Food Services has a student advisory board that provides input into the meal and snack offerings available. In addition, food services comment cards are readily identifiable in food services venues and suggestions and ideas are encouraged.

Housing and Residence Life are actively engaged in recruiting faculty to live in apartments within traditional housing facilities.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Idaho State University consistently applies admission, academic standards, degree requirements, and financial aid policies to all students, irrespective of their involvement in intercollegiate athletic or other co-curricular activities. The Provost and Vice President for Academic Affairs, in consultation with the faculty, has responsibility for setting and maintaining academic standards in compliance with Board policies. The Registrar and Directors of Admission, Financial Aid, Scholarships, and the University Bursar have responsibility to ensure that standards, policies, and procedures are applied appropriately and consistently in their areas of responsibility. Intercollegiate athletes and students participating in any co-curricular programs at ISU follow the same rules and regulations outlined under Board and ISU policy.

Athletes and students participating in co-curricular programs receive scholarships based on the recommendation of committees and are cleared through the ISU Scholarship Office. Students receiving scholarships must meet criteria outlined by the scholarship and respective scholarship committees or staff. Not all athletes and participants of co-curricular programs receive scholarships due to limited scholarship dollars. NCAA policies require that intercollegiate athletes’ progression toward graduation is monitored more closely than non-athletes, and student athletes must achieve certain benchmarks each year toward degree completion. Student athletes and students participating in co-curricular programs are not given special/different treatment or privileges regarding academic standards. Athletes and students in co-curricular programs must meet the same expectations as any other students regarding academic assignments, grading scales, testing, attendance, etc. Policies in the [ISU Student Handbook](#) apply equally to all ISU students.

In 2011-12 Idaho State University tied with Eastern Washington University for the most student-athletes that were named Big Sky conference Academic All-Stars. Idaho State University went on to win the award again in 2012-2013 and in 2013-2014.

Idaho State University's academic progress rate (APR) by sport in 2012-2013, compared to the Big Sky Conference, were number one for the following six sports: women's basketball, women's golf, indoor track and field –men, outdoor track-men, indoor track and field –women, and outdoor track-women.

The average GPA for ISU student athletes continues to increase. In Fall 2009 the average cumulative GPA was 2.88 compared to 3.24 in Fall 2013.

Part of the success of ISU's student-athletes can be attributed to ISU's Student-Athlete Support program. The Student-Athlete Support Center and Guided Study Area was established to provide student-athletes at Idaho State University with academic assistance to help them take full advantage of educational opportunities so that they can achieve the most from their educational experience at Idaho State University. The department of Intercollegiate Athletics personnel understands that a student-athlete is in a unique situation with additional responsibilities and time constraints. The department has every interest in supporting student-athletes academically and athletically.

This multifaceted program is directed towards maximizing the academic experience for all student-athletes. The program offers the following services to student-athletes:

- Athletic Academic Advising
- Guided Studies Area (Study Table)
- Content Area Tutoring (CAT) Program
- Tutor Drop in Centers
- Mentoring Program
- Life Skills/First Year Seminar Courses & Supplemental Life Skills Workshops
- Compliance

2.D.14	The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
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Each ISU student is issued a unique identification number (Bengal number), access to BengalWeb and an ISU email account. Enrolled students are provided with unique usernames and passwords to ensure that they have sole control over their online activities. The Instructional Technology Resource Center facilitates distance education courses and online programs on the ISU campus, and faculty members choose from additional precautions that limit the opportunities for academic dishonesty to ensure the integrity of distance learning programs, including test design within Moodle. Some programs host distance learning students on campus at the beginning of the term or program and closely monitor the consistency of their work once the students return to their distant locations. Additional faculty members use [proctored examinations](#). Proctors for distance exams must be university or civil employees, or the exams must be taken at approved testing centers. Idaho State University policy and the Academic Dishonesty Policy requires all distance learning students to maintain the same standards for integrity and honesty as students attending class in-person.

## Standard 2.E Library and Information Resources

Information related and supporting Information Technology (IT) can be found in response to Standards 2.G.5-8. below.

2.E.1	Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.
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The [Eli M. Oboler Library](#) serves the ISU community by providing collections and services in support of the University's teaching and research missions. As the largest state-supported library in eastern Idaho, the library plays a role in the development of university cooperative programs and in the provision of library services to the citizens of Idaho. The Eli M. Oboler Library is described as one library geographically dispersed, united by technology. Pocatello is home to the main library collection and includes the Idaho Health Sciences Library and Arthur P. Oliver Law Library. It is a selective depository library for government documents and has a variety of collections, including Special Collections – which includes Intermountain West, rare books and manuscripts, reference, Idaho documents, U.S. government documents, health sciences, maps, newspapers, and periodicals.

The Library Dean and University Librarian reports to the Provost and Vice President for Academic Affairs and is a member of the Deans' Council. As a peer with other deans, the Library Dean is kept informed of the needs of the colleges and outreach centers and participates in critical conversations relative to the curricular and research initiatives of the University. Library faculty are tenure and non-tenure-track, which directly informs their work to support the collection and service elements of library operations.

The Eli M. Oboler Library has scholarly resources that support fulfillment of ISU's mission and core themes. Purchases and subscription services for the subject-based library collection are made jointly between library faculty and departmental faculty through a liaison system that connects a library faculty member and a department-assigned faculty representative from each academic department. Together these individuals, with input from department faculty, make decisions on the composition of the subject collection that will support the programs in the academic department by ensuring appropriate levels of currency, depth, and breadth of the resources. The Library maintains a collection of current cross-disciplinary and reference resources tailored to the programs offered at ISU. This is reflected in the array of 169 databases that support scholarly activity and learning.

The Eli M. Oboler Library invests substantial effort in providing electronic resources to the ISU community. Electronic materials, books, journals, and databases are purchased under license agreements that enable access for student, staff, and faculty, at all ISU campuses. Materials not in the ISU Library collection may be borrowed via a worldwide bibliographic utility system and are made available to the ISU community without charge. In addition to providing resources for teaching, scholarship and research, the Library's mission encompasses training in the use of these resources. The Library faculty and staff provide a variety of instructional services in classes ranging from introductory sessions in general education courses to specialized sessions designed for specific graduate degree programs. Library web resources include links to tutorials on varied topics such as Academic Integrity and Research Success.

Since 1908, the ISU Library and its institutional predecessors have participated in the Federal Depository Library Program. These libraries serve the public by collecting, organizing, maintaining, preserving, and assisting users with information from the federal government. Depository libraries provide local, no-fee access to federal government information in an impartial environment with professional assistance. Selecting 65% of all Federal Depository program materials for its collection, the Eli M. Oboler Library is the largest selective depository in the state and is the largest depository library of any type serving the Second Congressional District of Idaho.

Idaho State University's Idaho Health Sciences Library within the Eli M. Oboler Library is a member of the National Network of Libraries of Medicine that strives to enhance access to health information for health professionals and the public. Idaho State University's Idaho Health Sciences Library serves as a resource library for the state of Idaho within the National Network of Libraries of Medicine—Pacific Northwest region.

Idaho State University's Library also works with the broader academic library community to leverage resources through cooperative purchasing. Idaho academic libraries, including those at ISU, University of Idaho, and Boise State University, are each purchasing members of the Orbis Cascade Alliance, a group of academic libraries largely in Washington and Oregon. Through that membership, libraries experience discounts on resources across a variety of subjects. EPSCoR Science Information Group, which is a cooperative of libraries at EPSCoR institutions, is another important cooperative buying group ISU belongs to. Through this cooperative, ISU and other institutions are able to buy resources to support the sciences and engineering – specifically tailored to the particular program needs at the respective institutions.

Libraries at ISU, University of Idaho, and Boise State University have established reciprocal borrowing agreements for interlibrary loans. Idaho State University's Library will lend books requested by University of Idaho or Boise State University students with the expectation these university libraries will provide similar services for ISU students.

The Eli M. Oboler Library engages with the local and regional communities in distinct ways. The Library is open to the public, and members of the public can check out books from the collection after obtaining a community borrower's card. The public is also able to use designated computers in the Library for daily one-hour segments by obtaining a guest pass. Outreach may also involve sharing expertise and resources with other entities such as the Idaho National Laboratory and the Bannock County Law Library. In providing these types of services, the Library contributes to economic development within the community and region.

Although the Library strives to address each academic department's curricular and research needs through carefully selected book purchases and journal subscriptions, its ability to provide this support has been limited by a Library budget that struggles to maintain consistent levels of overall purchasing power from year to year in the face of ongoing, excessive inflation in the cost of scholarly resources, greatly exceeding the overall rate of inflation, mostly available only from a single source from monopolistic publishers; which continually erodes the Library's purchasing power. In 2007 the state legislature discontinued yearly funding appropriations to help cover inflationary costs of academic library collections at state institutions.

Idaho State University administration has taken positive steps to offset this financial reality. During certain fiscal years when academic units overall were required to absorb deep budget cuts, the University worked

to support the Library. In October 2011 the Library was granted a permanent increase to base from the University sufficient to compensate for the 2007 legislative discontinuance of inflationary support for the years 2008-11. Ongoing inflation since 2012 continues to cause issues in the continuation and enhancement of collections. Failure of the state to provide an annual inflationary increase amounts to a cut – even when the library base budget is left untouched internally. The library has dealt with this through strategic reallocations of resources and creating internal cost efficiencies to maintain service levels for the campus.

The issue of inflation in materials costs is an ongoing concern for the Library administration which ISU is trying to approach through development of a strategic restructuring of its finances which includes reviews of library allocations, selective changes in resource purchases, careful examination of expenditures with an eye to cost savings and reallocation, examination of fee structures for services, and creating more transparent financial accountability for the campus. The University is integrating better technology, such as improvements in its interlibrary loan services, to better meet the resource needs of library users. The goal is create a sustainable financial model with the potential for long term positive growth in collection quality and user services.

2.E.2	Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.
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Planning for library and information resources is based on feedback from multiple sources that include students, faculty, and staff. The University Library Committee, a representative body of elected faculty, meets throughout the academic year, making recommendations to the Library Dean on matters of policy and collection development that impact faculty research and instruction. Library and information resources faculty and staff are able to evaluate and comment on the impact of proposed course and program changes on their respective units' operations and resources. Idaho State University's process for all curricular and programming changes, involving the Undergraduate Curriculum Council and the Graduate Council, requires a Library review. This process informs Library staff of proposed changes in course and program offerings so they may comment on the immediate impact on existing resources and plan for the future impact. Similarly, the Library administration is included in the planning for new programs as part of the Board's [program approval](#) process. When degree programs are initiated, changed, or discontinued, financial analysis is included in the program proposal that looks at the financial impact on library resources. If deficiencies are found in library resources relative to a particular program proposal, then additional resources are added, or the scope of the proposal is altered in such a way as to ensure adequate library resources and/or funding. Program proposals are an integral part of the institutional system for ensuring that new programs fit institutional mission and core themes; hence, this process guides the purchase of library materials in support of mission and core themes.

2.E.3	Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.
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Library staff provides instruction and support for the informed use of its collection and services in many ways. It regularly staffs a reference desk at the Library facilities at the Pocatello and Idaho Falls campuses. Library staff offers workshops on the use of the Library and its resources are offered both on-site and online to ISU students. Idaho State University faculty may request customized class presentations to be delivered by library staff in the library’s fully equipped classroom in Pocatello or in Idaho Falls, via a mobile computer lab. Web-based library instruction is available for ISU students. The Library has a faculty member based in Meridian to provide service to ISU students there. Idaho State University and Renaissance High School in Meridian share a library space in the ISU Meridian Health Science Center which leads to good collaborations and represents ISU well to dually enrolled Renaissance High School students who are simultaneously earning an Associate of Arts degree from ISU, while earning their high school diploma, and other potential students in that area.

The Eli M. Oboler Library maintains an integrated library system. It offers an online catalog for the print and electronic collections, serves as the circulation system and automated interlibrary loan request system, provides for electronic ordering and invoicing and fund accounting, and interfaces with the Banner ERP system for the tracking of accrued and paid library fines and fees. The Library subscribes to several specialized finding tools for its electronic resources to allow users to better identify and access resources.

2.E.4	The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.
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The Library regularly administers [LibQual](#), a standard tool developed and used by academic libraries to assess programs, services, and collection – which is administered every three years. Other key assessments are performed on an annual basis to inform resource retention decisions. Working with a faculty representative from each department, Library staff evaluates current subscriptions, level of usage, and availability of alternate resources. The staff also examines use data for other Library resources and evaluates ongoing suitability. Existing policies and procedures are reviewed by Library faculty and staff and modify as needed.

In Spring 2014 the Library conducted the LibQual survey, of which three areas were highlighted: Physical facilities, resources, and service/hours.

***Physical Facilities***

The survey highlighted that the physical facility of the Library was seen as dated with a lack of quiet appealing research spaces and computer labs and a lack of electrical outlets. The Library is in the process of renovations in FY2015 that include new carpet, furniture, paint, and better electrical services for users. The Library is adding better research spaces and upgrading technology in public areas.

Requests have been made to the Idaho Permanent Building Fund Advisory Council to financially support a renovation of the Heating, Ventilation, and Air Conditioning systems and the restrooms within the Library. These multi-million dollar efforts will replace outdated equipment, upgrade sanitary provisions, and replace the ceiling and lighting system. The effort will provide an enhanced experience for all Library users.

**Resources**

The survey highlighted a need to increase databases, journals and full text resources – especially in the areas of the sciences and health care. Economic conditions in the state coupled with ongoing inflationary costs for materials have made it increasingly difficult to maintain resource offerings at the level the Library sees as desirable. In light of the economic conditions that have plagued the state, and the recognized need to address demand, the Library has been carefully reviewing finances with an eye to creating a stable sustainable financial environment that will minimize the need for cancellations of journals and other materials. The University Administration continues its long standing positive support for the Library as it explores alternative funding avenues and alternative strategies, such as enhanced interlibrary loan and better access to electronic resources, to serve its users.

**Service/Hours**

The survey further highlighted that users would like to see greater availability of hours, new services such as book delivery, and website redesign for easier navigation. Users provided positive recognition of the library staff as helpful and approachable. In the past, the Library has attempted extended hours, but usage didn't justify the associated costs. The Library is currently upgrading interlibrary loan services. As resources become available, the Library will evaluate redesign of the website, adding of mobile applications, and other technology changes to better serve users.

Library administration recognizes that there are areas to address to create a better experience for library users. The Library is developing a comprehensive approach and plans for these various challenges and will fix them as fast as resources become available. In the past year the Library has made significant progress in identifying what needs to be done and starting efforts to accomplish positive changes. It looks forward in the next year or so to significant physical and organizational changes that will enable the Library to accomplish its mission to the campus much more effectively. As an organization it is committed to creating positive outcomes, good relationships with the campus, and making a better library for all users.

*Standard 2.F Financial Resources*

2.F.1	The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.
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ISU continues to advance its culture of fiscal responsibility and effective financial management that is requisite to fulfillment of ISU’s mission and core themes. Its sound finances, rigorous financial policies, and qualified staff attest to the success of these well-grounded efforts.

Idaho State University is financially stable with sufficient cash flow and reserves to support its programs and services. [Moody’s Investors Service](#) has reaffirmed ISU’s current A-1 bond rating and given a stable outlook due to ISU’s strong operating performance, adequate resource base, and healthy liquidity position. Standard and Poor’s has done likewise with its A/Stable rating. The university’s financial stability is diligently monitored through the finance and administration management and staff that is validated by both internal and external audits that ensure a thorough, periodic review of university financial practices. These audits have yielded consistently clean results that provide unqualified opinions with no material findings and timely university responsiveness to concerns. In addition to periodic internal and external audits, ISU prepares quarterly financial reports for assessment by management and submission to the Board’s [Audit Committee](#). These reports include unaudited comparative financial data and analysis, reflecting certain assumptions and estimates from unaudited statements of revenues, expenses and changes in net assets, and unaudited statements of net assets (see Appendix 11 for the Quarterly Report for the Three Months Ended).

The past several years of less than adequate and decreasing percentage of state financial support has caused ISU to increasingly seek and rely on other sources of funds. More of the financial burden has, by necessity, been assumed by the students through increases in tuition and fees, which is of concern to the institution. Increased success in obtaining research-related dollars and contributions has helped somewhat to address the state’s funding shortfalls. Additionally, ISU’s unrestricted net assets, or general reserves, are sound and have permitted strategic investments that have the potential to produce revenue. An example is the cash purchase of the RISE (Research and Innovation in Science and Engineering) complex, a 209,000 square foot building which will play a key part in achieving ISU’s mission to advance the creation of new knowledge and cutting-edge research that can support new partnerships and the development and application of intellectual property.

Idaho State University continues to improve its strategic financial position as evidenced by strong growth in the University’s reserves. In the last six years, the University’s reserves have increased from \$205,771 in fiscal year 2008 to \$26,103,744 in fiscal year 2013.

*Table 16: University Reserves*

	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
<b>Reserves</b>	\$205,771	\$4,325,224	\$7,617,115	\$12,391,009	\$16,276,176	\$26,103,744
<b>\$ Increase</b>	--	\$4,119,453	\$3,291,891	\$4,773,894	\$3,885,167	\$9,827,568
<b>% Increase</b>	--	2102%	76%	63%	31%	60%



Idaho State University surpassed the Idaho State Board of Education’s (the Board) minimum reserve target for Idaho’s higher education institutions in fiscal year 2011, and is working towards closing the gap on the fiscal year 2013 \$11,111,160 difference in achieving the Board’s optimum reserve level target. Idaho State University leadership has made concentrated efforts to manage costs and, as a result, produced positive operating results demonstrating the University’s strong financial performance.

Table 17: Financial Performance

	FY2013	FY2012	FY2011	FY2010
<b>Reserves</b>	\$26.1	\$16.3	\$12.4	\$7.6
<b>5% Min Op Exp Criteria</b>	\$11.2	\$11.1	\$10.5	\$10.4
<b>2 Month Op Exp Criteria</b>	\$37.2	\$37.0	\$35.0	\$34.6
<b>Operating Expense</b>	\$223,289,422	\$222,035,121	\$209,724,689	\$207,824,538
<b>5% of Operating Expense</b>	\$11,164,471	\$11,101,756	\$10,486,234	\$10,391,227
<b>2 Months of Op. Exp.</b>	\$37,214,904	\$37,005,854	\$34,954,115	\$34,637,423

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Idaho State University’s financial planning and budgeting processes are impacted by the state Legislature and Division of Financial Management and the Board, whose members are appointed by the Governor and confirmed by the Legislature. The Board allocates monies to the individual institutions based upon Board policy. Idaho State University’s financial health and increased monetary reserves are evidence of sound financial management. The University decreased its long-term debt in FY2013 by \$4.6 million.

In July 2014, ISU finalized negotiations with the Department of Health and Human Services - Division of Cost Allocation for ISU's new F&A Rate. Idaho State University previously used the short-form method for recovering federal grant and contract indirect costs with a rate for on-campus organized research of 47% only applied to salaries and wages. For fiscal years 2015 through 2017, ISU will be using the long-form method for recovering indirect costs and came to an agreement with DHHS-DCA for an on-campus organized research rate of 42% that can be applied to modified total direct costs (MTDC), allowing ISU to recover a greater and more equitable share of indirect costs from federal grants and contracts.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Idaho State University addresses financial planning budget development through a comprehensive process. The Vice President for Finance and Administration initiates this process by providing institutional units, academic and nonacademic, with parameters to guide each unit’s financial planning and budget development for the fiscal year. The college deans and unit directors then work with their University Business Officers, department chairs, faculty and staff, and unit managers to develop a plan and budget for their unit within the required parameters. There is a Special Budget Consultation Committee appointed by the Vice President for Finance and Administration that consists of three faculty members, two representatives from ISU’s Staff Council, three student leaders from ASISU, a senior staff member

from the Office of Academic Affairs, the Vice President for Finance and Administration, and two university business officers, all supported by other staff from the Office of Finance and Administration.

The Special Budget Consultation Committee hears presentations from all institutional units that outlines the unit's proposed budget for each of the required scenarios. A unit may be asked to meet with the committee, as a follow up on the presentation, to clarify items, answer questions, and provide additional information. Following these presentations and additional meetings, the committee considers how best to meet the University's budget requirements for the fiscal year and recommends a budget for each unit based on the presentations and other information provided. The budget recommendations of the Special Budget Consultation Committee are reviewed with the institution's vice presidents and the President. Each component of the University's budget is revised as necessary to reinforce and support ISU's overall resources, goals, and strategies, in particular its primary mission of health sciences education.

2.F.4	The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.
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ISU maintains its accounts in accordance with Generally Accepted Accounting Principles (GAAP) and the standards promulgated by the Government Accounting Standards Board (GASB) to ensure full compliance with all applicable rules, regulations, and laws.

To help ensure institutional accountability, a comprehensive [system](#) of University business officers and financial staff operates in all academic colleges and other major departments to assist in overall business management, ongoing financial monitoring, compliance with controls, and support for strategic planning in the units. Although embedded in the units, the University Business Officers and financial staff report to the Office of Finance and Administration and account for their work through that office.

The Banner ERP system has now been fully implemented. Idaho State University received the Board's approval to proceed with the selection and implementation of an ERP system in 2005. The Banner ERP system provided by Ellucian (previously SunGard Higher Education) was selected in Spring 2007, and the Board approved a three-year project budget of \$15.4 million in August 2007. Implementation began that fall and was finished on schedule and \$700,000 under budget. The last major modules were placed into production in Spring and Summer 2010. The core modules of ISU's Banner system are Finance, Human Resources/Payroll, Student Information, and Financial Aid, along with a Portal and Data Warehouse. Additional modules for travel and expenses management, electronic workflow, and degree audits have been implemented recently. Major project milestones are listed in the table below.

Table 18: University Project Milestones

Module	Go-Live Date
HR/Payroll	December 2008
Web Portal	December 2008
Data Warehouse	December 2008
Finance	July 2009
Document Management	September 2009
Student Admissions	October 2009
Financial Aid	January 2010
Registration	April 2010
Student Fee Assessment	July 2010
Travel and Expenses	February 2012
Degree Works	June 2012
Workflow	May 2012

In addition to these Ellucian systems, the University has also completed the implementation of an online payment processing and cashiering system, parking system, applicant tracking and performance management system, reporting system, as well as other ancillary systems.

2.F.5	Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.
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Planning for capital projects is an ongoing activity that includes specific facilities requirements that reflect ISU’s mission and core themes. Capital project plans are developed by Facilities Services in consultation with Academic Affairs, Student Affairs, and Finance and Administration leadership. The plans are reviewed by senior administration and approved by the President on an annual basis. Instruction and administrative related capital projects are funded primarily through the Idaho Division of Public Works (DPW), with oversight by the state’s Public Building Fund Advisory Council. Requests for capital project funding are submitted to the Board where they are prioritized with requests submitted by other higher education institutions and then submitted to DPW for funding and execution.

Over the last three fiscal years (2013-2015), ISU has garnered over \$6.9 million in state-appropriated funding for 6 major facility projects through this process. Additionally, the University has funded \$0.9 million, and various donors have contributed over \$3.8 million to 11 capital construction or renovation projects. The grand total of over \$11.6 million represents a significant investment in the future of academic excellence at ISU. Additional funding has also been received from the state through DPW, and augmented by internal funds and donations, for general alterations and repairs to campus facilities.

In FY2014, a special appropriation by the Idaho Legislature provided ISU with \$3.75 million for identified deferred maintenance issues. Idaho State University is not immune from the national problem of the impacts due to deferred maintenance. The FY2014 special appropriation has been placed toward 21 major projects—ranging from concrete repairs, through infrastructure repairs, to roofing replacement. All

of these projects will enhance students' experiences at ISU. Ongoing strategic and financial attention is being given to the remaining backlog of deferred maintenance issues.

Debt service requirements are reviewed annually as part of ISU's financial statement preparation. Idaho State University periodically engages an independent arbitrage consultant to verify that ongoing bonds and related facility usage are compliant with applicable regulations. All debt financing must be approved by the Board and includes consultation with external bond attorneys and bonding consultants. The University recently refinanced over \$30 million in bonds resulting in interest savings of over \$3.5 million over the life of the bonds.

The University incurred no new long-term debt and continued to pay down existing debt. All debt assumed by the University must be approved by the Board.

2.F.6	The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.
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Auxiliary enterprises at ISU contribute and relate directly to the mission, strategic goals, and core themes of the University. As required by Board policy [V.B.4.a.](#), ISU's auxiliary enterprises are essentially self-supporting entities primarily providing services to individuals and departments in the university community. All operating costs are paid out of income from fees, charges, and sales of goods or services. No state appropriated funds are allocated to cover the operating costs of auxiliary enterprises except for Intercollegiate Athletics. Charges for the use of auxiliary facilities or services are assessed to departments or programs supported by state appropriated funds. The Board establishes the maximum amount of state appropriated funds that may be allocated to intercollegiate athletics each year. Idaho State University follows all applicable guidelines for auxiliary enterprises and its financial statements reflect this practice.

2.F.7	For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.
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Board policy [V.H.](#), requires that financial statement audits be conducted annually by an independent certified public accountant selected by the Board. These audits must be done in accordance with generally accepted auditing standards and include the auditor's opinion on the basic financial statements. The university's audit must also meet the requirements of the Federal Single Audit Act (FSAA), and the auditor issues additional opinions as required by the FSAA. Separate audits also are performed on selected university units such as the NCAA Agreed-Upon Procedures. These audits may include a letter from the auditor to management that highlights outstanding accounting issues. Any material weakness in the internal control structure of the University is reported in a letter from the auditor directly to the Audit Committee of the Board. In addition, the University is provided with a management letter identifying other nonmaterial issues that may be of concern or indicate system weaknesses. The management letter includes the University's response to any such issues.

The annual audited financial report is presented to the Board at the December Board meeting following the June 30th fiscal year end. The external audit is currently performed by Moss Adams, LLP.

The audited financial statements are included in the President’s Annual Report to the Board. Copies of the prior three years audited financial statements can be found in Appendices 12, 13, and 14. The statements are also an integral part of the Single Audit report that is distributed in accordance with the FSAA. Copies of all audits are maintained in the Office of the Vice President for Finance and Administration and are on the University’s website for review by the general public and also are available electronically upon request. This is in compliance with Idaho Code §59-1011 that provides that ISU, as a state agency, must make university records available for public examination.

Similar but separate audits are performed on the ISU Foundation and the Bengal Athletic Boosters that includes opinions and may also include a management letter

2.F.8	All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.
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Institutional fundraising is a collaborative effort among units that are housed in University Advancement as well as the academic colleges under the oversight of the Vice President for Advancement. These units include the Idaho State University Foundation, the Development Office, the [Alumni Association](#), and [Marketing and Communications](#). Primary responsibility for institutional fundraising activities lies with the ISU Foundation and the Development Office.

### **Idaho State University Foundation**

The Foundation is a 501(c)(3) organization registered in the state of Idaho, and it is addressed by ISU [policy](#) and a separate operating agreement with the University as approved by the Board. The operating agreement between the ISU Foundation and the University is approved every two years by the Board. The Foundation Board of Directors consists of 20 to 25 individuals from around the country who help the University in its fundraising efforts. The current president of the Board is Mr. Arlo Luke, former CEO and current member of the Board of Varsity Facilities Services. Mr. Bill Eames serves as chairman of the Foundation Board. Dr. Gene Hoge serves as president-elect. Idaho State University’s Vice President for Advancement serves as executive vice president of the Foundation Board of directors. The Foundation Board meets twice a year in person and on other occasions via telephone. The Foundation Board executive committee meets each month on a conference call at which all Foundation board members are invited to participate. At that monthly meeting, the vice president for advancement makes a report on the issues of note at the University so that communication between the two entities is clear and concise. Other Foundation Board committees meet regularly telephonically. Committees of the Idaho State University Foundation which meet regularly include the Executive, Governance, Audit, Finance, Investment, Development, Nominating, and Business Evaluation Committees. A new initiative of the Foundation in working with the University is the goal of becoming much more entrepreneurial in generating funding for both the institution and the Foundation. The Foundation has engaged in setting up Limited Liabilities Companies (LLCs) with the goal of utilizing strengths and

resources available on campus to serve the public at large and generate resources for the institution. The first LLC set up was Bengal Pharmacy, LLC. Bengal Pharmacy LLC is located in two places: 1) on the University campus providing pharmaceutical services to faculty, staff, and students and the public; 2) the Bengal Pharmacy LLC has set up a telephonic branch in Arco, Idaho, some distance from campus. That pharmacy is linked telephonically to the pharmacists on the main campus, with technicians and robotic facilities at the remote venues. It is becoming a tremendous success, writing more scripts than had been anticipated in the original business plan. The Foundation will continue to look for these opportunities in other areas including, potentially, medical clinics, geographic information systems, and others. The engagement of individuals on the ISU Foundation Board of Directors and their effectiveness has increased markedly as the University has refined and improved its fundraising efforts.

Idaho State University's President and the ISU Foundation President oversee and are extensively involved in all fund-raising efforts. The Foundation President, along with the Vice President for Advancement, who directly supervises development, and the Foundation board treasurer and board attorney ensure that the ISU Foundation and the Development Office adhere to all federal and state laws governing the solicitation and management of charitable funds. The Foundation's accounts are overseen by the Foundation Director of finance and are maintained in accordance with Generally Accepted Accounting Principles that ensure resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund. Gift acknowledgments substantiate donors' contribution amounts and identify the fair market value. Gifts in-kind are received and processed in accordance with IRS Guidelines. Endowments, life income funds, insurance policies, and all other investments are administered by the appropriate ISU Foundation Board officers and involve the Investment, Audit, Finance and Development committees of the Foundation Board of Directors. In order to facilitate administration of the ISU Foundation's investments and decrease the associated overhead, the Foundation adheres to an investment and spending policy whereby earnings are credited to the donor account and a spending allocation is set aside for donor purposes. Terms specified in donor agreements differing from this practice are honored.

The financial activity of the ISU Foundation is accounted for in an independent financial system overseen by the Finance Director of the Foundation. Annually, an independent external auditing firm audits the Foundation and assesses the propriety of the financial activity and related controls. The firm reports the results of the audit and its opinion on the fairness of the financial statements in the report that are distributed to the Foundation Board of Directors, key university officials, and the Board. In addition, the University closely follows the ISU Foundation bylaws and charter agreement. In 2008 the Foundation and the University signed an agreement designed to ensure an "arm's length" relationship between the two bodies consistent with new promulgated Board policy requirements (see Appendix 15 for the Foundation Operating Agreement).

### **The Development Office**

The central development office includes the areas of Planned Giving, Major Gifts, Annual Giving, Corporate and Foundation Giving, and various support staff. The Associate Vice President for Development oversees the Development Office, and also supervises a staff comprised of a donor researcher, a stewardship coordinator, two give processors, a database manager, and an administrative assistant. The AVP also supervises the major gift development officers assigned to and located at the

various colleges and academic units. The size of the Development Office staff has increased, and fundraising initiatives at the University have been refined. A critical goal is to improve ISU's development efforts, particularly in the areas of corporate giving, foundations, annual giving, planned giving and major gifts. Development efforts both in the central office, as well as the major gift officers located in the various academic units, continues to improve appreciably. Success is evaluated based on national metrics introduced by fundraising consultant Jerold Panas. Each year, the Development Office and the deans cooperatively set the goals for each major gift officer in the specific academic unit. Goals include major gift dollars raised, solicitations completed, new donors identified, and stewardship visits, among many others. A focus is on major gifts of \$10,000 and greater in building the endowment and in getting an increasing percentage of foundation board members to make major gifts. An increased endowment will not only provide more sustenance for the fundraising operation, but for other critical University needs such as scholarships, equipment, personnel, and other important elements in helping the University achieves its goals.

The corporate and foundation development officers are located in Boise. Most development officer positions are jointly funded by the Development central office and the colleges. The Development Office also works very closely with the ISU Foundation board of directors to raise funds, with particular high priority on funds for scholarships which are critical for ISU's continued enrollment management.

### **Alumni Association**

The ISU Alumni Association exists to provide a lifelong two-way connection between alumni and their university. It acts as the guardian of tradition, keeps members informed about their alma mater and their fellow alumni, provides opportunities for alumni to get together in social and educational settings, and promotes the needs of the University and its students.

Sustaining outreach, engagement, and involvement of alumni of ISU is of paramount importance to the Office of Alumni Relations and the ISU Alumni Association Board of Directors. All activities, events and programs are planned and executed with alumni needs, wants and interests in mind to enhance their connection or re-connection with their alma mater.

Recognizing ours is a diverse alumni base, communication and the platforms for ensuring continued connection is done in diverse methods. Platforms utilized include:

- Maintaining current and user-friendly Alumni website ([isu.edu/alumni](http://isu.edu/alumni))
- Idaho State University Alumni Facebook platform ([www.facebook.com/idahostatealumni](http://www.facebook.com/idahostatealumni))
- Twitter @IdahoStateAlum

These platforms are consistently utilized to keep alumni informed of current and upcoming events, activities, programs and educational opportunities, and providing instant two-way communication.

- Additional methods of sustaining alumni communication and engagement include:
- Email messaging for specific information sharing
- Direct mail or invitation
- ISU Magazine
- Recognition and awards programs- Homecoming, Sports Hall of Fame, Outstanding Students and Professional Achievement Awards, Golden and Silver Bengals
- Group-specific programs and events (degree/demographic/geographic) designed to offer differing demographic groups educational, social and engagement opportunities. Examples

include legislative advocacy, young alumni and family events, speaker series-varying topics, ski tour event, golf tournaments, mentoring opportunities with current students.

- Enhanced membership program offering goods and services options to all alumni at varying levels of involvement.

The role and responsibility of the [Alumni Association](#) in fundraising has changed. Formerly involved almost exclusively in alumni social events and golf tournaments, the alumni organization has matured significantly and now assists in fundraising efforts, as well as in political efforts with the state Legislature. The Alumni Association Board of Directors has become increasingly active in all aspects of assisting the University. In addition to fundraising activities, the Alumni Board is engaged in the recruitment of students, political activities through an advocacy committee, social events such as concerts, golf tournaments, and other family-type activities, Homecoming, Commencement, a speaker series taking faculty and staff to university alumni, and various other activities to engage not only the alumni of the institution, but the general public. Special emphasis has been placed on building engagement in Boise/Meridian, Twin Falls, and Idaho Falls.

### **Marketing and Communications**

The public relations arm, [Marketing and Communications](#), is also playing a more strategic role in University development efforts, with initiatives to vitalize University marketing with a more strategic focus targeting key constituents such as alumni, donors and friends in support of the University's overall fundraising efforts. As has been mentioned, the marketing communications of the University has developed, increased, and improved dramatically over the past seven years with a focus on strategic and comprehensive communications using the various media and modes to not only communicate the University's goals and accomplishments, but to solicit input as well. Communication efforts have improved a great deal. One element of tremendous success has been the hiring of a videographer. The videographer has provided material for the web site, including Facebook and YouTube, but has also been doing short vignettes for prospective and current students as well as their parents, in addition to public school officials in ISU's service regions and beyond. The individual also produces video news releases used in local and regional television stations to provide information about the University and to solicit feedback. These efforts are also measured through a series of matrices which include clipping services, focus group feedback, number of articles placed, number of visits to its web pages and other social media platforms, and clip through rates. These efforts have improved the Foundation's ability to generate resources in support of the institution.

Collaboration among these areas—ISU Foundation, Development Office, Alumni Association, and Marketing and Communications—has produced more effective advancement efforts at ISU. This is critical to the attainment of ISU's mission and core themes. As state resources become increasingly scarce, the University must rely more on contributed funds to fully support the provision of high-quality educational programs.



## Standard 2.G Physical and Technological Infrastructure

2.G.1	Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.
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The fulfillment of ISU's mission and core themes requires that it have significant physical presence in four Idaho communities:

Pocatello: ISU main campus has over 1,000 acres of property. Facilities Services oversees 22 developed acres with 70 owned buildings (3 additional leased) that encompasses 3,539,455 gross (119,225 sq. ft. leased) square feet of space.

Idaho Falls: ISU Idaho Falls has over 47 acres of property. Facilities Services oversees 27.5 developed acres with 4 owned and 1 leased buildings that encompasses 213,208 gross (4,291 sq. ft. leased) square feet of space.

Meridian: ISU Meridian has over 4 acres of property and 2 owned buildings (2 additional leased) that encompasses 192,352 gross (2,347 sq. ft. leased) square feet of space.

Twin Falls: ISU – Twin Falls currently leases about 3,000 sf from the College of Southern Idaho.

Idaho State University has 11 additional leased spaces spread throughout Idaho that are used for educational and/or research purposes that add another 15,294 square feet to its educational space inventory. Idaho State University facilities reflect the variety of structure and space that is necessary to fulfill its mission and core themes.

Idaho State University's nearly 4 million square footage of facilities includes 234 classrooms totaling 198,266 square feet; 510 teaching/open/research labs totaling 419,210 square feet; 1,855 office/conference rooms totaling 541,371 square feet; 152,463 square feet of library and study space; 177,212 square feet of special use space; 20,306 square feet in health related space, and 945,628 square feet in housing space. The remaining space encompasses general use, non-assignable and unclassified space. This type of space includes athletics, media production, food facilities, lounges, day care, clinics, greenhouses, animal facilities, merchandising, recreation, bathrooms, hallways, custodial, elevators, lobbies, stairways, mechanical rooms, and other uses.

Primary responsibility for physical infrastructure resides with [Facilities Services](#). Subunits of Facilities Services include Maintenance and Operations; Engineering, Planning and Environment; and Public Safety.

As described in Standard 2.A.4. above, the Board serves as ISU's governing body. In that capacity the State Board has general supervision and control of all ISU property, real and personal. It is empowered to acquire any property which in the Board's judgment is needed for the operation of the University, and to dispose of any property which is deemed unnecessary for its operation. [Idaho Code § 33-3005](#).

Other state level advisory or oversight organizations include the [Permanent Building Fund Advisory Council](#) (PBFAC) that receives Capital Construction and Alterations and Repairs lists annually; the [Idaho Division of Public Works](#) that provides design and construction oversight of major improvement projects; and Idaho [Division of Building Safety](#) that is the primary external agency responsible for the ongoing

inspection of all ISU buildings. All new construction, alterations, and repairs follow established standards and practices in order to ensure delivery of accessible, safe, and secure facilities.

Idaho State University maintains a six-year major capital outlay plan and submits its annual Alterations and Repairs list to PBFAC. This plan is maintained by Facilities Services in their Engineering, Planning, and Environment Department and can be provided upon request. Idaho State University ensures sufficient quantity of accessible, safe, and secure facilities through an ongoing assessment, analysis, and prioritization of capital outlay and space use. New space requirements and proposals to modify existing space are addressed using Facilities Services' Project & Space Request (PSR) procedures with each request validated by the vice president for the requesting department. Idaho State University maintains and regularly reviews its [Campus Master Plan](#). The review ensures that the plan supports the university mission and core themes.

The key components of the Campus Plan review include audits of the current condition of campus facilities, space usage and inventory, and current capacity. Maintaining ISU's campus master plan is a collaborative process involving Facilities Operations, Information Technology Services, Public Safety, faculty, staff, students, and administrators as well as other stakeholders. The Facilities Conditions Audit, preventative and zone maintenance programs, and a Rapid Response program enables Facilities Operations to maintain quality and adequacy of facilities.

Space management is a collaborative effort. Individual colleges and vice presidents, in concert with Facilities Services, Information Technology Services, Purchasing, and other stakeholders, oversee space assignments. Facilities Services provides oversight of space usage and compliance to local, state, and federal regulations. The Space Management function within Facilities Services ensures the sufficiency and efficiency of space and maintains the [Space Planning Guidelines](#).

Idaho State University continues to lead the state in providing health care education and research opportunity. Work is currently underway to produce state-of-the-art Anatomy and Physiology (A&P) Laboratories at both the Pocatello campus, and the ISU Meridian Health Science Center. The Treasure Valley Anatomy and Physiology Laboratories will be the only hands-on learning laboratory located on the western region of the state of Idaho, and ISU is grateful to partner with private enterprise to provide this one-of-a-kind facility. Due to high program demand, the Physician Assistant Studies program is being expanded into larger facilities at both ISU Meridian Health Science Center and the Pocatello campus. Distance learning provisions are being incorporated into all four of these projects so that students located throughout the nation can learn through collaboration with Idaho State University.

Pioneering research into nanotechnology, particle physics, and nuclear science are underway at the Research and Innovation in Science and Engineering (RISE) Complex in Pocatello. The Center for Advanced Energy Studies (CAES) in Idaho Falls continues to be a research platform for ISU and the state of Idaho, as new appropriations totaling \$2 million are being directed toward university-led research at this facility. The CAES represents a consortium of the three universities (ISU, the University of Idaho, and Boise State University) in collaboration with Idaho National Laboratories (INL). Recent (2014) Nuclear Regulatory Commission licensing will allow research into cancer-fighting isotopes continues at the Idaho Accelerator Center (IAC) located in Pocatello. Recent upgrades to the IAC for FY2016 will ensure this facility remains the primary accelerator research center in Idaho. In FY2014, the College of Science and Engineering proved particle detection and counting technology within a new clean-room located in Pocatello. Licensing of this technology with private enterprise is currently underway.

FY2014 upgrades to academic facilities include: an ADA elevator in Turner Hall (student housing) and in Garrison Hall (faculty offices); a new MAC lab in Frazier Hall; learning and discovery centers added to the Idaho Museum of Natural History; repurposing of a study area into a high-tech business lecture center within the College of Business; upgrades to the central HVAC system in the Liberal Arts building; new roofing for Fine Arts; upgrades to exterior ADA pathways throughout the Pocatello campus; renovation and expansion of the cashiering area in the Administration building; installation of a practice playing field for student athletes; upgrades to Miller Ranch Stadium to enhance student athlete's home field advantage; remodeling and repurposing of the College of Education basement level to add classroom and learning space; continuing expansion of CCTV and Emergency Notification Systems throughout the University; installation of modern lighting on the Hutchinson Quadrangle to enhance nighttime safety and energy conservation; and repairs and upgrades to the swimming pool and locker room areas in Reed Gymnasium.

Mr. Jack Wheatley, alumni and benefactor, has generously supported exterior beautification efforts at ISU over the course of the last three years. Donor-funded projects include: entry signage and plantings at the four major campus street entries; more than 200 long-lived trees planted throughout the campus; two large exterior seating and events circles on the main campus Quad, upgrades to the entry seating and planting at the entry to the College of Business; a planted berm project at the entry to Reed Gymnasium; enhancements to the ISU Veteran's Memorial; a new plaza near the Administration Building; and collaboration with the city of Pocatello in major exterior beautification upgrades through a \$500,000 Idaho Transportation Department "Complete Streets" grant which will transform Martin Luther King Jr. Memorial Way into a pedestrian, bicycle, and commuter-friendly central campus corridor.

2.G.2	The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.
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ISU's [Technical Safety Office](#) (TSO) is responsible for Radiation Safety, Hazardous Chemicals, and the University's Chemical Hygiene program. Its [mission](#) is to "ensure that radiation and radioactivity, lasers, and hazardous and biomedical wastes at ISU are managed safely and in accordance with applicable Federal and State laws and regulations." The Technical Safety Office, which includes a director and Technical Safety Officer, is housed in the Physics Department but reports administratively to the Vice President for Research. The Technical Safety Officer participates in or chairs several safety committees, such as Radiation, Laser, Animal, Hazardous Chemical, Human Subject, and Recombinant DNA/RNA Molecules, and is an ex-official member of the University Safety Committee. The Technical Safety Officer also monitors and manages the hazmat program and hazmat facility, and manages the Chemical Hygiene plan for colleges and departments such as Chemistry, Pharmacy, Physics, Engineering, and Biosciences.

Facilities Services oversees the [Campus Safety Committee](#) that is made up of representatives from each college, student leadership, faculty, and staff. The Committee is supported by ex officio professionals from services groups on campus. Facilities Services monitors and maintains the hazardous materials generated by its shops.

The university safety groups are monitored and guided by local, state, and federal agencies according to their policies and requirements:

- Idaho Division of Building Safety
- Local fire department inspections

- Center for Disease Control and Prevention
- Idaho Department of Environmental Quality
- Environmental Protection Agency
- National Institute for Occupational Safety and Health
- Nuclear Regulatory Commission

2.G.3	The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.
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The current Campus Master Plan is under review as part of a collaborative process involving campus constituencies and external stakeholders. A final draft has been presented to both ISU senior leadership and the Idaho Permanent Building Fund Advisory Council. Although still technically a draft, the document is being used to inform decisions on capital construction requirements and space utilization while final approval is pending. Facilities Services’ audits (see discussion under Standard 2.G.1) provided baseline data on facility conditions and were a critical component of the analysis of the remaining lifespan and capability of each facility. There are individual master plans for both the Meridian and Idaho Falls campuses and are factored into capital construction requirements and prioritization.

2.G.4	Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.
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Several classifications of equipment are described in this section: instructional, research, departmental, and facility. [See Section 2G.5 for a discussion on Information Technology equipment.] Because instructional equipment, its use, function, location, and financial source, is often shared among units, ownership and control can be complex and unclear. Institutional units, therefore, operate in good faith in purchasing, maintaining, and sharing resources and equipment. Where ownership and control are clear, instructional equipment will be maintained and controlled by the instructional units that own and control it. Research equipment is purchased, managed, and maintained by research grant managers, associated departments (or units), and principal investigators. In general, fixtures or equipment that are part of the physical infrastructure of the institution, is managed and maintained by Facilities Services. Equipment can also be purchased by an academic or nonacademic unit, using various funds, and it will be managed jointly with Facilities Services based on prior arrangements or mutual understanding. The control of equipment by individual units may include usage priority, training, and maintenance.

	<i>Technological Infrastructure</i>
2.G.5	Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Technology, particularly information technology, is critical in supporting the fulfillment of ISU’s mission. Information Technology Services (ITS) supports the University’s teaching and research mission, as well as administration applications, by providing essential information and instructional technology and support, built on an effective and reliable information technology infrastructure. The ITS unit is comprised of Networking and Telecommunications, Enterprise Applications and Operating Systems, Information Security, Customer Service and Support, Education Technology Services. The Chief Information Officer heads ITS and reports through both the Vice President for Finance and Administration and the Provost and Vice President for Academic Affairs, and is a member of the President’s Cabinet. Centralized computing services are provided by the Information Technology Services Department.

Idaho State University implemented an Enterprise Resource Planning (ERP) system between 2007 and 2012 with two driving motivations: to improve user services and to move university services off of an aging hardware and software platform. Both of these goals have been achieved. The core modules of ISU’s Banner system are Finance, Human Resources/Payroll, Student Information, and Financial Aid, along with a Portal and Data Warehouse. Major project milestones are listed in the table below.

Table 19: ERP Major Milestones

Module	Go-Live Date
HR/Payroll	December 2008
Web Portal	December 2008
Data Warehouse	December 2008
Finance	July 2009
Document Management	September 2009
Student Admissions	October 2009
Financial Aid	January 2010
Registration	April 2010
Student Fee Assessment	July 2010
Travel and Expenses	February 2012
Degree Audit	June 2012
Workflow	May 2012

Additional modules were implemented in conjunction with the implementation of the ERP system, as listed below:

- travel and expenses management
- electronic workflow
- degree audits
- online payment processing and cashiering system
- applicant tracking and performance management system
- reporting system
- housing management

- parking system
- room scheduling

Idaho State University's new ERP system and related enterprise applications have dramatically improved the services provided to its 20,000 students, faculty, and staff. Examples include:

- There are no queues in the system for student registration. In the past, students often spent 6-8 hours in the queue waiting for an opportunity to register for their classes.
- Pre-requisites, co-requisites, and other registration restrictions are enforced by the system. This process improves academic quality at the University and facilitates the accreditation of many programs.
- Wait lists for closed classes are available for the first time. Many students sign up for a wait list, and many of those students are later able to register for those classes. This process provides a much fairer way to allocate space when a seat opens in a closed class, compared to the old method of giving the open space to the first person who happens to ask for it.
- Final semester grades are now posted within five hours of the close of the grading period, instead of five days later as was required by the legacy system. Understandably, students are especially eager to learn the outcome of their semester's work, and greatly appreciate this improvement.
- Students can now complete the transcript request process entirely online. In the past, students had to submit their request on a paper form, and send a check for payment or pay in person.
- Online student bills are provided through BengalWeb (the university portal, implemented in an earlier phase of the ERP project) and Self Service Banner. In the past, bills were mailed to students, at considerable expense to the University. The preparation and mailing of bills to students also required a great deal of staff time each semester.
- Online fee payment is available through BengalWeb and CASHNet. In the past, students had to pay their fees in person at the Cashier's Office or in the Ballroom.
- Students can sign-up for installment payment plans online in BengalWeb. In the past, students had to meet with university staff to sign-up for a payment plan.
- The entire Financial Aid process can now be completed online, from application, through notification and tracking during the review process, acceptance of financial aid, application of financial aid toward tuition and fees, and disbursement of excess financial aid.
- Refunds and excess financial aid can be directly deposited to students' bank accounts. In the past, refund checks were mailed to students, or picked up in the Ballroom or at the Cashier's Office.
- Final semester grades are now posted within five hours of the close of the grading period, instead of five days later as was required by the legacy system. Understandably, students are especially eager to learn the outcome of their semester's work, and greatly appreciate this improvement.
- Students can now complete the transcript request process entirely online. In the past, students had to submit their request on a paper form, and send a check for payment or pay in person.
- Students, faculty and staff can purchase parking permits and pay parking fines online. In the past they had to visit the Public safety office or purchase permits during registration in the Ballroom.
- Employees can enter their time sheets electronically, and managers can review and approve them online. In the past, paper time sheets were prepared and the data manually entered into the system.

These improved services removed significant barriers, and centralized services for students, faculty, and staff in the Banner system in an easy-to-use portal called BengalWeb. They are available via a single log-in to the portal. By replacing previously manual processes with online services, the University freed more

than 1,500 hours of staff time per year and produced an estimated annual cost savings in excess of \$253,250.

Educational Technology Services (ETS) provides technology support and training to ensure effective use of technology in instruction. Individual units with ETS support various aspects of technology support for faculty, staff, and administrators on campus. The IT Help Desk provides primary technology support for students.

Specifically, the Instructional Technology Resource Center (ITRC) supports the Learning Management System (LMS), Moodle-ISU, provides support for Quality Assurance and review of online and blended courses, supports faculty using web conferencing, as well as supports the development of various instructional media used in all types of courses (podcasts, audio enhanced PowerPoint, PDFs, etc. The ITRC offers regular workshops for faculty in the use of technology, learning design principles, and other technology tools offered by Idaho State University. Included in those training opportunities are workshops on using technology to provide equal access/accessibility to all students. These services are offered to all faculty whether teaching online, blended, or face-to-face classes. The ITRC also supports a community Moodle server that is used by Pocatello School District 25 to serve 200 teachers and approximately 2,500 students. An additional 41 teachers from districts throughout southeast Idaho serve another 200 students via this Moodle server.

The Video Network unit supports faculty that use the extensive ISU video network to teach classes in Idaho Falls, Meridian, Twin Falls and other remote video locations by facilitating the use of the video network, supporting technology usage in those settings, capturing those lectures, and working with the ITRC to improve instructional materials for those courses.

The classroom technology support group supports faculty in their use of any technology in the classroom for face-to-face instruction. The classroom support unit designs and supports technology enhanced classrooms. Typically, technology in those classrooms include projector, sound system, computer, DVD/BluRay players, laptop connections, and document cameras.

Historically, the IT Service (help) Desk also provided support to some classroom facilities that caused some confusion for faculty regarding who to call when support was needed. To strengthen customer service and support to ISU's main campus instructional facilities, ITS reorganized technology support for all classrooms and assigned to ETS the primary responsibility for faculty support of classroom facilities. An ITS team member transitioned to ETS to oversee classroom technology support in the Rendezvous classroom building, along with numerous classrooms in the main campus academic buildings. This reorganization also gives the IT Service Desk more time to focus on the support of student-use technology centers and other enterprise IT support initiatives. Idaho State University's ITS [Help Desk](#) provides users with their main source of IT information and assistance. Assistance is available on line, via phone, and in person.

ITS, along with the Instructional Technology Resource Center, also supports eISU that is a distance learning initiative implemented to advance ISU's commitment to sustained, quality online instructional delivery. A per credit online fee is collected and distributed to both academic and administrative units to support this effort. The Instructional Technology Resource Center provides a wide array of instructional technology tools and services, including faculty training and support in these areas. By participating in

distance learning, ISU students also acquire the tools they need to be successful in a digital age. The ITS resources allow students to learn, work, and communicate from anywhere at any time.

### ***Networking***

Over the past 30 years, network connectivity has moved from important, but limited, to critical and ubiquitous. During the last three years, Idaho State University has increased wide area network (WAN) bandwidth capacity from 300 Mbps to 1.1 Gbps with capability to burst to 1.6 Gbps. This bandwidth capacity comprises Internet2, and Commodity Internet. Through this on-going strategic investment, ISU faculty, researchers and students are able to connect to a number of research institutions and networks via the Idaho Regional Optical Network (IRON). IRON provides connectivity to sister institutions BSU and UI, research networks via Abilene/Internet2, the Pacific Northwest GigaPop (PNWGP), the Utah Educational Network (UEN), Idaho National Laboratory (INL), Pacific Northwest Laboratory (PNNL), and many others. Idaho State University also connects to the state's education network, the Idaho Education Network (IEN), a high-speed broadband network that connects K-12 high schools across the state.

Idaho State University's local area network (LAN) core is a 4x1Gbps Ethernet backbone with 10/100/1000 Mbps PoE connectivity to most desktops throughout campus. Idaho State University also maintains a comprehensive, centrally managed, 802.11 a/g/n wireless infrastructure with 802.1x authentication on the Pocatello campus along with its outreach centers in Idaho Falls and Meridian. Wireless is available throughout campus in academic buildings, student union buildings and housing complexes with a project under way to provide a minimum of (1) new access point per classroom.

### ***Voice Communications***

Idaho State University owns, maintains and operates a Rolm 9751 Model 50 fully redundant digital PBX with approximately 4,000 ports for the main Pocatello campus. Idaho State University has begun a three year project to migrate the University from the legacy PBX to Cisco (CUCM) VoIP technology. The ISU centers in Meridian and Twin Falls, along with various off-campus facilities are already using Cisco VoIP.

The legacy PBX, in conjunction with the installed Cisco VoIP solution at off-campus locations, allows 4-digit dialing between all ISU facilities, regardless of locations, without toll charges. The main campus and the ISU centers in Idaho Falls, Twin Falls and Meridian all use the centrally managed Cisco Unity voice mail system.

As IT services have become increasingly mission critical, ISU has worked to ensure that those services are both robust and secure. Backup power is in place for mission critical applications. A regular schedule of data backup is in place. All server data (about 100 TB) is sent to backup appliances. These feature de-duplication and compression, and currently have a combined capacity of 18 TB. The data is then copied to tape and stored off-site. Idaho State University's data retention policy consists of three distinct sets of data: regular server files are retained for six months; student academic data is retained for one year; and ERP database data is retained indefinitely.

Processes include full backup weekly. These are supplemented by daily incremental backups. The systems administrator in charge of data backups monitors backup job results on a daily basis and the computer operations staff are in charge of tape rotation and data verification under the guidance of the backup systems administrator. Backup software has built-in data verification functionality. This is performed on



random jobs in each category (file system, student academic data, and ERP database data) on a monthly basis.

A core identity management system has also been purchased and put into production. Interfaces to various application services such as the BANNER Enterprise Resource Planning system (ERP), Active Directory and Google application services are functional. The old campus directory server has been upgraded to the new directory services managed via the identity vault. Work is now underway to implement access management interfaces to services such as standards-based federation, web single sign-on, cloud storage, mobile devices, and self-service password administration.

Anticipating Idaho State Board of Education (the Board) approval in mid-August 2014, ISU will also begin a \$1.4 million dollar hardware refresh of all ERP hardware. The servers and associated network and storage equipment represent the current state of the art for modern enterprise operation. The proposed solution also enhances the business continuity/disaster recovery plans of the University by dividing the servers between two existing computer operations centers on campus.

In addition a project is currently under way to improve network resiliency. A redundant metropolitan optical Ethernet (MOE) head-end is being installed in the main data center (lower campus) that will duplicate the MOE head-end in the current telecommunications switch room (upper campus). This project will load balance traffic to and from all off-campus locations with an automatic fail-over if one of the circuits is disrupted or one of the data centers goes off-line. The MOE network facilitates a network that is transparent to the end-user; they cannot see a difference in functionality between off-campus and on-campus locations.

Additionally, with the fiber optic in place to support the MOE redundancy, ISU will also move one of the two Internet Service Providers from the telecommunications switch room to the main data center.

As networked systems became more important, and more common, ISU evolved a mixed system in which some were centrally administrated and others, particularly specialized systems, were managed at the local level. Broad oversight of non-central systems is accomplished through a series of direct and dual reports to central IT. This allows, among other things, for ISU to quickly and efficiently address any deficiencies in IT security.

Besides significant investments in the ISU network and data centers, ISU has made an even larger investment in IT security. A number of software systems have been purchased to more closely monitor, log, and/or detect suspicious activity and it is in process of implementing a data management zone. Additional staff were added to help implement and manage these systems and processes. More robust security policies have been adopted <http://www.isu.edu/policy/2000/index.shtml>, and mandatory security training was implemented for all faculty and staff.

An outside consulting firm was hired to complete a campus wide asset and control discovery project, as well as very specific risk assessments and gap analyses for HIPAA governed entities on campus. All high risks have been addressed. As a result, a formal IT audit and continuing risk assessment process has been developed and implemented.

2.G.6	The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.
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Educational Technology Services (ETS) provides technology support and training to ensure effective use of technology in instruction. Individual units with ETS support various aspects of technology support for faculty, staff, and administrators on campus. The IT Service Desk provides primary technology support for students.

Specifically, the Instructional Technology Resource Center (ITRC) supports the Learning Management System (LMS), Moodle-ISU, provides support for Quality Assurance and review of online and blended courses, supports faculty using web conferencing, as well as supports the development of various instructional media used in all types of courses (podcasts, audio enhanced PowerPoint, PDFs, etc. The ITRC offers regular workshops for faculty in the use of technology, learning design principles, and other technology tools offered by Idaho State University. Included in those training opportunities are workshops on using technology to provide equal access/accessibility to all students. These services are offered to all faculty whether teaching online, blended, or face-to-face classes

The Video Network unit supports faculty that use the extensive ISU video network to teach classes in Idaho Falls, Meridian, Twin Falls and other remote video locations by facilitating the use of the video network, supporting technology usage in those settings, capturing those lectures, and working with the ITRC to improve instructional materials for those courses.

The classroom technology support group supports faculty in their use of any technology in the classroom for face-to-face instruction. The classroom support unit designs and supports technology enhanced classrooms. Typically, technology in those classrooms includes projector, sound system, computer, DVD/BluRay players, laptop connections, and document cameras.

Idaho State University's ITS Help Desk provides users with their main source of IT information and assistance. Assistance is available on line, via phone, and in person.

2.G.7	Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.
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ISU's CIO is a member of the president's cabinet and regularly presents and discusses IT projects/issues at this weekly meeting. In addition, the CIO attends Dean's Council and Vice President's meetings, as necessary, to discuss issues and seek input. There is an ERP steering committee that governed the Banner ERP system implementation, and still exists and meets, when strategic decisions are needed.

On an operational level, a technical operations group, with campus wide representation, meets biweekly to share information and make operational decisions. Campus system administrators, central and departmental, meet on a regular basis to share information and discuss common issues.

A formal governance structure exists for ISU's eISU efforts. Faculty and key staff make up an advisory committee which meets regularly throughout the year to submit and address ideas for improving ISU's online presence and existing offerings as well as looking at how best to move forward with more online

offerings to address expanded outreach and retention for students. There is also an eISU Steering Committee that makes budget decisions and implementation of suggestions from the advisory committee.

An ISU Moodle faculty advisory group provides regular input for management of Moodle, ISU's learning management system. This group meets each semester and provides input on Moodle and suggestions for improvements as well as a sounding board for feature changes planned in future Moodle releases.

2.G.8	The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.
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As technology has become mission critical, ISU has developed a plan to ensure that the central IT infrastructure remains adequate. An extensive review was done evaluating various funding models, including a survey of peer institutions. A decision was made to continue central subsidy of the core infrastructure vs adding additional chargebacks to departments. Departments still pay ongoing costs of phones and some one-time costs for network connections.

Student technology fees and voluntary computer lab fees provide adequate revenue to keep centrally provided student technology resources updated on a 3-5 year cycle.

## Planning and Implementation

### Standard 3.A. Institutional Planning

3.A.1	The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
3.A.2	The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
3.A.3	The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
3.A.4	The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Board policy I.M.2.a. states:

Institution, and agency strategic plans shall be aligned with the Board's statewide strategic plan and, for institutions, with their accreditation requirements. They are to, [sic] be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I.

In addition, Board policy mandates that strategic plans are concise, containing a comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency, general goals and objectives for the major programs, functions and activities of the organization. These plans are submitted annually in accordance with a schedule established by the Executive Director of the Board. Strategic plans are made available to the appropriate constituencies through the Board's [website](#), state of Idaho's Division of Financial Management's [website](#), as well as the institution's website.

Idaho State University has maintained an ongoing strategic planning process within the parameters of the Board requirements for several decades. The current strategic plan has been a rolling strategic plan, as required by the Board, and has undergone significant updates annually since 2010. The first series of updates included the addition of ISU's core themes, with yearly changes mandated by the Board based on their yearly review and changing priorities. In April 2012, after the Board approved ISU's revised mission and core themes in February 2012, Academic Affairs leadership in conjunction with the vice presidents, the deans, and Accreditation Steering Committee revised its strategic plan to align with the mission, core themes, and the Board's strategic plan. A timeline of this work appears below.

Table 20: Strategic Planning Process Timeline

Date	Activity
April 2009	Start of 2009-2013 Strategic Plan
January 2010	New NWCCU Standards Approved and Adopted
May 2010	Executive Vice President of NWCCU Ron Baker visits campus
June 2010	ISUS's Accreditation Steering Committee formed and began process of preparing ISU's self-evaluation
Winter 2010	Steering Committee identifies Core Themes and Objectives

<b>February 2011</b>	Core Themes and Objectives solicited comments and feedback from campus community
<b>June 2011</b>	Board reviews draft revision to ISU mission statement, with request to submit a more general mission statement
<b>September 2011</b>	Board approves revised mission statement, with caveat they will be readdressed during the mission statement discussion at the April 2012 Board meeting work session
<b>September 2011</b>	ISU submits Year One Report to NWCCU
<b>April 2012</b>	Board approves revised mission statement and core themes, in response to recommendations from Year 1 report
<b>April 2012</b>	Board approved revised ISU Strategic Plan integrating Core Themes, objectives and indicators
<b>May 2012</b>	ISU was notified it would forgo its Fall 2012 Year 3 report and Fall 2013 Year 5 report
<b>April 2013</b>	Board requests updates and revisions to ISU Strategic Plan
<b>May 2013</b>	ISU hosts workshop on Demonstrated Institutional Effectiveness led by Dr. Michael Middaugh
<b>October 2013</b>	Accreditation Leadership Group formed begins refinement of indicators and Core Theme Assessment
<b>June 2014</b>	Board requests updates and revisions to ISU Strategic Plan

In conjunction with Strategic Planning, ISU’s budget process is designed to allow extensive participation by all constituents. Collaboration is encouraged throughout the departments and college units, as well as University-wide, to build an effective understanding of college and unit goals, and the relationship between budget planning and prioritizing. Idaho State University works to ensure significant participation by faculty and staff within each of the academic units. The budget development schedule for FY2015 was also designed to be consistent with the program prioritization schedule (this information is included in Appendix 16 and Appendix 17 for the prior two years). Additionally, in line with the Program Prioritization initiative, it was determined budget adjustments would be based upon the following five criteria:

1. Cost Effectiveness (budget vs. actual, productivity, performance)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates)
3. Demand (internal, external)
4. Quality (input, outcomes, how well delivered, research, student retention)
5. Opportunity (collaboration, resource sharing, savings, improvements)

The Office of Finance and Administration has developed a consistent process with consistent forms and timelines for budget planning that is applied across campus. As discussed in Standard 2.F.3, ISU has established a Special Budget Consultation Committee appointed by the Vice President for Finance and Administration that consists of three faculty members, two representatives from ISU’s Staff Council, three student leaders from ASISU, a senior staff member from the Office of Academic Affairs, the Vice President for Finance and Administration, and two university business officers, all supported by other staff from the Office of Finance and Administration. The Special Budget Consultation Committee hears presentations from all institutional units that outline the unit’s proposed budget for each of the required scenarios. Following these presentations and additional meetings, the committee considers how best to meet the University’s budget requirements for the fiscal year, and recommends a budget for each unit based on the presentations and other information provided. The budget recommendations of the Special Budget Consultation Committee are reviewed with the institution’s vice presidents and the President. Each component of the University’s budget is revised as necessary to reinforce and support ISU’s overall resources, goals, and strategies, in particular its primary mission of health sciences education.

The most recent program prioritization mandate of the Board provided an opportunity that allowed for the most comprehensive assessment of academic and non-academic program review for alignment with ISU’s mission. Idaho State University approached this mandate with the goal of supporting strategic

initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of academic and non-academic units and programs. For the academic programs an evaluation and scoring matrix based on Dickeson criteria approved by the Faculty Senate, Deans' Council and the Board was employed. As part of this effort, a business intelligence tool focused at the academic program level, was developed for internal use by both deans and chairs as well as the Provost and Vice President for Academic Affairs. Internally, this is known as Program Viability. The Program Viability web application will provide annual and historical data for the use of on-going program decisions.

As further discussed in Standard 2.A.9, at the university level, the President and Vice Presidents have the responsibility and accountability for planning, organizing, and assessing institutional achievements and effectiveness. Through Board policy cited in previous sections, ISU's president is charged with ultimate responsibility for the internal management of the University. This includes final accountability for university planning and operation that will enable effective and efficient functioning, and will encourage responsible and effectual contribution and input from constituent groups in achieving university goals and institutional decision-making. The president acts in consultation with the vice presidents and is also advised by members of the President's Cabinet.

3.A.5	The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.
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ISU's Emergency Management Program requires that the University have a comprehensive all hazards emergency response plan which encompasses the four strategic pillars of emergency management: preparedness, prevention/mitigation, response, and recovery. ISU's Emergency Response Plan utilizes the Incident Command System, and is in compliance with the National Incident Management System.

Idaho State University's Emergency Response Plan acts as the fundamental guidance for emergency response on all ISU campuses. The coordination of this plan and standard operating procedures within the plan is an ongoing process through regular training and exercises, to include local first responders at all ISU campuses.

All personnel who are defined and tasked as emergency responders or emergency management personnel are required to train and/or be certified to minimum levels of competency as required by various federal, state, and local standards, including Homeland Security Presidential Directive-8 (HSPD-8). For most personnel, this means, at a minimum, completing training courses such as the NIMS introductory course IS 700 or higher and the Introduction to Incident Command System (ICS) for Higher Education ICS 100he.

The University has established a fully-equipped Emergency Operations Center, and alternate Emergency Operations Centers on all three campus locations; and have a fully operational van that can be used at the incident site as either an Emergency Operations Center or as the incident command post.

As a supplement, each building on campus has established an evacuation/lockdown plan with building coordinators assigned to direct these efforts.

The Continuity of Operations Plan (COOP) strategy involves all campus entities with essential functions necessary to ensure the University's ability to maintain operational capability during any incident or

catastrophe/disaster, whether man made or natural. This strategy includes a Continuity of Government Plan for the President's Office. The essential functions identified by the University, and for which it is developing COOPs include the following: Security; Safety; Health Services; Academic Affairs; Research; Finance & Administration; Facilities; Information Technology Services; and Student Affairs, specifically food services and housing.

Idaho State University is working toward emergency management accreditation through the Emergency Management Accreditation Program, to be completed by January 2015. Emergency Management Accreditation Program, as an independent non-profit organization, fosters excellence and accountability in emergency management and homeland security programs, by establishing credible standards (64 Standards) applied in a peer review accreditation process.

As IT services have become increasingly mission critical, ISU has worked to ensure that those services are both robust and secure. Backup power is in place for mission critical applications. A regular schedule of data backup is in place. All server data (about 100 TB) is sent to backup appliances. These feature de-duplication and compression, and currently have a combined capacity of 18 TB. The data is then copied to tape and stored off-site. Idaho State University's data retention policy consists of three distinct sets of data: regular server files are retained for six months; student academic data is retained for one year; and ERP database data is retained indefinitely.

Processes include full backup weekly. These are supplemented by daily incremental backups. The systems administrator in charge of data backups monitors backup job results on a daily basis and the computer operations staff are in charge of tape rotation and data verification under the guidance of the backup systems administrator. Backup software has built-in data verification functionality. This is performed on random jobs in each category (file system, student academic data, and ERP database data) on a monthly basis.

## **Core Theme Planning, Assessment, and Improvement**

### *Executive Summary of Eligibility Requirements 22 and 23*

#### ***Eligibility Requirement 22: Student Achievement***

Idaho State University identifies and publishes the expected learning outcomes for each of its degree and certificate programs. This information can be found in the [undergraduate catalog](#). As part of its program review process, the University engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

#### ***Eligibility Requirement 23: Institutional Effectiveness***

As indicated in ISU's response to Standards 3, 4, and 5, the University applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement. These activities reside at both the local and university level, where results are communicated to the ISU's constituents primarily through reports and briefs from the Office of Academic Affairs and the Office of Finance and Administration. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.



### Standard 3.B Core Theme Planning

3.B.1	Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.
3.B.2	Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
3.B.3	Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Preparations for this self-evaluation began before the new standards were formally adopted by the NWCCU. Representatives from ISU attended a number of sessions on the proposed standards and were broadly familiar with them when they were adopted in 2010. In May 2010, Dr. Ron Baker, then Executive Vice President of NWCCU, visited the University and articulated the standards to major stakeholders at ISU. By June 2010 ISU’s Accreditation Steering Committee was formed and formally began the process of preparing the institution’s self-evaluation. The membership of the Steering Committee was intended to be inclusive, and the committee sought campus expertise as needed. Its deliberations began with a review of the new standards and careful consideration of ISU’s Mission Statement and Strategic Plan. The self-evaluation process has led to refinement of each of those documents.

By the winter of 2010 the Steering Committee had identified four Core Themes and Objectives for each theme. Beginning in February 2011 these were shared with the campus in a variety of presentations. The Steering Committee solicited comments and refined the Core Themes and Objectives, and began development of the set of indicators. Given the new accreditation standards process, and the compressed time frame for completion of the Standard One Report, the Steering Committee continued its work throughout the summer. It submitted the report draft for review by the University community in early September.

Idaho State University’s Year One Self Evaluation was reviewed by a NWCCU Evaluation Panel and resulted in two Recommendations. Following that, the Accreditation Steering Committee continued work on the later Standards. In May 2012 ISU was notified that NWCCU would forego the institution’s Year Three report and visit scheduled for Fall 2012, as well as the Year Five report in Fall 2013. Idaho State University’s Year Seven report and visit scheduled in Fall 2014 expanded to include onsite evaluation of Standards Two, Three, Four, and Five.

In Spring 2013 ISU hosted a workshop entitled “Demonstrating Institutional Effectiveness,” which was led by Dr. Michael Middaugh. The workshop was intended to strengthen ISU’s responses to standards Three and Four and attracted nearly 200 participants from ISU and other institutions.

By May 2013 ISU’s accreditation efforts accelerated. The Steering Committee had successfully addressed Standards 1 and 2, and at this point, a more focused group was needed to work on the remaining standards. To achieve this end the Accreditation Leadership Group (ALG) was constituted. The ALG is

effectively a distillation of the Steering Committee, as most members of the ALG came from the Steering Committee. See Appendix 3 and Appendix 4 for the membership of these two groups.

The University regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. This analysis is intimately tied to strategic planning review and analysis which takes place on an annual basis in conjunction with regular review and input at the April and October Board meetings. As discussed in Standard 3.A. above, ISU demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. Idaho State University disseminates assessment results to its constituencies and uses those results to effect improvement.

# Effectiveness and Improvement

## Standard 4.A Assessment

### Core Theme One—Learning and Discovery

Objectives	Indicators
<p><b>1.1 Innovation and creativity in the pursuit of knowledge</b></p> <p>ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.</p>	<p><b>1.1.1</b> Number of students participating in Career Path Internships</p>
	<p><b>1.1.2</b> Number of graduate assistantships and fellowships with teaching responsibilities</p>
	<p><b>1.1.3</b> Number of students employed as English, math, and content area tutors</p>
	<p><b>1.1.4</b> Number of students employed to work with faculty on research projects</p>
	<p><b>1.1.5</b> Number of theses and dissertations completed</p>
	<p><b>1.1.6</b> Examples of end of the year research presentations</p>
	<p><b>1.1.7</b> Examples of outstanding research and innovation</p>
<p><b>1.2 Program quality and relevance</b></p> <p>ISU demonstrates academic excellence at all program levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.</p>	<p><b>1.2.1</b> Number of faculty peer-reviewed publications, juried shows or exhibits, performances, and conference presentations</p>
	<p><b>1.2.2</b> Examples of placement rates of graduates from academic and professional-technical programs</p>
	<p><b>1.2.3</b> Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating</p>
	<p><b>1.2.4</b> Number of regular comprehensive program reviews conducted each year</p>
	<p><b>1.2.5</b> Number undergraduate and graduate degrees awarded</p>

**Core Theme One, Objective 1.1**

Table 21: Objective 1.1

Core Theme One: Learning and Discovery	
Objectives	Indicators
<p><b>1.1 Innovation and creativity in the pursuit of knowledge</b></p> <p>ISU fosters student learning through teaching, research, and creative activity. Students learn through opportunities that develop their careers, and engage in research and scholarly activities. Faculty are actively engaged in research and creative activities.</p>	<p><b>1.1.1</b> Number of students participating in Career Path Internships</p>
	<p><b>1.1.2</b> Number of graduate assistantships and fellowships with teaching responsibilities</p>
	<p><b>1.1.3</b> Number of students employed as English, math, and content area tutors</p>
	<p><b>1.1.4</b> Number of students employed to work with faculty on research projects</p>
	<p><b>1.1.5</b> Number of theses and dissertations completed</p>
	<p><b>1.1.6</b> Examples of end of the year research presentations</p>
	<p><b>1.1.7</b> Examples of outstanding research and innovation</p>

**Indicator 1.1.1: Number of students participating in Career Path Internships**

The Career Path Internship (CPI) program provides significant internship opportunities for ISU students at all levels related to their academic and career interests. These internship experiences help students acquire meaningful knowledge and familiarity with the world of work and helps them prepare more proficiently for their life and career after university graduation. This hands-on involvement significantly impacts their educational experiences at ISU while simultaneously increasing student retention.

The CPI program began in FY2011 with a modest budget of \$300,000 and a few hundred student participants. The CPI budget has increased each year and is projected to have a budget of \$1.7 million for FY2015; the number of student participants has also continued to grow. The table below illustrates the growth of the CPI program:

Table 22: Growth of Career Path Internship Program

	FY2011	FY2012	FY2013	FY2014	FY2015
<b>Number of Students in CPI program:</b>	282	521	668	722	
<b>Budget of CPI program:</b>	\$300K	\$1.2M	\$1.3M	\$1.4M	\$1.7M*

\*Projected budget for FY2015

The CPI program is a university priority and the administration has developed opportunities for students and departments to increase professional assistance while offering students experiences to develop their skills and marketability. Not only will students participate in positions directly related to their career ambitions, they will take part in other activities to develop their critical thinking abilities and provide overall transferable skills.

At the beginning of each fiscal year, departments may submit CPI funding requests to their respective college dean to acquire CPI money by using the Funding Request Form found on the main CPI webpage. Based upon the available CPI funding each Fiscal Year, which is determined by the Vice President for Finance and Administration, the Provost will designate allocations for each ISU college within Academic Affairs, and the Vice President for Student Affairs will designate allocations to non-academic departments. CPI allocations and expenditures for each college will be reviewed carefully after each pay period. CPI allocations may be revoked and reassigned if these funds are not being used judiciously and for the program's intended purpose as stated above. Current allocation of CPI positions is 82.3% to academic units and 18.7% to non-academic units. CPI allocations and expenses are based on the University's fiscal calendar (July 1<sup>st</sup> to June 30<sup>th</sup>).

*Qualifications for CPI Eligibility:*

1. Applicant must be enrolled as a degree-seeking ISU student. (Students have to be taking full-time credits from ISU if they are taking classes from another university at the same time)
2. Student must be enrolled in at least 12 credits as an undergraduate or 9 credits as a graduate. However, graduate students who are working on a thesis or dissertation must enroll in at least 1 academic credit to remain eligible.
3. May work only one CPI position at a time.
4. Must be in good academic standing with the University to qualify for, and maintain a CPI position.
5. Must not be receiving a graduate assistantship with a stipend within the same semester. Graduate students with a stipend may do a CPI for 12 weeks during the summer, but not during the regular school year.
6. A student who is enrolled in the spring and also registered for the fall, but not enrolled for the intervening summer is eligible for a summer CPI.
7. Students enrolled in post baccalaureate programs are ineligible.
8. All CPI paperwork with each required signature must be completed.
9. Full time ISU employees and non-ISU students are ineligible for CPI positions.

Of the 668 students that participated in the program during the 2012-13 academic year, 76% returned for the 2013-14 academic year. The Career Center conducted a survey to identify participant satisfaction with the program, and 99% of CPI students said the experience they gained in their internship will enhance their chances of finding a full-time job in their field. The Career Center also conducts a graduation employment survey six months after graduation. The plan is to ask the graduates if they participated in the CPI program and if so, did it help in their job placement.

Indicator 1.1.1 is an indicator in ISU's FY2015-2019 Board approved Idaho State University Strategic Plan – Mapping Our Future: Leading in Opportunity and Innovation supporting Goal 1: Learning and Discovery, with a FY2014 benchmark of 600 CPI students. Idaho State University will begin a new strategic planning phase in January 2015.

***Indicator 1.1.2: Number of graduate assistantships and fellowships with teaching responsibilities***

Graduate assistantships and fellowships at ISU are highly valuable resources offering a mechanism for the creation of paid positions that have been shown in literature and practice to further graduate students' educational experience, develop higher-level skills, and exponentially increase employment potential.

Idaho State University awards assistantships to select graduate students in many of its graduate programs. For many students in ISU graduate programs, graduate assistantship stipends serve as the primary means of support. Further, the freedom afforded (benefits such as health insurance and tuition) in receiving the graduate assistantship, allows graduate students to grow professionally by allowing them to work, research, teach, develop and apply discipline-based skills in their area of expertise.

It is important to note that assistantships and fellowships are mutually beneficial to both the student and the University. Importantly, the University's educational goals are met in a number of important ways. The University benefits in virtually every program, undergraduate and graduate, from assistance provided by high-quality teaching and research services at a cost that cannot be matched in any other way. In addition, some programs support graduate assistants' attendance and/or participation in regional or national professional conferences with a mentor. Not only do such opportunities broaden a student's picture of his or her field of study, but they allow students a platform to network with other professionals, make potential business contacts, learn about potential internship and employment opportunities, and identify opportunities for future collaboration and funding.

Appointment to an assistantship is contingent upon admission into a graduate degree program as a classified student. Currently the Graduate School considers programmatic needs, future growth in graduate education, emerging or declining fields, and other strategic metrics for the allocation of graduate assistantship funds in individual departments or programs. Once appointed, program or department-specific assignment of duties for the assistantship recipient are determined by the hiring department.

At Idaho State University, two types of graduate assistantships exist, each with its own specific responsibilities and benefits: Graduate Teaching Assistants and Graduate Research Assistants.

*Graduate Teaching Assistants* – Graduate Teaching Assistants, also known as GTAs, often aspire to join academia by becoming professors or higher education educators in the future. Major responsibilities of GTAs include teaching entry-level undergraduate classes or non-major courses in their field of study. Additional responsibilities may include meeting with the class professor, creating lesson plans, and grading student evaluations. GTAs may or may not have primary responsibility for a course; they may serve as discussion leaders, graders, leaders of laboratory sections, or assist in capacities such as preparation of assignments, and other administrative duties necessary for a course. GTAs are employed by the University on appropriated funds to provide direct assistance for the teaching mission of the University by supporting departments or programs individually. They are expected to provide just less than 20 hours of service per week to the University in exchange for their stipend and benefits. The number of GTA positions is relatively stable, allocations can be planned in advance, and numbers may grow as State appropriations are directed towards this strategic resource.

*Graduate Research Assistants* – Graduate Research Assistants, also known as GRAs, often run lab experiments or assist in other lab or research work to assist a professor in his or her research program. GRAs are therefore employed – and usually paid from a grant held by the student's advisor – to perform duties related to a scholarly project or program of research under the guidance and direction of the

particular faculty member called a mentor or principal investigator. These duties allow the GRA to gain valuable research experience in their given field. GRAs may also be asked to help present at professional conferences or help prepare articles for peer-reviewed journals. GRAs may sometimes have academic or administrative support responsibilities as assigned by their mentor, such as setting up classroom demonstrations or grading exams.

Because the source of funding for GRAs is usually extramural and grant-based, the number of GRA positions available university-wide will vary from year to year or even semester to semester. Strategic planning based on these positions is difficult. However, GRA positions afford an effective way to leverage total available graduate assistantship positions by exchanging with GTA positions in years when a faculty member has a grant. Faculty members are therefore highly encouraged to request funding for GRAs in their grant proposals.

*Fellowships* – Doctor of Arts Fellowships are awarded each year to students admitted to and enrolled in Doctor of Arts programs. These fellowships are available in the Departments of Biological Sciences, English, Mathematics, and Political Science. Most of these fellowships are awarded in the spring semester for the next academic year. Although English no longer offers a D.A. program, in favor of a Ph.D. only offering, the English Ph.D. program’s aims and scope continue to be aligned with that of the Fellowship and will remain eligible for the Fellowship, with the Fellowship descriptive language currently under review to reflect that change.

The table below shows a significant upswing in assistantships and fellowships and is estimated to have a minimum of 50 more in FY2015.

Table 23: Graduate Student Assistantships and Fellowships

	FY2011	FY2012	FY2013	FY2014
No. of students	243	251	240	250

Indicator 1.1.2 is also an indicator in ISU’s Strategic Plan, supporting Goal 1: Learning and Discovery, with a FY2014 benchmark to increase by ten over the next three years.

**Indicator 1.1.3: Number of students employed as English, math and content area tutors**

Idaho State University’s employs student tutors through three distinct sub-programs: Content Area Tutoring, the Math Center, and the Writing Center. Student demand and tutor availability are two primary reasons the number of student tutors hired can fluctuate from one term to the next.

Table 24: Number of University Tutors

	FY2011	FY2012	FY2013
Math, English, and Content Area Tutors	191	112	141

Student demand affects the total number of student tutors ISU hires because the majority of tutors are hired through the Content Area Tutoring program. Content Area Tutoring recruits tutors in response to specific student requests. If twelve students request tutoring in a single course, then they attempt to find enough tutors to meet those students’ needs.

Demand is also affected by and fluctuates because of students’ schedules: if students requesting tutoring can be grouped together at one or more times convenient for a single tutor, no further tutors will need be hired. However, if students’ availability is incompatible, that may necessitate recruitment of additional tutors with different schedules.

Tutor availability affects the total number of student tutors in several ways. First, fully-qualified student tutors are not always available for the positions needing to be filled. More than 80% of tutors are current ISU students. If there are not any current students available to fill a particular tutoring need, ISU may hire a non-student to meet the needs. During some terms, ISU has many qualified student applicants to choose from and the total number of its student tutors is higher; in others, the percentage of non-student tutors may be greater and the total number of student tutors lower.

Second, ISU’s overall number of tutors is impacted by individual tutors’ schedules. In one semester, for example, the Math or Writing Center tutoring staff may include four student tutors each of whom is able to work a dozen hours a week. The following term, the same tutors may have different obligations and an additional three or four student tutors may be needed to cover the same hours. A finance tutor with a flexible schedule who wants to tutor fifteen hours a week may be the only finance tutor Content Area Tutoring needs in a given term; during the previous term, three tutors with more limited hours may have met the same demand.

Third, the number of tutors needed in any given semester varies with the qualifications of its tutors. If the same student can tutor management, accounting, and finance, that’s a single hire. If separate tutors must be hired for each of these subjects—or for different courses within any of them—the total number of tutors increases accordingly. During some terms, the same student can tutor both MGT 2216 and MGT 2217; in others, they cannot, and a second tutor must be hired.

The College of Technology Resource Center employs peer tutors, advanced students in professional technical education (PTE) programs, who tutor students within their programs. Peer tutors are recommended by their program instructors and are trained to guide the student toward independent problem solving. Beginning Fall 2014, College of Technology peer tutors will receive certification through the International Tutor Training Program Certification (ITTPC) offered by the College Readiness and Learning Association, and will be eligible for three levels of certification based training. Optimal training provides students with an increased quality of tutoring and improves student success. In FY2014, 259 PTE students received 4,255 hours of tutoring

*Table 25: College of Technology Resource Center Peer Tutors*

	FY2011	FY2012	FY2013
<b>Resource Center Peer Tutors</b>	63	48	50

Indicator 1.1.3 is an indicator in ISU’s Strategic Plan supporting Goal 1: Learning and Discovery, with a FY2014 benchmark to maintain adequate number of student tutors to meet need, because tutoring needs can vary significantly from semester to semester.



**Indicator 1.1.4: Number of students employed to work with faculty on research projects**

Idaho State University undergraduate and graduate students are actively involved in research with faculty across campus. Research opportunities are noted because they illustrate the dedication of the University to provide students diverse learning experiences in and out of the classroom.

While the table below reflects how the number of students employed to work with faculty on research projects has fluctuated over the last few years there are a variety of reasons for the fluctuations. This is due in part to a decrease in general research dollars, combined with the growth of the Career Path Internship (CPI) program, and increased need to use local funding to support these efforts. Currently, to generate this data ISU utilized the payroll system and tracked positions that were funded by Current Restricted Federal Grants, Current Restricted State Grants and Current Restricted Other Grants. Additionally, some students choose to participate in research for academic credit, or collaborate on a volunteer basis to gain experiences to apply for graduate school. At this time, it is difficult to determine whether the number of students employed in this area is truly down or the source of payment has shifted to the CPI program and local funding sources. In order to assess the long term impact of these changes, an analysis will need to be conducted to obtain a true picture of student employment in the research area.

Table 26: Student Research Employment

	FY2011	FY2012	FY2013
Number of Students employed to work with faculty on research projects	385	413	372

Indicator 1.1.4 is an indicator in ISU’s Strategic Plan supporting Goal 1: Learning and Discovery, with a FY2014 benchmark to increase by 3% per year for the next five years.

**Indicator 1.1.5: Number of theses and dissertations completed**

The following graph depicts the trend, in real numbers per year, of the number of total graduate degrees conferred by ISU’s Graduate School programs. The number of degrees conferred is an accurate quantitative metric of student success at the graduate level and, in ISU’s case, includes aggregate numbers of thesis/dissertation, as well as non-thesis degrees. Some programs don't require theses/dissertations but are clinical or business project oriented, with such an option as gradable towards degree completion.

There was a slight continuous rise in the number of graduate degrees conferred from 2008 through 2013, with a slight decline in 2014.

The trend at ISU follows a national trend in graduate degrees conferred. In the wake of the most recent recession there is accumulating evidence that students have been unusually nimble in modifying their higher education choices based on observed changes in the labor market, leading to increased or decreased enrollment over a time period, and hence commensurate increased or decreased graduation rates (degrees conferred), usually seen 4-5 years following the earlier enrollment shift.

Several avenues exist for students to adjust higher education decisions and expectations –in particular at the graduate degree level – in response to declining or rising business cycles. These decisions are reflected and even paralleled in the graph below.

These reactionary options to a changing labor market include the following three actions (among several others that can be detailed as well):

1. Students may enroll in a graduate degree program, whereas they might previously have opted to forgo a graduate education in deference to entering a lucrative job market earlier.
2. Students already enrolled in college as undergraduates may choose to continue as graduate students until the economy and stressed job market returns to normal.
3. Students already enrolled as graduate students can modify their time to degree completion.

In a volatile business cycle any or all of these effects would alter the proportion of students graduating in certain fields, and their time to graduation, in particular if ISU assumes that these effects are fundamentally different across disciplines. A cursory analysis of the graduation numbers (i.e. degrees conferred) in particular disciplines offered at ISU will allow a parsing out of the effect of the economic climate impacted graduation rates over the period 2008-2014.

Figure 7: Graduate Degrees Conferred

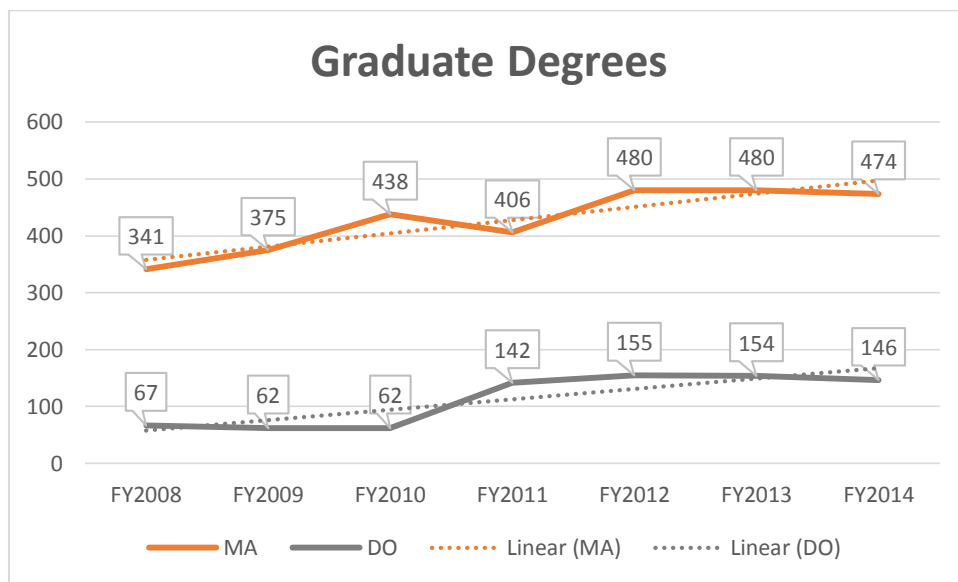


Figure 8: Total Theses/Dissertations

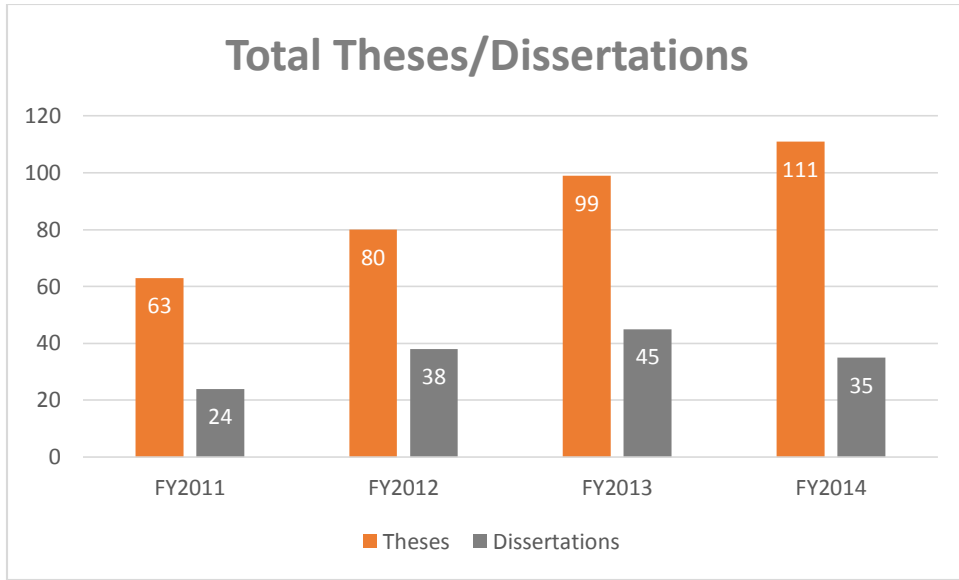


Figure 9: August Theses/Dissertations

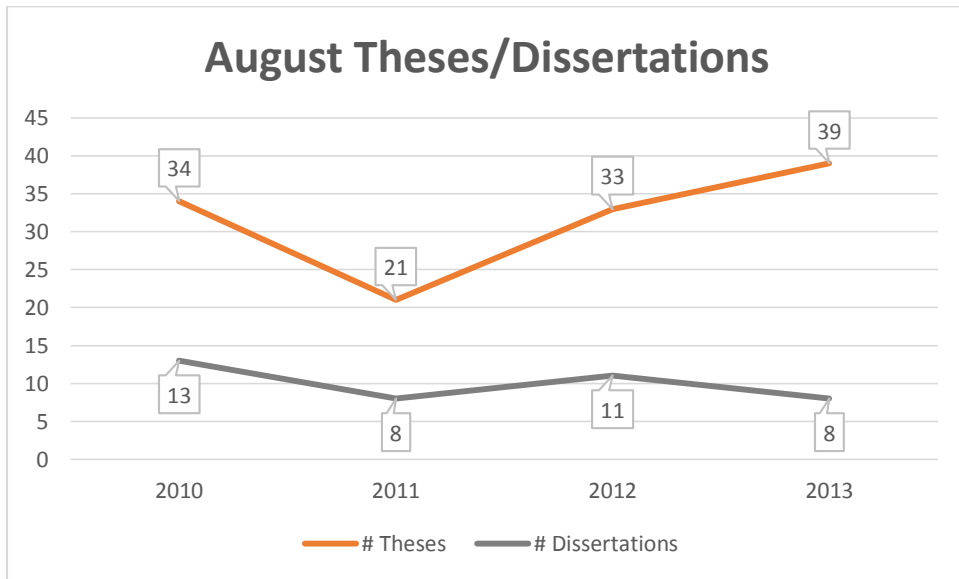


Figure 10: December Theses/Dissertations

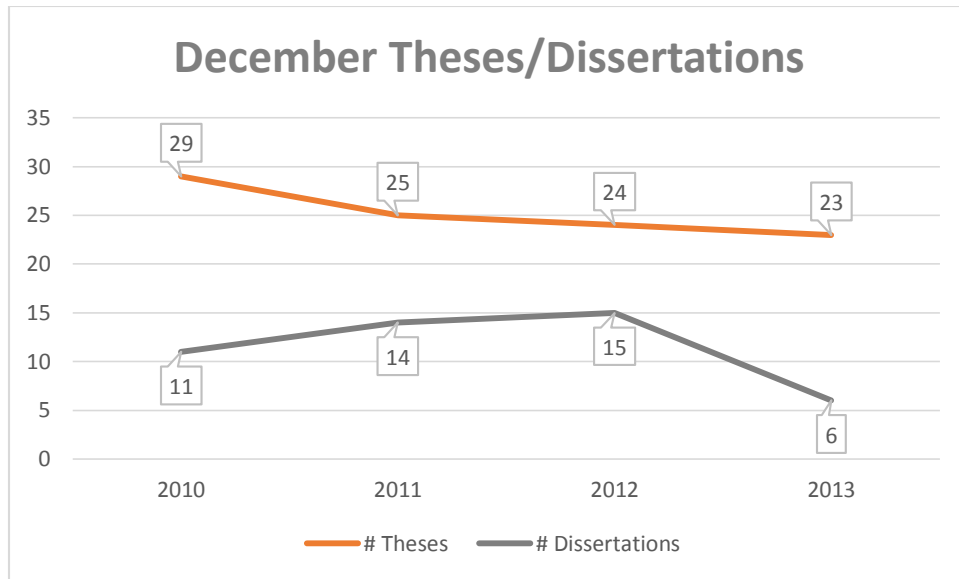
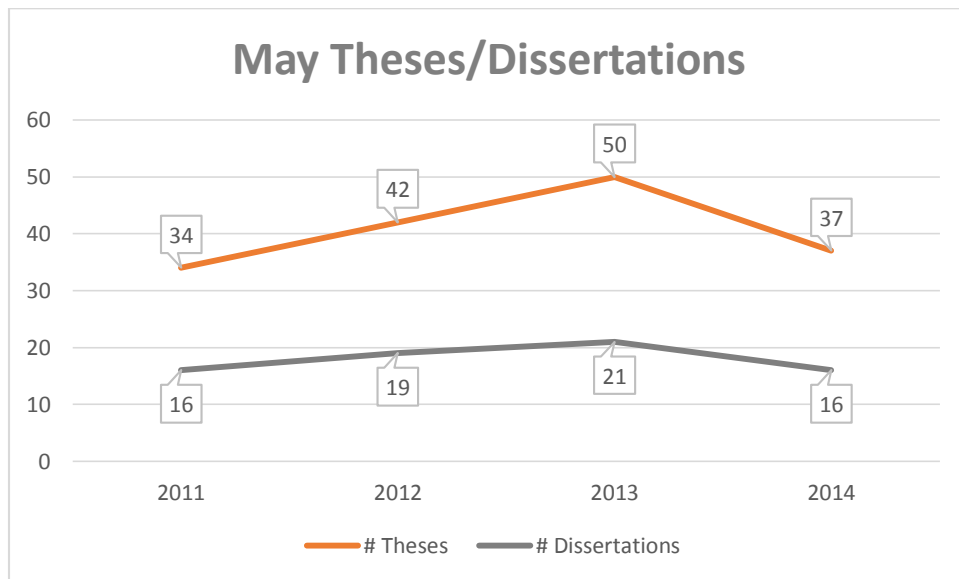


Figure 11: May Theses/Dissertations



While Indicator 1.1.5 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating the ability of students to conduct independent, original, and significant research within their discipline. This indicator further supports Objective 1.1 Innovation and creativity in the pursuit of knowledge. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this and other metrics will be incorporated into that discussion.

***Indicator 1.1.6: Examples of end of year research presentations***

There are various opportunities for students to present research projects. Many faculty engage undergraduate and graduate students in faculty research and educate them about research activities. In many colleges, students are involved in all phases of the faculty research projects, starting with literature reviews, IRB applications, and data collection and analysis.

The Division of Health Sciences Research Day is hosted annually. This event provides an opportunity to showcase scholarly activities of faculty and students through poster, podium and roundtable presentations. The purpose is to promote in students the desire to not only practice clinically, but to also move practice forward with more effective, evidence-based methods and applications. The 2014 Research Day had 68 participants with more than 455 in attendance. The event also hosted regional research leaders to promote collaboration in the Mountain West Clinical Translational Research-Infrastructure Network. Researchers met one-on-one with researchers at both the Pocatello and Meridian campuses to bolster research efforts with ISU and universities across the western region of the U.S. The project is designed to increase patient-focused research in topics that address health issues in the western U.S. Research infrastructure in the region will be enhanced through pilot grant programs, study design and biostatistics support and faculty development offerings.

In May 2014, ISU College of Science and Engineering collaborated with the Idaho National Laboratory to host the National Wireless Research Symposium focusing on wireless communications. The symposium included six single-track research sessions, technical panels that reflected state-of-the-art research.

A collaboration between the College of Arts & Letters and the Anderson Gender Resource Center, the Annual Gender & Sexuality in Everyday Life Conference, provides students and faculty opportunities to present research on various topics related to gender and sexuality. Over 30 papers were presented by students and faculty from ISU and other institutions around the country.

The College of Education, Instructional Design program hosts a Research Day the last Saturday before finals week each semester. All Master's students in the M.Ed, and Ph.D. students in the Instructional Design program attend and present their research or projects derived from their semester coursework. For example, the beginning Master's students may present findings concerning the classroom integration of specific instructional technologies as part of EDLT 6616 (Integration of Technology into the School Curriculum) and advanced Master's students may present on the design and development of an online module as part of EDLT 6656 (Multimedia Development in Education). Beginning Ph.D. students may present a group project on evaluation of online resources (EDLT 7744, Instructional Systems Design II), while advanced Ph.D. students may present a draft version of a conference presentation that they have been working on in seminar (EDLT 7749) or practicum (EDLT 7737). Presentations may represent individual or group work, depending on the assignments for class. In addition, doctoral candidates engaged in dissertation research are encouraged to present their preliminary findings. Research Day allows student work to be reviewed by peers (often prior to the final submission for grading); it allows distance students from both programs to meet face-to-face, creating a sense of social cohesion among and between cohorts; and it creates a recruiting opportunity to bring students from the master's program to the Ph.D. Research Day provides evidence that students are meeting objectives for their courses (which are aligned with Instructional Design or Instructional Technology standards) as well as the more general COE Standards for Advanced Professionals that addresses professionalism, research, and dissemination of results.

Psychology holds an annual research day as part of recruitment efforts for the graduate programs. All students enrolled in years one through four participate; typically 5-6 give oral presentations while the rest provide poster presentations. All faculty participate. In April 2014, the Psi Chi, Psychology Honor Society, also hosted an undergraduate conference with attendees and presenters from across the region. Students gave oral presentations as well as poster presentations.

The School of Rehabilitation and Communication Science had five poster presentations by students at the Inter-Mountain Speech and Hearing Association Convention in Denver, CO; 13 poster presentations, and four oral presentations by students at the American Speech-Language and Hearing Association Annual Convention in Chicago, IL.

The School of Performing Arts had 11 music students present solo public recitals during Spring 2014. These solo recitals are the culmination/capstone of their creative studies.

Another event is the Research Symposia. The Undergraduate and Graduate Student Research Symposia were held in the spring of each academic year. Both were opportunities for students from any discipline, to showcase the research they worked on over the past year. Students developed a poster, describing their research, and presented it at the symposia. The university community was invited and many faculty, from all disciplines, attended. Many students used this as an opportunity to prepare for poster presentations at discipline-specific conferences. Any ISU student with research or creative activities to present were included. The Symposia was not held in FY14. The event is currently being re-evaluated.

*Table 27: Students Participating in Research Presentations and Events*

	FY2011	FY2012	FY2013
<b>Number of student participating in research symposia</b>	134	160	142

### **Examples of Student Research Presentations**

Exploring the predictors that may influence the variations in teen birth rates by state, Moparhi, D. (Presenter & Author, Graduate), Fore, M.E. (Author Only), Mispireta, M.L. (Author Only), Piland, N. F., Division of Health Sciences, Research Day, ISU-DHS, Pocatello, ID, March 15, 2013.

Rural Anesthesiologist Compensation: Revisiting the Rural Pass-Through, Wucinich, M. (Presenter & Author, Graduate), Mispireta, M.L. (Author Only), Fore, M.E. (Author Only), Piland, N.F. (Author Only), Stead, S., Cohen, N. (Author Only), Reynolds, P. Q., Division of Health Sciences Research Day, ISU-DHS, Pocatello, ID, March 15, 2013.

The capstone for the Master of Public Health (M.P.H.) program is a thesis. At the end of the program, all students present their thesis findings during a formal oral defense. Several examples are listed below:

Moore, K.E., Hunt, L., Carr, G.M., & Tivis, R.D. Participant satisfaction with ISU Meridian Health Science Center’s free comprehensive community health screening events. Presented on April 2014 at ISU Research Day.

Thorne, J., Moore, K.E., & Carr, G.M. Routine HIV and hepatitis C screenings utilizing an interprofessional approach. Presented on April 2014 at ISU Research Day.

Tivis, R., Hunt, L., Moore, K., & Carr, G. Community health screenings: Evaluation of an interprofessional experience. Presented on April 2014 at ISU Research Day.

Wucinich, M. K. Rural anesthesiologist compensation: Revisiting the rural pass-through. Podium Presentation. Presented on April 2014 at ISU Research Day.

Gruver C, Mispireta ML, Rankin LL, Blanton C. Shared medical appointments and children with type 1 diabetes: factors influencing glycemic control. Presented on April 2013 at ISU Research Day in Pocatello.

Wucinich M, Miller TR, Mispireta ML, Piland N, Reynolds PQ. Rural anesthesiologist compensation – revisiting the rural pass-through. . Presented on April 2013 at ISU Research Day in Pocatello.

Campbell J, Louis G, Mispireta ML. A case study of a community health worker program: Comunidades Unidas Peru. Presented on April 2011 at ISU Research Day in Pocatello.

While Indicator 1.1.6 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating the opportunity to showcase exemplary work/projects. While this is a qualitative measure, this indicator further supports Objective 1.1 Innovation and creativity in the pursuit of knowledge.

#### ***Indicator 1.1.7: Examples of outstanding research and innovation***

Idaho State University student and faculty researchers regularly contribute to scientific, medical (health), and other advances across the disciplines, often in collaboration with colleagues and partners. High-quality research reflects a community that is dedicated to the pursuit of knowledge, to the dissemination of knowledge, and to improving lives and solving society's most pressing issues.

Below are examples of outstanding research and innovation taking place at Idaho State University.

In collaboration with the University of Idaho and Boise State University, ISU has successfully competed for a \$16.3 million NIH award entitled IDEa Network for Biomedical Research Excellence. This grant funds undergraduate summer fellowships (114 since the program started) and 29 graduate student research assistantships. Since January 2014, ISU has secured new awards; over \$4.5 million in the area of material science and nanotechnology, over \$1 million to develop a novel medical isotope to treat human cancers ( $^{67}\text{Cu}$ ), \$1.7 million to study sleep in children and substance use/abuse, and \$3.5 million from the National Science Foundation for long-term environmental research. These new awards add significantly to university base funding of approximately \$40 million. Idaho State University is aggressively developing leadership positions in nuclear material science and nanotechnology, long term environmental ecosystem services research, and the health sciences.

Idaho State University's Research Park is focused on moving new technologies from bench to market efficiently. Thus, ISU has developed strong partnerships with several private companies including ON Semiconductor, KAERCI, Advanced Ceramic Fibers, International Isotopes, and Halliburton.

Idaho State University is committed to applying for grants to fund critical research that has far reaching impact on the community. Below are recent examples of grants awarded to ISU faculty:

Development and Implementation of a Person-Centered Hospital Discharge Planning Model, grant from Centers for Medicare and Medicaid Services, Russ Spearman, PI, Debra Larsen Aubrey, Co-PI.

Traumatic Brain Injury State Partnership Grant from Health Resources and Services Administration, Russ Spearman, PI. Only 20 states were funded, Idaho ranked 8th with a score of 95 out of 100. \$1 million over four years.

Idaho Awareness to Action Youth Suicide Prevention Early Intervention Project, Beth Hudnall Stamm, PI, Ann Kirkwood, Co-PI

Safe and Stable Families, grant from the Idaho Department of Health and Welfare, Debra Larsen Aubrey, PI

Cost Effectiveness Study of the Indian Health Service Teleradiology Initiative, grant from University of New Mexico, Neill F. Piland, PI

National Institutes of Health's National Institute on Alcohol Abuse & Alcoholism and National Institute of General Medical Sciences grant, Maria Wong. \$1.62 million grant titled Sleep physiology and risk for alcohol problems in children of alcoholics.

Child Welfare Training Contract, Idaho Department of Health & Welfare, Extension, Jensen-Hart, S. PI. \$1,278,750 – December 2010- June 2015.

Xiaomeng Xu. 2014-Present Understanding the Role of Self-expansion in Physical Activity (PI: Xu, X.). Funded: \$82,427. Mountain West Clinical Translational Research – Infrastructure Network (#1U54GM104944-01A1, NIGMS, NIH) Pilot Grant.

Brumley, M.R. (PI). Title: Experiential modulation of action patterns in the developing rat. National Institutes of Health (NIH). Total amount awarded: \$164,607 (April 2010-March 2013). Direct costs: \$150,000.

Lynch, S.M. (Principle -Investigator; Co-PI: Dana Dehart and Co-Investigators: Joanne Belknap and Bonnie Green) on Bureau of Justice Assistance/Department of Justice Grant “Women’s pathways to jail: The roles & intersections of serious mental illness & trauma.” Awarded \$496,022. October 2010 to September 2012.

Wong, M.M. (Principal Investigator). National Institute of Alcohol Abuse and Alcoholism (R21 AA016851) “Sleep problems and substance use/ abuse in adolescence and young adulthood.” April 2008 – March 2011. \$ 249,642 total costs.

Students and recent alumni have presented their research at regional and national conferences. National conferences indicate that the presentation has been peer-reviewed, meaning, these presentations are considered of high quality. In addition, students/recent alumni have co-authored technical reports, i.e. deliverables for externally funded contracts.



### *Local/regional/national Conferences:*

Gruver C, Mispireta ML, Rankin LL, Blanton C. Shared medical appointments and children with type 1 diabetes: factors influencing glycemic control. Presented on May 2013 at the Idaho Academy of Nutrition and Dietetics Annual Conference in Boise.

Moparthi D, Fore E, Mispireta ML, Piland N. (2013). Exploring the predictors that may influence variations in teen birth rate by state. Proceedings of the 141st American Public Health Annual Meeting & Exposition. Boston, M.A., November 3-6, 2013.

Jeehoon Kim gave three research presentations at the 20th International Association of Gerontology and Geriatrics conference in Seoul, Korea. Dr. Kim also presented research at the Gerontological Society of America and the Society for Social Work and Research conferences.

Candace Christensen presented at the National Organization of Forensic Social Work Conference and at the CSWE conference in Dallas where she won an award. Her research focuses on gender based violence.

Staci Jensen-Hart was an invited conference presenter on ethics (April 2012) for the Idaho Association of Play Therapy.

Gesine Hearn with Kim Lee. Invisible Wounds: The Social Construction of Veterans' post-war symptoms. Annual Meeting of the Society for the Study of Social Problems; August 18 – 21, 2011, Las Vegas, Nevada.

Gesine Hearn. 2010. The Brotherhood of Pain: Persistent pain among college football players. Paper presented at the Annual Meeting of the Pacific Sociological Association, April 7 – 11, 2010, Oakland, California.

### *Technical Reports*

Sierra, H., Fore, E. and Mispireta, M. (2012). Gateway 2 Health: The Health of Southeastern Idaho. Technical Report. Pocatello, ID: Idaho State University. Public Health Program.

Running, Katrina, 2013. Oral Presentation, Annual Meeting of the American Sociological Association, New York, NY, Towards Climate Justice: How Do the Most Vulnerable Weigh Environment-Economy Trade-offs? (Presenter and Author).

Lee, H., Kim, J. & Rhee, G. 2013. Paper award with honorarium. "Do Types of Participation in Activities Matter in Improving Health and Mental Health of Older Cancer Survivors?" Poster presentation at the 20th International Association of Gerontology and Geriatrics. Seoul, Korea.

Lynch, Dehart, Belknap & Green (March 2013) Women's pathways to jail: Examining mental health, trauma, and substance use. Bureau of Justice Assistance Policy Brief. NCJ 241045.

Evans, John A (Presenter & Author), Stewart, Tara L, Washam, Ayla L, Boot, Trent, Rittenhouse, Emily, Society for Personality and Social Psychology, "Neuroticism and poor health: Self-perceptions of aging as a mediator," Austin, TX. (February 2014).

Kauer, Sierra (Presenter & Author), Roberto, Megan (Author Only), Vineyard, Mary Anne (Author Only), Strain, Misty (Author Only), Singh, Ratan (Author Only), Brumley, Michele R (Author Only),

Society for Neuroscience, "Postnatal development and spinal mediation of the bilateral leg extension response (LER) in rats," San Diego, CA. (November 13, 2013).

Lawyer, Steven R, Four Corners Association for Behavior Analysis, "Behavioral mechanisms of impulsive choice human health problem behaviors," Park City, UT. (April 2014).

Lynch, Shannon M (Presenter & Author), DeHart, Dana (Author Only), Belknap, Joanne (Author Only), Green, Bonnie (Author Only), Johnson, Kristine (Author Only), Resilience After Trauma, International Society for Traumatic Stress Studies, "Mental Health as a Mediator of Trauma Exposure and Offending," International Society for Traumatic Stress Studies, Philadelphia, PA. (November 8, 2013).

Rasmussen, Erin. Keynote/Plenary Address, Texas Association for Behavior Analysis, Dallas, TX, Impulsive choice for food as a mechanism of obesity: From rats to humans., Rasmussen, E. B., Conference, Regional, Academic, March 2013.

Stewart, Tara L, Chipperfield, J C, Society for Personality and Social Psychology, "Attributing heart attack/stroke to 'old age:' Implications for health outcomes," New Orleans, LA. (January 2013).

Weller, Joshua A, Society for Research In Child Development biennial meeting, "Risky decision making in maltreated adolescents: Do losses loom larger than gains when predicting health outcomes?" SRCD, Seattle, WA. (April 15, 2013).

Wong, Maria (Presenter & Author), Annual Research Society of Alcoholism Scientific Meeting, "Age of onset of alcohol and other substance as typology of alcohol dependence in the NESARC sample," Research Society of Alcoholism, Orlando, Florida. (June 23, 2013).

In an ongoing effort to encourage excellence in research, ISU selects five (5) Outstanding Researchers from which one is chosen for the Distinguished Researcher of the Year and is presented with an award of \$3,000. Faculty members are selected based on significant contributions in research to the University and society. The 2014 faculty that received ISU Outstanding Researcher awards were: Jennifer Attebery, professor of English; Rex W. Force; associate dean for clinical research in the Division of Health Sciences (DHS); Alan Hunt, associate professor of physics; Erika Kuhlman, professor of history; and Kathleen Lohse, associate professor of ecology.

Jennifer Eastman Attebery is professor of English and chair of the Department of English and Philosophy. Attebery's research focuses on vernacular culture of the Rocky Mountain West in the 19th and early 20th centuries, with an emphasis on Swedish Americans and other ethnic groups. Her main contributions to these fields have been expanded understanding of the multicultural West and new attention to the multimodality of vernacular expression in the immigrant letter and in holiday practices.

Rex W. Force, Pharm.D., is associate dean for clinical research in DHS at ISU. He also holds appointments as professor of Pharmacy Practice and Family Medicine and director of research in the Department of Family Medicine. With a focus on primary care pharmacotherapy, medication safety, and rural health service delivery, He has authored more than 50 professional and research publications; presented more than 100 research papers or abstracts; and speaks regularly at professional meetings. With a focus on primary care pharmacotherapy, medication safety, and

rural health service delivery, Force and his collaborators have received grants and contracts in worth more than \$5 million while at ISU.

Alan W. Hunt is research associate professor of physics. During his nearly 12 years at Idaho State University, his research projects have spanned from liquid semiconductors for novel power generation applications to electron/ion induced spaceship charging. However, his most prolific research area has been investigating and developing techniques for detecting, identifying and quantifying fissionable/fissile materials for security, nonproliferation and nuclear forensics applications. The common theme in all of his research endeavors has consistently been and continues to be the interaction of ionizing radiation with matter and how to exploit the associated phenomenon for applications. These research programs have resulted in seven students receiving Master's degrees, five students receiving Ph.D. degrees, 40 publications, four patents and more than \$20 million in research funding as principal investigator or co-principal investigator.

Erika Kuhlman is professor of history, director of Women Studies, and editor of the journal *Peace and Change: A Journal of Peace Research*. Her study of the women's peace movement during the First World War was followed by a history of women's involvement in postwar reconciliation between nations. Her 2012 book, "Of Little Comfort: War Widows, Fallen Soldiers, and the Remaking of the Nation after the Great War" traces the lives of German and U.S. women who lost their husbands to battle. Since 2012 she has studied soldiers who survived the war well enough to leave the country for which they had fought, Germany, to seek a fresh existence in the United States. Her chapter about a German writer who deserted his unit and stowed away on a ship bound for Philadelphia will appear in an anthology of Great War literature titled *Modernism and War*, forthcoming from Fairleigh Dickinson University Press. Currently she is at work on a study of five U.S.-bound German veterans, both fictional and historical.

Kathleen Lohse is associate professor of biological sciences. Lohse works at the interface of ecology, earth system/soil science and hydrology, studying the processes shaping ecosystems and their responses to anthropogenic changes. From this foundation, she tackles the challenges and complexities of sustainability and global change science. Her primary research interests include 1) understanding the hydrologic and biogeochemical processes shaping watershed ecosystems, 2) studying the ways in which land use and other human-caused changes are altering these processes in both terrestrial and aquatic ecosystems and across these traditional disciplinary boundaries, and 3) integrating social processes and other human dimensions into watershed and ecosystem management.

*Four ISU faculty members have recently been selected for Fulbright Scholar and Specialists awards. They include:*

Rajendra Bajracharya, professor and coordinator geomatics technology in the College of Technology. Fulbright Scholar award to Kathmandu University, Nepal. Research in Nepal will focus in the area of geodesy, which is the science of accurately measuring and understanding the Earth's geometric shape, orientation in space, and gravity field.

Cynthia Blanton, associate professor, Division of Health Sciences, dietetics program, earned a Fulbright Award in nutrition to Canada. Blanton will be a visiting chair in Health and Food Safety at the Institute for Nutriscience and Health in University of Prince Edward Island. Project title is "Enhancing blueberry's health effects with probiotics" and its purpose is to determine whether

blood pressure-lowering effect of blueberry consumption is improved by co-ingestion of probiotics, beneficial live bacteria.

Philip Cole, professor in the Department of Physics and Astronomy in the College of Science and Engineering, has received an Award in physics to Germany. Teaching and research project will take place at the Physics Institute of the University of Bonn at ELSA (Electron Stretcher Accelerator). Cole will investigate the nature of the string force as mediated by the quark subdegrees of freedom in neutrons and protons and how quanta of light interact with quarks through the kind of force particles that are interchanged.

Cory Schou, professor of informatics and director of the ISU Informatics Research Institute (IRI), has been selected for a Fulbright Specialists project in New Zealand at University of Waikato. He will work with developing international cooperation between University of Waikato and ISU by presenting lectures, leading computer security workshops for industry, academia and government institutions.

*Past Fulbright student and faculty awardees include:*

Autumn Gomez, 2008, student, Idaho State University graduating senior Autumn Gomez has earned a Fulbright award to work as an English Teaching Assistant in Andorra, a small country located between Spain and France. A double-major in international studies and Spanish, the 29-year-old will begin her Fulbright duties in September 2008.

Alan Johnson, 2010, faculty, Idaho State University Associate Professor of English Alan Johnson has been awarded a Fulbright Scholarship to lecture and study at the University of Mumbai in Mumbai, India, during Spring 2010.

Jennifer Attebery, 2010, faculty, Jennifer Eastman Attebery, English Department Chair and director of the folklore program at Idaho State University, has been awarded the Fulbright Distinguished Chair in American Studies at Uppsala University in Uppsala, Sweden. The Distinguished Chair position is co-hosted by the Swedish Institute for North American Studies and Uppsala University's Department of English. Attebery traveled to Uppsala Spring 2011 to lecture on American Studies and to pursue her research concerning Swedish immigrant folk culture, focusing on calendar customs. Her time at the Institute and English department brought her into contact with scholars of Swedish immigration and with resources in Swedish libraries and archives, including Uppsala's extensive folklore archives.

Bethany Hundley was awarded a Fulbright Full Research Scholarship to complete a two-part study on the deaf and deaf literacy in Nepal during the 2010-11 academic school year. Hundley – who is 80 percent deaf herself, continues to lose hearing and communicates verbally primarily through lip reading – traveled to a deaf school outside Kathmandu and lived there from August through December prior to residing in a rural village to conduct a community study of deafness from January to May.

Garth Lambson, one-month scholarship, student, Summer 2011, was awarded a Fulbright scholarship to study the Irish language and folklore at the National University of Ireland in Galway. He attended a one-month study session at the NUI summer college in An Cheathrú Rua. Lambson, and stayed in An Cheathrú Rua with an Irish-speaking family.

Michael Adams, 2011, student, pursued his passions for sculpture, Viking ships, and Norse mythology. Combining these interests into multi-media sculptural installations he worked in Oslo, Norway.

Cynthia Pemberton, faculty, was awarded a Fulbright scholarship to teach at the University of Malta, in Misida, Republic of Malta, for the 2011-12 academic year.

Chikashi Sato, faculty, received a Fulbright Scholarship to teach and conduct research Tribhuvan University in Prithvi Narayan Campus, Pokhara, Nepal for seven months, 2011-12. A professor of environmental engineering, Sato spent about 80 percent of his time teaching students environmental science and engineering by addressing issues of water quality and proposing possible solutions to improve water quality and human health standards in their country. He devoted the rest of his time to research in the development of sustainable water treatment.

Ben Crosby, 2013-14, faculty, geosciences Associate Professor, traveled about 6,000 miles south to Concepción, Chile, where he served as a Fulbright Scholar at the Universidad de Concepción to conduct research to assess the impact of hydroelectric dams in Chile.

Joséphine A. Garibaldi, 2014 (awarded in 2013), faculty, associate professor of dance in the School of Performing Arts in the College of Arts and Letters, was awarded a Fulbright Scholar grant to teach at the Latvian Academy of Culture, Department of Contemporary Dance, in Riga, Latvia

*Many faculty have been recognized for their creative activities and contributions to their fields (here are a few examples).*

Thom Hasenpflug – Commission and world premiere of new percussion ensemble composition by Vienna Conservatory. Dr. Hasenpflug was invited to Vienna for the premier

Vanessa Ballam – Featured performer at the Utah Festival of Opera and Musical Theatre, and the Anchorage Opera

Diana Livingston Friedley, soprano, and Kori Bond, piano – Release of new CD recording through Centaur Records

Michele Brumley was invited to serve as a guest editor for Developmental Psychology due to growing recognition of her contributions to the field

Elizabeth Cartwright, Anthropology has established a community based, participatory research and applied anthropology site just outside of Cuzco, Peru. Summer 2014 work will include a team of hydrologists, anthropologists, and community health workers in six Quechua villages.

While Indicator 1.1.7 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating the University community's dedication to the pursuit of knowledge, to the dissemination of knowledge, and to improving lives and solving society's most pressing issues. This indicator further supports Objective 1.1 Innovation and creativity in the pursuit of knowledge.

## Core Theme One, Objective 1.2

Table 28: Objective 1.2

Core Theme One: Learning and Discovery	
Objectives	Indicators
<b>1.2 Program quality and relevance</b>  ISU demonstrates academic excellence at all program levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training. Academic programs prepare students for employment or postgraduate study.	<b>1.2.1</b> Number of faculty peer-reviewed publications, juried shows or exhibits, performances, and conference presentations
	<b>1.2.2</b> Examples of placement rates of graduates from academic and professional-technical programs
	<b>1.2.3</b> Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating
	<b>1.2.4</b> Number of regular comprehensive program reviews conducted each year
	<b>1.2.5</b> Number undergraduate and graduate degrees awarded

### ***Indicator 1.2.1: Number of faculty peer-reviewed publications, juried shows or exhibits, performances, and conference presentations***

Evidence of faculty's up-to-date engagement with current trends within their disciplines can be demonstrated by the trend of increasing numbers of peer reviewed publications among the faculty at ISU. This information was collected from Activity Insight, a web hosted service by Digital Measures which tracks faculty activity. There are some limitations for current longitudinal use of the data, as faculty began using Activity Insight within the last year. Faculty have been instructed to enter at minimum, the past three years of data, and many faculty members have done so. The following tables display data corresponding to the volume of various form of scholarly activity.

The University launched Activity Insight Summer 2013. Faculty were instructed to focus on entering data for calendar year 2013 because Activity Insight would be used to generate data for the 2013 Annual Faculty Evaluation. As time allows faculty will enter data for prior years into Activity Insight. The tables below highlight the peer-reviewed publications and presentations for calendar year 2013.

Table 29: Peer-Reviewed Publications by College

Colleges	2013
College of Arts and Letters	52
College of Business	16
College of Education	20
College of Science and Engineering	101
College of Technology	
Division of Health Sciences	49
Library	4
<b>Grand Total</b>	<b>242</b>

Table 30: Peer-Reviewed Presentations by College

Colleges	2013
College of Arts and Letters	85
College of Business	21
College of Education	28
College of Science and Engineering	57
Division of Health Sciences	154
College of Technology	2
Library	2
<b>Grand Total</b>	<b>349</b>

The institution values scholarship in many forms. The following table illustrates marked growth in such activity within the College of Arts and Letters.

Table 31: Peer-Reviewed Professional Performances and Exhibits by College

Colleges by Performance Type	Performance/Exhibit Year				Grand Total
	2012	2013	2014	(no year reported)	
College of Arts and Letters	9	27	10	8	55
Division of Health Sciences				3	3
<b>Grand Total</b>	<b>9</b>	<b>27</b>	<b>10</b>	<b>11</b>	<b>58</b>

Activity among the faculty of ISU demonstrates a variety of scholarly activities and research in all colleges and divisions. This speaks to the dedication and modernity of the faculty. Demonstrated strengths in research, creative and scholarly activity promote interprofessional collaborations as well as student engagement.

Indicator 1.2.1 is a new indicator in ISU's Strategic Plan supporting Goal 1: Learning and Discovery and therefore no benchmark has been established.

***Indicator 1.2.2: Examples of placement rates of graduates from academic and professional-technical programs***

Many students with degrees from ISU go on to have successful careers. While some programs (College of Technology) work with students to aid them in finding first employment (placement), some programs do not actively seek job placements, but do report rates of employment of their graduates. The table below illustrates placement rates for some selected programs. While this is not a comprehensive list, the data is not available for all programs. Most programs which are accredited by outside bodies, do require that employment data is collected. In other majors, such as English, it can be much harder to determine first employment as the former students are not beholden to report their employment.

Table 32: Placement Rates for Selected Programs

Description	FY2009	FY2010	FY2011	FY2012	FY2013
College of Technology – All Professional-Technical Education	77.75%	83.33%	85.68%	87.20%	87.60%
Teacher Preparation Program*				94%	70%
Radiographic Science**	100%	100%	100%	100%	100%
Occupational Therapy**				100%	100%
Pharmacy***	100%	100%	100%	100%	100%

This is not an exhaustive list of placement rates. Idaho State University intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

\*Based on self-reported survey of graduates of all teacher preparation programs (2013 response rate 63%)

\*\*Self-reported on a survey

Indicator 1.2.2 is an indicator in ISU’s Strategic Plan supporting Goal 1: Learning and Discovery, with a FY2014 benchmark to maintain pass rates at or above the national averages for each program where national data are available.

**Indicator 1.2.3: Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating**

Based on the FY2007 cohort of 512 students awarded a technical certificate or associate degree from ISU, 88 or 17.9% continued on to complete a bachelor’s degree by Spring 2014. Of the 1,114 students that earned a bachelor’s degree in FY2007 from ISU, 217 or 24.33% continued on to complete a graduate degree.

While Indicator 1.2.3 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for demonstrating student capacity to pursue advanced levels of training/education because of the high quality of degrees they earned while at ISU. This indicator further supports Objective 1.2 Program quality and relevance.

**Indicator 1.2.4: Number of regular comprehensive program reviews conducted each year.**

Academic Program Review (APR) is an integral part of Idaho State University’s ongoing efforts to ensure that its educational mission is being met through the delivery of programs that are effective in meeting goals through curricula that are current and relevant. APR provides faculty and academic units the opportunity to reflect upon the content of their programs and delivery of curriculum, assessing its effectiveness and planning for actions to maintain or improve the quality of teaching and scholarship at the institution, and alignment with core themes.

The review process is scheduled on a seven year cycle, and takes 18-24 months to complete the series of stages, which are: 1) Planning and data collection; 2) Unit self-study; 3) Site visit by the review team; 4) Reports to College Executive Committee (CEC) and college leadership; and 5) Development of an Action Plan.

The guiding principles of an effective APR are that such critical self-study and analysis ensures linkage to the long-term institutional mission and priorities, and all relevant plans and policies. It is essential that the self-study is driven by faculty in order that the reflection, and subsequent responses and plans, are



authentic. The academic units – comprised of faculty – are in a position to determine their own goals, identified student learning outcomes, and measures within the context of the institution mission and core themes, and are expected to describe their programs with respect to both regional and national peers and norms. The descriptions and recommendations that emerge from unit self-studies are expected to be outcome-based in order to ensure the measurability of goals and quality of academic programming. Fiscal responsibility is also a necessary component of the review, connected to institutional budget processes. Library resources are also a necessary component of each unit’s reflection, and the self-study will make use of the knowledge and expertise of library faculty in describing and assessing the holdings and databases relevant to the program’s needs.

A review cycle is initiated by the CEC who will have established, in consultation with the college dean, a program review schedule for all units within the college. Further, the CEC will develop this schedule in consultation with the Associate Vice President for Institutional Effectiveness in order to maximize the impact of each APR and ensure sound linkage between program review and accreditation needs.

Overall, ISU is completing a large number of program reviews on a yearly basis. This yearly collection of data and statistics is crucial to the ongoing success of programs and requires centralized coordination. It would appear that as faculty have left the University and assessment coordinator positions have been passed to newer faculty, the University has lost some consistency among its departments and programs.

*Table 33: Number of Academic Program Reviews Conducted*

	FY2009	FY2010	FY2011	FY2012	FY2013
<b>Academic Program Review</b>	14	4	2	13	6

Each college and division within the University is charged with annually reviewing programs and making decisions based upon the data collected. Each college/division has an assessment coordinator, and the information collected is supplied to the Dean of the unit and then to Academic Affairs. While there have been some areas where this information has not been collected in the timely manner anticipated, ISU is aware of this and has made progress in attaining the appropriate indicators.

The Office of Academic Affairs, in conjunction with the Deans of the colleges and Division of Health Sciences, has developed a schedule for academic program review that is managed by the AVP for Institutional Effectiveness, and posted on the Academic Affairs website.

For academic and professional-technical certificate and degree programs, with specialized accreditation, they must be reviewed on a timeline required by the accrediting body. If the specialized accreditation is not outcomes based, outcome measures must be developed for the program, and provided to the Office of Academic Affairs as part of the institutional program review requirements.

Idaho State University has the highest number of programs with specialized accreditation in the state. In DHS, programs are reviewed annually by external, professional associations in addition to the assessment process within DHS. Each year, DHS collects data from each of its programs and compares the current data to past years in order to identify trends, progress on objectives, and make systematic improvements based upon the data.

The Office of Academic Affairs maintains, and posts on its website, a schedule of the colleges and Division programs that maintain specialized accreditation.

## **Program Prioritization**

In Summer 2013, the SBOE mandated that all universities in the state complete comprehensive reviews of all programs. With a mandate that universities utilize the model proposed by Robert C. Dickeson. This was the first comprehensive review of all programs at the University that included all stakeholders. Program Prioritization was vetted by the Deans' Council, the faculty senate and the data were elaborated upon by department chairs in association with their faculty constituents in the process of writing reports. While ISU does not anticipate completing the Program Prioritization process on a yearly basis, the dashboard created for Program Prioritization will now have annual data for programs to utilize. Program Prioritization was an arduous task, but yielded valuable data for program planning and reallocation of resources.

### *Academic Program Component of Prioritization Process*

#### *Goal:*

Support Idaho State University strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs.

#### *Process and Rigor:*

The Office of Academic Affairs at Idaho State University has engaged in a twelve-month, data-driven analysis of all of its academic units and programs as outlined in its Program Prioritization process and timeline documentation. Its process utilized the Dickeson Model, as directed by the Idaho State Board of Education (the Board) in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Deans' Council, and the Board. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process:

Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013 and reported the results of their ranking to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

Faculty Senate leadership and the Deans' Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights on September 10, 2013. The evaluation matrix was approved by the Board at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans' Council meetings since August 2013.

Academic Affairs created a database and web application titled Program Viability Report, utilizing staff in Institutional Research, to provide all of the program-level data needed for the evaluation matrix directly to program directors and chairs. The Viability Report System went live for log-in access in December 2013.

Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included in Appendix 18) and to define the key linkages between the University's mission and Core Themes, and using the Viability Report System for data. This template was submitted to College Deans for analysis using a Score Sheet divided out by Department and Program (Score Sheet example included in Appendix 19). Deans were asked to enter a weighted average for all of the key areas (Demand – 30%, Quality – 30%, Revenue & Cost – 20%, and Impact & History – 20%) that resulted in a score (total amount possible was 100%).

Following the completion of the program reports, each program chair and/or director and dean scored the programs, and deans submitted the scoring sheets to Academic Affairs.

Colleges and programs provided an Action Plan for every low-scoring program.

Program reports, score sheets, and action plans were due to the Office of the Provost and Vice President for Academic Affairs on February 14, 2014.

The Provost, Vice Provost and Associate Vice Presidents reviewed and evaluated all of the reports, score sheets and recommendations during February and March 2014. A master quintiled list of all academic programs was created from the score sheets.

Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the Special Budget Consultation Committee in early April 2014.

Academic Affairs presented its process and overview of its recommendations to the Vice Presidents, President Vailas, Faculty Senate, and the Deans' Council during March and April 2014.

Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

During June 2014, Academic Affairs compiled all of the additional information, feedback, and cost analyses and created a Program Actions Spreadsheet, based on the feedback from units, of all Program Prioritization recommendations.

#### *Results and Implementation:*

Idaho State University is on schedule with Program Prioritization. All programs have been analyzed using the viability indicators; all programs have been scored at the program and college/division level; programs have been quintiled; and programs have created action plans for every program in the fifth quintile. Program Prioritization recommendations have been collated, divided into three Phases based on approval timelines and catalog deadlines, and sent back to Colleges, Departments and Programs for cost analysis, program proposal development, and revision for final recommendations. All program proposals, cost analyses, and revisions were due to Academic Affairs on June 1, 2014 for preparation for submission to the Office of the State Board of Education.

Academic Affairs has generated the Program Actions Spreadsheet that will be used to implement the three-year, phased approach to Program Prioritization Action Plans. Academic Affairs hired a consultant to assist with implementation, beginning with the Deans' Retreat in July 2014.

#### *Non-academic Program Prioritization Process*

For the non-academic portion of campus a survey approach was used to assess key Program Prioritization factors. A questionnaire was developed uniquely adapted to the needs of ISU addressing the following six major areas:

- Key Goals and Objectives
- Key Services Provided to Customers
- Key Processes
- Organization Review
- Budgeting/Planning
- Opportunity for Savings or Additional Investments

Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) (25% weight)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) (20% weight)
3. Demand (internal, external) (20% weight)
4. Quality (input, outcomes, how well delivered, research, student retention) (20% weight)
5. Opportunity (collaboration, resource sharing, savings, improvements) (15% weight)

The Program Prioritization process was comprised of three major steps – Program Analysis, Program Review, and Program Ranking.

1. Program Analysis – Each program director answered a series of questions addressing the six major areas and five measurement criteria for non-academic programs.
2. Program Review – Based on the questionnaire completed by program directors in step #1, each program director assigned a score to each program based on whether the program exceeds, meets, or does not achieve its measurement criteria. Each of the measurement criteria was weighted according to its relative importance to achieve a total weighted program score.
3. Program Ranking – Each program director used the weighted score(s) in step #2 above as a guide to rank and assign each of the programs to a quintile (1-5). The program directors' program rankings were reviewed and approved at each level of management until receiving final approval by the appropriate vice president. Results for each vice presidential unit were then reported to the President.

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings

identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit were presented in written form and through oral presentations by all university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each Vice President presented his/her fiscal year 2015 proposed program-prioritized budget, including the results and savings identified from his/her Program Prioritization review.

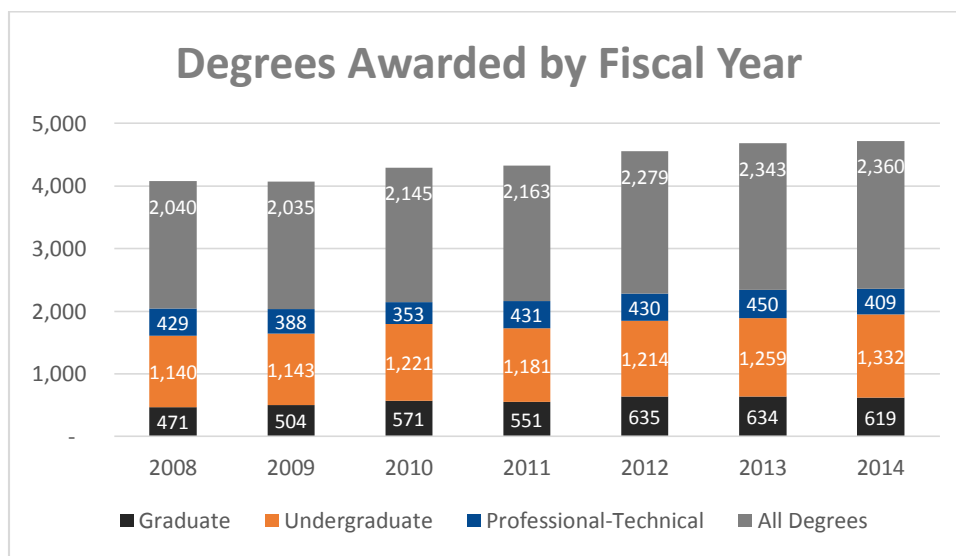
Vice presidents are currently taking steps to implement the action plans and recommendations identified by Program Prioritization.

Indicator 1.2.4 is an indicator in ISU’s Strategic Plan supporting Goal 5: Stewardship of Institutional Resources, with a FY2014 benchmark that all academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years. In addition to program review, many programs hold specialized accreditation that requires regular peer review and assessment.

**Indicator 1.2.5: Number undergraduate and graduate degrees awarded**

The population of students at ISU represent a largely non-traditional university. Many of the students who attend ISU commute from neighboring towns and most have families of their own as well as being employed while going to school. The average age of an undergraduate student at ISU is 26. The average age of a graduate student at ISU is approximately 35. More than half of ISU students are female, with the greatest responsibility of childcare generally falling to women. In addition, 53% of ISU undergraduate students are eligible for Pell grants, indicating that more than half of the students who attend ISU face economic hardship. Given this unique group of students who attend ISU, graduation rates speak to the quality of degrees being offered as well as the University’s ability to retain students until graduation. As evidenced by the table below, ISU has granted a relatively consistent number of degrees over the past several years, despite declines in funding and student enrollments.

Figure 12: ISU Degrees Awarded by Fiscal Year



Indicator 1.2.5 is an indicator in ISU's Strategic Plan supporting Goal 2: Access and Opportunity, with an FY2014 benchmark to increase undergraduate and graduate degree awards by five percent over the next three years.

**Core Theme Two—Access and Opportunity**

Objectives	Indicators
<p><b>2.1. Educational ladder – Access for student academic success</b></p> <p>ISU focuses on providing educational pathways with multiple access points and diverse opportunities for students to enter college and be successful in achieving their academic objectives.</p>	<p><b>2.1.1</b> Number of certificates, undergraduate and graduate degrees available</p>
	<p><b>2.1.2</b> Number of students enrolled in ISU’s Early College Program</p>
	<p><b>2.1.3</b> In-state tuition and fees are competitive with peer institutions</p>
	<p><b>2.1.4</b> Number of courses taught at outreach centers</p>
	<p><b>2.1.5</b> - Number of online courses taught - Number of courses offered at non-traditional times</p>
	<p><b>2.1.6</b> Number of Pell grants awarded</p>
	<p><b>2.1.7</b> Percent of financial aid awarded as a % of total eligible need</p>
<p><b>2.2 Student Support Services</b></p> <p>ISU recognizes students arrive with differing levels of college readiness, interests, and academic goals. Multiple initiatives support students’ academic progression.</p>	<p><b>2.2.1</b> Number of advisor contacts with students occurring through Central Academic Advising, TRIO Services</p>
	<p><b>2.2.2</b> Number of students employed on campus</p>
	<p><b>2.2.3</b> Examples of student support centers</p>
	<p><b>2.2.4</b> Undergraduate student retention and graduation rates</p>
<p><b>2.3 Broad range of opportunities</b></p> <p>ISU creates opportunities for students to cope with issues surrounding college life. Student support services are provided and utilized. Students participate in community and service learning projects and activities, student organizations, and/or learning communities.</p>	<p><b>2.3.1</b> Examples of diversity of populations served and programs offered</p>
	<p><b>2.3.2</b> Number of students participating in student organizations</p>
	<p><b>2.3.3</b> Number of First Year Seminar and College Learning Strategies Courses</p>
	<p><b>2.3.4</b> Number of Honors students</p>
	<p><b>2.3.5</b> Examples of post-college support through career services</p>

## Core Theme Two, Objective 2.1

Table 34: Objective 2.1

Core Theme Two: Access and Opportunity	
Objectives	Indicators
<p><b>2.1. Educational ladder – Access for student academic success</b></p> <p>ISU focuses on providing educational pathways with multiple access points and diverse opportunities for students to enter college and be successful in achieving their academic objectives.</p>	<p><b>2.1.1</b> Number of certificates, undergraduate and graduate degrees available</p>
	<p><b>2.1.2</b> Number of students enrolled in ISU’s Early College Program</p>
	<p><b>2.1.3</b> In-state tuition and fees are competitive with peer institutions</p>
	<p><b>2.1.4</b> Number of courses taught at outreach centers</p>
	<p><b>2.1.5</b> - Number of online courses taught - Number of courses offered at non-traditional times</p>
	<p><b>2.1.6</b> Number of Pell grants awarded</p>
	<p><b>2.1.7</b> Percent of financial aid awarded as a % of total eligible need</p>

### **Indicator 2.1.1: Number of certificates, undergraduate and graduate degrees available**

Idaho State University is proud to be one of the nation’s most unique postsecondary education institutions. Idaho State University offers more than 270 academic programs ranging from professional technical certificates to Ph.Ds. The University’s disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education’s (the Board) mandate to serve its diverse, largely rural region, and to provide health care programming for the state. Regardless of one’s level of academic preparation, ISU has a program tailored to that student’s current situation and aspirations. Idaho State University’s Early College Program offers academic enrichment opportunities for qualified Idaho high school students. This program allows high school students the ability to earn college credit along with high school credit while continuing their other courses and activities. Idaho State University’s Early College Program can accelerate a student’s degree completion and help them adept early to the rigor of college level study. Idaho State University offers both Adult Basic Education and a Successful Transitions and Retention Track (START) program for high school graduates who need remedial education before undertaking an associate or baccalaureate degree program. Idaho State University’s START program provides social and academic support as students manage barriers while they pursue sustainable career and life goals. Idaho State University’s College of Technology provide significant opportunities for students who want to pursue a career that requires either a technical certificate or an associate’s degree. Extensive academic offerings in arts, sciences and professional areas for bachelor’s, master’s, and doctoral and professional degrees are also available. Idaho State University’s Continuing Education also provides a variety of opportunities for community members seeking personal enrichment.



Specifically, ISU offers 24 certificate programs, 245 undergraduate programs, and 90 graduate programs. Program offerings are dynamic as the University strives to provide relevant offerings for 21<sup>st</sup> Century learners. Since 2010, ISU has added 23 new programs ranging from: technical certificate in Energy Systems Technology, associate’s degree in Advance Manufacturing with specialized options, B.A. in Spanish in the Health Professions, B.S. in Emergency Management, to Ph.D. in Nursing.

In addition to extending the breadth of its programs, ISU also ensures the relevance of its offerings and alignment with its overall mission. In addition to the program review requirements, ISU conducted a systematic review of all academic programs *simultaneously*. The Office of Academic Affairs engaged in a twelve-month, data-driven analysis of all its academic units and programs. The process required the evaluation of each academic unit and program in relationship to its role in assisting the campus to achieve its mission and alignment with core themes. The “Program Prioritization” process was approved by the Faculty Senate, Deans’ Council, and the Board. In April, 2014, 90 preliminary recommendations were presented to the Deans’ Council.

Indicator 2.1.1 is an indicator in ISU’s FY2015-2019 Board approved Idaho State University Strategic Plan – Mapping Our Future: Leading in Opportunity and Innovation supporting Goal 1: Learning and Discovery, with a FY2014 benchmark that the number of new or expanded programs/degrees are in balance with the number of programs/degrees closed. Idaho State University will undergo campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan.

**Indicator 2.1.2: Number of students enrolled in ISU’s Early College Program**

The state of Idaho ranks among the worst states in the country for enrollment in postsecondary education. What’s particularly disappointing about that participation level is the fact that Idaho’s high school graduation rate is the 13th highest in the nation; 80% of Idaho’s public school seniors graduated in 2010, according to *EducationWeek*. However, Idaho ranks 45th for the percentage of high school graduates who continue their education. Only about 47% of Idaho’s young adults were enrolled in postsecondary education or had a college degree in 2012, nearly 10% lower than the national average.

The Board established a state goal 60% of Idahoans between the ages of 25 and 34 have a certificate or degree by 2020. Idaho State University’s Early College program has had a significant impact by providing high school students the opportunity to also earn college credits. Enrollment in ISU’s Early College program has seen considerable interest and growth. In the past six years, Early College enrollment has increased by 47%. While this program has seen significant growth, ISU does not anticipate an increase in participation in the years to come due to capacity and eligibility of qualified teachers in the high school.

Table 35: ISU Early College Enrollment

	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	Change	% Change
<b>No. of students enrolled in ISU’s Early College Program</b>	1,436	1,588	1,434	1,669	1,914	2,111	675	47%
<b>No. of credits earned while in high school</b>	8,311	9,306	8,644	10,453	11,438	12,746	4,435	53%
<b>Average Credits per Student</b>	5.8	5.9	6.0	6.3	6.0	6.0	0	--

Indicator 2.1.2 is an indicator in ISU’s Strategic Plan supporting Goal 1: Learning and Discovery and Goal 2: Access and opportunity, with a FY2014 benchmark of 1,800 Early College students.

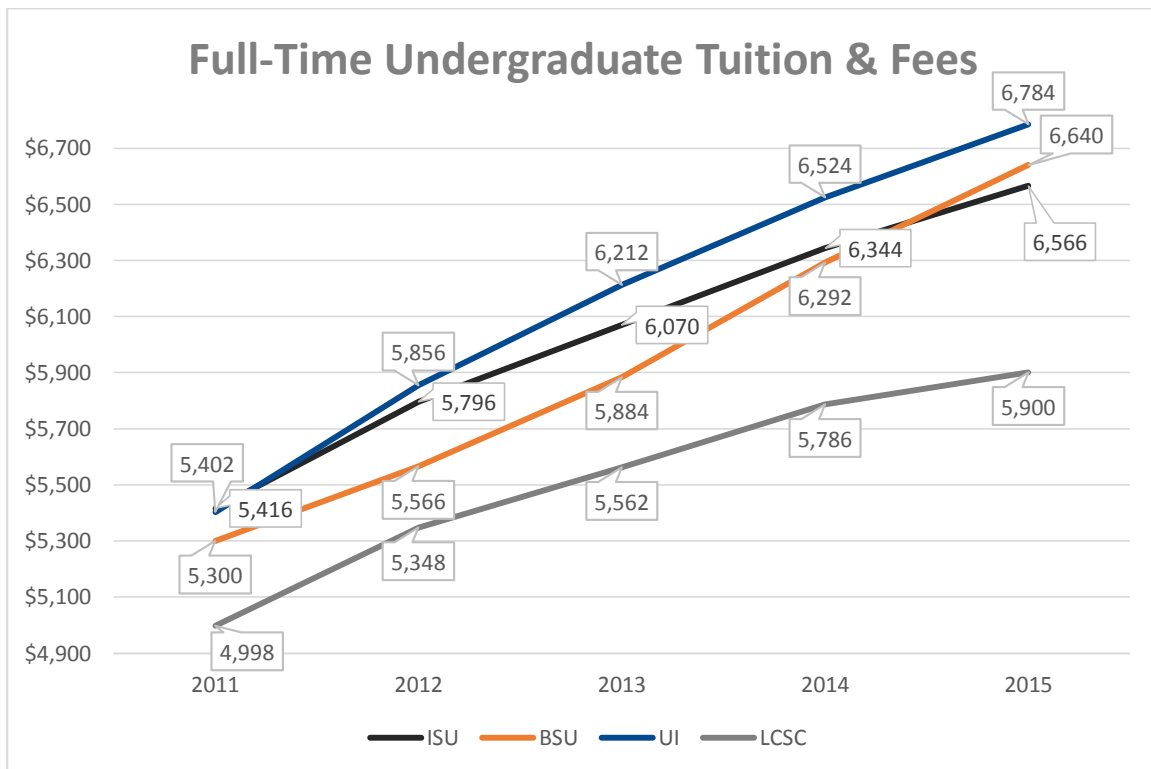
**Indicator 2.1.3: In-state tuition and fees are competitive with peer institutions**

Idaho State University has become a high quality, lower cost alternative for its students. In the upcoming school year, ISU will become the least expensive of the three public universities in the state of Idaho, and has consistently lowered its annual cost increase for the past five years, as indicated below. Undergraduate Tuition and Fees in 2014-15 will cost \$6,566 at Idaho State University, \$6,640 at Boise State, and \$6,784 at the University of Idaho. Since the 2010-11 school year, ISU has gone from the most expensive to the least expensive of the three public universities in Idaho.

Table 36: Full-Time Undergraduate Tuition and Fees

	2011	2012	2013	2014	2015
<b>Idaho State University</b>	\$5,416	\$5,796	\$6,070	\$6,344	\$6,566
<b>Boise State University</b>	\$5,300	\$5,566	\$5,884	\$6,292	\$6,640
<b>University of Idaho</b>	\$5,402	\$5,856	\$6,212	\$6,524	\$6,784
<b>Lewis-Clark State College</b>	\$4,998	\$5,348	\$5,562	\$5,786	\$5,900

Figure 13: Full-Time Undergraduate Tuition & Fees

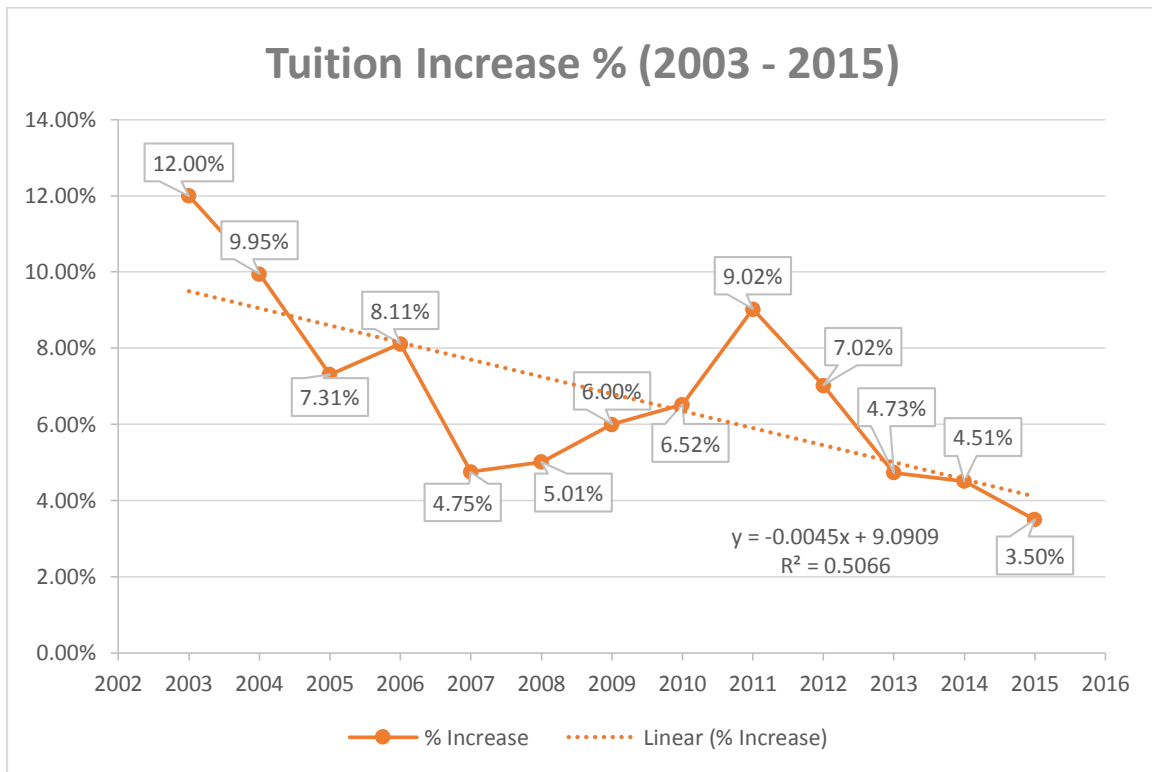


That change has come about because ISU has committed to increasing tuition at a decreasing rate. By slowing the growth rate of education costs, ISU has reconfirmed its mission of providing access to higher education for Idaho’s qualified postsecondary students.

Table 37: ISU Increase in Tuition/Fees (2011-2015)

	2011	2012	2013	2014	2015
<b>Total Full-Time Undergraduate Tuition &amp; Fees</b>	\$5,416	\$5,796	\$6,070	\$6,344	\$6,566
<b>% Increase from Previous Year</b>	9.02%	7.02%	4.73%	4.51%	3.50%

Figure 14: ISU Increase in Tuition/Fees (2003-2015)



Idaho State University is also a great educational value when compared to its Board-approved peer institutions. As the chart below indicates, all of the four public campuses in Idaho, the University of Wyoming and the University of Montana have been less expensive than ISU’s other peers for its own residents.

Table 38: Peer Group and Idaho Public Institutions Comparison on Resident Tuition & Fees

Institutions	2009-10	2010-11	2011-12	2012-13	2013-14	Rate	2009-10 rank	2013-14 rank
U of Wyoming	\$3,162	\$3,927	\$4,125	\$4,278	\$4,404	8.6%	1	1
Lewis-Clark State College	\$4,596	\$4,998	\$5,348	\$5,562	\$5,786	5.9%	2	2
U of Montana	\$5,533	\$5,476	\$5,722	\$5,985	\$6,045	2.2%	8	3
Boise State U	\$4,864	\$5,300	\$5,566	\$5,884	\$6,292	6.6%	3	4
Idaho State U	\$4,968	\$5,416	\$5,796	\$6,070	\$6,344	6.3%	5	5
U of Idaho	\$4,932	\$5,402	\$5,856	\$6,212	\$6,524	7.2%	4	6
U of Nevada - Reno	\$5,031	\$5,561	\$5,630	\$6,602	\$6,610	7.1%	6	7
Montana State U	\$5,988	\$6,168	\$6,428	\$6,705	\$6,752	3.0%	9	8
Wichita State U	\$5,467	\$5,890	\$6,155	\$6,442	\$6,926	6.1%	7	9
U of North Dakota	\$6,726	\$6,934	\$7,092	\$7,254	\$7,508	2.8%	14	10
North Dakota State U	\$6,410	\$6,731	\$7,270	\$7,353	\$7,660	4.6%	11	11
South Dakota State U	\$6,155	\$6,444	\$6,887	\$7,404	\$7,713	5.8%	10	12
U of South Dakota	\$6,468	\$6,762	\$7,209	\$7,704	\$8,022	5.5%	12	13
Northern Arizona U	\$6,632	\$7,672	\$8,826	\$9,742	\$9,738	10.1%	13	14
U of Oregon	\$7,430	\$8,190	\$8,789	\$9,310	\$9,763	7.1%	15	15
Kent State U	\$8,726	\$9,030	\$9,346	\$9,672	\$9,816	3.0%	16	16
Northern Illinois U	\$10,180	\$11,676	\$12,422	\$13,066	\$12,976	6.3%	17	17

This is particularly relevant to the University’s mission because its core market for students, Southeast Idaho (Bannock, Bear Lake, Bingham, Bonneville, Caribou, Franklin, Idaho, Oneida, and Power counties), is below average socio-economically compared to the state of Idaho overall. According to the U.S. Census Bureau's most recent measures for per capita and household income, Southeast Idaho is below average in both. Its average per capita income of \$20,055 is 11% under the state average of \$22,581, and its median household income of \$45,247 is 4% under the state average of \$47,015. Idaho State University’s mission is one of providing access to higher education for students in Southeast Idaho and throughout the state.

Idaho State University has charged at about the median rate for non-residents among its peers, as indicated in the chart below. Five years ago, ISU’s non-resident tuition was the 7<sup>th</sup> lowest among its 17 peers. For the upcoming school year, its non-resident tuition will be the 9<sup>th</sup> lowest of the 17 campuses.

Table 39: Peer Group Comparison on Non-Resident Tuition & Fees

Institutions	2009-10	2010-11	2011-12	2012-13	2013-14	Rate	2009-10 rank	2013-14 rank
South Dakota State U	\$7,528	\$7,941	\$8,602	\$9,350	\$9,795	6.8%	1	1
U of South Dakota	\$7,841	\$8,259	\$8,924	\$9,650	\$10,104	6.5%	2	2
U of Wyoming	\$9,498	\$12,237	\$12,855	\$13,428	\$14,124	10.4%	3	3
Wichita State U	\$13,501	\$13,924	\$14,190	\$14,476	\$14,960	2.6%	5	4
Lewis Clark State College	\$12,786	\$13,906	\$14,880	\$15,476	\$16,096	5.9%	4	5
Kent State U	\$16,418	\$16,990	\$17,306	\$17,632	\$17,776	2.0%	11	6
U of North Dakota	\$15,845	\$16,373	\$16,767	\$17,170	\$17,794	2.9%	10	7
North Dakota State U	\$15,509	\$16,147	\$17,516	\$17,599	\$18,242	4.1%	9	8
Idaho State U (Pocatello, ID)	\$14,770	\$15,916	\$17,032	\$17,870	\$18,676	6.0%	7	9
Boise State U	\$13,868	\$14,756	\$15,966	\$17,324	\$18,892	8.0%	6	10
U of Idaho	\$15,012	\$16,994	\$18,376	\$19,000	\$19,600	6.9%	8	11
U of Nevada - Reno	\$17,371	\$18,851	\$19,226	\$20,512	\$20,520	4.3%	12	12
Montana State U	\$17,651	\$18,291	\$19,152	\$20,062	\$20,717	4.1%	14	13
U of Montana	\$18,373	\$19,172	\$20,100	\$21,077	\$21,719	4.3%	16	14
Northern Illinois U	\$17,440	\$20,156	\$21,480	\$22,554	\$22,072	6.1%	13	15
Northern Arizona U	\$17,858	\$20,072	\$21,182	\$22,094	\$22,093	5.5%	15	16
U of Oregon	\$23,720	\$25,830	\$27,653	\$28,660	\$29,788	5.9%	17	17

While Indicator 2.1.3 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for demonstrating greater access to quality education. This indicator further supports Objective 2.1 Educational ladder – Access for student academic success. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this and other metrics will be incorporated into that discussion.

**Indicator 2.1.4: Number of courses taught at outreach centers**

Outreach center program offerings allow place-bound and rural students opportunities to pursue an undergraduate or graduate education that may otherwise not be possible. In addition to the main campus in Pocatello, ISU has three outreach centers, Idaho Falls, Meridian, and Twins Falls, where undergraduate and graduate classes are offered.

This year ISU offered 534 undergraduate and 142 graduate courses in Idaho Falls; 241 undergraduate, 287 graduate courses and 56 professional courses in Meridian; and 43 undergraduate and 21 graduate courses in Twins Falls. Significant numbers of students took advantage of the opportunity to enroll in ISU courses outside of Pocatello. The unduplicated head count of students was: Idaho Falls 2,822; Meridian 1,198; and Twin Falls 424.

The chart below shows the time distribution of course offerings at the three outreach centers and the main campus in Pocatello. (Evening classes start no earlier than 4:30 p.m. and "Arranged/Online" are classes that do not have a scheduled meeting time, for example directed study courses and online courses.)

Table 40: Time Distribution of Course Offerings

Course Campus	Course Type	Morning	Afternoon	Evening	Arranged/Online	Grand Total
<b>Idaho Falls</b>	Remedial	12	3	9		24
	Early College	1	2	1		4
	General Education Prerequisite	14	7	5	2	28
	General Education	59	46	44	7	156
	Undergraduate Lower	50	45	43	4	142
	Undergraduate Upper	60	68	27	20	175
	Graduate	7	17	47	18	89
	Professional Development	42	9		11	62
<b>Idaho Falls Total</b>		245	197	176	62	680
<b>% of Total</b>		<b>36.0%</b>	<b>29.0%</b>	<b>25.9%</b>	<b>9.1%</b>	<b>100.0%</b>
<b>Meridian</b>	Undergraduate Lower	13	18	19	8	58
	Undergraduate Upper	38	32	16	94	180
	Graduate	98	71	41	118	328
	Professional Development	18				18
<b>Meridian Total</b>		167	121	76	220	584
<b>% of Total</b>		<b>28.6%</b>	<b>20.7%</b>	<b>13.0%</b>	<b>37.7%</b>	<b>100.0%</b>
<b>Twin Falls</b>	General Education		2			2
	Undergraduate Lower	2	1			3
	Undergraduate Upper	7	14	8	9	38
	Graduate		2	11	2	15
	Professional Development	5	1			6
<b>Twin Falls Total</b>		14	20	19	11	64
<b>% of Total</b>		<b>21.9%</b>	<b>31.3%</b>	<b>29.7%</b>	<b>17.2%</b>	<b>100.0%</b>
<b>Pocatello</b>	Remedial	45	26	10		81
	Early College	5			1	6
	General Education Prerequisite	58	38	4	11	111
	General Education	319	211	52	137	719
	Undergraduate Lower	846	489	131	357	1,823
	Undergraduate Upper	546	557	94	746	1,943
	Graduate	295	361	158	1,215	2,029
	Professional Development	82	59	3	76	220
<b>Pocatello Total</b>		2,196	1,741	452	2,543	6,932
<b>% of Total</b>		<b>31.7%</b>	<b>25.1%</b>	<b>6.5%</b>	<b>36.7%</b>	<b>100.0%</b>

The April, 2014 recommendations from Program Prioritization emphasized the need to increase offerings at the three outreach centers – ISU Meridian Health Science Center, ISU-Idaho Falls, ISU-Twins Falls – and expand “select opportunities” in partnership with the College of Southern Idaho (a two-year institution) in Twins Falls. The Office of Academic Affairs will oversee the strategic expansion of course offerings at the three outreach centers to ensure it supports the campus’ mission.

While Indicator 2.1.4 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for demonstrating greater access to rural and place bound students. This indicator further supports Objective 2.1 Educational ladder – Access for student academic success.

**Indicator 2.1.5: - Number of online courses taught  
- Number of courses offered at non-traditional times**

Like many of its peers, ISU has committed significant effort to increase its online academic offerings. The number of courses offered online has grown at an annualized rate of 17% from FY2009 to FY2013. The

University expects this growth will moderate in the next five years, but it still anticipates having 1,000 online course sections by 2015.

Table 41: Number of Online Course Sections

	FY2009	FY2010	FY2011	FY2012	FY2013	5-Year Growth
<b>No. of online course sections</b>	381	519	614	727	849	17%

A variety of other measures convey both the significant commitment ISU has made to online offerings and the student interest in those offerings. Today, there are 15 different programs that can be taken exclusively online. As for individual courses, ISU has put significant focus on increasing its online footprint, as the figures below indicate:

Table 42: Number of Online Course Sections and Number of Students Enrolled

Description	FY2012	FY2013	FY2014	3-Year Average
<b>Online course sections</b>	727	849	1,023	866
<b>Exclusively online students</b>	1,221	1,589	1,866	1,559
<b>Students enrolled in a 1+ online course</b>	6,436	7,079	7,999	7,171

Idaho State University, through the eISU Committee, has also initiated steps to insure the quality of its online offerings. Idaho State University is a Quality Matters (QM) subscriber. QM is a faculty-centered, peer review program offered to campuses nationwide that is designed to certify by a campus' own faculty the quality of online and hybrid courses. The QM rubric contains 41 specific standards, distributed across eight broad standards. In addition to the professional development opportunities offered by QM, ISU's Instructional Technology Resource Center (ITRC) offers a variety of QM courses to faculty year round. So far, approximately 80 ISU faculty, administration and staff have participated in QM related professional development activities. A group of those faculty are developing a review process for ISU online courses, with the intention of beginning to conduct peer-reviews of all online courses Fall 2015.

Indicator 2.1.5 online course offerings is an indicator in ISU's Strategic Plan, supporting Goal 1: Learning & Discovery, with a FY2014 benchmark to offer 900 courses online. The non-traditional course offering times, while not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating greater access non-traditional students. This indicator further supports Objective 2.1 Educational ladder – Access for student academic success.

**Indicator 2.1.6: Number of Pell grants awarded**

As discussed in Indicator 2.1.3, the southeast Idaho region's socio-economic level is below the state average, and this region is ISU's Board mandated primary service region for undergraduate and graduate education. Consequently, even with one of the lowest tuition rates in Idaho, a disproportionate number of ISU's students require federal financial assistance to attend ISU. For the last five academic years, between 5,500-7,000 students received a federal Pell grant; with the average award ranging from \$3,675-\$3,844 over that same time frame.

Nationally, access to federal financial aid opportunities, such as Pell grants, have declined in recent years. The decline at ISU mirrors a national decline in Pell grantees and awards. According to the NASFAA, “Pell Grant expenditures decreased from \$33.6 billion nationwide in 2011-12 to \$32.1 billion in 2012-13, following another \$2.1 billion decline in the previous year.” One source of the decline is the elimination in 2010 of the summer term Pell Grants. In addition, the following summer the federal government imposed a 600% lifetime limit on Pell grant recipients starting with the 2012-2013 academic year.

Table 43: Number of Pell Awards, Amounts, and Averages

	2010	2011	2012	2013	2014
<b>Pell Awards</b>	6,256	6,967	7,029	6,345	5,500
<b>Pell Amount</b>	\$23,178,200	\$26,783,113	\$25,837,098	\$23,786,899	\$20,706,987
<b>Average Pell</b>	\$3,705.96	\$3,844.28	\$3,675.79	\$3,748.92	\$3,764.91

In addition to Pell grants, all other sources of federal financial aid have been declining in recent school years. The number of students receiving federal financial aid has declined by 18%, in addition to federal financial aid dollars have declining 16%. These declines, coupled with more stringent financial aid regulations have had a significant adverse impact on ISU students’ ability to qualify for and received federal financial assistance.

Table 44: Number of Students Receiving Federal Financial Aid & Amount Received

	Federal Aid	Students	Aid
<b>2010-11</b>		10,165	\$105,828,634
<b>2011-12</b>		10,160	\$104,539,352
<b>2012-13</b>		9,396	\$97,709,607
<b>2013-14</b>		8,365	\$88,938,266
<b>Grand Total</b>		<b>38,086</b>	<b>\$397,015,859</b>

While a majority of ISU’s students still do qualify for federal financial assistance, most of them require substantial financial aid from non-personal sources to cover the cost of their education. For example, the average need for an ISU student on their FAFSA application for the current school year was \$11,293 vis-à-vis the resident undergraduate average cost of attendance of \$21,068. In other words, the typical undergraduate filing a FAFSA relied on financial aid to cover 53% of the cost of attendance.

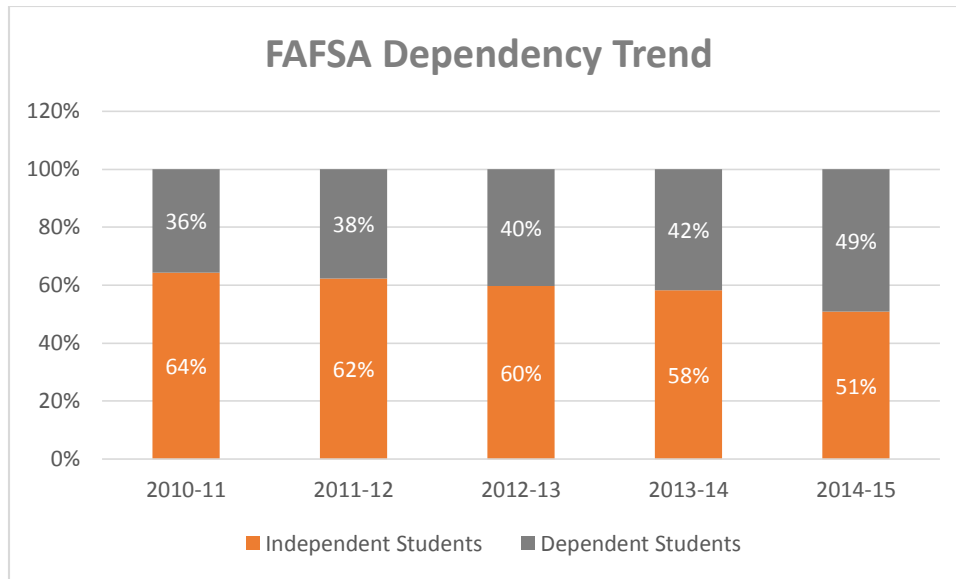
Table 45: Undergraduate Federal Financial Need (Total & Average)

	2010-11	2011-12	2012-13	2013-14
<b>Undergraduate Student FAFSA Applications</b>	11,871	12,420	11,166	10,273
<b>Undergraduate Student FAFSA Total Need</b>	\$127,301,407	\$132,673,854	\$118,039,270	\$116,011,958
<b>Undergraduate Student FAFSA Average Need</b>	\$10,724	\$10,682	\$10,571	\$11,293

The data below demonstrates ISU’s uncharacteristically high percentage of students who are considered independent for purposes of financial aid. Across the country, the typical student body is made up of only about 20% independent students; at 51%, ISU’s independent student body is more than doubled the national average. While ISU’s percentage of independent students has been declining, this is likely due to decreasing access to federal financial aid and the need for independent students maintain employment on a full-time basis.



Figure 15: FAFSA Dependency Trend – Independent vs. Dependent Students



While Indicator 2.1.6 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for demonstrating the significant financial need of ISU students. This indicator further supports Objective 2.1 Educational ladder – Access for student academic success.

**Indicator 2.1.7: Percent of financial aid awarded as a % of total eligible need**

While the federal government provides a substantial amount of the financial aid provided to ISU students, the campus itself has increased its financial aid support by an annualized rate of 1% over the past four school years (from \$6.868 million for 2010-11 to \$7.151 million for 2013-14.) However, the number of students receiving institutional financial aid has declined from 2,800 to 2,650 over those four school years. Consequently, the campus plans to increase its institutional financial aid budget by at least \$500,000 by the 2015-16 school year.

Table 46: Institutional Scholarship Financial Aid Award

Institutional Aid	2010-11	2011-12	2012-13	2013-14	Growth Rate
<b>Institutional - Annual/Expendable</b>	\$1,365,708	\$1,741,720	\$1,778,871	\$1,972,789	9.6%
<b>Institutional - Departmental</b>	\$2,164,691	\$2,383,737	\$2,612,534	\$2,606,614	4.8%
<b>Institutional - Endowed</b>	\$698,988	\$713,883	\$748,818	\$812,770	3.8%
<b>Institutional - Endowed</b>	\$698,988	\$713,883	\$748,818	\$812,770	3.8%
<b>Institutional - Grant</b>	\$1,994,588	\$1,863,710	\$1,704,060	\$1,379,914	-8.8%
<b>Institutional - 'I Love ISU'</b>	\$548,366	\$361,400	\$370,950	\$378,906	-8.8%
<b>Institutional Mixed</b>	\$96,000	\$114,000			
<b>Total</b>	<b>\$6,868,341</b>	<b>\$7,178,450</b>	<b>\$7,215,233</b>	<b>\$7,150,993</b>	<b>1.0%</b>

Table 47: Financial Aid Awarded as a Percent of Total Eligible Need

<b>Federal Aid</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Students</b>	10,165	10,160	9,396	8,365
<b>Aid Awarded</b>	\$105,828,634	\$104,539,352	\$97,709,607	\$88,938,266
<b>Average Aid Award</b>	\$10,411	\$10,289	\$10,399	\$10,632
<b>Undergraduate Student FAFSA Total Need</b>	\$127,301,407	\$132,673,854	\$118,039,270	\$116,011,958
<b>Financial Aid Awarded as a % of Total Eligible Need</b>	83.1%	78.8%	82.8%	76.7%

Table 48: Percentage of FTE Students Receiving Financial Aid

	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>Growth Rate</b>
<b>Average amount of grant aid awarded</b>	--	4,086	4,951	5,011	5,226	6.3%
<b>Average amount of loan aid awarded</b>	--	5,511	6,608	6,242	6,033	2.3%

Several colleges have also made commitments to grow endowed/scholarship dollars through faculty named endowments and other forms of fundraisers.

While Indicator 2.1.7 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for demonstrating the significant financial need of ISU students and ISU’s commitment to meeting this need. This indicator further supports Objective 2.1 Educational ladder – Access for student academic success. Similar to this metric, ISU’s strategic plan also has an indicator under Goal 2: Access and Opportunity that tracks the average amount of need-based and merit-based financial aid/scholarships awarded. The FY2014 benchmark had not been established as ISU is conducting further analysis.

## Core Theme Two, Objective 2.2

Table 49: Objective 2.2

Core Theme Two: Access and Opportunity	
Objectives	Indicators
<b>2.2 Student Support Services</b>  ISU recognizes students arrive with differing levels of college readiness, interests, and academic goals. Multiple initiatives support students' academic progression.	<b>2.2.1</b> Number of advisor contacts with students occurring through Central Academic Advising, TRIO Services
	<b>2.2.2</b> Number of students employed on campus
	<b>2.2.3</b> Examples of student support centers
	<b>2.2.4</b> Undergraduate student retention and graduation rates

### **Indicator 2.2.1: Number of advisor contacts with students occurring through Central Academic Advising, TRIO Services.**

The following chart, provided by Central Academic Advising, includes the number of Central Academic Advising advisor contacts with students since July 2010. The information is presented in three different ways: front desk check-ins include only one-to-one meetings between students and advisors in the office; inclusive contacts include the one-to-one meetings in addition to phone and email contacts; and the total contacts include all forms of intervention and student contact including bulk emails, Facebook postings, website views, and program attendance. In addition, colleges and department reach out to and make personal contact with students. Each personal contact with students provides additional guidance and information regarding their academic progress, ensuring that all students, regardless of their backgrounds and prior academic experience, receive information necessary to their success. Idaho State University's Strategic Plan Performance Measures Report indicates as a benchmark that ISU students "Maintain sufficient access to Central Academic Advising." Given the variety of types of communication and the volume, ISU is currently meeting that benchmark.

Table 50: Annual Advisor Contacts

Annual Contact Numbers		Inclusive	Front Desk	Total
<b>2008:</b>	<b>July 2008 - June 2009</b>	10,509	4,097	33,256
<b>2009:</b>	<b>July 2009 - June 2010</b>	7,327	4,864	94,122
<b>2010:</b>	<b>July 2010 - June 2011</b>	4,941	9,932	113,243
<b>2011:</b>	<b>July 2011 - June 2012</b>	8,552	5,152	286,059
<b>2012*:</b>	<b>January 2012 - December 2013</b>	7,887	4,735	303,659
<b>2013*:</b>	<b>January 2013 - December 2013</b>	8,492	5,228	462,266

*\*Changed to yearly reporting Jan - Dec*

TRiO serves both pre-college and college students through grant-funded programs. They have three pre-college programs (grants): Upward Bound (UB) serves 80 students; Upward Bound Math Science (UBMS) serves 60 students; and Educational Talent Search (ETS) serves 1034 students. In addition, they have one program (grant) that serves college students: Student Support Services (SSS) serves 250 students.

Table 51: 2013-2014 Advisor Contacts (through May 2014)

<b>Student Support Services</b>	1,350 contacts	713 hours
<b>Upward Bound</b>	1,329 contacts	561 hours
<b>Upward Bound Math Science</b>	1,422 contacts	1,400 hours
<b>Educational Talent Search</b>	10,214 contacts	3,241 hours

Note: The pre-college grants were down three staff members for half the year, resulting in lower numbers than normally expected.

Table 52: 2012-13 Advisor Contacts

<b>Student Support Services</b>	1,893 contacts	1,017 hours
<b>Upward Bound</b>	2,179 contacts	1,484 hours
<b>Upward Bound Math Science</b>	452 contacts	677 hours*
<b>Educational Talent Search</b>	12,239 contacts	19,860 hours

\*New grant this cycle; did not have advisor hired for first half of year

All TRiO programs are aimed at low-income or first-generation college students. Student Support Services also provides services to students with documented disabilities. These students are provided with assistance navigating through college, including help with registering for classes, orientations to campus, mentoring, and tutoring.

Both Central Academic Advising and TRiO serve ISU students in need of academic guidance. Each advisor contact provides the opportunity for students to receive additional support, which is especially vital for students with little or no knowledge of the university experience. Because students arrive at ISU with differing levels of college readiness, interests, and academic goals, these units provide students with advising that meets their specific needs. The large number of student contacts indicates that students are taking advantage of opportunities to seek advising, to build their plans of study, and to develop strategies to reach their academic goals. In addition to the support provided by these specific units, ISU is in the process of implementing DegreeWorks, which is already live in many departments. DegreeWorks, which is a degree audit system, allows students to check progress on their own, and it also assists faculty advisors who advise students on their major requirements. Advising is also provided by professional advisors who work in College of Education, School of Nursing, College of Business, and College of Pharmacy, and one Pre-Health advisor who works with students planning on pursuing future education in the medical fields. These programs in combination offer support to the entire student body, regardless of their background or needs, ensuring that students are developing plans that support their academic needs.

The College of Technology Student Services advisors and staff provide a high-touch academic advising model, coupled with a strong ethic of care and a vision for student success. College of Technology Student Services provides access and opportunity to students from a wide variety of backgrounds who are seeking applied degree and certificate programs. There were a total student contacts for Student services in FY2013 of 29,499 and FY2014 of 30,734.

Table 53: Total Student Contacts for Student Services Staff Members:

	FY2013	FY2014
<b>Student Contacts</b>	18,524	21,280

Table 54: Total Advising Contacts for Student Services Advisors:

	FY2013	FY2014
<b>Advising Contacts</b>	10,974	9,454

Indicator 2.2.1 is an indicator in ISU’s Strategic Plan supporting Goal 2: Access and opportunity, with a FY2014 benchmark to maintain sufficient access to Central Academic Advising.

**Indicator 2.2.2: Number of students employed on campus**

In FY2014 the University employed 1,323 student employees. Students are employed on campus through Federal Work-Study, the Career Path Internship (CPI) program, and through other positions. In FY2014, the University employed 1,323 students total in these three categories of positions. The CPI program is open to all students at ISU, and it allows students to gain experience working in a position connected to their majors, providing them with professional experience in their future fields. This program allows them to start to understand the specialized work done within their discipline, such as working in a lab under the supervision of a faculty member, assisting with the organization of an academic conference, compiling data for use in research, and other highly focused career training. Refer to 1.1.1 for additional data and analysis regarding the effects of the CPI Program.

The [Federal Work-Study program](#) “provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses”. Although work-study positions may result in career-specific activities, it is not the norm. Most students in this program do more generalized work, such as assisting administrative assistants in departments with tasks like filing or photocopying, or working in facilities or maintenance around campus. Students must be eligible for Federal Financial Aid to qualify for these positions.

In addition to these special categories of student employment, students may also apply for any other positions that are available for a wide range of jobs around the University. All forms of student employment are vital to students, especially given the high number of ISU students receiving Pell grants (see information on Pell grants in Indicator 2.1.6). Through these work opportunities, students are better able to both support themselves and to stay on campus, thereby keeping them focused on studies.

While Indicator 2.2.2 is not an indicator in ISU’s Strategic Plan, it was determined to demonstrate the number of students employed on campus for purposes of supporting student access and connection to the campus community. This indicator further supports Objective 2.2 Student support services.

**Indicator 2.2.3: Examples of student support centers**

The University has a number of programs that provide students with a range of support services that assist students in their academic pursuits. These include University Counseling and Testing Service, ADA and Disabilities Services, Janet C. Anderson Gender Resource Center, Center for New Directions, Early Learning Center, Student Health Center, Career Services, Student Support Network (Student Life), and

University Tutoring. Idaho State University also recognizes and appreciates that its students come from a wide range of backgrounds and bring with them varied levels of preparation and understanding of college-level expectations. Consequently, it provides a range of learning opportunities to help all students succeed, regardless of their level of achievement at the time they arrive.

For those students who are underprepared for college (including those who have been out of school for a number of years or who were not particularly strong students in high school), ISU currently offers remedial coursework in English and mathematics. There are currently three remedial courses (one in English and two in mathematics), resulting in 3,915 student credit hours (Fall 2013). These courses provide students with the opportunity to practice lower-level skills in order to enter college-level courses fully prepared. As mentioned in 2.2.4, new courses are in development to allow students remedial support while enrolled in college-level courses. In addition, the Student Success Center offers several study skills courses (including a course in math study skills) to support those who need extra assistance transitioning into college, and they offer both a Writing Center and Math Center to assist students with one-on-one tutoring assistance. The Writing Center offers face-to-face tutoring in both Idaho Falls and Pocatello, the two locations where freshman writing courses are offered. They also offer an Online Writing Lab that students may access from any of ISU's outreach centers. The Math Center offers tutoring in Idaho Falls and Pocatello, where lower-division math courses are taught.

In addition to providing testing options for students, University Counseling and Testing also offers counseling for "students who are encountering personal, social and emotional difficulties while enrolled in at least one credit at Idaho State University" (<http://www.isu.edu/ctc/counselingservices.shtml>). Students may receive individual counseling, couple's counseling, or participate in group therapy to help with a wide range of difficulties. This counseling can provide students with stabilizing support in order to help them in all aspects of their lives.

[Disability Services](#) is one of the units responsible for "compliance with federal and state laws and regulations mandating equal opportunity and access for persons with disabilities". This center authorizes appropriate accommodations and services for students with disabilities, also assisting faculty in their efforts to provide accommodations. This center has a central role in providing a supportive and fair environment for students with disabilities, allowing these students to work toward academic success.

The [Janet C. Anderson Resource Center](#) "focuses on gender issues and brings education, training, and programming to the ISU campus. Each semester the center hosts lunchtime talks, workshops, film screenings, panel discussions, art shows and other interesting and relevant programming related to gender topics and issues to campus". Among the center's programs is the Green Dot Bystander Intervention Program that promotes conflict resolution and the prevention of violence. This center provides students with education and training that can benefit both their intellectual curiosity and their physical and emotional well-being.

Housed in the College of Technology, the Center for New Directions ([CND](#)) "assists individuals in transition to overcome personal and economic barriers to education and employment, [and] to access training". Open to ISU students and the entire community, CND provides career and personal counseling for free to those with educational goals. CND's broad accessibility ensures that potential students from any background and with a wide range of goals receive sufficient guidance to set themselves on productive educational and career paths.

Also in the College of Technology, the [Resource Center](#) offers services to professional-technical students, including peer tutoring, computer labs, and technical support to assist students in academic success. Computer Success Workshops are provided weekly to assist students in the skills necessary to use Moodle, word processors, PowerPoint, Excel, and basic computer skills. For those who require additional support, software is available to assist in enhancing methods of learning. This service is provided in the lab, as well as off campus.

The Early Learning Center provides childcare for the children of ISU students (in addition to faculty and staff). Pre-kindergarten children are provided full-day care, including focus on art, science, writing, and a variety of outdoor experiences. They also provide after-school care for students through 5<sup>th</sup> grade. Through this service, ISU students can be assured that their children are well cared for on campus while the students are in class or studying, thereby providing them with time to concentrate exclusively on school work or employment.

The Student Health Center serves ISU students by providing a wide range of medical services at a convenient on-campus site. In addition to standard medical office visits, the Student Health Center offers x-rays and ultrasound, a pharmacy, basic laboratory procedures, and a men's and women's clinic. By providing such services on campus, students can more easily be treated for any physical illnesses or conditions without losing significant time from school, and the combination of services prevents them from having to travel to several sites for medical care. Through this service, the health and welfare of ISU students is supported.

Career Services provides career counseling by licensed counselors, administers career assessment instruments, provides career and life planning classes, hosts a resource library and facilitates job shadowing opportunities in addition to oversight of the Career Path Internship Program.

The Student Support Network provides assistance and advice to students on University policies and procedures, grievances, appeals, and student rights and responsibilities.

University Tutoring includes the Writing Center, the Math, Center, Content Area Tutoring, and ESOL program. University Tutoring works with students at all levels of academic work, from students in remedial courses to graduate students, tailoring the tutoring to the needs of the individual students. Thus, an underprepared freshman may need significant help writing a 3-page essay, while a graduate student may be requesting input on a dissertation. Regardless of one's level of preparation or immediate academic goals, University Tutoring provides academic support needed by students.

This sampling of student support programs demonstrates the wide array of services provided to students to help them achieve their academic goals by supporting them in their intellectual and personal needs.

While Indicator 2.2.3 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates depth and breadth of student support services available. This indicator further supports Objective 2.2 Student support services.

**Indicator 2.2.4: Undergraduate student retention and graduation rates**

The table below uses information provided in the Strategic Plan Performance Measures Report FY2008 to FY2013.

Table 55: Undergraduate Student Retention

Class Level	FY2011	FY2012	FY2013
Freshman to Sophomore			
Full-time	61.2%	62.2%	67.2%
Part-time	48.3%	44.6%	46.8%
Sophomore to Junior			
Full-time	76.6%	77.2%	77.6%
Part-time	57.7%	60.0%	58.6%

Retention rates for full-time students have increased from FY2011. Although there is no one reason for the increase, there may be several contributors to this improvement. First, ISU changed the minimum credits required for a bachelor’s degree from 128 to 120 in 2011. With this decrease in requirements to be more in keeping with other universities around the country, students were able to see progress toward degree more quickly. In addition, since Idaho became a Complete College America state in 2010, increased attention has been paid at ISU to retention efforts. Among the changes that have come about are increases in intrusive advising as a means to keep students connected to the University and on track with their degrees, and the review of degree programs, often resulting in streamlining of requirements. These changes have encouraged students to persist in their programs, ultimately improving retention.

Graduation rates are listed below (Percent of full-time, first-time students from the cohort of new first-year students who complete their program within 1 1/2 times the normal program length). Information was taken from the Performance Measurement Report.

Table 56: Graduation Rates

Graduation Rates*	
FY2010	34%
FY2011	31%
FY2012	29%
FY2013	35%

\*(Percent of full-time, first time students from the cohort of new first-year students who complete their program within 1-1/2 times the normal program length). Information was taken from the Performance Measurement Report.

FY2013 saw the highest graduation rate in four years, likely the result, at least in part, of the decrease in credits required for graduation, and the faculty commitment to, and efforts to, retain students. Idaho State University faces challenges in graduation rates due to a variety of factors, including the large number of students who transfer out of ISU (approximately 23%) and the high percentage of part-time students (23% in FY2013) who may take significantly longer than the standard 6-year time toward degree and, thus, may not be included in these statistics. It is also worth noting that according to the Student Achievement Measure report, based on a cohort of first-time full-time bachelor’s degree-seeking students starting in 2007, 44% of these students graduated from ISU or another institution within 6 years. In addition, 63% of the cohort of full-time transfer students to ISU in 2007 graduated from either ISU or another institution within 6 years.



Idaho State University is continuing to work on a variety of initiatives to improve retention and graduation rates, and it is tracking this information as part of the strategic plan (Indicator 2.2). Most importantly, as part of an initiative originated through the Board, ISU is working on remediation reform. Remedial courses in mathematics and English are being reviewed to determine how to provide the remedial support where needed but simultaneously move students into credit-bearing classes. Two courses have already been piloted, and new course proposals are in development. Once put into place, students may no longer have to complete non-credit-bearing courses before enrolling in gateway, credit-bearing courses, and this will improve students' progress toward graduation, likely improving their retention and graduation rates. In addition, through a GPS-STEM grant, the College of Science and Engineering is looking at the possibility of developing meta-majors in order to get students into a focused track of coursework while they are deciding on specific fields of study. By drawing students into a specific course path, they will be more likely to have all necessary courses by the time they declare their official major, making it more likely that they will be on track for their ultimate graduation.

Indicator 2.2.4 is an indicator in ISU's Strategic Plan supporting Goal 2: Access and opportunity, with a FY2014 benchmark to positively impact retention rates by 5% over the next five years.

**Core Theme Two, Objective 2.3**

Table 57: Objective 2.3

<b>Core Theme Two: Access and Opportunity</b>	
<b>Objectives</b>	<b>Indicators</b>
<p><b>2.3 Broad range of opportunities</b></p> <p>ISU creates opportunities for students to cope with issues surrounding college life. Student support services are provided and utilized. Students participate in community and service learning projects and activities, student organizations, and/or learning communities.</p>	<p><b>2.3.1</b> Examples of diversity of populations served and programs offered</p>
	<p><b>2.3.2</b> Number of students participating in student organizations</p>
	<p><b>2.3.3</b> Number of First Year Seminar and College Learning Strategies Courses</p>
	<p><b>2.3.4</b> Number of Honors students</p>
	<p><b>2.3.5</b> Examples of post-college support through career services</p>

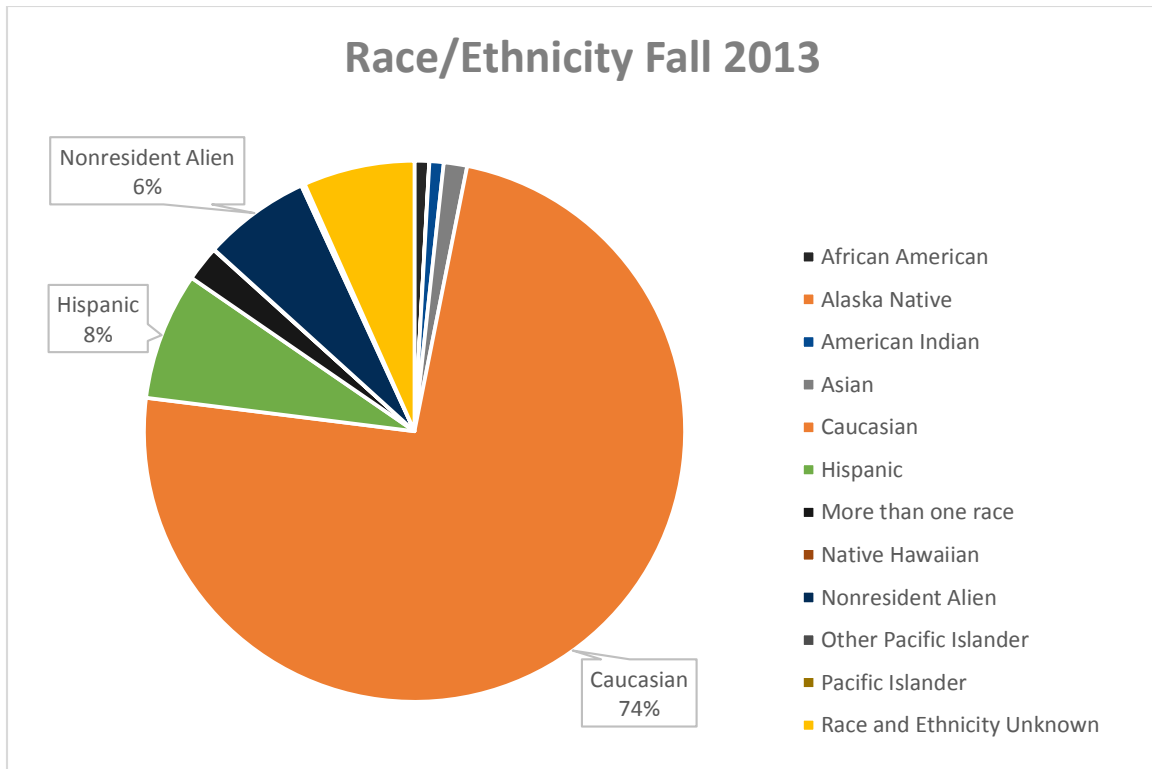
***Indicator 2.3.1: Examples of diversity of populations served and programs offered***

Idaho State University continues to become more diverse based on race/ethnicity. ISU’s international students comprised 6% of the total student population in Fall 2013 compared to 3% in Fall 2010. Additionally, Hispanics comprised 8% of the total student population in Fall 2013 compared to 5% in Fall 2010. In Fall 2013, students came from 62 countries, 45 states, and 42 of the 44 Idaho counties.

Table 58: ISU Student Profile

Race - Ethnicity	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Latest Change	Latest % Change	Total Change	Total % Change
African American	126	138	165	150	-12	-8.70%	-24	-16.00%
Alaska Native	2	4	3		-2	-50.00%	2	0.00%
American Indian	123	156	178	195	-33	-21.20%	-72	-36.90%
Asian	202	199	218	221	3	1.50%	-19	-8.60%
Caucasian	10,704	11,327	11,402	10,072	-623	-5.50%	632	6.30%
Hispanic	1,104	1,045	989	738	59	5.60%	366	49.60%
More than one race	304	256	180		48	18.80%	304	0.00%
Native Hawaiian	5	2	2	2	3	150.00%	3	150.00%
Nonresident Alien	928	647	472	367	281	43.40%	561	152.90%
Other Pacific Islander		1		14	-1	-100.00%	-14	-100.00%
Pacific Islander	32	28	20		4	14.30%	32	0.00%
Race and Ethnicity Unknown	964	1,210	1,244	2,730	-246	-20.30%	-1766	-64.70%
<b>Totals</b>	<b>14,494</b>	<b>15,013</b>	<b>14,873</b>	<b>14,489</b>	<b>-519</b>	<b>-3.50%</b>	<b>5</b>	<b>0.00%</b>
<b>Gender</b>								
Women	7,973	8,280	8,329	8,102	-307	-3.71%	-129	-1.59%
Men	6,500	6,692	6,505	6,361	-192	-2.87%	139	2.19%
Not Reported	21	41	39	26	-20	-48.78%	-5	-19.23%
<b>Totals</b>	<b>14,494</b>	<b>15,013</b>	<b>14,873</b>	<b>14,489</b>	<b>-519</b>	<b>-3.46%</b>	<b>5</b>	<b>0.03%</b>
<b>Average Age</b>								
Undergraduate	25.85	26.32	26.41	26.62	-0.47	-1.8	-0.77	-2.9
Graduate	34.68	34.61	35.02	34.82	0.07	0.2	-0.14	-0.4
<b>Counties Represented</b>								
Idaho has a total of 44 counties								
Idaho Counties Represented	42	44	42	39	-2	-4.5	3	7.7
<b>States Represented</b>								
Idaho and Territories not Included								
States Represented	45	48	44	42	-3	-6.3	3	7.1
<b>Countries Represented</b>								
United States not included								
Countries Represented	62	56	57	56	6	10.71%	6	10.71%

Figure 16: ISU Race/Ethnicity Fall 2013



Through support programs such as the START Program, Diversity Resource Center, TRiO, International Programs Office, the Janet C. Anderson Resource Center, and Veterans’ Sanctuary, the University reaches out to a broad range of students to encourage diversity and create a supportive and multicultural environment, thereby helping students cope with issues surrounding college life.

The [Diversity Resource Center](#) serves the campus community by creating programs that enhance cultural diversity. More importantly, they “assist ethnic and international students and organizations. . . [and] seek both to enhance their experience at ISU and to assist them in contributing to campus diversity and cultural competency”. By fostering a positive multicultural community on campus, the Diversity Resource Center helps students who are part of these international and ethnic minority groups cope with the challenges of college life in the Pocatello community. Furthermore, the center provides orientations to expectations of college life at ISU, offering these students additional support. Because the majority of ISU students are Caucasian, the Diversity Resource Center serves as a location where the challenges students meet as ethnic minorities can be addressed with care and consideration.

As mentioned in 2.2.1, TRiO supports both pre-college and college students. Student Support Services serve low-income, first-generation, or disabled college students. Students receive assistance registering for classes, orientations to campus, mentoring, and tutoring. They also receive counseling for academics, personal matters, financial issues, and career paths, helping them adjust to college regardless of their level of preparation. Students in TRiO are able to develop strong relationships with their advisors in the program who fully understand the specific challenges these students face in college, ultimately helping them persist with their college education.

Successful Transitions and Retention Track (START), which is focused on retaining the at-risk, underrepresented student population, provides social and academic support, helping students to manage barriers they face in achieving higher education goals. START is a bridge program aimed at helping prepare these at-risk students for full entry into college by addressing their specific challenges to meeting their educational goals. The program's offerings include career and educational counseling, math workshops to help them prepare for college-level math courses, a "college success" preparation course, tutoring, workshops on the college application and financial aid processes, opportunities for scholarships, and emergency funds for help with childcare and transportation. Recognizing that many people in the community struggle both from financial need and a lack of strong academic preparation, START strives to assist these students to increase college readiness in order to succeed in college.

The International Programs Office ([IPO](#)) serves international students, and IPO "seek[s] to enhance our foreign visitors' stay in the USA, and particularly at ISU, by providing quality cultural, academic, regulatory, and social programs. The University also seeks to promote the functionality of U.S students in a global society." The number of international students continues to increase (1,116 in Spring 2014), making the work of this unit exceptionally important. IPO begins working with students when they apply for admission to ISU, ensuring that students understand all of the legal requirements for coming to the United States. The office then works to provide fall and spring orientations for students to help them understand expectations of higher education in the United States and specifically at ISU. IPO also communicates with the governments of other countries to help provide required information on behalf of students. Their work to increase diversity and to help acculturate international students serves all ISU students well.

The Intensive English Institute (IEI) serves international and domestic students who are learning English. IEI provides a series of intensive courses to help students develop fluency in English, thereby making them ready to pursue higher education or employment in the USA. Students work in small classes, gaining a lot of experience both with English and with American culture, thereby helping them acclimate to the larger community of Pocatello.

The Veterans Sanctuary serves military veterans, providing them additional support, including assistance with VA medical and education benefits, tutoring services, counseling services, orientation to campus, scholarships, advising, and career planning. The Veterans Sanctuary is also a physical space, where veterans can spend time out of class with other veterans. The support offered through this program benefits veteran students of all ages, by recognizing the unique experiences and challenges each comes to ISU with. Through this center, students who are veterans are better able to cope with issues related to college life.

Through these programs, ISU is able to serve a culturally diverse set of students who often face challenges not experienced by other students at the University. By providing directed support and helping students cope more effectively with the challenges of college life, these programs help make students' experiences at ISU more fulfilling and help students achieve their academic and personal goals.

While Indicator 2.3.1 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates the diversity of populations served. This indicator further supports Objective 2.3 Broad range of opportunities.

**Indicator 2.3.2: Number of students participating in student organizations**

According to the Strategic Plan Performance Measures Report, from FY2009 to FY2013 the number of students involved in student organizations has grown by nearly 900 students.

Table 59: Number of Students Involved In Organizations

	FY2009	FY2010	FY2011	FY2012	FY2013
No. of organizations	140	137	142	143	148
No. of students*	3,377	3,852	3,238	4,191	4,273

\*duplicated headcount as students can participate in multiple organizations

Students' connections to ISU are enhanced by their involvement in student organizations. Through student organizations, students collaborate on projects (such as the planning of the Idaho Business Leader of the Year Award dinner or Nepalese Night), raise funds for projects, and most importantly, develop relationships with other students at the University. These personal relationships help provide students emotional and academic support as they work toward their degree. According to Alexander Astin, author of *What Matters in College: Four Critical Years Revisited*, (Jossey-Bass, 1993) "student to student interaction has the strongest positive effects on leadership development, overall academic development, self-reported growth in problem-solving skills, critical thinking skills and cultural awareness." Astin also notes that students who are involved are less likely to be depressed and more likely to recognize their own self-worth.

Idaho State University's Strategic Plan has an established benchmark of 4,500 students participating over the next three years; given the recent student numbers (4,273 in 2013), ISU is on track to meet that goal of participation in student organizations. As the number of students involved in organizations increases, more students are becoming part of these student communities, thereby improving their chances of staying in college and progressing toward their degree. The commitment to the organization and the fellow students they work with gives student participants an additional reason to stay involved with the University. In addition, the variety of options available to students is impressive with 148 organizations in 2013, including such groups as the African Students Association, American Sign Language Club, Feminist Alliance, Hispanic Awareness Leadership Organization, Latter-Day Saint Student Association, and Sexuality and Gender Alliance. Students have ample opportunities to participate in organizations, helping them to develop both an appreciation for others and to develop as individuals.

Indicator 2.3.2 is an indicator in ISU's Strategic Plan supporting Goal 2: Access and opportunity, with a FY2014 benchmark to increase participation to over 4,500 students over the next three years.

**Indicator 2.3.3: Number of First Year Seminar and College Learning Strategies Courses**

New students are often encouraged to enroll in two support courses during their first year: ACAD 1101 (College Learning Strategies) and ACAD 1102 (First-Year Seminar). ACAD 1102 orients students to university culture and the expectations of college-level performance. Students learn about university services, meet faculty from different disciplines, and explore the University. They also participate in learning communities, forming relationships with other students from the beginning of their time in college. Furthermore, some sections of the course have participated in service-learning activities, working with community organizations, such as the Idaho Food Bank, to work together and help the larger

community. ACAD 1101 provides students with study skills necessary for success in college. These include time management, note-taking and test preparation. Through these two courses, especially encouraged for new freshmen and returning students, students are prepared to succeed in their courses and navigate the University effectively. In addition, starting Summer 2012, ACAD 1104 (Orientation to University) was created as a combination of 1101 and 1102, giving students the option of taking one of the courses as a one-credit course, or taking a combined 2-credit course. Below are listed the number of students enrolled in these two courses for the last four years.

Table 60: Number of Students Enrolled In First-Year Seminar

	FY2011	FY2012	FY2013	FY2014
First Year Seminar Enrollment	986	1,145	932	827

In FY2014 there was a very slight decline in enrollment, due to the smaller number of high school graduates in 2013. This 3% decline in enrollment from the prior year is the major factor in the decreased enrollment in these courses.

Indicator 2.3.3 is an indicator in ISU’s Strategic Plan supporting Goal 2: Access and opportunity, with a FY2014 benchmark to increase the percentage of full-time freshman participation to 50% or more over the next three years.

**Indicator 2.3.4: Number of Honors students**

For those students who are at a very high level of achievement upon entry at ISU, the University Honors Program offers students opportunities to be challenged to a greater level than the average student. Students in this program take a series of general education courses specifically for Honors students, courses where the level of discourse is more advanced and the pace is equal to these students’ level of inquiry. In addition, some of the other classes students enroll in will be taken as Honors credit by having the students do some additional projects developed in discussion with the professor. Finally, Honors students complete an Honors thesis or project as a senior capstone project, and they present the projects publicly. By providing a more advanced and challenging program for the strongest students, ISU appeals to a truly wide range of students.

Students in the University Honors Program represent the strongest students at the University. Over the last four years, the number of students seeking an Honors degree were as follows:

Table 61: Number of Honors Students

	FY2011	FY2012	FY2013	FY2014
Honors Students	176	233	231	232

Due to budgetary constraints, the program has limited itself to 50 new students each fall, which is why the program has remained steady over these years. Starting with Fall 2014, the number of new Honors students will double to approximately 100. Consequently, ISU will continue to see this program grow over the next few years. These students take several courses together, allowing them to develop a true learning community, supporting each other as they progress through their academic career. As the only

honors degree in the state, ISU also provides students an opportunity otherwise not available in Idaho, and the students are well supported by program advisors.

While Indicator 2.3.4 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates the high quality of students served and demonstration of diverse program offerings for students with varying levels of abilities. This indicator further supports Objective 2.3 Broad range of opportunities.

***Indicator 2.3.5: Examples of post-college support through career services***

Idaho State University provides numerous career services for its students. These begin early on as students can enroll in Career and Life Planning (COUN 1150) to help guide them toward their career and life goals. Many academic departments also provide opportunities either through Career Path Internships or through other internship opportunities for students to gain experience on the job. Whether it is a professional writing major interning for a government agency or a chemistry major working in a campus lab, students throughout the University gain professional experience through internships, and making themselves strong candidates for the job market.

As students approach the end of their time at ISU, they are provided career services to help them prepare for the job market. The Career Center on campus provides a wide range of services to help students and alumni prepare for the job market. Through a variety of presentations and workshops, the center teaches students how to write resumes and successful strategies for interviewing. The Career Center also offers assistance with finding the right career path for students and planning ahead. In addition to workshops, they also provide one-on-one assistance as students are developing their materials and planning their job searches. Several career fairs are also organized throughout the year, offering employers the opportunity to meet with students, and students the chance to learn more about a wide range of companies. Students may also apply for full-time or part-time jobs at the career fairs, allowing a supportive environment and the opportunity to learn about prospective employers.

In addition to the Career Center, which serves all current students and alumni, individual departments and colleges also incorporate various assistance with career planning and preparation. For example, the College of Business has a full-time director of professional development. In addition to collaborating with businesses regarding their hiring needs, this director assists students with preparing resumes, interviewing skills, business etiquette, and finding options for internships and other positions.

Through the colleges and through the Career Center, ISU provides students with opportunities and skills to prepare for life and careers after college.

While Indicator 2.3.5 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates ISU's support and recognition in helping students with career placement and planning. This indicator further supports Objective 2.3 Broad range of opportunities.



**Core Theme Three—Leadership in the Health Sciences**

Objectives	Indicators
<p><b>3.1 Health Professions Programs</b></p> <p>In its leadership role, ISU consistently offer Idaho’s broadest array of high-quality health professions programs. Idaho State University’s Division of Health Sciences (DHS) leads the state in the number of health sciences programs offered and number of health professionals produced. ISU’s health professions programming demonstrates high quality.</p>	<p><b>3.1.1</b> Number of health professions programs offered</p>
	<p><b>3.1.2</b> Number of health professions graduates</p>
	<p><b>3.1.3</b> Number of health professions programs at or near capacity</p>
	<p><b>3.1.4</b> Number of qualified student applications compared to the seats available</p>
	<p><b>3.1.5</b> Participation of faculty at the state or national level</p>
	<p><b>3.1.6</b> Number of students who have received national awards</p>
	<p><b>3.1.7</b> Pass rates on licensure and certification exams in the health professions</p>
<p><b>3.2 Delivery of Patient Care and Related Health Services</b></p> <p>ISU delivers health-related services and patient care in the state through its clinics and postgraduate residency training sites. ISU serves the state, the public, and its health professions students through its clinics and other community health venues.</p>	<p><b>3.2.1</b> Number of client visits to outpatient clinics</p>
	<p><b>3.2.2</b> Examples of affiliation agreements</p>
	<p><b>3.2.3</b> Examples of faculty volunteer hours in community health screenings</p>
<p><b>3.3 Health Sciences Research</b></p> <p>ISU contributes to the development of new knowledge in the biomedical and pharmaceutical sciences, rural health, clinical research studies, and professional research. ISU faculty and students engage in basic and clinical research in the health sciences.</p>	<p><b>3.3.1</b> Examples of (faculty) peer reviewed publications, professional and other publications</p>
	<p><b>3.3.2</b> Number of health professions students who are participating in research</p>
	<p><b>3.3.3</b> Dollar amount of extramural support in the Health Sciences</p>

**Core Theme Three, Objective 3.1**

Table 62: Objective 3.1

Core Theme Three: Leadership in the Health Sciences	
Objectives	Indicators
<p><b>3.1 Health professions programs</b></p> <p>In its leadership role, ISU consistently offer Idaho’s broadest array of high-quality health professions programs. Idaho State University’s Division of Health Sciences (DHS) leads the state in the number of health sciences programs offered and number of health professionals produced. ISU’s health professions programming demonstrates high quality.</p>	<p><b>3.1.1</b></p> <p>Number of health professions programs offered</p>
	<p><b>3.1.2</b></p> <p>Number of health professions graduates</p>
	<p><b>3.1.3</b></p> <p>Health professions programs at or near capacity</p>
	<p><b>3.1.4</b></p> <p>Number of qualified student applications compared to the seats available</p>
	<p><b>3.1.5</b></p> <p>Participation of faculty at the state or national level</p>
	<p><b>3.1.6</b></p> <p>Number of students who have received national awards</p>
	<p><b>3.1.7</b></p> <p>Pass rates on licensure and certification exams in the health professions</p>

**Indicator 3.1.1: Number of health professions programs offered**

Idaho State University has the distinction of being a research high, doctoral university as well as housing the College of Technology which offers a variety of health professions programs at the certificate and associate degree levels. Currently, the Division of Health Sciences (DHS) is the largest academic unit of the University, with a major presence in Pocatello, Idaho Falls, and Meridian. The Division of Health Sciences offers 33 degree bearing programs in addition to the Family Practice and Advanced Dental Residency Program. In addition to DHS degree programs, the College of Arts & Letters has three health-related programs: Clinical Psychology, Experimental Psychology, and Social Work; and the College of Technology offers eight degree programs in health related fields. With more than 40 degree programs, ISU has the highest number of health professions programs among the institutions in the state, supporting the Health Sciences Mission of the University as designated by the Board. Idaho State University provides necessary programs for 9 of the top 20 careers/professions as listed by [U.S.News 100 Best Jobs for 2014](#), among them: Nurse practitioner (#4), Pharmacist (#5), Physical Therapist (#7), Dental Hygiene (#10), Physicians’ Assistants (#13), and Occupational therapy (#14).

In addition to the sheer number of programs available, ISU is committed to quality in healthcare education and has earned several distinctions. Idaho State University’s B.S. in Health Sciences Degree is ranked as one of the best, earning a rank of 20 in the top 25 by Bestschools.org. This degree opens the door to numerous career and advanced education options in the health professions for both DHS and College of Technology graduates. The new psychiatric mental health NP offering, and Interprofessional Geriatric certificate in the DHS are directly tied to the needs of the state of Idaho. Similarly, the Spanish for Health Professions and program in the College of Arts and Letters complements the health professions offerings.

The mission of Clinical Psychology is to train competent clinical psychologists who can apply and adapt general conceptual and technical skills in diverse regional and professional settings. In 2008, the journal Psychological Reports ranked Idaho State University's Ph.D. program in clinical psychology first out of 207 programs nationwide and in Canada on its students' performances on the Examination for Professional Practice in Psychology, the national professional examination required for licensure. Subsequently, the program was recognized as one of the top ten programs for national licensure pass rates in the 2013 article in the journal Training and Education in Professional Psychology in a review of 233 programs.

Social work is often formally connected with the Health Sciences. A key purpose of social work as a profession is to increase the quality of life for all people, and this goal is inextricably linked to health sciences. Students work with individuals and families, groups, neighborhoods and communities to increase overall health and wellbeing. Medical social work is a well-established and growing area of the field. Recent national data from the Baccalaureate Educational Assessment Package show that 15% of bachelor-level social workers are employed in mental and behavioral health settings two years following their graduation, another 11% work in geriatric and aging services, and nearly 8% work in health and medical centers. Sociology has long had an important connection with the Health Sciences. Expertise is in the study of society and social behavior, groups, cultures, organizations and social institutions. Sociology thus contributes in important ways to the understanding of health related behavior, healthcare delivery, characteristics and dynamics of the health professions, cultural factors in health behavior, barriers to health care and health services, and other issues pertaining to health, illness, and health care.

The variety and quality of the health professions programs at ISU is a strong indicator that ISU is fulfilling its health Science Mission.

Indicator 3.1.1 is an indicator in ISU's FY2015-2019 Board approved Idaho State University Strategic Plan – Mapping Our Future: Leading in Opportunity and Innovation supporting Goal 3: Leadership in the Health Sciences, with a FY2014 benchmark to maintain the number of health professions programs offered, and to maintain enrollments at or near program capacity. Idaho State University will undergo campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan.

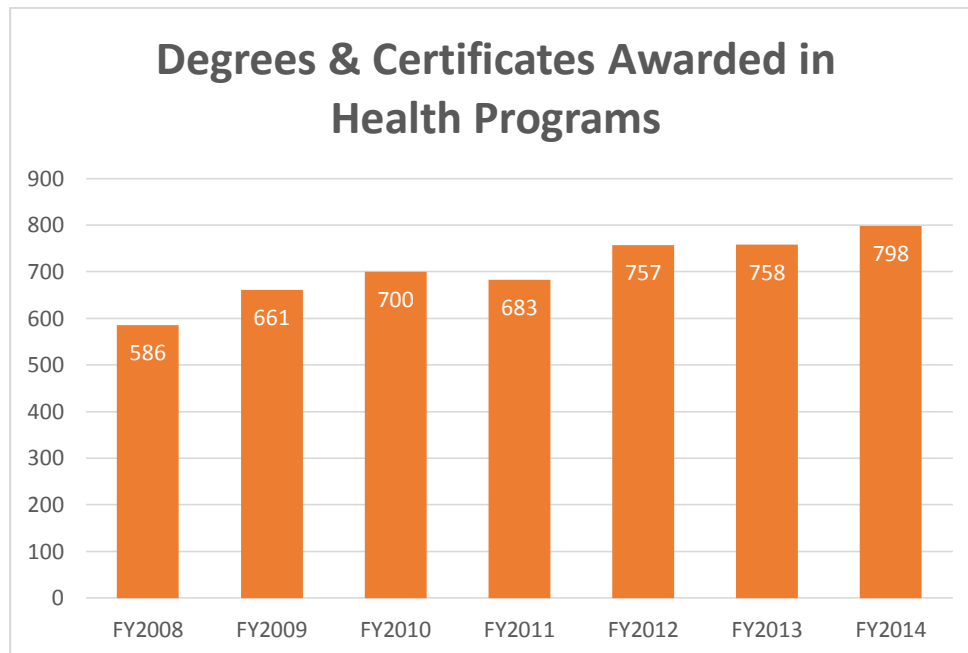
***Indicator 3.1.2: Number of health professions graduates***

As evidenced in the table below, despite economically challenging times and fluctuating student enrollment university-wide, DHS has continued to grow and graduate increasing numbers of students.

Table 63: Total Certificates and Degrees Awarded in Health Programs, FY2008-14

Degree Level	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Technical Certificate	44	39	49	42	59	44	47
Associate	77	97	98	98	102	118	105
Bachelor	241	278	276	263	275	275	309
Master	124	140	169	166	193	202	212
Doctorate	100	107	108	114	128	119	125
<b>Grand Total</b>	<b>586</b>	<b>661</b>	<b>700</b>	<b>683</b>	<b>757</b>	<b>758</b>	<b>798</b>

Figure 17: Total Certificates & Degrees Awarded in Health Programs, FY2008-14



Indicator 3.1.2 is an indicator in ISU’s Strategic Plan, supporting Goals 2: Access and Opportunity with a FY2014 benchmark to increase degree production by 5% over the next three years, and Goal 3: Leadership in the Health Sciences, with a FY2014 benchmark to maintain the number of health professions programs offered, and to maintain enrollments at or near program capacity.

**Indicator 3.1.3: Health professions programs at or near capacity**

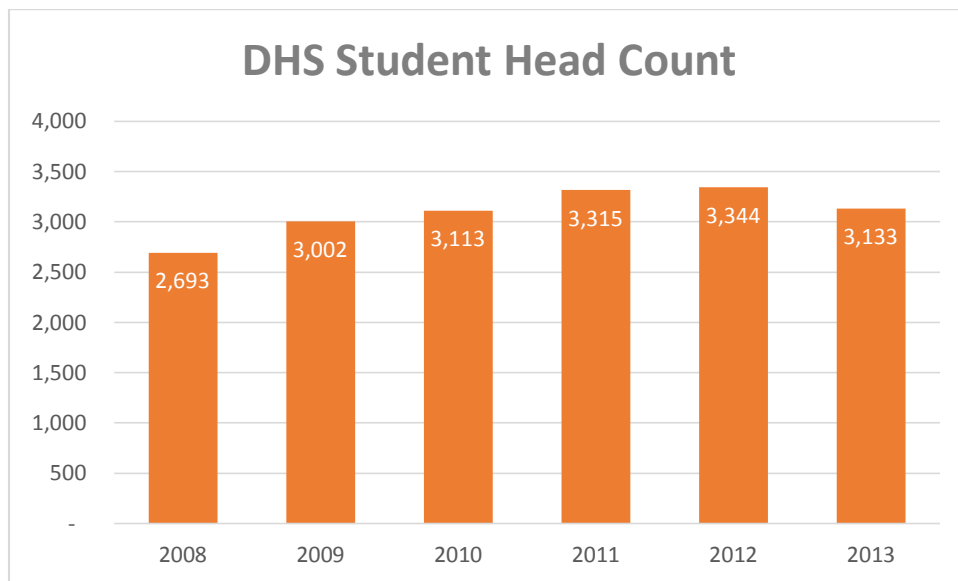
The Division of Health Sciences data indicates that all programs are operating at or near capacity. All programs in the DHS are accredited by professional associations, in addition to university wide reporting and assessment. Accreditation of health professions programs includes annual data collection, self-study and site visits on various schedules. Much like the NWCCU, accreditation is a peer review process. Such accrediting bodies require varying levels of supervision of students. For example, the American Speech-Language and Hearing Association, Council on Academic Accreditation requires accredited programs to provide a minimum of 25% supervision to Speech-Language Pathology students as they engage in clinical

practicum. Such requirements dictate that the faculty to student ratio be such that supervision requirements can be fulfilled.

In addition, DHS heavily utilizes professional preceptors in the community who graciously allow ISU students to complete rotations in a variety of settings. These faculty preceptors provide a significant portion of a students' clinical training and are critically important community partners.

Within DHS, all programs are considered at or near capacity. Programs in Physical Therapy, Physician's Assistant Studies, Speech-Language Pathology, Counseling, Dental Hygiene, Dietetics, Health Care Administration, Medical Laboratory Science, Nursing, and Pharmacy are all operating at capacity. In addition, it should be noted that programs in Audiology, Healthcare Administration, Master of Health Education, and Physical Therapy all showed more than 20% growth in student enrollment in FY2012.

Figure 18: DHS Student Head Count (2008-13)



Indicator 3.1.3 is an indicator in ISU's Strategic Plan, supporting Goal 3: Leadership in the Health Sciences, with a FY2014 benchmark to maintain the number of health professions programs offered, and to maintain enrollments at or near program capacity.

**Indicator 3.1.4: Number of qualified student applications compared to the seats available**

Large applicant pools foster healthy competition and the ability for ISU to choose from the best and brightest of students. Continued demand for health programs, as evidenced by applicant numbers, demonstrates the need for such programs within the state, as well as nationally. Additionally, the demand further demonstrates the quality of ISU's programs and the University's continued service to the state, the public and its students in the health professions with robust health care programs, strong clinics, and community service.

The Clinical Psychology program is at capacity. The program receives up to 90 applications a year and admits approximately six (6) students each year. Currently the program is limited for growth due to physical space limitations and faculty size.

Table 64: Clinical Psychology Program

	2008	2009	2010	2011	2012	2013
<b>Number of Applications</b>	64	46	64	61	60	93
<b>Number of Offers</b>	11	8	10	10	9	8
<b>Number Enrolled</b>	5	6	6	5	6	6

Table 65: Student Applications to DHS Programs FY2013

Program	# Recv'd AY13	# Recv'd AY12	% Change from AY12	# Recv'd AY09	% Change from AY09	No. Qualified AY2013	AY2013 Offers	AY2013 Alternates	# Accepted AY2013	# Accepted AY2012	% Change from AY2012
<b>Communication Sciences:</b>											
Audiology (Au.D.)	55	51	7.27%	22	60.00%	41	11	12	6	11	-83.33%
Deaf Education*	NA	NA		4		NA	NA	NA	NA		
Educational Interpreter	16	10	37.50%	11	31.25%	10	10	0	10	8	20.00%
CDS (was SPA) B.S.	28	25	10.71%	14	50.00%	24	24	0	27		
SLP M.S.	319	276	13.48%	176	44.83%	296	102	70	55	54	1.82%
<b>Counseling:</b>											
Masters	69	44	36.23%	66	4.35%	63	33	0	31	32	-3.23%
Ed.S.	1	0	0.00%	1	0.00%	1	1	0	1	0	0.00%
Ph.D.	17	21	-23.53%	15	11.76%	17	7	3	6	6	0.00%
<b>Dental Hygiene:</b>											
B.S.	42	41	2.38%	66	-57.14%	35	30	7	30	30	0.00%
M.S.	14	8	42.86%		100.00%	14	14	0	10	8	20.00%
<b>Dental Sciences:</b>											
IAGD	28	39	-39.29%	33	-17.86%	39	9	30	8	8	0.00%
IDEP	43	46	-6.98%	68	-58.14%	46	9	18	8	8	0.00%
<b>Dietetics</b>											
B.A./B.S.	23	23	0.00%	18	21.74%	19	16	3	16	13	18.75%
Internship	72	96	-33.33%	58	19.44%	87	17	NA	17	16	5.88%
Family Practice Residency	410	407	0.73%	369	10.00%				7	7	0.00%
Health Care Administration	67	63	5.97%	15	77.61%	67	67	NA	67	63	5.97%
<b>Health Ed</b>											
B.A./B.S.	20	27	-35.00%	30	-50.00%	14	0	0	20	27	-35.00%
MHE	7	18	-157.14%	10	-42.86%	6	0	0	7	18	-157.14%
MLS	64	59	7.81%		100.00%	64	40	4	34	39	-14.71%
M.P.H.	33	18	45.45%	43	-30.30%	16	16	NA	8	9	-12.50%
<b>Nursing:</b>											
B.F.T.	48	37	22.92%	40	16.67%	44	35	5	30	30	0.00%
B.S. Comp*	1	22	-2100.00%	20	-1900.00%	1	1	0	1	22	-2100.00%
B.S.N.	95	97	-2.11%	70	26.32%	94	42	15	70	70	0.00%
Masters**	12	115	-858.33%	117	-875.00%	12	10	0	9	35	-288.89%
Post Masters**	0	9		4		0	0	0	0	4	
D.N.P.	8				100.00%	8	8	0	7		
Ph.D.	3				100.00%	3	3	0	2		

Table 64: Student Applications to DHS Programs FY2013 (continued from previous page)

Program	# Recv'd AY13	# Recv'd AY12	% Change from AY12	# Recv'd AY09	% Change from AY09	No. Qualified AY2013	AY2013 Offers	AY2013 Alternates	# Accepted AY2013	# Accepted AY2012	% Change from AY2012
Occupational Therapy	66	62	6.06%	14	78.79%	19	8	6	10	9	10.00%
Paramedic Science	12	12	NA		NA	10	9	0	8	8	NA
Pharmacy											
BPSCI Masters	70	71	-1.43%	***		5	5	0	5	4	20.00%
BPSCI Ph.D.	11	14	-27.27%	***		0	0	0	0	3	
PPRA Pharm.D.	358	406	-13.41%	637	-77.93%	257	78	23	75	72	4.00%
PPRA Pharm.D. NonT	30	24	20.00%	***		13	12	NA	12	16	-33.33%
Physical Therapy	276	245	11.23%	100	63.77%	76	30	46	24	26	-8.33%
Physician Assistant	498	491	1.41%	406	18.47%	332	78	30	59	60	-1.69%
Radiographic Science	52	61	-17.31%	43	17.31%	52	21	5	18	18	0.00%
<b>DHS Total</b>	<b>2,868</b>	<b>1,824</b>	<b>36.40%</b>	<b>2,470</b>	<b>13.88%</b>	<b>1,785</b>	<b>746</b>	<b>277</b>	<b>698</b>	<b>734</b>	<b>-5.16%</b>

\* B.S. Completion Program: The application and program requirements were changed.

\*\*Masters/Post Masters: The creation of the D.N.P. program pulled the popular FNP option out of the Masters/post Masters programs.

\*\*\* Data not collected



The Division of Health Sciences Annual Report from 2012 indicates that of 2,938 applications were received to DHS programs, 1,754 were qualified applicants (copies of the 2012 and recently released 2013 DHS Annual Reports can be found in Appendix 21 and Appendix 22). There were 727 seats available, indicating an average of 2.41 qualified students for every available seat. While this is the average for DHS programs overall, several programs in DHS exceed this average. Program growth and interest has remained high. [Idaho is ranked 50<sup>th</sup>](#) for the number of primary care physicians (fewer than 80 per 100,000 people in 2013), and graduates of health care programs at ISU are critical to the health of the state's population. Outreach centers, telehealth, and clinics provide many necessary services to community members. The Division of Health Sciences plans to continue to strategically offer services and education to the people of Idaho, with a focus on expanding programs to reach even more rural areas in need. In the future, DHS will strive to grow programs with high demand to meet the needs of the state.

While Indicator 3.1.4 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates ISU's leadership and quality of programs in the health professions. This indicator further supports Objective 3.1 Health Profession Programs.

***Indicator 3.1.5: Participation of faculty at the state or national level***

In addition to providing high-quality, efficient education to future health professionals, the faculty of DHS are active participants at the state and national levels. Some examples of such service activity and national recognition are listed below.

Dr. John M. Batacan received the *College Educator of the Year* in 2012 by the IAHPERD.

Jody O'Donnell, Clinical Assistant Professor, Communication Sciences & Disorders, was awarded the *Nancy McKinley Leadership Award* from the Idaho Speech Language and Hearing Association (ISHA).

Dr. David Sorenson, Professor Emeritus, Communication Sciences & Disorders, received the *Fellowship of the Association*, from the American Speech Language and Hearing Association,

Deanna Molinari, School of Nursing, served as the President of the Rural Nurse Organization.

Cathy Arvidson, School of Nursing, served as the American Academy of Nurse Practitioners, Region 10 Director, Executive Board Member at Large.

JoAnn Gurenlian, Professor and Dental Hygiene Graduate Program Director, President of the International Federation of Dental Hygienists.

Idaho State University-Meridian's Ruth Schneider has been designated a fellow of the Academy of Nutrition and Dietetics, the world's largest organization of food and nutrition professionals.

Kandis Garland, Dental Hygiene, was appointed to the Peer Review Panel for Dimensions of Dental Hygiene.

While Indicator 3.1.5 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates ISU's leadership, dedication to service, and collaboration. This indicator further supports Objective 3.1 Health Professions Programs.

***Indicator 3.1.6: Number of students who have received national awards***

It can be said that a university is comprised of people, much more so than brick and mortar. In addition to the national recognition and involvement of ISU faculty in DHS, the students whom will eventually be colleagues have received national awards and honors as well. Some examples of such awards and recognition are listed below:

Three doctoral students from the Department of Counseling, Steve Moody, Rebecca Pender, and Rebecca Tadlock Marlo; were selected as Emerging Leaders by the Association of Counselor Education and Supervision in Fall 2011.

Within the 2013-14 academic year, four students in the Clinical Psychology program received awards and/or recognition for their work. One received \$10,000; another won the student poster award at the annual meeting of the Four Corners Association for Behavior Analysis; one was awarded the Sandra G. Wiener Student Investigator Award by the International Society for Developmental Psychobiology; and another won best poster award for Division 56 Trauma Psychology at the national conference of the American Psychological Association.

The Phi Upsilon Omnicron National Honor Society (Dietetics), ISU Beta Rho Chapter placed first in the regional award for Professional Project.

The Student Association of Health Care Administrators received \$500 from the American College of Healthcare Executives.

The National Student Speech-Language and Hearing Association (NSSLHA) awarded the ISU NSSLHA chapter with the [Charge Up Your Chapter](#) award for the Chapter with the most male students.

Idaho State University's student outreach project, *Operation Diabetes*, ranked #1 nationally by the American Pharmacists Association.

Dental Hygiene graduate student, Colleen Stephenson, received the *Future Leader Award* by the American Dental Hygienists' Association.

Dental Hygiene graduate student Catherine Beebe, received the *American Dental Educator's Association Crest Oral-B Scholarship for Future Educators*.

Family Practice Resident, Dr. John Fenstermaker, was selected to receive the *2012 American Academy of Family Physicians Award for Excellence in Graduate Education*.

ISU Meridian Health Science Center physician assistant student, Daria Kanevski, was selected as an Oral Health Champion by the Student Academy of the American Academy of Physician Assistants and the National Commission on Certification of Physician Assistant Health Foundation.

The high-quality students which graduate from ISU programs are already on their way to being leaders in the health professions. Idaho State University is proud of alumni who have achieved great things at such early stages of their careers.

While Indicator 3.1.6 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates ISU's leadership, and student dedication to service, the pursuit of knowledge and

subsequent application to society. This indicator further supports Objective 3.1 Health Professions Programs.

**Indicator 3.1.7: Pass rates on licensure and certification exams in the health professions**

High pass rates on national exams demonstrates ISU faculty are engaged and providing current, evidence-based practice in teaching; which translates into strong student performance on national exams. This further demonstrates the quality of ISU’s programs are meeting the national standards.

Table 66: Number of Graduates by Program and Performance on Nat’l Exams (2011-12)

Program	AY2012	AY2011	% Change AY2011	AY2008	% Change AY2008	% Student Pass Rate, Nat’l Exam
<b>Communication Sciences</b>						
<b>Audiology</b>	1	1	0%	2		100%
<b>SLP M.S.</b>	31	34	-10%	24	23%	94%
<b>Counseling</b>						
<b>Masters</b>	32	34	-6%	40	-25%	95%
<b>Dental Hygiene</b>						
<b>B.S.</b>	25	26	-4%	24	4%	100%
<b>M.S.</b>	NA	NA		1		
<b>Dental Sciences</b>						
<b>IAGD</b>	8	8	0%	8	0%	100%
<b>IDEP</b>	8	8	0%	8	0%	100%
<b>Family Practice Residency</b>	*	5	0%	6	0%	88%
<b>Dietetics</b>						
<b>B.A./B.S.</b>	14	18	-29%	17	-21%	NA
<b>Internship</b>	16	16	0%	18	-13%	92%
<b>Health Care Administration</b>	13	9	31%	12	8%	

The Division of Health Science has an average pass rate of 97% on national examination for licensure. While there is some variation in pass rates among the programs, the program with the lowest pass rate (Family Practice Residency) still has an 88% pass rate. The data indicates that DHS continues to offer excellence in the delivery of health care education, as students are readily meeting the requirements of examinations set by professional associations and licensure boards. Idaho State University pass rates on licensure exams are above national averages for all programs which report such measures.

College of Technology Health Occupations’ graduates maintain exemplary pass rates on national licensure and certification examinations in their respective fields. In the Associate Degree Registered Nurse, Practical Nursing, Physical Therapist Assistant, and Respiratory Therapy programs, the pass rates consistently eclipse the national averages in these professions and often exceed a 90% pass rate of those taking the examination for the first time.

The Clinical Psychology program students’ pass rate on the nation licensure exam (EPPP) is very high for those graduating in the last nine years, at 95%. The program has twice (in 2008 and 2013) been recognized as a top program nationally for student pass rates on the national psychology licensure exam.

Indicator 3.1.7 is an indicator in ISU’s Strategic Plan, supporting Goal 3: Leadership in the Health Sciences, with a FY2014 benchmark that pass rates are at or above the national average.

**Core Theme Three, Objective 3.2**

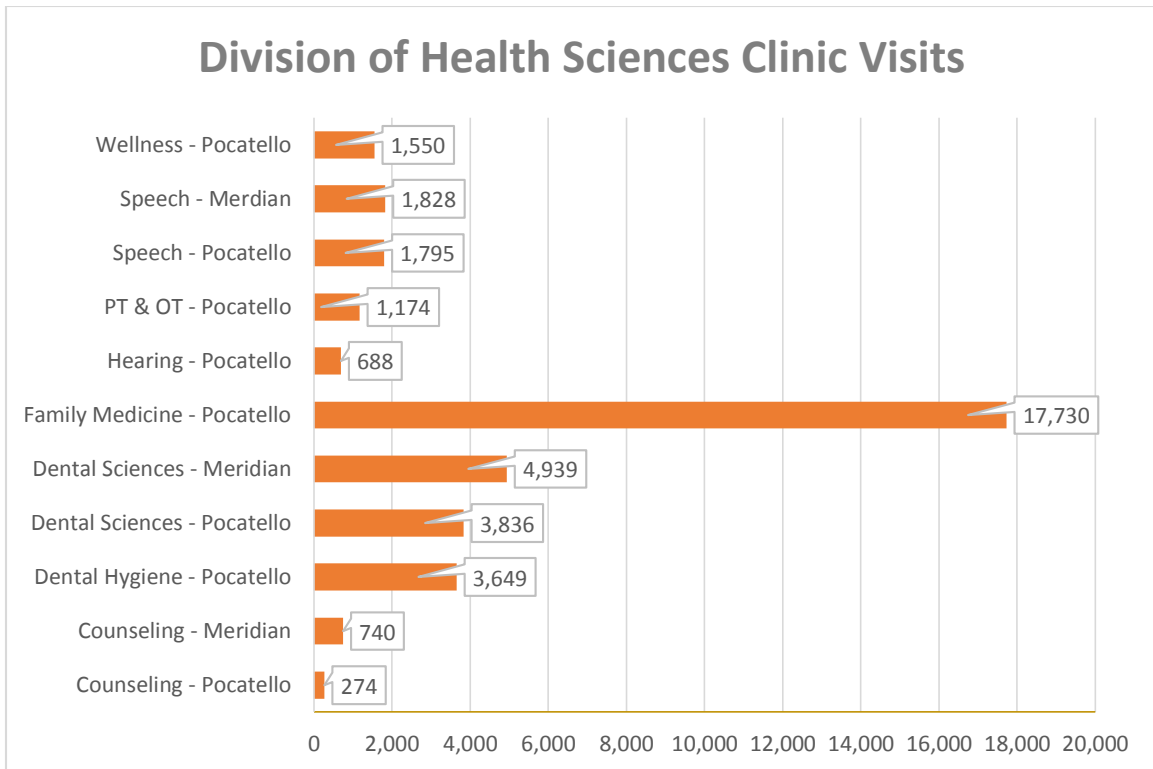
Table 67: Objective 3.2

<b>Core Theme Three: Leadership in the Health Sciences</b>	
<b>Objectives</b>	<b>Indicators</b>
<b>3.2 Delivery of patient care and related health services</b>  ISU delivers health-related services and patient care in the state through its clinics and postgraduate residency training sites. ISU serves the state, the public, and its health professions students through its clinics and other community health venues.	<b>3.2.1</b> Number of client visits to outpatient clinics
	<b>3.2.2</b> Examples of affiliation agreements
	<b>3.2.3</b> Examples of faculty volunteer hours in community health screenings

***Indicator 3.2.1: Number of client visits to outpatient clinics***

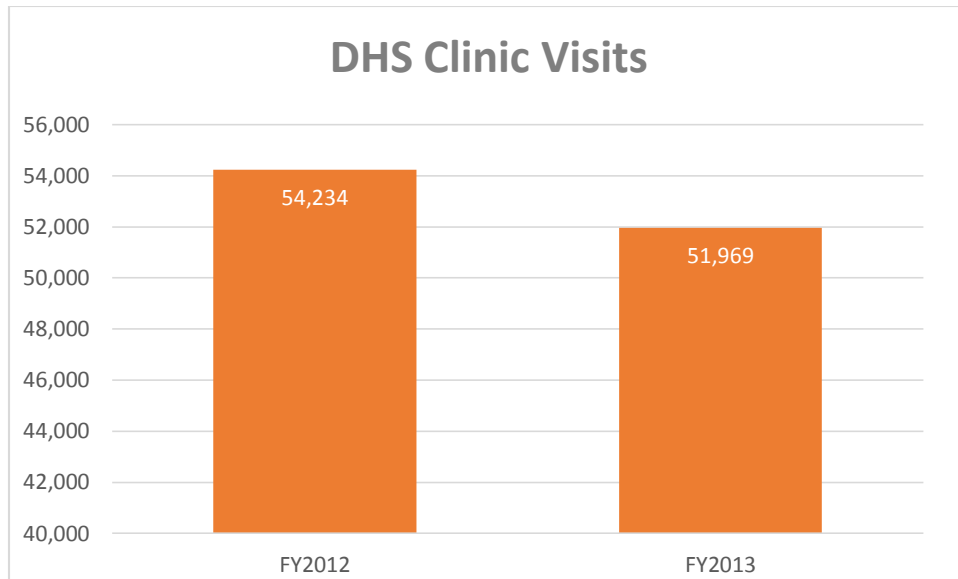
From FY2008- FY2012 there has been a steady increase in patient visits and clinical revenue for the Division of Health Science outpatient clinics. The total number of client visits to all ISU outpatient clinics in FY2013 declined slightly to 51,969 from 54,234 in FY2012. This is primarily due to the Family Medicine Residency Clinic transitioning to a federally qualified health center. Future benefits from changing to this status will be seen in patient numbers and reimbursement providing for mutual benefit. Active patient numbers differ from patient visit numbers and may be an indicator to incorporate as an additional measure to complement data interpretation. Redefinitions of “active patients” by the ISU Wellness Center may also factor in the numerical decline. The postgraduate dental residency program in FY2013 had 2,000 active patients accounting for 6,985 patient visits, as a numerical example of the repeat visits for these patients defined as active.

Figure 19: DHS Clinic Visits



The Division of Health Sciences currently offers 15 teaching clinics between Pocatello and Meridian, providing services to many individuals who lack financial access to treatment (see DHS Clinic Handout in Appendix 20). From the beginning of the formation of DHS, clinic infrastructure development has been a priority. This has consisted of electronic record implementation, billing and referral refinement, marketing and branding and HIPPA compliance standards. Clinic growth targets are established based on staff and faculty capacity. This capacity is evaluated with respect to DHS strategic plan goal achievement.

Figure 20: DHS Clinic Visits



An example of direct community benefit is derived from the write-offs in the sliding fees charged to uninsured or underinsured patients served by ISU’s Dental Residency Clinics in both Pocatello and Meridian. For the prior fiscal year, Pocatello provided \$862,815 and Meridian provided \$717,919 in direct public benefit, for a total direct patient dental benefit of over \$1.58 million in dental services.

The qualitative contribution of clinics is important to the mission of ISU and DHS. The Pocatello Free Clinic was the first interprofessional teaching site, an area of high emphasis for DHS, given its mission of collaborative research and practice in the health sciences. Other interdisciplinary clinic efforts are seen in the Balance Clinic jointly offered by the Doctor of Audiology and Physical Therapy programs. Idaho ranks low nationally for patient access to mental health care. The Counseling program has focused education in this specialty area to prepare clinicians to meet this need. Expansion of the postgraduate family practice residency program to Rexburg will expand the reach of ISU to more rural community health venues, fulfilling DHS mission of leadership in the delivery of rural health care. Through entrepreneurial efforts, Bengal Pharmacy LLC was created in 2013 to provide health care services beyond drug product distribution to the ISU community and beyond. This step broadens the previous student health pharmacy to allow for medication therapy management and reimbursement for cognitive services. Innovative telehealth technology has expanded those services to rural Arco, Idaho.

Clinics such as the Veteran’s Administration Hearing Clinic are contract clinical services and are not counted in this indicator but are a vital community service. Non- academic units such as the Idaho Center for Disability Evaluation hold contracts to assess adult and child participants for eligibility or community services. These assessment clinics partner with the Idaho Department of Health and Welfare. Other screening clinics are held yearly such as the ISU Meridian Health Science Center El Korah Shiner clinic that evaluates children for possible treatment of orthopedic and spinal cord injuries, burns, and cleft lip and palate. Clinics outside of DHS also exist such as the psychology clinic in Pocatello.

Family Medicine Research Clinics provide not only patient care but clinical research trial participation opportunities, allowing for the synergy of teaching, research and service, and DHS mission fulfillment in collaborative research and practice. This also supports DHS strategic plan goal 2 of creation of an environment conducive to inquiry. This is discussed further in Core theme 3.3 Health Sciences Research.

The Psychology Clinic is a training and behavioral health care center connected with the ISU Psychology Department. This treatment facility, which was established in 1978, provides training for doctoral students in the clinical psychology program as well as a low-cost treatment option for both children and adults living in Southeastern Idaho. The physical structure includes six standard treatment/consultation rooms, two testing areas, a child playroom, and several group/conference rooms, all equipped with standard observational facilities. The facility includes a computer lab and library for graduate student use, as well as video conferencing capabilities. Students in the clinical program are trained to provide professional, empirically-supported evaluation and treatment services as well as to conduct health-related research. Students are mentored by faculty in health-related research for their thesis and dissertation. They begin professional training in the University clinic, supervised by clinical faculty members. Students receive live supervision and training in provision of assessment (e.g., adult disability assessments) and treatment to community members. After building skills in the ISU Psychology clinic, students are placed in a variety of health agencies (hospitals, clinics, and state agencies) and receive supervision while providing services in southeast Idaho communities.

Table 68: ISU Psychology Clinic Evaluation and Treatment Sessions

	Evaluation Sessions	Treatment Sessions
<b>2013-2014 ESTIMATED</b>	393	396
<b>2012-2013</b>	374	499
<b>2011- 2012</b>	359	560

Objective 3.2: Delivery of Patient Care and Related Health Services is a central component of the Division of Health Science’s mission. A survey to assess DHS faculty and staff perception of mission fulfillment was conducted in 2014. The majority of respondents strongly agreed that DHS was fulfilling its mission in all nine areas surveyed.

Indicator 3.2.1 is an indicator in ISU’s Strategic Plan, supporting Goal 3: Leadership in the Health Sciences, with a FY2014 benchmark that the number of patient visits to ISU clinics will increase 5% over the next three years.

**Indicator 3.2.2: Examples of affiliation agreements**

Leadership in the health sciences is what distinguishes ISU from other state education institutions. The Division of Health Sciences offers 33 degrees distributed across 19 health professions. This accounts for 75% of professional health degree programs in Idaho. Affiliated partners numbering approximately 3,000 are mission related and defined as much by the breadth of their collaboration as sheer numbers. Affiliated partners, both internal and external strengthen DHS and are a major factor in DHS vision fulfillment to be a destination site for health profession education. They are also important for the University as a whole. For example, The College of Technology through its’ Department of Health Occupations offers clinical practicums in associate degree registered and practical nursing, physical therapy assisting, medical

assisting, massage therapy, health information technology, and respiratory therapy. Practicum sites include both larger hospital settings as well as community-based group practices, and the smaller critical access hospitals in a number of rural areas. Clinical practicums are offered in rural areas such as the West Valley Clinic in Parma and offers a geographic context unique to Idaho. This bilingual affiliated practice site served by faculty member Kelly Pesnell earned her the 2014 Idaho Nurse Practitioner of the Year and ISU Distinguished Service Award.

With 32% of ISU degrees awarded in health professions, a collaborative culture with public and private partnerships through affiliations is essential. Idaho State University Health education spans from professional technical education to doctoral level. All programs in DHS have advisory boards to provide two way feedback, quality assurance, and mutual benefit of the affiliation arrangements. Student-faculty ratios in health professions mandated experiential education are governed by specialized accreditation standards that necessitate diverse learning opportunities in closely supervised environments. Formal affiliation agreements are required for student placement in clinical practicum experiences. Currently this is tracked through the ISU legal department and yearly master lists are in place for each program. Preceptors associated with teaching affiliations are oriented to their responsibilities and recognized for their contributions at the program level. With ISU's growth in online education has come growth in affiliations beyond Idaho. Speech language pathology reaches students online in rural Idaho, other states, and Canada. The accredited nontraditional Pharm.D. was one of the first offered in the nation and enrolls students nationwide and beyond, necessitating widespread affiliations. An example of health sciences statewide footprint is the long standing affiliation and placement of ISU pharmacy faculty at Kootenei Medical Center in Coeur d'Alene. Idaho State University Meridian Health Science Center shares a physical building with the West Ada School District. This affiliation allows for seamless education provision. Dual enrolled high school students earn an associate of arts degree in general education and enter postsecondary education with junior class standing. Agreements with the Idaho Digital Learning Academy have allowed pharmacy students to reach home schooled students in rural Idaho with their drug abuse prevention education outreach. It is through community partnership and affiliations with Ada County, the Department of Health and Welfare, Central District Health, Unity Health Center, Family Medicine Residency of Idaho, Terry Reilly Medical Clinic, Friendship Clinic and Garden City Community that Community Health Screening events can succeed.

In July of 2014, ISU was granted a license to produce isotopes for medical purposes. It is one of only four or five institutions in the U.S. to hold such a license. Using novel physical approaches in the Idaho Accelerator Center, ISU has been able to produce significant amounts of isotopes, such as <sup>67</sup>Cu, that have never been available to the medical community. The University has partnered with an independent company, International Isotopes, to distribute these isotopes to its customers that include the Harvard Medical School, Fred Hutchinson Cancer Center, and the City of Hope Hospital in Los Angeles.

The College of Technology has established a working relationship with Portneuf Medical Center that provides for a certain number of health information technology students to participate in practicum rotations at the hospital while receiving stipends. Upon graduation, these students benefit from already having developed a pathway into full-time employment. The college's Physical Therapy Assistant program has a network of clinical rotation sites for students that includes 80 locations in five states. The DHS School of Nursing partnership with Portneuf has been in existence for over 50 years and has recently expanded to ISU's Family Medicine Residency Program. The Family Medicine Residency Program has trained over 40 physicians who are serving rural communities in the Intermountain West and just celebrated its 20<sup>th</sup>



graduating class. Idaho State University is the sponsoring institution for the Family Medicine Residency Program, and is a participant in the WWAMI network of Family Medicine residencies. This affiliation provides the Residency director with consultative services and network data helpful to the operation of ISU's program.

The College of Technology Health Occupations nursing programs have established a special working relationship with some of the smaller critical access hospitals in southeastern Idaho. For example, in cooperation with Bear Lake Memorial Hospital, an on-going external cohort of Practical Nursing students has been established that allows CNAs employed at the hospital to continue their education towards becoming LPNs by joining in didactic lectures remotely that emanate from the ISU Pocatello campus, while gaining their laboratory and clinical experience in their hometown. This collaboration has facilitated the development of a career track for individuals who otherwise would not have the time or money to further their education.

COT Health Occupations' students also have the unique opportunity to participate in cutting edge research projects that are seldom available to students enrolled in certificate and associate degree programs at other technical colleges in Idaho. For example, during the 2013-2014 academic year 160 Health Occupation department students joined with Boise State University nursing and respiratory therapy students in a research project that tested strategies to enhance the retention of CPR knowledge and skills in those who had previously been CPR certified, using a combination of computer-based refresher instruction and monthly skills practice using human simulators.

The Boise Veteran Affairs Medical Center with its long-standing affiliation with the College of Pharmacy and University of Washington Medical School is a model center of excellence site for patient centered medical home, medical practice training and postgraduate pharmacy residency education. Program integration has been recently demonstrated with incorporation of ISU nurse practitioners into this training.

Partnerships extend globally to Uganda, Ecuador, Ghana, and Peru through medical humanitarian trips by faculty and students to provide medical care across the world that evolve into international educational rotations. Recent presentations by Physician Assistant faculty in the Czech Republic used ISU as an example of how universities can maximize existing resources to ensure quality health profession education at affiliate campuses.

Idaho State University and the College of Idaho is a unique partnering of public and private university offering the two year Master of Physician Assistant program, while also addressing the growing need for primary health care providers in Idaho. This resulted from active monitoring of internal and external environments and the recognition that changing circumstances could impact the Division of Health Science mission. Many physicians practicing in Idaho earned their Bachelor's degrees at the College of Idaho, an asset for Physician Assistants needing clinical experience. The need for more clinical practicum sites was an additional factor that resulted in this partnership.

Social work students complete 400 hours of internship experience in a community agency setting. Students that are interested in working in health care settings are frequently placed in those settings. The University has partnerships with various health agencies within the community. The B.A. program in Sociology is very involved in the community, placing sociology students in internships in agencies and organizations with the region; graduates work in local and regional organizations, companies and

government agencies; and faculty members have conducted research and service projects in its communities. The Sociology program is part of a community-academic partnership project involving several major non-profit organizations in the area.

The ISU Clinical Psychology program partners with community agencies, hospitals and state agencies to provide services to citizens of southeast Idaho. Students provide testing services (e.g., disability assessments, neuropsychological assessments, forensic evaluations, and bariatric surgery preparedness assessments) and treatment services for children and adults for general mental health concerns such as anxiety, depression and other conditions. The Clinical Psychology program includes a fifth year which is a clinical internship at a member site of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or an equivalent experience approved by the Clinical Training Committee. Students have been competitive and successful at attaining internship positions. To date, 92% (61 of 66) of APPIC applicants have been placed in APPIC internship sites during their first application year. This is compared to a 70% average nationally.

Affiliations may be the result of community engaged service, research, and teaching, or a combination of all three and are further described as a component of Core them 4.2 Community engagement.

Indicator 3.2.2 is an indicator in ISU's Strategic Plan, supporting Goal 4: Community Engagement and Impact, with a FY2014 benchmark that the number of partnerships will increase 5% over the next five years. Indicator 3.2.2 further supports DHS Goal 1: To provide high-quality programs that are efficient, cost effective, and student oriented.

***Indicator 3.2.3: Examples of faculty volunteer hours in community health screenings***

The concept of the Community Health Screening events between ISU Meridian Health Science Center and Ada County stemmed from the county's need to reduce cost to taxpayers by providing better medical care access and preventive treatment to the growing indigent population. Idaho State University Meridian Health Science Center faculty saw this as an opportunity to lead by example and assist the community, all the while developing an innovative health experience for learners in an interdisciplinary environment. One of DHS's core values includes a holistic approach to health, emphasizing a comprehensive view of human health, including curative and preventive dimensions. For 2012—2013 between 500–600 hours in preparation and execution of the community screenings were logged by faculty, not including administration and staff time. Nine core faculty and two co-directors are devoted to the six annual screenings. These faculty activities are in addition to their academic and clinical workload. For FY2013, 139 students assisted with at least one screening and 61 attended multiple events for approximately 950 hours of donated student time. Productivity measures are correlated to determine program viability and sustainability. Community Health Screening planning is informed by data collection, presented, and tracked in yearly reports.

Through a partnership with the University of Washington/Northwest AIDS Education and Training Center, ISU employs one program coordinator to provide statewide HIV and AIDS medical training. Free HIV and Hepatitis C screening is provided at Community Health Screening events.

In Pocatello, the ISU Health Fair in its 33<sup>rd</sup> year, annually features around 70 learning centers and health screening opportunities. Community Health Screening events are held in Pocatello as well.

AmeriCorps members in programs administered by ISU annually contribute more than 64,000 hours of service work to communities throughout Idaho. The two programs are Idaho Health Care for Children and Families Program and Idaho Community HealthCorps program. The former has 10 stipend members that each provide 1,700 hours annually. There are 22 education-award-only members who contribute 450 hours per year, and three education-award-only who provide 675 hours annually. The HealthCorps program has 21 full-time members each providing 1,700 hours annually. In a study released December 2013, the Corporation for national and Community Service and the National Conference on Citizenship ranked Idaho third among the states for volunteerism and civic engagement. These volunteers are meeting local needs and strengthening communities.

Family Medicine Residency Program provides medical services to the underserved populations in Pocatello and Southeast Idaho. Residents serve one-month rural rotations in 15 communities statewide. They also staff the Pocatello Free Clinic which sees 15,000 patients per year and provides medical services to inmates in the Pocatello Women's Correctional Center, resulting in treating diverse patients and educational opportunities that otherwise may not be realized.

Other services include providing prenatal care, pediatric care for incarcerated minors, and physicians' services to the Bannock County Health Department. Clinical pharmacy services at the Family Medicine Residency Program include obtaining medications for some 250 indigent patients who do not have insurance for prescription medications.

College of Technology Health Occupations faculty are known for their generosity in the provision of time and money in professional service to their communities and professional organizations. It is not uncommon to find these faculty volunteering at food banks, shelters, blood drives, free clinics, schools, and neighborhood organizations. It is also not uncommon to find these same dedicated faculty members in leadership positions within the executive councils of their state and national professional organizations.

While Indicator 3.2.3 is not an indicator in ISU's Strategic Plan, it was determined to be a valuable indicator that demonstrates ISU's commitment to integrate teaching, clinical practice and service that provides professional development opportunities, strengthening faculty credentials and expertise as they role model clinical service. This indicator further supports Objective 3.2 Delivery of Patient Care and Related Health Services.

### Core Theme Three, Objective 3.3

Table 69: Objective 3.3

Core Theme Three: Leadership in the Health Sciences	
Objectives	Indicators
<b>3.3 Health sciences research</b>  ISU contributes to the development of new knowledge in the biomedical and pharmaceutical sciences, rural health, clinical research studies, and professional research. ISU faculty and students engage in basic and clinical research in the health sciences.	<b>3.3.1</b> Examples of (faculty) peer reviewed publications, professional publications, and other publications
	<b>3.3.2</b> Number of health professions students who are participating in research
	<b>3.3.3</b> Dollar amount of extramural support in the health sciences

#### **Indicator 3.3.1: Examples of (faculty) peer reviewed publications, professional publications, and other publications**

The Division of Health Sciences 2012 Annual Report provides examples of select publications. From 2011 to 2012 there was a doubling in numbers of presentations, referenced articles published and book chapters published in total for DHS as displayed in the table below. The papers published and presentations by program for FY2012 are also included. The national presence of ISU can be noted by viewing the presentation location.

Table 70: DHS Publications

Program	Web Media	Books	Chapters	Referenced Articles	Unpublished Presentations	Posters	Total
Communication Sciences	4	1	4	4	13	15	41
Counseling	0	0	4	6	0	0	10
Dental Hygiene	0	0	1	10	0	0	11
Dental Sciences (IDEP)	0	0	0	1	0	0	1
Dietetics	0	0	1	2	0	8	11
Health Care Administration	0	0	0	3	0	0	3
Health Education	0	0	0	8	8	0	16
Institute of Rural Health	12	0	3	2	0	10	27
Master of Public Health	0	0	0	1	1	3	5
Medical Lab Science	0	0	0	0	0	0	0
Nursing	1	0	2	16	12	2	33
Occupational Therapy	0	0	0	0	1	0	1
Paramedic Science	0	0	0	0	0	0	0
Pharmacy	0	0	3	68	0	61	132
Physical Therapy	0	0	0	2	0	0	2
Physician Assistant	0	0	0	1	3	2	6
Radiographic Science	1	0	3	0	0	1	5
<b>DHS TOTAL</b>	<b>18</b>	<b>1</b>	<b>21</b>	<b>124</b>	<b>38</b>	<b>102</b>	<b>304</b>

Table 71: DHS Presentation Locations

Program	ISU Local	State	Regional	National	Internet	Other	Total
Communication Sciences	1	3	8	12	1	3	28
Counseling	11	3	0	19	0	0	33
Dental Hygiene	0	4	17	12	0	3	36
Dental Sciences (IDEP)	0	0	0	0	0	0	0
Dietetics	10	0	1	1	0	0	12
Health Care Administration	0	1	0	2	0	0	3
Health Education	1	3	0	1	0	4	9
Institute of Rural Health	11	1	0	14	3	0	29
Master of Public Health	3	0	1	1	0	0	5
Medical Lab Science	0	0	1	3	0	0	4
Nursing	2	1	1	6	1	4	15
Occupational Therapy	1	1	0	0	0	0	2
Paramedic Science	0	0	0	0	0	0	0
Pharmacy	0	12	14	106	0	0	132
Physical Therapy	1	3	0	3	0	0	7
Physician Assistant	0	0	0	4	0	0	4
Radiographic Science	1	0	0	0	0	0	1
<b>DHS TOTAL</b>	<b>42</b>	<b>32</b>	<b>43</b>	<b>184</b>	<b>5</b>	<b>14</b>	<b>320</b>

With the 2013 implementation of Activity Insight, ISU can quantitatively assess with more precision the number of publications by unit in DHS as represented below. Efforts to refine this new report methodology will serve DHS well and create an indicator for future incorporation and benchmark development. A distinction between DHS publications and publications in other ISU colleges warrants this separate indicator. Many professional publications are also peer reviewed and other intellectual contributions captured through Activity Insight can be measured and assessed without duplicative counting, adding credibility to the reports. Dissemination of scholarly work is a requirement of all DHS Faculty and reflected in promotion and tenure guidelines. Scholarly presentations between the campuses are also important and accomplished through annual DHS Research Day. For Research Day 2014, 73 posters were showcased reflecting 200 faculty, student and outside contributors to 450 attendees.

High-quality research is represented and tracked across campus. Indicator 1.2.1 quantitates the total number of publications for ISU, and Indicator 1.1.7 provides additional qualitative examples of outstanding research and innovation taking place across the entire ISU campus.

Table 72: Published and Peer-Reviewed Publications, June 23, 2014

	Publication Year			Grand Total
	2013	2014	(Blank)*	
<b>College Of Pharmacy</b>				
Article			2	2
Book, Chapter In Scholarly Book-New	6			6
Book, Chapter In Textbook-New	1			1
Book, Chapter In Textbook-Revised	3			3
Book, Scholarly-New	2			2
Journal Article, Professional Journal			9	9
Research Support, Non-U.S. Gov't			5	5
Review	2			2
<b>College Of Pharmacy Total</b>	<b>14</b>		<b>16</b>	<b>30</b>
<b>Communication Sciences And Disorders</b>				
Article; Proceedings Paper	1			1

Editorial Material	1			1
Journal Article, Academic Journal	7	1		8
Journal Article, Professional Journal	1			1
<b>Communication Sciences And Disorders Total</b>	<b>10</b>	<b>1</b>		<b>11</b>
<b>Counseling</b>				
Article			2	2
Journal Article, Academic Journal	2			2
Other	2			2
<b>Counseling Total</b>	<b>4</b>		<b>2</b>	<b>6</b>
<b>Dental Hygiene</b>				
Article	2			2
Journal Article, Academic Journal		2		2
Journal Article, Professional Journal	8	1		9
Meeting Abstract	2			2
Monograph	1			1
<b>Dental Hygiene Total</b>	<b>13</b>	<b>3</b>		<b>16</b>
<b>Dietetics</b>				
Article	1			1
Meeting Abstract	1			1
<b>Dietetics Total</b>	<b>2</b>			<b>2</b>
<b>Family Medicine</b>				
Journal Article, Academic Journal	1			1
<b>Family Medicine Total</b>	<b>1</b>			<b>1</b>
<b>Health And Nutrition Sciences</b>				
Article	1		1	2
Meeting Abstract	1			1
<b>Health And Nutrition Sciences Total</b>	<b>2</b>		<b>1</b>	<b>3</b>
<b>Health Care Administration</b>				
Book, Textbook-New	2			2
<b>Health Care Administration Total</b>	<b>2</b>			<b>2</b>
<b>Idaho Center For Health Research (Ichr)</b>				
Journal Article, Academic Journal	1			1
Journal Article, Professional Journal	1			1
<b>Idaho Center For Health Research (Ichr) Total</b>	<b>2</b>			<b>2</b>
<b>Nursing</b>				
Journal Article, Academic Journal	1		77	78
<b>Nursing Total</b>	<b>1</b>		<b>77</b>	<b>78</b>
<b>Physical And Occupational Therapy</b>				
Article	3		4	7
Conference Proceeding	1			1
Journal Article, Academic Journal	1			1
Journal Article, Professional Journal	1			1
Meeting Abstract	2			2
<b>Physical And Occupational Therapy Total</b>	<b>8</b>		<b>4</b>	<b>12</b>
<b>Physician Assistant Studies</b>				
Book, Chapter In Scholarly Book-Revised			1	1
<b>Physician Assistant Studies Total</b>			<b>1</b>	<b>1</b>
<b>Radiographic Science</b>				
Article	4			4
<b>Radiographic Science Total</b>	<b>4</b>			<b>4</b>
<b>School Of Nursing</b>				
Book, Chapter In Scholarly Book-Revised	1			1
<b>School Of Nursing Total</b>	<b>1</b>			<b>1</b>
<b>Grand Total</b>	<b>64</b>	<b>4</b>	<b>101</b>	<b>169</b>

\*The blank entries are those that have a department and a publication type specified but do not have a publication year specified.

Qualitative listing of DHS Intellectual Contributions for FY2013 by unit is included in the Mission Fulfillment, Adaptation, and Sustainability Appendix 30.

Indicator 3.3.1 supports Goal 1: Learning and Discovery in ISU's Strategic Plan. This is a new indicator and therefore no benchmark has been established. This indicator further demonstrates the University community's dedication to the pursuit of knowledge, to the dissemination of knowledge, and to improving lives and solving society's most pressing issues.

***Indicator 3.3.2: Number of health professions students who are participating in research***

For student participation in clinical/applied research as part of their degree program in Health Sciences the ISU strategic plan performance measure for FY2013 is at 706, slightly down from 727, with a FY2014 benchmark to increase to 750 students over the next three years. Student research presentations are part of DHS annual Research Day agenda. The indicator data source is 5000 level coursework so research participation may be undertracked and the actual number of students participating in research may need a more refined metric. Human subject committee submission reports may be utilized in the future as an additional quantitative metric. Some of the research conducted by DHS's students is co-curricular, not funded and not associated with credit. Graduate coursework by dental hygiene, counseling, audiology, occupational and physical therapy as examples culminates in scholarly work at the thesis level. The launch of annual lectureships such as the Dr. David Chu Lectureship in 2013 has a goal of stimulating research interest in students. Revitalization of the Biomedical Sciences graduate program with strategic hires based on research is an effort to enhance student research and graduate education. The Division of Health Sciences has implemented student competitive awards to recognize research excellence which is hoped to stimulate research interest as well. Though the focus of Community Health Screenings is patient care, Community Health Screenings events as an example provide two foci of research: program development and educational outcomes. Career Path Interns on the Community Health Screenings team collected data and assisted with analysis that resulted in 16 presentations and posters in 2012-2013. Career Path Internship funding and opportunities in DHS has increased and may be a surrogate measure of enhanced student research participation. For FY2011-12 there were 27 Career Path Internships, increasing to 38 in FY2013-14. Consistent access to travel funds for students to travel to disseminate results of their research is a positive stimulus for student research participation.

Indicator 3.3.2 is an indicator in ISU's Strategic Plan, supporting Goal 3: Leadership in the Health Professions, with a FY2014 benchmark to increase to 750 students participating in clinical/applied research as part of their degree program, over the next three years. Indicator 3.3.2 further supports DHS Goal 2: To create an environment conducive to inquiry.

***Indicator 3.3.3: Dollar amount of external (extramural support) funding in the Health Sciences***

One of the ISU Strategic Plan performance measures is faculty and student engagement in basic, translational, and clinical research in the health sciences as evidenced by the number of faculty engaged in health sciences/biomedical research (PI's and co PI's). FY2012 saw an increase in numbers of faculty participating to 78 from 39 the year prior. FY2013 number is 65 with a FY2014 benchmark to 80 over the next 3 years. The performance measure for amount of external funding received increased from FY2013 to \$6.2 million from \$4.0 million with a FY2014 Benchmark to increase 3% per year. Publications, some

of which resulted from external funding are included in Indicator 3.3.1 and Appendix 30. The tables below describe the number of grants submitted as well as awarded and includes the funding source. In a growing research enterprise such as ISU it is vital to recognize effort in addition to funding success.

Figure 21: Total DHS Grants & Contracts Submitted/Awarded

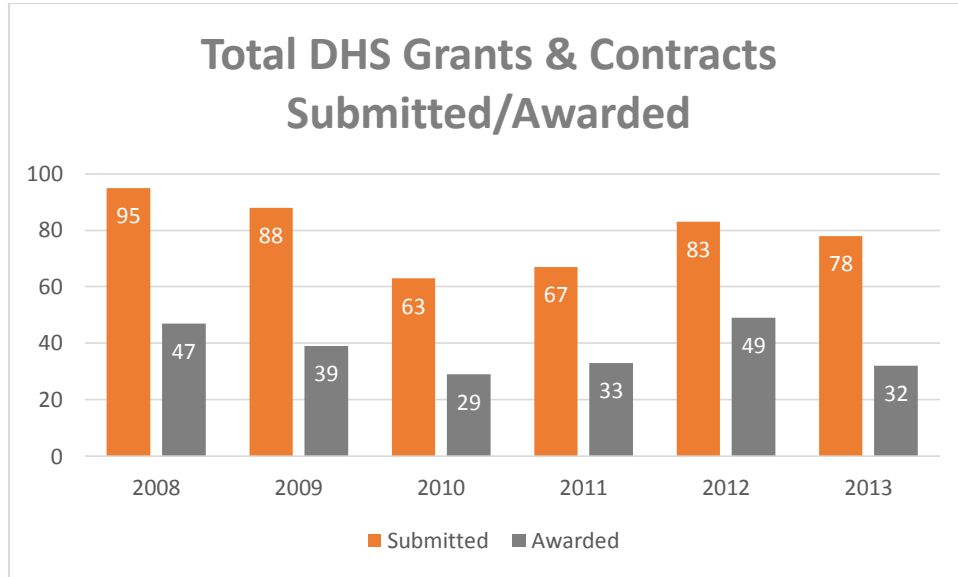


Figure 22: Total DHS Grants & Contracts Dollars Awarded

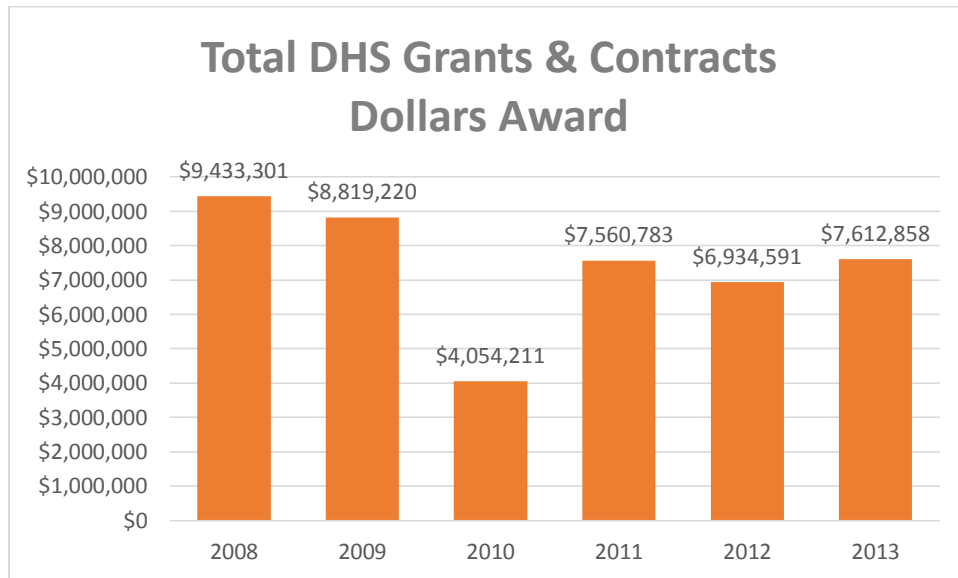
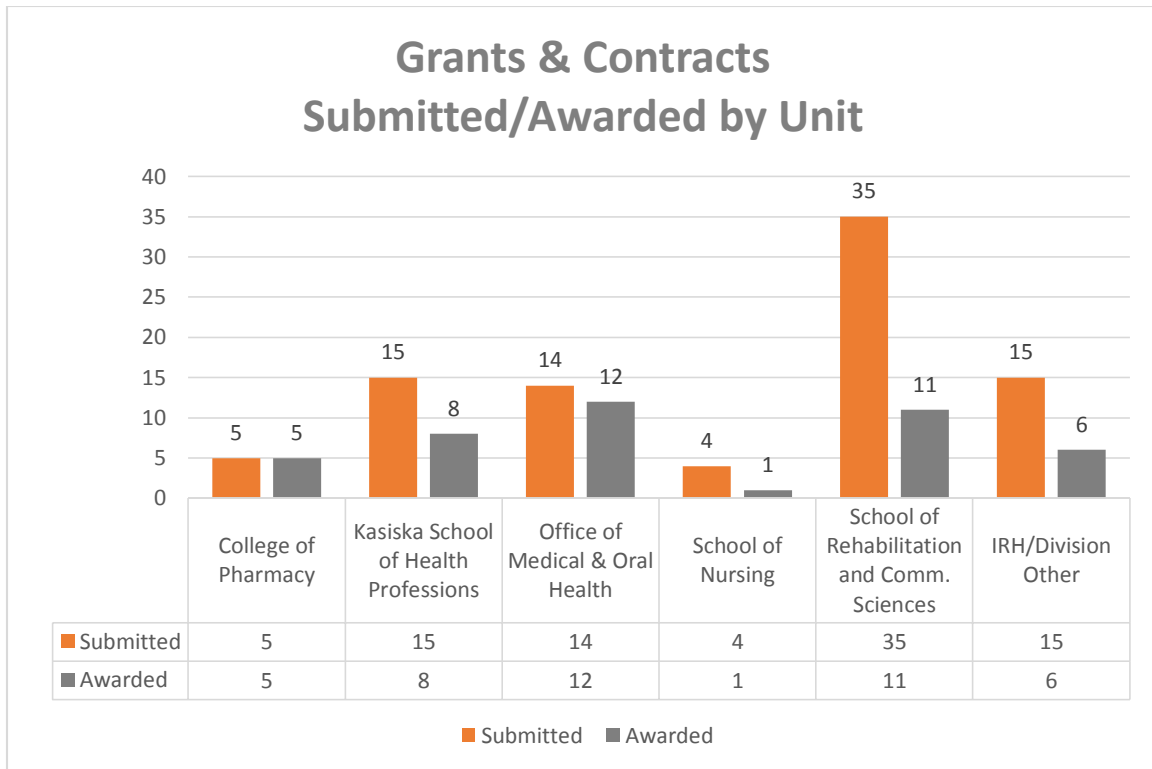




Figure 23: DHS Grants & Contracts Submitted/Awarded by Unit



The Idaho Center for Health Research was formed as part of DHS’s reorganization and has evolved to be the foundational infrastructure for research in DHS. In the last year Idaho Center for Health Research assisted with submitting 27 grant proposals totaling \$4.8 million. This office assists scholars in identifying research opportunities, collaborators, and securing resources. The Division of Health Sciences specific tracking of research pertinent metrics will be enhanced through this office. This is in addition to University level support through the Office of Research and Economic Development. Idaho State University strategic plan performance measures for faculty and student engagement in research/creativity are not unique to DHS and extend to the University in total. The University Research Council includes Division of Health Sciences membership and offers research support as well.

A qualitative discussion of DHS research efforts and progress follows. The Division of Health Sciences’ research can be described as basic, translational and clinical. Research is required of all DHS faculty and reflected in workload assignments. Functional research working groups are now in place and fund source scouting methods established. First Friday and Third Thursday faculty meetings in DHS allow for collaborative sharing of ideas.

During the Division of Health Sciences Research Day networking also occurs. For Research Day 2014, invited speakers from the Mountain West Clinical Translational Research center met with faculty to further, focused research on topics that address health issues in the western U.S. ISU is a partner university with the Mountain West Clinical Translation Research Center on a \$20 million dollar NIH grant focusing on geographic healthcare needs.

The Division of Health Sciences' research teams in collaboration with state health care systems conduct research on important issues such as Idaho drug abuse patterns that provides data for state and policy and guideline development. At the federal level, NIH funding has been received to measure antibiotic use in hospitalized patients and decrease antibiotic resistant infections in hospitals nationwide. As a result antibiotic stewardship standards can be implemented and used by hospital accrediting bodies, the Centers for Disease Control or the Center for Medicare Services.

The Biomedical and Pharmaceutical Research Department is restructuring to focus on structural biology and drug discovery research with investigators funded by Skaggs Alsam Foundation. The College of Pharmacy has recently secured a contract with MedImpact to develop drug monographs to support formulary selection by insurance companies.

The Statewide Idaho IDeA Network of Biomedical Research Excellence, or INBRE is receiving a \$16.3 million, five year renewal grant from the NIH for 2014-2019. Idaho State University will get \$1 million of this. This will support 10-15 undergrads per summer as research fellows, two to three graduate doctoral students per year, biomedical research equipment and fund seed and start-up grants for faculty.

Medical multicenter research trial participation in landmark published studies such as ACCORD assure that faculty are involved in research that is changing health care. This is possible through the Clinical Research Center, a unique component of the Family Medicine Residency Program. Research breadth goes beyond numeration. Through the Clinical Grants Division of Family Medicine Residency Program, funding from federal grants and appropriations has provided maternity care for migrant and seasonal farm worker families, gynecological procedures to prevent cervical cancer in poor, uninsured rural women, and primary care for people living with HIV infection. Family Medicine Residency was awarded 2011-2016 Primary Care Training and Enhancement Title VII HRSA, "Baby Boomer Medical Home Project," award of \$1,123,155. In 2011 funding was obtained to expand graduate medical education slots from 13.5 FTEs to 22 FTEs. Residency redistribution requests have been funded to increased rural training tracks.

The Institute of Rural Health at ISU has a consistent track record for funded research for Traumatic Brain Injury (TBI) patients. This has resulted in the TBI Virtual Program Center and Grand Rounds approach to public education and brain injury training serving all areas of Idaho. Idaho's challenge is to identify community resources to assist TBI patients after they leave acute care facilities and return home to live. The most recent HRSA funding was earned when Idaho ranked 8<sup>th</sup> of the 20 states funded with a score of 95 of 100.

The Meridian CORE is an economic development corridor that creates core competencies in the state for health and health related research. Idaho State University Meridian Health Science Center is the educational anchor for this corridor. It's location in the population and political center of the state provides for high visibility. The CORE members are interested in creating start-ups and in licensing new technology in tandem with the Idaho Department of Commerce which is central to the formulation of tech transfer relationships.

One of the goals of the newly ground broken Treasure Valley Anatomy and Physiology Laboratories at the ISU Meridian Health Science Center is to serve as a foundation for distributive medical education and research inherent in medical graduate education.

Evidence based decision making is a fundamental core of health sciences in patient care and research. Likewise it is applied in strategic planning to assure that meaningful results are generated. Core theme 1 Indicator 1.1.4 assessing the number of students employed to work with faculty in research projects and 1.1.5 number of thesis and dissertations completed, is inclusive of DHS students and complements the discussion presented here.

Indicator 3.3.3 supports multiple indicators in ISU's Strategic Plan – Goal 1: Learning and Discovery, with a FY2014 benchmark to increase amount of funding by 3% per year for the next five years; and Goal 3: Leadership in the Health Professions, with a FY2014 benchmark to increase funding by 3% per year. Indicator 3.3.2 further supports DHS Goal 2: To create an environment conducive to inquiry.

**Core Theme Four—Community Engagement and Impact**

<b>Core Theme Four: Community Engagement and Impact</b>	
<b>Objectives</b>	<b>Indicators</b>
<p><b>4.1 Economic Impact</b></p> <p>ISU contributes to the intellectual and financial capital, and provides infrastructure resources, to support the present economic development of the state. ISU directly contributes to the economic development of the state, region, and community.</p>	<p><b>4.1.1</b></p> <p>Estimates of economic impact</p>
	<p><b>4.1.2</b></p> <p>Amount of university spending from non-state funding sources</p>
	<p><b>4.1.3</b></p> <p>Number of student volunteer clinical services</p>
	<p><b>4.1.4</b></p> <p>Net contribution to Idaho by non-resident students and their families</p>
	<p><b>4.1.5</b></p> <p>Examples of ISU healthcare professional graduates</p>
	<p><b>4.1.6</b></p> <p>Number of individuals served through Workforce Training</p>
<p><b>4.2 Community Engagement</b></p> <p>ISU is a unique reflection of the community it serves. ISU engages and supports the communities it serves, and those communities return that support.</p>	<p><b>4.2.1</b></p> <p>Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities</p>
	<p><b>4.2.2</b></p> <p>Examples of activities/events that meet the local and regional needs/ interests</p>
	<p><b>4.2.3</b></p> <p>Number of clinic participants who are served</p>
	<p><b>4.2.4</b></p> <p>Examples of continuing education and professional development</p>
	<p><b>4.2.5</b></p> <p>Examples of campus resource conservation efforts</p>

**Core Theme Four, Objective 4.1**

Table 73: Objective 4.1

<b>Core Theme Four: Community Engagement and Impact</b>	
<b>Objectives</b>	<b>Indicators</b>
<b>4.1 Economic Impact</b>  ISU contributes to the intellectual and financial capital, and provides infrastructure resources, to support the present economic development of the state. ISU directly contributes to the economic development of the state, region, and community.	<b>4.1.1</b> Estimates of economic impact
	<b>4.1.2</b> Amount of university spending from non-state funding sources
	<b>4.1.3</b> Number of student volunteer clinical services
	<b>4.1.4</b> Net contribution to Idaho by non-resident students and their families
	<b>4.1.5</b> Examples of ISU healthcare professional graduates
	<b>4.1.6</b> Number of individuals served through Workforce Training

**Indicator 4.1.1: Estimates of economic impact**

Idaho State University is a vital part of the economy, not only in the communities it serves, but throughout the state. Annually, the indirect and induced economic output from operations, employee, student and visitor spending is estimated to be \$311.9 million. Idaho State University alumni living and working in Idaho contribute an estimated \$873.8 million into the economy each year. The University is the largest employer of Bannock County residents, and 3,895 people are employed by ISU in Pocatello, Meridian, Idaho Falls and Twin Falls. Economic Impact studies have been conducted for the University as a whole and for the Division of Health Sciences (copies of which are included as Appendix 23 and Appendix 24).

The Division of Health Sciences (DHS) is the largest division within ISU, graduating 32% of ISU students. The Division of Health Sciences 2012 Annual report shows that of DHS graduates, 185 gained first employment within the state of Idaho, compared to 100 who left the state. This demonstrates that the state of Idaho benefits from the students who are educated in health care at ISU. These graduates contribute to the ambitious goal of the SBOE that “60% of Idaho residents between the ages of 25-34 will have a degree or certificate by 2020.” Those alumni provide impact both fiscally, as well as socially and educationally within the state. The Board, in conjunction with their partnership as a Complete College America state, have identified the following reasons for educating the Idaho populace:

- Idaho must grow talent within the state to fuel innovation and economic competitiveness.
- Increased education attainment improves the quality of life for Idahoans and drives a vibrant, diverse economy.
- Idaho’s increased education attainment must be responsive to businesses that will employ the workforce of the future.
- It is imperative we commit to efficiently and effectively increase postsecondary degrees and certificates.

While ISU graduates from all colleges help to fulfill this goal, DHS is the largest body with the most complete data sets.

The Office of Research and Economic Development has primary responsibility for these aspects of technology development and transfer.

- Promotes the creation of knowledge through the research programs at Idaho State University
- Assists the knowledge creators and the University to “package” such created knowledge into manageable units (intellectual property)
- Provides expertise to the University on actions appropriate to protect the University’s ownership of such intellectual property
- Identifies and implements opportunities for extracting value by the successful commercial exploitation of such intellectual property, through such vehicles as licensing, start-up companies, joint programs with existing companies, and other commercially available arrangements

Idaho State University assists research personnel to complete the Intellectual Property Disclosure Form. It coordinates the internal review of the created material with the Intellectual Property Advisory Committee (comprised of the President, VP Finance & Administration, VP Advancement; VP Research & Economic Development, and the General Council). It also collaborates with appropriate outside technical and legal assistance to perform market structure analysis and manage patent applications. It markets the technology to move it into the commercial sector, and it assists in negotiating licensing arrangements with existing or start-up companies. The University may provide assistance to university-related companies pursuing SBIR/STTR grants (ISU is not eligible to apply for these, and many other types, of research commercialization grants).

The overall goal of the office is to promote the development of such intellectual property and to enable the maximum value therein to be transferred to the commercial and economic community within the state. Recapture of economic or monetary value to the University is important, as such recaptured value enables the growth and expansion of funded research activities; however, it is of lesser value than the maximization of university contributed economic impact.

Table 74: Location of First Employment of Students who Graduated FY2012

Program	In-State	Out of State	Graduate School	Unemployed	Unknown	Rural
<b>Communication Sciences</b>						
<b>Audiology</b>	1	6	0	0	0	
<b>Educational Interpreter</b>	3	0	0	2	0	3
<b>Sign Language Studies</b>	NA	NA	NA	NA	NA	NA
<b>SLP B.S.</b>	NA	NA	NA	NA	NA	NA
<b>SLP M.S.</b>	25	9	0	0	0	7
<b>Counseling</b>						
<b>Masters</b>	UNK	UNK	UNK	UNK	UNK	UNK
<b>Ed.S.</b>	UNK	UNK	UNK	UNK	UNK	UNK
<b>Ph.D.</b>	UNK	UNK	UNK	UNK	UNK	UNK
<b>Dental Hygiene</b>						
<b>B.S.</b>	0	0	0	0	25	0
<b>M.S.</b>	0	3	0	0	0	0
<b>Dental Sciences</b>						
<b>IAGD</b>	1	6	8	0	0	4

	IDEP	0	0	8	0	0	0
Family Practice Residency		2	5	0	0	0	0
Dietetics							
Dietetics B.S.**							
Dietetic Interns (not GS, but PB)		7	4	1	NA	3	5
Health Care Administration		8		5			
Health Ed							
Health Ed B.A./B.S.		1	0	0	0	5	0
Health Ed MHE		NA	NA	NA	NA	NA	NA
MLS		8	2	3		10	5
M.P.H.		5	1				
Nursing							
B.F.T.		25	2	1	0	3	0
B.S. Comp		UNK	UNK	UNK	UNK	UNK	UNK
B.S.N.		UNK	UNK	UNK	UNK	UNK	UNK
Masters		UNK	UNK	UNK	UNK	UNK	UNK
Post Masters		UNK	UNK	UNK	UNK	UNK	UNK
Occupational Therapy		6	1	0	0		3
Paramedic Science		4	1	0	1	1	1
Pharmacy							
BPSCI Masters		UNK	UNK	UNK	UNK	UNK	UNK
BPSCI Ph.D.		UNK	UNK	UNK	UNK	UNK	UNK
PPRA Pharm.D.		40	19	12	0	0	53
PPRA Pharm.D. NonT		UNK	UNK	UNK	UNK	UNK	UNK
Physical Therapy		18	7	0	0		20
Physician Assistant		18	34	1	1	5	8
Radiographic Science		13	0	4	1	0	1
DHS Total		185	100	43	5	52	110

**\*\*B.S. Dietetic students go on to internship before employment**

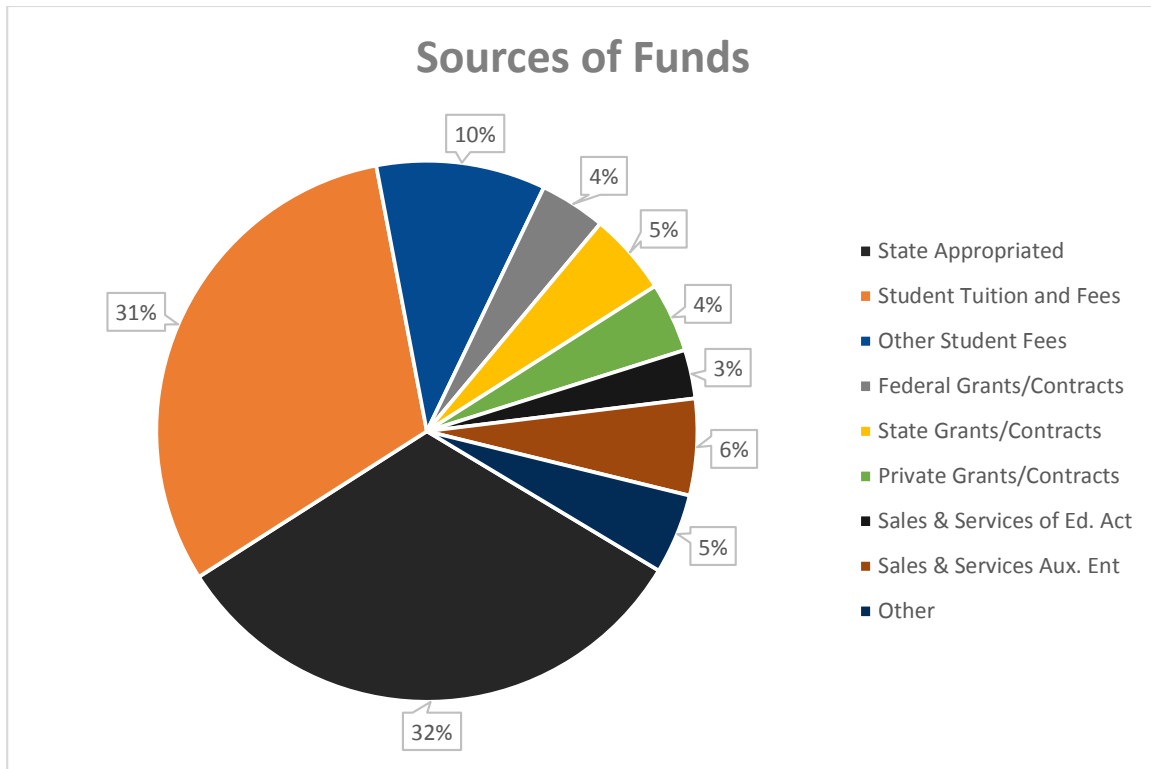
Idaho State University students and graduates are crucial to the state's health care resources, and the mission to educate a larger portion of Idahoans. While it is relatively easier to focus on economic impact, there are also social, educational, and cultural benefits indicated by Alumni of ISU.

Indicator 4.1.1 is an indicator in ISU's FY2015-2019 Board approved Idaho State University Strategic Plan – Mapping Our Future: Leading in Opportunity and Innovation supporting Goal 4: Community Engagement and Impact, with a FY2014 benchmark that total economic impact will increase by 5% over the next five years. Idaho State University will undergo campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan.

#### **Indicator 4.1.2: Amount of university spending from non-state funding**

As demonstrated in Figure 24: Fiscal Year 2013 Source of Funds, 32.3% of ISU's budget comes from state appropriated funding that includes general funds, and endowments. The remainder of University spending (61.6%) comes from a variety of other sources, including grants, contracts, student tuition and fees, and other course and professional fees.

Figure 24: FY2013 Source of Funds



The breakdown for each of the categories contained in Figure 24 can be found in the ISU audited FY2013 Annual Financial Statements in Appendix 14.

The percentage of state funding has continued to decline over the past several years, with many colleges operating with a budget of only 2-3% state funding for anything other than personnel costs. Local accounts have continued to be relied upon as funding for even basic necessities.

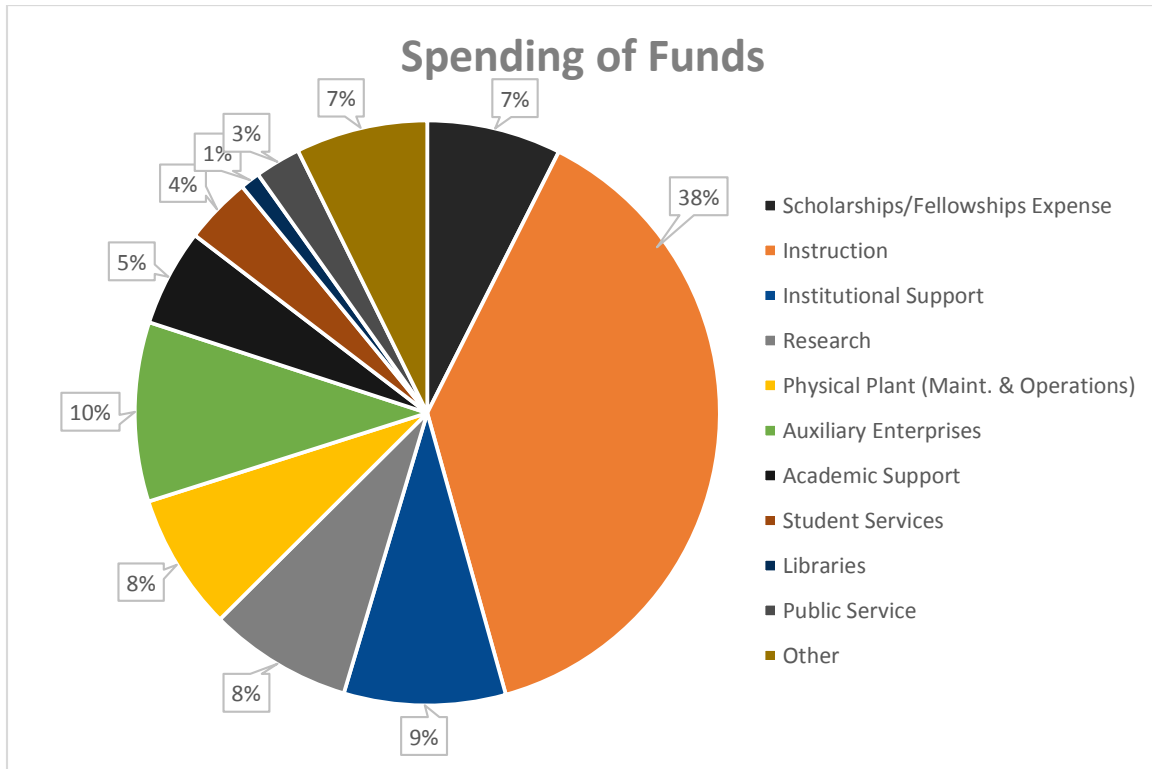
Table 75: Percent of State-Appropriated Funds Allocated for Personnel

Program	FY2010	FY2011	FY2012	FY2013
Pharmacy	100.0%	100.0%	100.0%	100.0%
Business	96.4%	96.1%	96.6%	98.9%
Summer Session	97.3%	97.2%	98.9%	98.9%
Intercollegiate Athletics	94.6%	94.6%	100.0%	96.0%
Health Professions	95.7%	95.5%	96.2%	95.8%
Research	91.6%	92.9%	94.7%	95.3%
Education	93.0%	93.6%	95.3%	95.2%
Arts & Letters	92.4%	93.1%	93.3%	93.4%
College Of Technology	89.9%	89.7%	92.2%	92.5%
Science & Engineering	95.0%	92.2%	92.4%	92.4%
Student Services	85.7%	82.8%	86.8%	87.1%
Institutional Support	81.3%	80.7%	82.9%	84.3%
Academic Support	80.1%	70.1%	71.6%	73.7%
General Instruction	65.2%	70.7%	63.2%	65.0%
Graduate School	65.4%	63.9%	62.7%	60.9%
Library	49.2%	48.9%	48.7%	47.3%
Physical Plant	36.5%	35.9%	34.7%	36.0%



While the largest portion of the University spending supports instruction, the University has committed significant support to Scholarships/Fellowships, Research, Auxiliary Enterprises, Maintenance and Operations, and Academic Support.

Figure 25: ISU Spending FY2013



The breakdown for each of the categories contained in Figure 25 can be found in the audited ISU FY2013 Annual Financial Statements in Appendix 14.

Facing continued declines in funding from state and federal levels, ISU has been proactive in finding revenue streams to support the educational mission from a variety of grants, contracts, partnerships and clinical services.

While Indicator 4.1.2 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating the non-state appropriated resources committed by the University that contribute to the growth of the local and state economy, thereby generated new revenue. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

**Indicator 4.1.3: Number of student volunteer clinical services**

In 2011, DHS students performed a total of 5,242 hours of volunteer services that contributed an estimated \$201,249 to the economy of Idaho. These volunteer service hours come in the form of a variety of community health screening events in the state.

The ISU Meridian outreach center partnered with Ada County in 2010 to devise a way to reach more of the indigent population’s health care needs, while reducing the burden to taxpayers. This partnership yielded health screenings held throughout the year to provide community members a better understanding of their health and to connect individuals with follow-up care within the community. The majority of those served in this capacity do not have access to insurance. Students and faculty from Nursing, Counseling, Dietetics, Audiology, Dental Residency, Medical Laboratory Science, Public Health, Pharmacy, and Physicians’ Assistant Studies Program volunteered hundreds of hours annually. Since the program’s inception, 26 community health screenings have been held, serving 820 community members.

Table 76: Number of Students Involved In Community Health Screening Events

	10/4/2012	11/1/2012	12/6/2012	2/7/2013	3/7/2013	4/11/2013
<b>Accelerated Nursing</b>	4	4	4	4	7	8
<b>CSD/SLP/Audiology</b>	3	3	7	5	4	5
<b>Counseling</b>	3	4	5	4	5	3
<b>Dental Residency</b>	2	3	1	1	2	0
<b>Dietetic Internship</b>	4	4	4	4	4	4
<b>Medical Laboratory Sciences</b>	6	6	7	4	4	4
<b>Nursing Practice</b>	4	4	2	4	4	4
<b>Public Health</b>	0	2	1	2	1	1
<b>Pharmacy</b>	8	6	5	4	4	6
<b>Physician Assistant</b>	4	4	7	7	6	3
<b>Total</b>	<b>38</b>	<b>40</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>38</b>

In Meridian, the following table demonstrates the need for health care services, as 89% of attendees reported no health care coverage.

Table 77: Current Health Care Access

Evidence of Need	N	Percent
<b>No Health Care Provider</b>	150	80%
<b>No Insurance</b>	163	89%
<b>Called 911</b>	6	3%
<b>Visited the ED</b>	47	23%

Differences in percentage due to missing data

In addition to the accessible, low cost clinical services offered through community health screenings and the like listed above, students enrolled in programs in DHS also earn credits and grades for internships and rotations within community hospitals, clinics, schools, and private practices. The following table indicates how many student credit hours (SCH) were earned as students worked with professional preceptors in the community. Idaho State University values service learning and the vast majority of the hours earned in clinical practica are unpaid hours for the students and the preceptors who graciously agree to teach them.

Table 78: Student Credit Hours Earned In Clinical Practica

Fiscal Year	Student Credit Hours
<b>2011</b>	7,668
<b>2012</b>	10,820
<b>2013</b>	11,060
<b>2014</b>	11,474

Students and faculty at the main campus in Pocatello likewise contribute to the state by providing a number of services at community health care screenings. Idaho State University hosts an annual health fair which provides dietetics counseling, diabetes counseling, pharmacy information and services, blood draws, hearing screenings, occupational and physical therapy screenings. These services are unpaid, and provide valuable service to a number of individuals. Idaho State University also has agreements with local schools to provide some of these services as well. For example, the Pocatello School District has only one Audiologist. Students from the Audiology and Speech Language Pathology are involved in hearing and speech and language screenings within the schools. Idaho State University Meridian Health Science students provide the vaccines for staff and students of the West Ada School District. These services are valuable to the district, as they also operate in a declining financial situation.

In a typical year, students perform a total of about 23,587 clinical hours of service out of which about 20,157 hours are unpaid. These clinical service hours are obtained as students work with preceptors in the field. Students practice under the supervision of the preceptor, completing professional services in a variety of hospitals, Skilled Nursing facilities, private clinics and school based settings. Idaho State University values service learning and requires that students take part in clinical rotations as well as volunteering in community screenings. These unpaid services result in an economic impact of about \$12.6 million annually.

While Indicator 4.1.3 is not an indicator in ISU's Strategic Plan, it does fit within the Division of Health Science's Strategic Plan under Goal 1: To provide high-quality programs that are efficient, cost effective, and student oriented; under Objective 1.3: Student Oriented. It was also determined that it was an important indicator for demonstrating the University's commitment to outreach and serving the community. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

***Indicator 4.1.4: Net contribution to Idaho by non-resident students and their families***

The following figures demonstrate that in the 2014 academic year, non-resident students contributed over \$13 million to the local economy as they incurred living expenses within the community. International students contribute nearly \$13 million as well to the local economy in addition to paying for tuition and fees. In the rural communities ISU serves, this is valuable revenue which is added to the local economy.

Figure 26: Non-Resident and International Fiscal Contribution

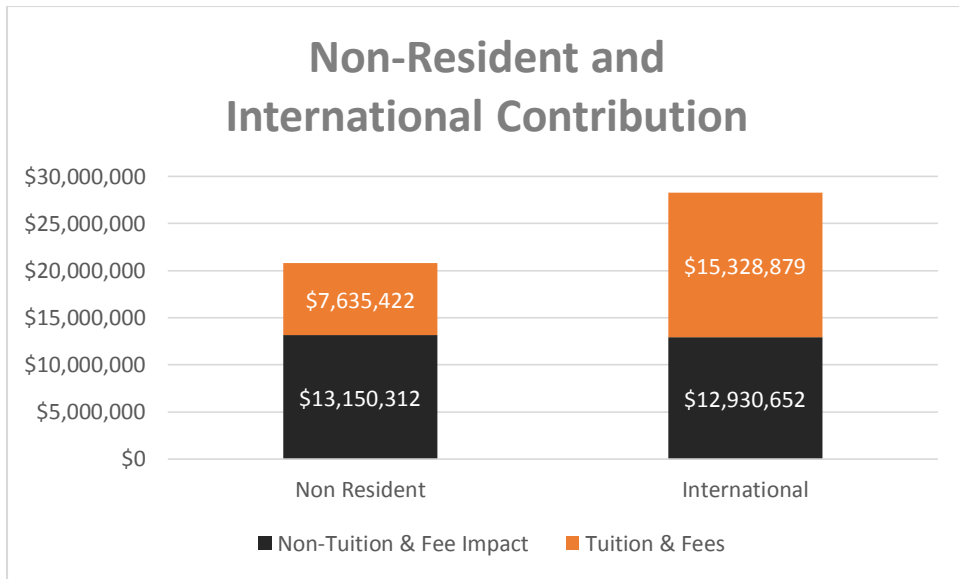


Figure 27: Full-Time Student Body by Resident Type

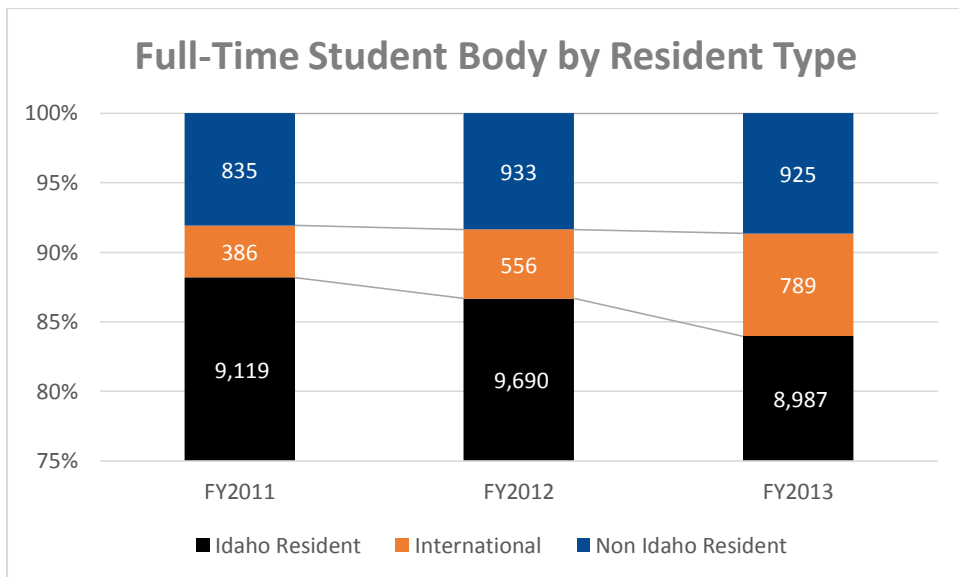
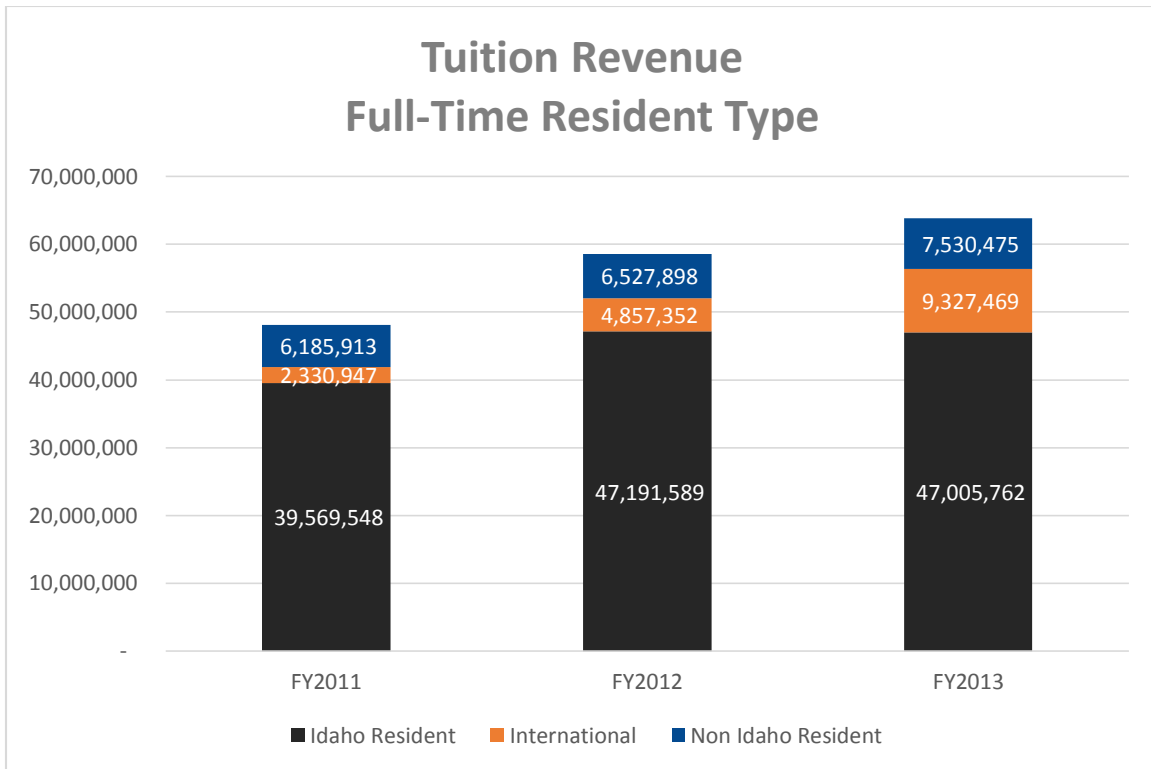


Figure 28: Tuition Revenues Generated by Full-Time Resident Type



In addition to the financial contributions, out-of-state and international students bring valuable social, cultural, and educational opportunities to the region. Many student organizations participate in events such as “Africa Night” which bring food, dance, music and cultural awareness to the in state students. Idaho is not inherently a very culturally diverse state, the out-of-state and international students are important for bring a sense of the “universe” to the University.

While Indicator 4.1.4 is not an indicator in ISU’s Strategic Plan, it was determined that it was an important indicator for that the University has become a destination institution for many non-resident and international students, thereby contributing to the cultural and financial growth of the community. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

**Indicator 4.1.5: Examples of ISU healthcare professional graduates**

Idaho ranks at the bottom of the 50 states and the District of Columbia for:

- The number of primary care physicians per capita
- The number of internists per 100,000 population
- The number of active pediatricians per 100,000 population, and
- The number of psychiatrists per 100,000 population

Idaho also ranks second to last in the nation for the number of physician residents overall and the number of physician residents in primary care; and 47<sup>th</sup> for the number of active obstetricians and gynecologists per 100,000 population. Retention of graduates from the ISU health profession programs is critical to meeting the workforce demand for health care providers.

The 2012 DHS annual report indicated that 64.9% of DHS graduates were employed within the state in their first year after graduating. This exemplifies a high return on investment for the state as Idaho reaps the rewards of strong health care providers in a state which desperately needs them. Idaho State University graduates report working in rural settings more often than urban and provide much needed services to remote individuals who would otherwise not have access to health care. With the exception of Ada County, all Idaho communities are designated as rural and are often lacking enough physicians, speech pathologists, pharmacists, and nurses. Idaho State University health programs are continuing to grow, with an eye toward providing all citizens of the state with more adequate health care through educating the populace.

In addition, the educated citizens who stay in Idaho upon graduation contribute to the Board’s goal that 60% of Idaho residents between the ages of 25-34 have a degree or certificate by 2020.

While Indicator 4.1.5 is not a specific indicator in ISU’s Strategic Plan, it aligns closely to support Goal 3: Leadership in the Health Sciences, Objective 3.1; as well as fit within the Division of Health Science’s Strategic Plan under Goal 1: To provide high-quality programs that are efficient, cost effective, and student oriented; under Objective 1.3: Student Oriented. It was also determined that it was an important indicator for demonstrating the University’s commitment to outreach and serving the community. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

***Indicator 4.1.6: Number of individuals served through Workforce Training***

Workforce Training operates through the College of Technology and provides relevant training to a variety of people in the community. Workforce Training provides a way for individuals to increase current knowledge and skills to gain an advantage in the job market. The Workforce Training program serves individuals from the community who are looking to improve their job skills through regularly scheduled catalog courses and industry specific customized trainings. Additionally, Workforce Training provides personal enrichment courses as part of their regularly scheduled catalog offerings.

*Table 79: Workforce Training Participation*

	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
<b>Number of Students</b>	10,688	10,621	8,723

As the numbers above demonstrate, a large number of individuals participate in Workforce Training, indicating that it is a well-used resource within the community. The drop in participation numbers between 20012 and 2013 was the result of a staff retirement whose primary responsibility was recruitment and expansion, as well participation declining in the annual Safety Fest event. Regularly

scheduled classes maintained their typical enrollment numbers, and the program revenues were up slightly from the previous year due to securing large customized training contracts.

The Department of Sociology, Social Work, and Criminal Justice sponsored and organized this past year the Humanities Café which was a series of lectures and discussions open for the public. There were six sessions of the Humanities Café held at the Pocatello Portneuf Brewery from October 2013 through April 2014, providing opportunities for personal enrichment and enhancing the intellectual capital in the area.

While Indicator 4.1.6 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating the University's capacity to provide continuing education opportunities, as well as opportunities for personal and professional enrichment. It further demonstrates the University's contribution to intellectual and financial capital within the community. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

**Core Theme Four, Objective 4.2**

Table 80: Objective 4.2

Core Theme Four: Community Engagement and Impact	
Objectives	Indicators
<p><b>4.2 Community Engagement</b></p> <p>ISU is a unique reflection of the community it serves. ISU engages and supports the communities it serves, and those communities return that support.</p>	<p><b>4.2.1</b></p> <p>Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities</p>
	<p><b>4.2.2</b></p> <p>Examples of activities/events that meet the local and regional needs/interests</p>
	<p><b>4.2.3</b></p> <p>Number of clinic participants who are served</p>
	<p><b>4.2.4</b></p> <p>Examples of continuing education and professional development</p>
	<p><b>4.2.5</b></p> <p>Examples of campus resource conservation efforts</p>

***Indicator 4.2.1: Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities***

Idaho State University’s research vision includes robust private-public relationships and partnerships. While the University has many hundreds of partners, it is actively engaged in increasing the number of partnerships with Idaho companies to protect and grow jobs and drive economic development in the region and state. The Division of Health Sciences holds more than 3,000 Affiliation Agreements with private and public agencies which host ISU health profession’s students in a variety of clinical rotations. This successful partnering yields valuable collaborations between community health care providers in Idaho as well as neighboring states. Affiliations within DHS represent training partnerships with government agencies, private groups, clinics, hospitals, pharmacies, rehabilitation facilities and skilled nursing centers.

Bengal Pharmacy, LLC, owned by the Idaho State University Foundation, opened Idaho’s first-ever full-service telepharmacy on June 20, 2014 in Arco, Idaho. The pharmacy, in partnership with the Lost Rivers Medical Center, will utilize innovative technology to provide critical health care access to one of the state’s many rural communities, while also providing hands-on experience for ISU’s pharmacy students.

The School of Rehabilitation and Communication Sciences houses the Veteran’s Administration (VA) Hearing clinic and is an authorized provider of assessment of hearing acuity and provision of hearing aids and services through their contract with the VA. This partnership allows Veterans to receive services without traveling to the nearest VA Medical Center in Salt Lake City, UT.

The Vice President for Research & Economic Development represents ISU in the Higher Education Research Council, Idaho Global Entrepreneurial Mission, Center for Advanced Energy Studies (Steering Committee), Idaho National Laboratory, Idaho Regional Optical Network (elected President and CEO of the Board of Directors; July 2014), Idaho Technology Center (Board of Directors), Bannock Development Corporation (Board of Directors), Pocatello Chamber of Commerce (Board of Directors), and for the Association of Public and Land Grant Universities Commission on Commercialization, Innovation, and



Economic Prosperity and appointed to Governor Otter's Leadership in Nuclear Engineering Commission. Research and scholarship at ISU is rooted in nuclear energy, clean energy and technologies, the environment, and human health. Through the Center for Advanced Energy Studies, ISU faculty engage in state of the art research that contributes to the nation's economic stability by developing technologies that ensure a stable and secure energy infrastructure. Idaho State University has focused with success on securing major grants and will continue to do so. In the past year, the University has successfully attracted a National Science Foundation grant for \$3.8 million, a National Institute of Health grant for \$1.8 million, and a grant from the Office for Naval Research for \$2.2 million. The University has over ten multi-million dollar grants under development to a variety of federal agencies.

Idaho State University has developed a new suite of metrology analytical capability (the ability to analyze nanomaterial's for manufacturing integrity, quality control, and product enhancement). The metrology suite has allowed us to develop a partnership with ON semiconductor for analytics that had previously been out-sourced. Additional partnerships are being developed with other Idaho companies and several new jobs are being created as a result of these public-private partnerships.

The Office for Research and Economic Development (ORED) has offered a variety of workshops and seminars to build faculty participation in both generating grant proposals that seek large funding levels. In addition, ORED has fostered several collaborative interdisciplinary team building exercises that have already led to a large, first "ensemble science" grant from the National Science Foundation. Several more proposals are under development. Furthermore, ORED is reinvesting a significant amount of funds obtained through existing grants (indirect cost recovery) and building additional interdisciplinary team efforts.

Idaho State University has engaged in many high level discussion with the Idaho National Laboratory (INL) and now has multiple efforts underway to enhance its educational programs to better meet the workforce needs of the Idaho National Laboratory; identifying and pursuing new collaborative research projects across the two entities; re-inventing the core function of the Center for Advanced Energy Studies (CAES) and expanding CAES into regional collaborations; and developing new foci based on the intersection of the LINE 2.0 (Leadership in Nuclear Engineering) commission, the national priorities as set forth by the Department of Energy and the National Nuclear Security Agency, the INL, and ISU. The Idaho National Laboratory and the Idaho Center for Advanced Energy Studies contributed an IQ-station (Inexpensive Interactive Immersive Interface), which is a virtual reality tool by which researchers can interact with complex datasets in three dimensions. This brought images fully into the 3D visual environment. By strategically aligning its research efforts with state and national targets, ISU will achieve a much higher success rate moving forward.

Idaho State University has successfully overcome several technical barriers that have impeded the production of an important medical isotope ( $^{67}\text{Cu}$ ) that may lead to new, improved treatments in several human cancers. By partnering with an Idaho company (International Isotope, Inc.) for distribution and by identifying four customers (Harvard Medical School, City of Hope Hospital, Fred Hutchinson Cancer Research Center, and Southwestern Medical Center), ISU is developing further partnerships that will lead to the development of new cancer treatments.

There is a powerful commitment to moving research from "bench to market" in innovative ways that bolster economic development in the state, nation, and globe. Idaho State University is contributing technologies that will lead to innovations in nano-manufacturing, detection of mechanical stress in

materials subjected to harsh environments, and the development of new materials capable of producing far more power for longer periods of time than any existing battery technology. These technologies, as they move from the laboratory to the market place, serve as an engine for economic development in Idaho.

The College of Science and Engineering (CoSE) has historically and continues to be extensively engaged in the community, region and nation, with plans to enhance community and regional relationships in the coming years as part of their strategic initiative. Examples of active formal collaborations include joint ventures with the following groups: International Isotopes of Idaho Falls, the Idaho National Laboratory, the Pacific Northwest National Laboratory, The Sandia National Laboratory, The Thomas Jefferson National Accelerator Facility, The Lawrence Berkeley National Laboratory, The Lawrence Livermore National Laboratory, The Battelle Energy Alliance, RadiaBeam Technologies, Niowave Inc., Kirkland Air Force Base/ Air Force Research Laboratory, L-3 Applied Technologies – Pulsed Power Systems, AREVA Inc., The Idaho Department of Justice, The City of Pocatello, Northwind Inc., The S.M. Stoller Corporation, The Idaho Department of Environmental Quality, and the Novatech Professional Corporation to name just a few. The College of Science and Engineering also participates in a myriad of informal but reoccurring partnerships such as our annual sponsorship of the Math Counts Competition, and the countless science demonstrations at local schools.

The Idaho Accelerator Center is a collaborative effort between the Idaho National Laboratory, ISU, and the DOE (Department of Energy) and allows the placement of DOE owned equipment at ISU. The MOU provides for a relationship under which the Idaho Accelerator Center houses the DOE owned equipment, but uses ISU facilities and personnel for operation, maintenance and health and safety guidance. A significant advantage of this agreement is easy access to this equipment and university owned equipment by universities, government agencies, and the private sector in a unique research environment. This environment centralizes equipment in a convenient location fostering inexpensive research and development and rapid testing for integrated demonstration development and transfer of technology. Idaho State University has strategically repositioned the IAC in the past year with an emphasis on becoming a DOE national user facility, increasing the infrastructure in pulsed power applications for both imaging purposes and testing of national stockpiles of nuclear materials via an expanded network with other DOE national laboratories.

Working with the Idaho Department of Commerce, faculty in several units, Boeing Insitu, and Advanced Aviation Solutions, ISU is advancing towards a broad partnership with the private sector around emergent opportunities in unmanned aerial vehicles. Idaho State University is supplying research expertise in spectral, hyperspectral, GIS imaging, and advanced visualization analysis for this team. Additionally, Boeing Insitu has been engaged in discussions about alternative power devices for UAV's that ISU is developing.

Boise Center Aerospace Laboratory (BCAL) was established in 2004 at Idaho State University with a grant from the National Oceanic and Atmospheric Administration (NOAA) and primarily focused on hyperspectral and LiDAR image processing. Since then, BCAL has expanded through funding from numerous federal and state agencies. BCAL's remote sensing research covers all spectral and spatial scales and integrates interdisciplinary research to promote sustainable environments.

The GIS (Geographic Information Systems) Training and Research Center (GIS TRc) is a University-wide facility administered by the Office of Research serving all colleges and departments at Idaho State

University as well as the GIS community of east Idaho. The GIS Center is receiving national attention as they have just made available a new web based application that allows fire fighters to predict and mitigate forest fire damage in real time. Indeed, it was awarded a prestigious “Exemplary Systems in Government” in July of 2014 for this project entitled RECOVER: Rehabilitation Capability Convergence for Ecosystem Recovery.

Idaho State University is a member of the CORE, in Meridian; an Idaho business coalition for innovation in health care, research, and technology. It is dedicated to creating core competencies in health care and medical technology. The CORE’s Mission is to promote the fusion of health sciences, research and technology to drive innovation and sustainable economic growth. The CORE is focused on fostering a vibrant ecosystem where entrepreneurs, educators, researchers and professionals will collaborate, create, and showcase technology assets. This diverse group of partners will deliver long-term and lasting benefits to the community by sustaining and creating new jobs that cannot be outsourced. In addition to ISU, the CORE includes: Boise State University, University of Idaho, AceCo, Ada County Commissioners, Bank of the Cascades, Blue Cross of Idaho, CenturyLink, City of Meridian, Dave Sanna - RBC Wealth Management, Eagle Road Professional Center, Gardner Company, Hawley Troxell, Idaho Council of Governments, Idaho Global Entrepreneurial Mission, Idaho Technology Council, Idaho Urologic Institute, Jay Lugo, Johnson Brothers Hospitality, Matt Joyce, MD PA, West Ada School District, MWI Veterinary Supply, Saint Alphonsus Regional Medical Center, St. Luke's Regional Medical Center, Washington Trust Bank, West Valley Medical Center, West Vet Animal Emergency & Specialty Center, and Zona Health.

The Idaho Museum of Natural History embraces relationships with The Smithsonian Institution, the Burke Museum, the Canadian Museum of Civilization, and through partnerships with the Port Townsend Marine Science Center and the Sitka Sound Science Center. The museum possesses the finest image capture and processing capabilities for 3-D imaging of natural history specimens. This project is on the forefront of national efforts at NSF for the democratization of science and will lead to unprecedented access for K-20 education.

The College of Arts and Letters collaborates with its Deans’ Advisory Board which is a group of alumni and friends of the College of Arts & Letters who volunteer their time to assist the Dean and faculty in their efforts to expand the College and make programs more attractive to prospective students. The college has a collection of dedicated volunteers on the board that have helped in the development of the college. Correlates of this group’s efforts can be found in each of the colleges/divisions at ISU.

The mission of the Idaho State University Alumni Association is to promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual, and social opportunities.

The College of Education boast valuable partnerships with local and state public school districts where students are able to complete student teaching internships. Through STEM (Science, Technology, Engineering and Mathematics) programs, the college has partnerships with the Association of Physics Teachers, as well as preceptors for the Master of Athletic Training.

The College of Business has active affiliations with the Small Business Development Center, Eastern Idaho Development Corporation, and Techhelp: Solutions for Manufacturing in Idaho. The Wells Fargo Speaker Series brings entrepreneurs to speak to business students regularly.

The College of Technology has affiliations with many industry partners, such as Western Aircraft, Williams-Northwest Pipeline, Chevron, Caterpillar, Western States Equipment, and the Newmont Mining Company which provide students scholarships. All applied associate degree and certificate programs maintain close ties with business, industry, and key workforce development constituents. Technical advisory committees consist of local and regional employers who provide valuable input to ensure College of Technology curriculum remains relevant to industry needs.

As is evidenced by the examples above, each college and division within ISU has valuable connections with a variety of agencies both public and private. These mutually beneficial partnerships allow students and community members to experience current technology and workplace practices prior to their first employment. Additionally, it is through the support and collaboration of many agencies that ISU is able to garner valuable data and facilities for research in a variety of scholarly pursuits. Idaho State University's current repertoire of collaborations appears appropriate to meet the needs of the University, though it is recommended that ISU continue to engage both local and national partnerships to secure ISU's future growth.

Indicator 4.2.1 is an indicator in ISU's Strategic Plan supporting Goal 4: Community Engagement and Impact, with a FY2014 benchmark that collaborative agreements, and contracts will increase by 5% over the next five years. Idaho State University will undergo campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan.

***Indicator 4.2.2: Examples of activities/events that meet the local and regional needs/interests***

The main venue at ISU is the L.E. and Thelma E. Stephens Performing Arts Center. This venue is unique in the Intermountain West and enriches the cultural life of southeastern Idaho.

Idaho State University offers a variety of events and activities which meet local and regional needs and interests. Whether one appreciates the arts, cultural events, sports, or science and engineering, community members have access to a number of opportunities which would otherwise not be available in this rural area. Below are some examples of the community programming offered at ISU:

**Cultural Events** – ISU's International Student Organizations are active on campus and in the community, sharing cultural practices such as food, song, dance, and storytelling. Thousands of community members have participated in various 'nights,' which annually bring the 'world' to Southeast Idaho. Some examples of such events are:

- African Night
- Chinese New Year
- Taste of France
- Nepalese Night
- Saudi Night

**Communiversality**, a unique 'town and gown' outreach is a collaboration between the community and the University. Spearheaded by the alumni association, Communiversality has two annual events where community members have an opportunity to learn more about the various programs and opportunities at ISU while engaged with faculty and students as well as various vendors and service providers in town. The two events are:

- Welcome Back Orange and Black (held in old town Pocatello each fall semester)
- Celebrate Idaho State, where 4,000 people attended in 2014 (held at the Student Union Building in Pocatello each spring semester)

**Stephens Performing Art Center (SPAC)** was recently noted as No. 4 on a list of "The 25 Most Amazing University Performing Arts Centers" by the national website [bestvalueschools.com](http://bestvalueschools.com). The SPAC hosts a variety of events throughout the year, some of the regular events are listed below. Thousands of people have attended performances, and are always impressed with the beauty of the facility. In Spring 2014 ISU performing arts was able to present 'James and the Giant Peach' to over 1,000 elementary school children in the area. Events such as these are a treasure to the community.

- Idaho State Civic Symphony
- Season of Note
- ISU Choral Programs
- ISU Performing Arts

**Science Education Outreach** – ISU is aware of the growing need for science education among the general population and offers several events to engage children as well as adults in science based activities. Examples of events are as follows:

- K-12 Science Olympics
- Idaho Science and Engineering Festival
- Idaho Museum of Natural History:
  - Classes for all ages – Science Trek, Summer Safari, Forays into the Field
  - IMNH 'mobile museum' brings natural history to schools in the area

**The Bioskills Learning Center** is a facility related to the *Treasure Valley Anatomy and Physiology Laboratories* at the ISU Meridian Health Science Center that has a dual role in both instruction and research for the University and a continuing educational role for practicing medical professionals. It provides a location for medical technology companies to demonstrate new and emerging technologies to physicians, surgeons and professors. University personnel can utilize the Labs to present research results to private companies with the objective of commercializing new products and methods in the local area to support economic development. Courses and workshops may be scheduled in the **Bioskills Learning Center** as desired, particularly for demonstrations to be transmitted to remote locations.

**New Knowledge Adventures** – Among ISU's offerings is a program specifically designed with the retiree in mind. The New Knowledge Adventures courses provide enrichment for the retired among us. Topics include everything from gardening, cooking, current social topics, hikes and other outdoor experiences, and more. With an influx of retired people moving to the state, this has become a popular choice.

**Sports and Performance Camps and Lessons** – ISU is proud to share the skills of its athletes, coaches, and performance artists. Throughout the year, specialty camps are held for children in the community to learn more about a sport or instrument of their choice. Idaho State University students majoring in music offer guitar, piano, voice, and other lessons to community members and their children. A few of the sports below hold annual 'camps' where children can spend several days working on new skills.

- Soccer
- Football

- Cheerleading/dance
- Volleyball

**Bengal Warrior Boot Camp (BWBC)** – In the past four years, BWBC previously only invited students (high school and pre-college) from the Ft. Hall Reservation's Summer Youth Program. This year, ISU's Native Americans United student organization and Native American Student Services in Central Academic Advising extended the invitation to any high school/pre-college Native American student in the state. BWBC includes two days of activities include: the ISU Alpine Challenge Tower, the Warrior Team Race Obstacle Course, along with a variety of presentations on leadership, careers, and college planning, with the primary goals:

- To discuss the need for effective leadership by and for Native Americans and how to take charge of one's own education
- To provide the opportunity for participants to get information relating to higher education
- To provide access to professionals presenting on a variety of career options and the ways to achieve success in a given profession or trade
- To provide moderately challenging physical activities to build individuals' self-esteem and foster leadership skills

**Tech Expo** – For 13 years, the College of Technology brings local and regional employers and educational programs together to showcase the limitless opportunities available to thousands of high school students, the ISU community, and residents of Southeast Idaho. This large, interactive event brings together ISU programs and majors with business and industry partners to emphasis career pathways available to ISU graduates.

**Alumni Outreach Events** – ISU Alumni Association's mission is to "promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual, and social opportunities. Examples of 2013-14 Outreach Events include:

- Legislative Reception – January 2014. There were 196 in attendance (143 attended in 2013), 43 were legislators (34 in 2013), and three Constitutional Officers (none in 2013).
- Boise Alumni Mixer – new event is January 2014. More than 73 guests, many of whom were first-time alumni guests and second generation alumni.
- Alumni Ski Tours – new events in 2014. More than 500 alumni visitors at three venues (Boise – Bogus Basin, Idaho Falls - Pomerelle, Pocatello – Pebble Creek).
- Pocatello Alumni Basketball game – new event in 2014. Partnership with ISU Athletics (Men's basketball game). More than 290 attended.
- Boise Alumni Hockey Game – new event in 2013. More than 40 alumni attended Steelheads hockey game in Boise.
- Alumni Basketball game – ISU vs. UI - in Boise - had 8 tables (of 8) sold for game to alumni plus 15-20 additional tickets purchased by alumni.
- Sports Hall of Fame- largest attendance (ever) with more than 200 guests for ceremony and luncheon
- Homecoming- largest attendance (ever) with 278 guests attending President's Alumni Recognition Dinner
- Summer outreach concert- Boise- Eaton & Sanders in Concert- 218 guests attended. Increase of 13 over previous year

- Alumni Golf Scramble- Jerome, Idaho- more than 80 golfers participated from Magic Valley area. Similar number to 2012.
- Golden & Silver Bengals- reception and ceremony resulted in 23 alumni returning to campus from 25 and SO year graduates. Previous year attendance 16.
- Annual Professional Achievement & Outstanding Student Awards programs- 23 award recipients annually receiving recognition for engagement and future outreach

**Online outreach:**

- Facebook- now have 2,250 likes; 526 average engaged users monthly; monthly total reach 2,709. Began FB contests for outreach and engagement with more being planned.
- Alumni website- completely re-done in 2013. Increased page views by 14.5%, unique page views by 11.67%, increased average time on page by 14.32%, increased entrances (to other locations within website) 21.55%. Decreased bounce rate by 3.44%.
- Alumni membership has increased by 69% with online purchase resulting in increased income YTD of \$5,370

**Other areas of outreach:**

- Direct mail campaign to 28,600 alumni of which 6,500 were pre-qualified for JSU Credit Union Alumni Affinity MasterCard. Resulted in 208 new alumni accounts opened, 172 used with balance of \$963,326 and royalty accrued income of \$124,812. Former affinity credit card relationship had expired 2 + years previously.
- Expanded outreach with Liberty Mutual (Affinity Insurance partner) with 2 tailgate events in 2013 (none previously) October and November 2013. Did 3 additional FB posts and one email blast (24,000) for Quote for Scholarship campaign (to drive viewers to alumni website)
- Expanded role with Ad missions and Recruitment providing alumni incentive gifts for ISU Information Nights at all locations, ISU pins for alumni parents of future students in addition to expanded alumni board member participation at these events.
- Board and staff participation in Communiversities events- Welcome Back Orange & Black and Celebrate Idaho State-2,500 to 3,000 participants
- Hosted Holiday Open House @ Maguson Alumni House annually for area partners and alumni guests- averaging 50-60 guests
- Hosted Pocatello Chamber After Hours @ Homecoming ng annually for community and Alumni - attendance exceeds 200 guests

While Indicator 4.2.2 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating community engagement and ISU's ability to provide services that support the local needs. This indicator further supports Objective 4.2 Community engagement. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

***Indicator 4.2.3: Number of clinic participants who are served***

Idaho State University has a robust slate of health care clinics which provide low cost evaluation and treatment to the community as well as students, faculty, and staff. In 2011-12, 54,234 visits were logged in 12 clinical settings reported (DHS 2012 Annual Report) between the ISU campus and the Meridian Health Science Center. Clinical services at ISU are often provided at very low cost to serve the community.

Health care is expensive, and many who utilize the ISU clinics are those who have an annual income which precludes services such as Medicaid, but are not able to afford health care out of pocket. Some examples of clinical services and specialties are noted below:

- Audiology Clinic (public) – boasting the only Cochlear Implant Clinic in Southeastern Idaho, community members must drive to Boise or Salt Lake City for comparable services.
- VA Hearing Services Clinic
- Dental Clinics: dental hygiene, family dentistry (Meridian and Pocatello)
- Medical Clinics: Pocatello Family Practice, Student Health Center (Idaho Falls and Pocatello)
- Mental Health Clinics:
  - Center for New Directions, counseling for those community members seeking new careers or retraining
  - Counseling and Testing – providing services to students and community members
  - ISU Counseling Clinics (Meridian and Pocatello)
  - Psychology Clinic
- Physical and Occupational Therapy Clinics
- Speech Language Pathology Clinics (Meridian and Pocatello)
- Wellness Center – offering nutritional and fitness assessments

While Indicator 4.2.3 is not a specific indicator in ISU's Strategic Plan, it aligns closely to support Goal 3: Leadership in the Health Sciences, Objective 3.2, as well as fits within the Division of Health Science's Strategic Plan under Goal 1: To provide high-quality programs that are efficient, cost effective, and student oriented; under Objective 1.3: Student Oriented. It was also determined that it was an important indicator for demonstrating the University's commitment to outreach and serving the community. This indicator further supports Objective 4.1 Economic Impact. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

#### ***Indicator 4.2.4: Examples of continuing education and professional development***

Continuing education (CE) and continuing professional development (CPD) provision and hosting is an integral example of leadership provided in the Health Sciences to Idaho and beyond. Continuing education and continuing professional development are lifetime commitments to health professionals and this is a value ISU instills strongly in its graduates. It benefits not only the provider of the education, but the audience and the community who enjoy the benefits of health professionals who are up to date in their education, providing medical care at the highest level and working at the top of their license level. Live CE is a networking opportunity and offers the chance to serve alumni of ISU. The University offers Simulation Centers in Pocatello and Meridian that serve the public through simulation learning continuing education activities. Additional examples include Pharmacy continuing professional development that is accredited by Accreditation Council for Pharmacy Education (ACPE) and continuing medical education required by physician assistants is a new DHS offering, with room for expansion and growth. The Treasure Valley Anatomy and Physiology Laboratories will offer contemporary state-of-the-art educational offerings in skill labs. Current initiatives are in place to develop an interprofessional focus for CPD. Examples of ISU hosted events include the Annual Geriatrics Symposium broadcast through distance learning technology to a broad audience.



Idaho State University is committed to excellence in education and offers a variety of professional development opportunities throughout the year. Continuing Education (CE) and Continuing Professional Development (CPD) provision and hosting is an integral example of leadership provided in the Health Sciences to Idaho and beyond. CE and CPD are lifetime commitments to health professionals and this is a value ISU instills strongly in its graduates. It benefits not only the provider of the education, but the audience and the community who enjoy the benefits of health professionals who are knowledgeable regarding best practices health care. The ISU [Division of Continuing Education](#) offers hundreds of non-credit professional development and personal enrichment courses covering every topic from Anatomy and Physiology to HIPAA Compliance or Medical Coding. Below are some examples of ISU continuing education and professional development:

- **The Intermountain Center for Educational Effectiveness** - Hosted in the ISU College of Education, the ICEE provides in-service teachers (those graduated, certified, and/or currently employed as teachers and administrators) in developing research-based methods and content for their own professional growth. The ICEE works closely with school districts, administrators, and even pre-service teachers (as undergraduates) in developing the standards required by the profession. Courses range from science, math and literacy to addressing the needs of students with disabilities in the classroom, and computer technology. Courses are offered at various locations around the state, as well as online.
- **The College of Nursing** is an accredited provider of Nursing Continuing Education by the Northwest Rural Nurse Residency. The Nursing office of professional development provides continuing education to a national audience of nurses. Quantitatively they have provided 49 courses for a total of 2095.5 nursing contact hours in the last year.
- **The Department of Counseling** offers continuing education for Mental Health and Counseling Issues for Counselors, Psychologists, Social Workers, Marriage and Family Therapists, and other Mental Health Professionals. Topics in the 2013-14 year ranged from eating disorders, clinical supervision, to ethics and decision making. These courses are affordable and contribute greatly to the professional community in Idaho.
- **Pharmacy Continuing Education** - As one of only two ACPE accredited providers in Idaho, ISU's ultimate aim is to provide a variety of courses that offer high quality, unbiased, and up-to-date educational experiences for pharmacists and other health care professionals. Currently the College offers CE programs in two formats; live presentations, and home correspondence. In 2013 these offerings consisted of 6540 hours, not counting Idaho State Board of Pharmacy approved CE.
- **Rocky Mountain Learning**, is a part of the Idaho State University Institute of Rural Health. RML utilizes 3D virtual worlds, webinars, and videoconferencing to provide quality distance education to a national audience. By combining multiple distance learning delivery methods and adapting them to meet client needs, RML is able to provide superior distance learning.
- **The Idaho Health Sciences Library (IHSL)** is a unit of the Eli M. Oboler Library. It was formed in 1992 in response to the Idaho State Board of Education's (the Board) designation of ISU as the state's lead institution for education in the health professions. The mission of the IHSL is "to advance education, research, and patient care by providing publication-based information to the university community and Idaho health care providers." In addition to the services it provides to the university community, the IHSL provides database searches, document delivery, interlibrary loan, and journal issue table of contents delivery to three local hospitals, as well as to Idaho unaffiliated health care professionals, on a cost recovery basis.

While Indicator 4.2.4 is not an indicator in ISU's Strategic Plan, it was determined that it was an important indicator for demonstrating ISU's commitment to professional development opportunities. This indicator further supports Objective 4.2 Community engagement. As ISU undergoes its campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan, the long-term inclusion of this metric will be incorporated into that discussion.

***Indicator 4.2.5: Examples of campus resource conservation efforts***

Idaho State University is committed to campus resource conservation efforts at the University, for the betterment of the University and the community. A unique aspect of the ISU recycling program is that it is a joint venture with Belmont Management, a Pocatello group that provides care to persons with developmental disabilities in facility and residential settings. Belmont residents with developmental disabilities, their supervisors and ISU student volunteers make about 65 pickup stops daily Monday through Friday at 50 different buildings on the ISU Pocatello campus. The residents of Belmont receive all revenues collected for the recyclable materials, about \$12,000 to \$15,000 annually, providing them with a revenue source.

As stewards of the state's resources, ISU is committed to taking care of the environment. Idaho State University has steadily implemented campus resource conservation to improve conditions at the University with an eye toward protecting valuable natural resources.

In 2008-09, ISU replaced 5 gasoline trucks with electric vehicles. This not only saved the University money in fuel, but also increased the air quality and reduced noise pollution.

In 2010, ISU stopped burning coal, known to be a major contributor to poor air quality.

In 2011, ISU entered into the production of biodiesel and increased the sustainability of the ISU recycling program. A unique aspect of the ISU recycling program is that it is a joint venture with Belmont Management, a Pocatello group that provides care to persons with developmental disabilities in facility and residential settings. Belmont residents with developmental disabilities, their supervisors and ISU student volunteers make about 65 pickup stops daily Monday through Friday at 50 different buildings on the ISU Pocatello campus. The residents of Belmont receive all revenues collected for the recyclable materials, about \$12,000 to \$15,000 annually, providing them with a revenue source. In the 2011-12 year, ISU recycled 208 tons of trash.

Idaho State University has installed 17 new water fountains which are compatible with refilling water bottles, thereby decreasing waste.

Idaho State University has engaged in 8 various lighting projects which have resulted in 338,039 kWh reduction in energy use. This translates into a decrease of \$19,872 per year in energy costs. High efficiency hand dryers are now being used and LED retrofit kits have been used to replace fluorescent bulbs.

Idaho State University has an ongoing commitment to stewardship of both natural and financial resources.

Indicator 4.2.5 is an indicator in ISU's Strategic Plan supporting Goal 4: Community Engagement and Impact, with a FY2014 benchmark that ISU's efforts to conserve campus resources will continue to be

developed. Idaho State University will undergo campus-wide strategic planning beginning January 2015 to update and develop a new institutional strategic plan.

*Standard 4.B Improvement*

4.B.1.	Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
4.B.2.	The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Based on ISU’s definition of mission fulfillment and informed by the results of the University’s analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The University regularly monitors ISU’s internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Based on the University’s Strategic Plan, Performance Measure Reports, Program Prioritization, and analysis conducted as part of the NWCCU accreditation standards, ISU has identified areas within the Core Themes to be addressed. They are discussed in further detail below. Idaho State University will continue working to improve upon the University’s four core themes, by reviewing and applying the feedback and recommendations received from the Northwest Commission on Colleges and Universities. The Office of Academic Affairs solicited feedback from the President, Vice President, and Deans in identifying areas of improvement, and the University looks forward to receiving feedback from the Northwest Commission on Colleges and Universities.

## **Core Theme One—Learning and Discovery**

Idaho State University continues its commitment to improving and expanding opportunities for learning and discovery as the University continues to expand the innovative Career Path Internship program (CPI). A program the University began in FY2011 with a modest budget of \$300,000 has grown to more than \$1.7 million. The CPI program provides students with the opportunity to obtain paid professional experience, both on and off campus, while offsetting the cost of earning a degree. The CPI program continues to be a university priority and the administration has developed opportunities for students and departments to increase professional assistance while offering students experiences to develop their skills and marketability. Not only will students participate in positions directly related to their career ambitions, they will take part in other activities to develop their critical thinking abilities and provide overall transferable skills.

Over a year ago, the Vice President for Research & Economic Development reorganized the office to reflect the three basic missions: 1) facilitation and implementation of attracting new funding (the Division for Research Development), 2) operating all aspects of research and scholarship holding to the highest standards of research integrity and to remain compliant with all federal and state requirements (the Division for Research Integrity), and 3) to optimize the transfer of research from bench to market (the Division for Innovation). There is solid leadership in each of these divisions, and they work cooperatively across this unit and other units on campus. In addition, the Office for Research & Economic Development has purchased and is implementing web-based protocols for proposal generation, submission, and subsequent grant management. The Office of Research & Economic Development will pilot the generation and submission protocols in late summer and implement in Fall, 2014. The grant management protocols will follow afterwards. Idaho State University faculty eagerly anticipate this implementation, as the current processes are paper-based and exceedingly cumbersome.

The Office for Research & Economic Development also worked with the University leadership to change the indirect cost distribution formula to become more strategic in its use of a limited resource. Together, these changes have allowed the Office of Research and Economic Development to develop new initiatives to drive culture change and to move the University toward a platform of increased research funding. With these funds, ISU has initiated a grant writing support program, initiated several internal grant opportunities with the express purpose of leading to extramural support, and initiated new programs to encourage ensemble science and large interdisciplinary funding opportunities.

The Office for Research & Economic Development is changing the culture and direction of the Research Park/RISE/Idaho Accelerator Center. The University has obtained excellent new leadership for Technology Operations for the Research Park, and with these changes, ISU is poised for a rapid turnaround, building on the rapid progress already made in a very short time. The Office of Research and Economic Development has primarily focused the RISE on one technology – the actinide dioxide crystal. It has two applications: one as a semiconductor that can be deployed in harsh environments and the other as a power generator of unparalleled performance. The RISE has secured a contract for \$4.1 million with the first year of funds on site (\$500,000) and another contract for an additional \$500,000. One more grant was secured in the third week of March, 2014 (for \$100,000 from ScanTech). There is one additional proposal pending for \$2.99 million with DARPA. The Office of Research and Economic Development is working with Lockheed-Martin, BEA, and Areva on commercialization aspects, but need a functional prototype (expected in late 2014). Altogether, there are 28 active prospects underway and would expect a minimum of 20% of these to be successful as a worst case scenario.

The Office of Research and Economic Development has made a bold move by moving the pelletron to the RISE and coupling it to a dual beam Focused Ion Beam microscope. This is being done to enable ISU to compete for a DOE national user facility that will bring both revenue and enormous visibility to the RISE and ISU. The University is partnering with the INL on this project and leveraging assets for mutual benefit. Additionally, the Idaho Accelerator Center has developed a strong 10 year vision based on pulsed power and plasma physics, two areas expected to grow significantly in funding levels over the next decade. The Office of Research and Economic Development has worked very hard to develop a spirit of camaraderie and collaboration at this facility. While more needs to be done, the response has been very good and a tremendous amount of progress has been made.

Activity Insight, by Digital Measures, was launched at Idaho State University during Summer 2013. The Activity Insight database grows as ISU grows. It currently has over 550 full time and visiting faculty members using this web-hosted service. Activity Insight's strength is that it allows faculty to enter data once, but use it many times. Over the course of the last year the ISU faculty have accessed Activity Insight over 35,000 times to perform a number of activities. Activity Insight allows each faculty member to easily enter or import from scholarly databases their publications. Faculty can create their curriculum vitae, annual performance evaluation or create a biographical sketch for an NIH or NSF grant application electronically. Another benefit of Activity Insight is that it makes the process of tenure and promotion more efficient. In addition to the standard type of data Activity Insight provides, faculty have used the publications data to write grants, and create an exhibit showing the writing activities of ISU faculty over the course of the last year. Administrators have also benefited from Activity Insight. Administrators can access the annual evaluation of each faculty member, the Faculty Workload information from one faculty member, or receive analysis regarding the entire department or college. Administrators can also run numerous ad hoc reports on any data variables entered into Activity Insight. In 2013-2014 there will be a report created using Activity Insight data to assist the tenure and promotion process, a report to assist with faculty workload analysis, and several other reports. In addition to these reports, the University is planning to push Activity Insight data automatically to department websites for faculty profiles. When implemented this feature will automatically update a faculty member's web profile when the data are entered into Activity Insight, for example, when a new publication is entered.

Idaho State University is dedicated to program review and assessment of course and program outcomes. While course and program review and assessment occur across campus at varying levels, there has been an increased effort in recent years to establish more uniformity and consistency in processes and procedures. The Deans' Council recently approved and supported the institutional plan and guidelines for program review. A key component of this framework requires that all academic and professional-technical certificate and degree programs have meaningful, assessable outcome measures, and all courses have measurable learning outcomes. All academic and professional-technical certificate and degree programs, without specialized accreditation, must be evaluated at least once every five years, based on the timeline of the accrediting body, with the requirement that for specialized accreditation that is not outcomes based, outcome measures must be developed for the program, and provided to the Office of Academic Affairs as part of the institutional program review requirements. In addition, the Office of Academic Affairs has identified the need for formal policy establishing the framework for a review mechanism that is ongoing and cyclical. It is the intent of the Office of Academic Affairs that a draft policy will be presented to the faculty for their input and recommendations when they return in Fall 2014.

Idaho State University is committed to increasing degree production. It continues to partner with the West Ada School District, the largest school district in Idaho, to provide associate degree options to students concurrently enrolled in the Renaissance High School. In academic year 2013-2014, eighteen students from Renaissance High School graduated from ISU with an associate degree – doubled from the prior year. Half of these students earned honors or high honors recognition at the collegiate level. In addition, there is an increased focus at the college level regarding recruitment and retention. Each college is developing recruiting and retention plans. Additionally, ISU continues its focus on reforming remediation education in conjunction with the Board's 60% goal.

Learning and Discovery is at the core of the Library's mission. The University is continually evaluating its offerings and services through both generally recognized national surveys of library effectiveness as well as feedback from users. Through ISU's library liaison system, bibliographers interact on a regular basis with faculty to obtain feedback on what should be added to the collections. Idaho State University also has a University library committee of faculty who meet regularly with library administration to provide feedback on library services and collections. As a result of these varied inputs, the Library is consistently working to improve the physical facility, intellectual offerings, and the services provided to users. The University is currently involved in various efforts, which include physical enhancements such as a carpet and furniture replacement in public areas; restructuring of the budgets to be more sustainable; increasing the number and diversity of electronic resources; and better outreach to campus and community through instructional program and public events.

The College of Science & Engineering (CoSE) was created in 2010 to promote a culture of research and teaching excellence. As reflected in newly adopted college policies (promotion, tenure, sabbatical, workload, space), CoSE fosters a faculty that delivers quality and rigor to the classroom. Faculty are provided the time and workspace to develop active, well-funded research programs. The college provides small grants (\$2,000 each - \$20,000, with three RFPs each year- all funded by indirect returns) to support travel/conference/publication costs. Untenured professors are mentored by senior faculty. Most importantly, this research culture is leveraged to enhance student education and training. Research labs become teaching labs for graduate and upper-class students, generating large numbers of thesis and dissertations. Hundreds of undergraduates are paid to join research teams, gaining hands-on experience that translates directly to the Idaho workforce. Faculty remain current in their discipline and deliver that expertise to students through lectures and innovative lab exercises. With significant faculty input, CoSE administrators continually evaluate the Science & Engineering curriculum. Outcomes are written and posted for every college course and degree program, and student learning is assessed and used to modify those outcomes. Program reviews are conducted by external agencies (e.g. ABET for Engineering and certain Applied Science Programs) or internally (for math and science degrees). To improve student retention and graduate rates, CoSE participates fully in the Complete College Idaho initiative, leading us to (1) create and post 4-year degree plans for all baccalaureate degrees, (2) plan significant revisions to the remedial and general education math curriculum, and (3) implement by Fall 2015 semester an "intrusive" advising plan for CoSE majors. Finally, Recruitment is a priority in CoSE's 5-year Strategic Plan such that the College is devoting new resources toward attracting even more high-quality students from Idaho, other states, and abroad.

## **Core Theme Two—Access and Opportunity**

One central aspect for ISU's focus on increasing student completion data involves student retention. To provide greater access and opportunity ISU is focused on the following key areas:

- Expansion of the Bengal Bridget Program for first generation, limited income, at risk students. Idaho State University's Bengal Bridget Program has shown great success in retaining these students through the following semesters.
- Increasing financial support for the Career Path Internship Program.
- While ISU's Early College Program is likely nearing capacity, there is an increased focus on maintaining the high level of performance in the Early College Program, and it are implementing measures to make it even easier for Early College students to matriculate to ISU programs upon high school graduation.
- Expansion of the number of students and credentials in ISU's Honors Program. In the 2014-2015 academic year, ISU doubled the size of the incoming freshman in this program.
- Continue to operationalize full capability of ISU's Degree-Audit System that provides faculty and students with real-time, individual query access to student progress on General Education requirements and degree plans.

Idaho State University will continue to work toward improving successful integration of international students. To that end, beginning Fall 2014 semester, ISU will begin its Intensive English Institute (IEI) that will provide English language instruction for international students who wish to study in a comprehensive, academically rigorous program. The focus of the IEI will be on English for Academic Purposes (EAP); it is expected that most of the students who enroll at the IEI will be preparing for further study in academic or technical programs at North American universities.

Idaho State University has continued to strengthen and invest in its commitment to the Complete College Idaho (CCI) plan and the key strategies it contains. One such key strategy within the CCI plan is the transformation of remediation. Our mathematics and English departments have both increasingly implemented models, which replace remedial courses with co-requisite credit-bearing courses. Thus, students who test into remedial math and English now have the ability to enroll in courses where they receive college credit and "just in time" support to help ensure retention and continued success. ISU has further actively participated in the Idaho College Readiness Policy work group meetings with participants from across the state. This working group includes Idaho educators and administrators from secondary and post-secondary educational institutions. A draft College Readiness Framework/Policy is in the final stages of development and will be submitted to the Idaho State Board of Education for comment, revision, and approval during the fall semester.

Idaho State University will continue its efforts to revise and improve its policies and procedures. In particular, several student affairs policies related to the student experience and the student handbook are undergoing revisions. The Office of Academic Affairs has identified policies that need to be updated and modified and plans to work with faculty when they are back on campus in the fall. Other units within the University are also reviewing policies and procedures for which they have oversight. These reviews will take place within the framework and process overseen by the Office of General Counsel.

Idaho State University is undergoing the centralization of student enrollment management functions through the creation of a student enrollment management unit. This new unit will be overseen by an associate vice president for enrollment management and will report to the Provost and Vice President for



Academic Affairs. The centralization of undergraduate admissions and recruiting (including international admissions and recruiting), central academic advising, registrar, and financial aid within a single unit will provide more effective and streamlined processes related to student recruitment; admission; advising; financial aid and scholarships; international recruiting; admissions, and student services, and records management.

Beginning in Fall 2014, the Graduate school will implement the Comprehensive Recruitment Opportunity Plan (CROP) to improve recruitment, applicant completion, and an increase in both quality and quantity of applicants, as well as enrollees, to the Graduate School. The CROP is an open based forum for graduate program directors or program staff directly related to graduate program recruitment to attend sessions, workshops, training, and roundtables to discuss, review, learn, and present opportunities to grow their graduate programs by quality, quantity, or both. The mission of CROP is to provide graduate program directors with timely information, support and a forum to learn and grow in their recruitment tasks and better their ability to grow their programs in quantity/quality. The initiative will begin Fall 2014 and continue during the fall and spring semesters with a minimum of one monthly meeting with a designated topic to discuss and expound upon. Topics will include: Best Practices in Graduate Recruitment and Communication, Customer Service and Response times, Differentiating ISU Graduate Programs from other Universities, Communication Plans, Data Management and more. A Moodle group has already been designated to communicate with the graduate program directors in a more succinct fashion to help keep the information streamlined and maintain an open dialogue regarding the improvement of their recruitment and application processes. In addition, a [survey](#) will be disseminated to the graduate program directors to allow the Graduate School to help align individual program goals to the overall prioritizations of the Graduate School in the efforts of recruitment and applicants who are admitted and enroll.

### **Core Theme Three—Leadership in Health Sciences**

As the lead institution for programs in the health professions, ISU is dedicated to fulfilling its mission for providing quality health care training to Idaho students and meeting the health professions workforce needs in Idaho. The University officially broke ground in June 2014 on The L.S. and Aline W. Skaggs Treasure Valley Anatomy and Physiology Laboratories (TVAPL) at the ISU Meridian Health Science Center. This facility will be the first of its kind in Idaho, ensuring the highest level of health-science education for students while opening new doors to medical research. The TVAPL will include a cadaver laboratory with 12 gurney stations and virtual anatomy and physiology labs, and Bioskills learning center totaling 18,000 square feet. Through distance-learning technology and the Idaho Education Network, ISU will be able to provide anatomy and physiology presentations to high schools across the state. Lessons could include virtual tours of the human body and sessions in forensics, sports medicine, nutrition and healthy lifestyles. The facility will be open to hospitals, clinics, law enforcement and emergency services agencies for specialized training.

The TVAPL is an essential teaching tool for ISU students in other programs of study, too, including Pharmacy, Speech-language Pathology, Paramedic Science, and the Advanced General Practice Dental Residency (as well as the Idaho Dental Education Program if and when the program is moved to Meridian) and it will also will provide support for Advanced Nursing. In the future and in accordance with the SBOE 5-year Plan, the TVAPL is vital to the expansion of the Physical Therapy (D.P.T.) program to ISU Meridian Health Science Center in 2016 and Occupational Therapy in 2018 (M.O.T.) and Dental Hygiene (B.S.) anticipated to expand to SW Idaho in 2014 (program split of 18 students at the Pocatello campus and 12 students at Meridian as per Program Prioritization). This kind of training is significant in terms of providing health care professionals for the workforce, given the aging of the population that will increase the number of persons with chronic and complex conditions, and the aging of health practitioners statewide, e.g., physician assistants and nurse practitioners to help fill the gap in primary care providers in Idaho, and additional physical and occupational therapists to address shortages (25,000 PTs by the year 2020) and the reality of PT and OT professionals retiring in ever larger numbers over the next 10 to 15 years.

In fulfillment of its health care mission, ISU strives for a continued presence in all ISU's communities. The University continues to host annual health fairs, health screenings geared toward the underserved and underinsured adult populations, wellness workshops, immunization clinics, exercise programs, and tobacco cessation programs.

Idaho State University is providing continued attention to increasing enrollment and capacity in all Health Science programs. This requires a continued effort at expanding the ISU Division of Health Science's image, presence, and influence across the state. The recent Program Prioritization exercise within DHS resulted in several recommendations that are consistent with the strategic goal one of DHS to be high quality, cost effective, and student centered. The Baccalaureate degree in Nursing was reviewed by a nursing educator/consultant during Spring 2014. Curricular changes will move forward for institutional approval during the 2014-15 academic school year. The changes will streamline the baccalaureate completion program which has dropped enrollment due to its heavy credit hour requirement vis a vis comparable programs at other in-state institutions. The planned adjustments in the B.S.N. completion curriculum will facilitate the access to associate degree prepared RNs across the states as the program is online, except for one clinical rotation that can be completed in the community where the student lives with a qualified preceptor.

Program Prioritization also resulted in identifying the Medical Lab Science program as one with potential for expansion to additional campus sites (Idaho Falls). Expansion will require one additional staff position to facilitate and coordinate clinical placements and some equipment expansion and updating.

Idaho State University's Division of Health Science is working on incorporating more interprofessional education which is being driven by individual unit, specialized accreditation bodies and the current state of health care. Increased incorporation of interprofessional education has potential to provide efficiencies in teaching that open the door for more faculty to spend more time in scholarly endeavors.

The Division of Health Science (DHS), in AY2013-2014, conducted their first, in a series of on-going semi-annual faculty, staff and student surveys. Faculty and staff surveys are conducted online using Qualtrics at the end of each semester. At the end of the fall semester, questions are asked about the Division's effectiveness in meeting its strategic goals. At the end of the spring semester, faculty are questioned about their own effectiveness in meeting the strategic goals of DHS. Once the survey results are compiled, the Administrative Council and Executive Committee review the results and determine an action plan to address any issues. For example, faculty responses to the fall survey concerning collaborative clinical practice suggested this was an area that could be improved. The Division of Health Sciences interprofessional committee responded by developing additional interprofessional clinical activities for both faculty and students. During the Spring 2014 semester, an interprofessional component was added to the annual DHS Health Fair. Student Surveys are administered at the end of each semester. The surveys are sent out and compiled at the departmental level. Department chairs/program directors and faculty review the survey results and take appropriate action. For example, faculty in the Dental Hygiene program developed integrated faculty in-services to discuss clinical teaching strategies, based on student feedback at the end of the Fall 2013 semester.

Goal 2 of the Division of Health Sciences (DHS) strategic plan is to "create an environment conducive to inquiry." In 2011, Divisional leadership created an office, the Idaho Center of Health Research (ICHR), to invest in the faculty research enterprise across the Division's 19 academic programs. The ICHR provides assistance with pre-award and post-award activities as well as providing a liaison role to collaborators and identifying potential funding sources. This emphasis has resulted in significant increases in grant applications. For example, the ICHR has created linkages with the Mountain West Clinical and Translational Research Infrastructure Network (CTR-IN), a 7-state, NIH-funded consortium designed to enhance research opportunities and collaborations across the region. In the past year, 3 ISU health researcher teams have received over \$200,000 in pilot grant funding from the CTR-IN. Most of these projects involve students and interdepartmental or external collaborations.

There are several groups in DHS who have developed research foci to meet the goal of improving human health while addressing health disparities and improving care delivery. Since 1995, the Department of Family Medicine's Clinical Research Center has participated in many multi-center trials funded by both the National Institutes of Health (NIH) and industry. These trials have generated important data in the treatment of diabetes, high blood pressure, and high cholesterol. Papers from these trials have been published in prestigious medical journals like the *New England Journal of Medicine*, the *Journal of the American Medical Association*, and *The Lancet* among others. The School of Rehabilitation Sciences has several active researchers in audiology and speech pathology evaluating speech development in children while the College of Pharmacy has funded programs in drug discovery, pharmaceuticals, and infectious diseases therapeutics. The Department of Dietetics has garnered funding for work related to the

relationship between iron deficiency and cognition, and the importance of gut bacteria to health. This has culminated with a professor receiving a 2014 Fulbright Scholarship to further her work. The Institute of Rural Health has a 20-year history of continuous funding with variety of projects that address rural health care delivery including strategies to improve care for patients living with traumatic brain injuries and evaluations of the use of electronic health records in primary care among other important topics. Interdepartmental teams from DHS are working on research related to cardiovascular health and environmental influences of obesity.

Clinical placements are a challenging issue across the health professions. Volunteer supervisors in community settings become affiliate faculty with privileges as noted on the Idaho State University Affiliate Faculty Member information sheet available through the office of Academic Affairs such as: library, computer, recreation use, and parking.

In addition to the University privileges afforded affiliate faculty, DHS provides continuing professional education for its supervisors. Most health professions require documentation of continuing education as a prerequisite of licensure renewal. The Division of Health Sciences CE program provides convenient opportunities to its volunteer faculty to meet their CE requirement. For example, annually the College of Pharmacy runs seminars at multiple sites for clinical preceptors. The University is seeking [joint accreditation](#) for the professions of Medicine, Pharmacy, Nursing, and Dentistry. Such status will allow us to provide CEU's and CME's to preceptors who attend continuing education events.

The health care organizations with whom ISU has institutional affiliations will benefit from the development of its Anatomy and Physiology Laboratory and Bioskills facility. The University will open this facility to the employees of its institutional affiliates as a venue for their own CE programs. This opportunity will assist its affiliate organizations to update their own employees in an efficient and cost effective manner.

Idaho State University continues to expand clinical opportunities for students, and maintains this as one of the goals in the Division of Health Science Strategic Plan. In May 2013, in partnership with the ISU Foundation, the University opened Bengal Pharmacy: a full-service pharmacy designed to offer clinical experiences for students. The University is focused on providing greater clinical opportunities for students, and demonstrating its role as the leader in translational research in clinics. The University's leadership provides access to those in rural communities who would not have access to these services, and continues to support increased access.

## **Core Theme Four—Community Engagement and Impact**

Idaho State University is committed to providing access and serving all communities for which it has regional responsibilities, including Twin Falls, Meridian, Idaho Falls, and Pocatello. As a result of the 12-month data-driven Program Prioritization process, ISU has determined to expand access and narrow the focus the Meridian Health Science Center programs to only health-related programs. With regard to the Idaho Falls outreach center, ISU will work toward greater access to upper division undergraduate and graduate level programs; increase and expand partnerships to meet programmatic needs within that community. Idaho State University identified that the Twin Falls community was significantly being underserved in the area of upper division undergraduate and graduate education. Idaho State University identified the need to explore space and access issues as well as expansion of programs in all areas.

In addition, ISU will continue its support and presence in all ISU's communities in all health related areas; including, but not limited to: wellness workshops, immunization clinics, health screenings, exercise programs, tobacco cessation.

Research and scholarship at ISU is rooted in nuclear energy, clean energy and technologies, the environment, and human health. Through the Center for Advanced Energy Studies, ISU faculty engage in state of the art research that contributes to the nation's economic stability by developing technologies that ensure a stable and secure energy infrastructure. Idaho State University is advancing to further expand its research enterprise. The Office of Research and Economic Development has identified five goals, as follows.

1. To increase the diversity of the University funding portfolio and, in particular, to develop significant collaborations with the defense department,
2. To facilitate and incentivize faculty to obtain larger grants (from thousands to millions of dollars)
3. To develop innovative approaches to increase the number of "ensemble science" grants focusing ISU's efforts on larger grants that offer suites of solutions to pressing national and local needs
4. To increase the level of collaboration, both in terms of quality and volume, with the Idaho National Laboratory to enhance both organizations and the pursuit of ground-breaking science to advance the national agenda.
5. To significantly increase ISU's collaboration with the private sector, especially Idaho companies, to keep Idaho jobs growing and building the economy.

Substantial progress has been made on each of these five goals. The University has added several new federal funding sources to ISU's portfolio and, importantly, have established new and powerful connections with various defense agencies. With innovative research focused on developing novel semiconductors that can be deployed in harsh environments (extreme heat, extreme cold, high pressure, etc.), and a novel nanotechnology advancement that allows the generation of extraordinarily high amounts of power over a long time frame. These innovations have, in just the past few months, allowed ISU to initiate new relationships with the Office for Naval Research, an "unnamed government agency," NASA, Defense Advanced Research Projects Agency, and the Army.

As identified in Core Theme One, ISU continues its commitment to improving and expanding opportunities for learning and discovery as the University continues to expand the innovative Career Path Internship program (CPI). The CPI program provides both a benefit to the student and the community.

The Student Activities Board and the Student Union Board plan a variety of activities that appeal to and are attended by the greater community including movies, theatrical productions, speakers, comedy and musical performances throughout the academic year.

Each year, the LEAD Center facilitates student service in ISU's communities. During the 2013-14 academic year, at least 7,704 hours performed during 115 projects, unrelated to their academic major, requirements or a course, were donated to ISU's communities.

An important component of the College of Technology is its role in workforce training, focusing on short-term training for adults to upgrade skills to meet labor market demands. A qualified, high-skilled workforce is essential to economic development and growth. Professional-technical education is the delivery system that focuses on meeting the immediate needs of a skilled workforce through non-credit and credit bearing courses. From training workers already in the workplace to those seeking short-term certificates and associate degrees, this applied learning provides students with technical skills, knowledge and attitudes necessary for successful performance in a highly effective workplace. Courses range from a few weeks of online or evening instruction offered through Workforce Training to a three year associated degree offered for credit. The professional-technical delivery system at the College of Technology provides hands-on opportunities to gain high-demand skills in apprenticeship programs, health occupations, energy careers, advanced manufacturing, trades, technical fields, and the business & service sector. Short –term courses offered through Workforce Training in business, computer instruction, and professional development provide instruction for specific skill sets. Customized on-site training is available at the request of employers to fill the skills gaps in local industry. Workforce Training offers a training survey and gap analysis for businesses.

## **Mission Fulfillment, Adaptation, Sustainability**

### *Executive Summary of Eligibility Requirement 24*

#### ***Eligibility Requirement 24: Scale and Sustainability***

Idaho State University demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present and will be able to continue to do so in the foreseeable future.

*Standard 5.A. Mission Fulfillment*

5.A.1	The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
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Idaho State University has defined clear measures that demonstrate success in its four core themes: Learning and Discovery, Access and Opportunity, Leadership in the Health Professions, and Community Engagement and Impact. These are described throughout the accreditation report and are articulated in detail in the qualitative and quantitative indicators outlined under Standard 4. These indicators provide feedback to the University’s faculty, students, and staff at many levels and through diverse channels. At an institution-wide level, assessment is linked to a continual process of strategic planning and analysis about future directions and initiatives, as described under Standards 4.B. and 5.B. In addition to the indicators addressed in Standard 4.A., institution-wide assessments take place that provide both external and internal feedback to ISU leadership and the University as a whole.

Evaluation and assessment of institutional performance takes place both externally and internally. Idaho State University has the largest number of degree programs with specialized accreditation among the state institutions. Externally, professional and clinical programs at ISU undergo a rigorous assessment and review process through specialized program accreditation and program licensure and certification. Leadership at the program, department, and administrative level are engaged in and participate in this process. Idaho State University’s institutional accreditation through a regional accrediting body is a campus-wide comprehensive assessment that reviews institutional performance on a continued cyclical basis.

Internally, ISU undergoes annual strategic planning and performance reporting to the Board. Idaho State University invested significant resources into the Program Viability database and web application that will be used to support strategic and core theme planning, and budget decisions. The Program Viability data provides immediate, on-demand access of program performance and financial data to Deans and Chairs. For programs that do not undergo specialized accreditation, ISU engages in a five-year, comprehensive program review of all academic programs.

Student Affairs completed program reviews for all student affairs supervised services during the 2012-13 AY. These program reviews identified learning objectives and outcomes. Programs were evaluated using Council for the Advancement of Standards for Higher Education (CAS) and comparisons to ISU’s benchmarks. This information was used to inform the Program Prioritization process. In addition, each program has identified learning outcomes and established timetables for assessment. These are included in Appendix 25.

The Division of Student Affairs administered the Noel Levitz Student Satisfaction Survey in Spring 2013 and is currently evaluating the results of those data, and formulating follow-up action items.

The ISU Career Center began tracking graduates in November 2012 to determine details on their status after graduation. Information was gather through the use of an emailed survey using Qualtics. They survey was emailed out six months after graduation with a response rate of the Spring 2012 First Destination Survey at 34.8% (33% fully completing the survey), with 991 students having been sent the survey. The survey yielded valuable information and will continue to be administered in the coming years. Results of the survey can be found in Appendix 26.



In FY2011, Idaho State University began a comprehensive renovation and updating of its policies and procedures. A policy committee was established to develop a process and structure that would result in a centralized repository of updated and reformatted policies and procedures for the entire University community. All faculty, staff, and students have access up-to-date, single source for information, direction, and guidance on the operations and activities of the University through the Idaho State University Policies and Procedures (ISUPP) web interface. The ISUPP is organized according to major functional areas. With some exceptions, these functional areas reflect the sphere of responsibility of the President and/or his Vice Presidents. Accordingly, the President, Vice Presidents, and in certain cases, a designated position, are considered the “Responsible Executive” for their respective policies. The major functional areas currently defined are:

The Office of the President	Finance and Administration
Human Resources	Academic Affairs
Student Affairs	University Advancement
Research	Athletics
Public Safety & Parking	General Counsel & Compliance

A three-phase plan was developed for completing the ISUPP project. The three phases include migration, formatting, and updating. Each phase is described briefly below:

**Migration** – Involved moving existing policies from the Manual of Administration Policies and Procedures (MAPP) or the Faculty/Staff Handbook into the appropriate major functional area of the ISUPP, thus centralizing the policies in one location. Based upon subject matter, each Vice President or Responsible Executive validated the list and made suggestions relative to the sequence and/or grouping of policies. This phase is now complete

**Formatting** – This phase involves changing the migrated policies to reflect the official format to be used for all ISUPP. This step only includes formatting; it does not involve changes or revisions to content. The Formatting phase will require each responsible executive to assure that all of their policies are modified to reflect the ISUPP format. This phase is partially complete.

**Updating** – The updating phase requires each Responsible Executive to ensure all policies under their jurisdiction are reviewed and updated. This phase involves more effort and time than the first two phases. It is subject to an approval process that includes final sign-off by the Responsible Executive and the President. To ensure its policies are as complete and comprehensive as possible, each Responsible Executive is required to not only ensure existing policies are updated, but also to consider what policies or procedures may need to be added to the ISUPP. This phase is ongoing.

This was, and continues to be, a major undertaking. It requires effort and resource commitments from all involved. However, significant progress has been made. Each responsible Executive has designated an ISUPP contact person to work with the committee to complete the necessary tasks. As indicated earlier, all policies have been migrated and many have been formatted and updated. The first policy to be completed was Policy Development and Administration. The primary objective of this policy was to provide a uniform process and format for the development and implementation of all University policies.

It details the policy process and provides templates and guidelines on how each major functional area is to accomplish their task.

To date, the University has completed all three phases of the ISUPP project on 96 policies and procedures. In addition, 11 policies were removed from publication, one is currently in the 30-Day comment period, and another 18 are in various stages of development or draft.

The University knows and understands that clear, comprehensive, and up-to-date policies and procedures are essential to achieving excellence in the operation of any institution of higher education and make it easier for all to fulfill its responsibilities in a consistent manner that reflects the direction and mission of the institution. Idaho State University remains committed to this goal.

5.A.2	Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.
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Responses to Standards 4.A and 4.B demonstrate how specific indicators allow for meaningful assessment and feedback of activities across the University, demonstrating areas of excellence as well as areas of investment. The use of quantitative and qualitative assessment of core theme objectives and indicators are part of the regular strategic planning process that takes place across campus. As indicated in Standard 3.A., Board policy requires ISU's strategic plan be in alignment with the Board's statewide strategic plan, and that the plans be submitted annually in accordance with a schedule established by the Executive Director of the Board. Strategic plans are made available to the appropriate constituencies through the Board's [website](#), state of Idaho's Division of Financial Management's [website](#), as well as the institution's website.

Idaho State University has maintained an ongoing strategic planning process within the parameters of the Board requirements for several decades. The current strategic plan has been a rolling strategic plan, as required by the Board, and has undergone significant updates annually since 2010. The use of quantitative and qualitative data provides the tools to determine quality, effectiveness, and mission fulfillment. Idaho State University has provided increased focus on making assessment resources available to faculty and departments, assisting with communication that spans the various organizational units, and providing strategic direction setting for the institution as a whole. The Board mandated Program Prioritization process was demonstrative of inclusive engagement from staff to faculty to administrators, and across academic and non-academic units.

As part of a Board mandate, ISU undertook Program Prioritization of both academic and non-academic programs as an opportunity to comprehensively assess quality, effectiveness, and the alignment of the University's core themes with mission fulfillment.

Idaho State University's Office of Academic Affairs approached academic program prioritization with the goal of supporting Idaho State University's strategic initiatives, strategic plan, and institutional mission and core themes through appropriation of resources based on prioritization of programs. The intent of our process was to strengthen programs and enhance student opportunity.

The Office of Academic Affairs engaged in a twelve-month, data-driven analysis of all academic units and programs as outlined in its Program Prioritization process and timeline documentation. Our process utilized the Dickeson model, as directed by the Board in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Council of Deans, and the Board. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload of building a database system (see Appendix 27 for details on the Program Viability System) that will be used on-going, beyond the Board mandate of Program Prioritization. Key process documents, including templates and surveys, used to collect the data are provided in Appendices 18: Definition & Instructions, Appendix 19: Score Sheet for Academic Programs, and 27: Program Viability Details.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process. This process began September 2, 2013, when Faculty Senate ranked the Dickeson Criteria and reported the results of their ranking to the Deans' Council on September 10, 2013 at which time Faculty Senate leadership and the Dean's Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights. The evaluation matrix was approved by the State Board of Education at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans' Council meetings since August 2013.

Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included as Appendix 18) and to define the key linkages between the University's mission and Core Themes, and using the Viability Report System for data. The unit/level of analysis generally took place at the college and programmatic level, with some programs further refining the level of analysis to the degree level. Some programs were combined into a single unit because of budgets and the challenges of separating budgets.

The analysis consisted of a three-tiered process as follows:

- (i) Program Chairs/Directors completed the program reports and the initial scoring.
- (ii) Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program.
- (iii) The final review and analysis of the prior recommendations from the Chars/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014.

This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Program Chairs/Directors completed the program reports and the initial scoring, then the Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program. The final review and analysis of the prior recommendations from the Chairs/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014. This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Idaho State University evaluated 270 academic programs. All programs were evaluated and none were held harmless. As part of the program review and analysis process, academic programs were combined into 177 individual program-level evaluations. This resulted in programs being divided into the following five quintiles: Q1) 36, Q2) 35, Q3) 35, Q4) 35, and Q5) 36. Results of which quintile a program was placed was determined based on the quantitative and qualitative assessment conducted by the colleges. The academic programs utilized a scoring matrix that included the following categories and weighting: Demand (30%), Quality (30%), Revenue and Cost (20%), and Impact & History (20%), which resulted in a score (for a total amount possible 100%). The descriptors for each of the categories in the matrix can be found in Appendix 18.

Academic Affairs also evaluated its non-academic programs, which included the Office of Institutional Research, Office of the Registrar, Library, Graduate School, Early College, Museum, Wellness Center, and the Student Success Center (University Honors Program, TRIO, University Tutoring, Disability Services, and Central Academic Advising). These units used the ISU Non-Academic Programs Analysis Template, and made recommendations for changes to Academic Affairs in February 2014. These recommendations have been analyzed and will be folded into the Academic Affairs implementation plan for the academic program recommendations.

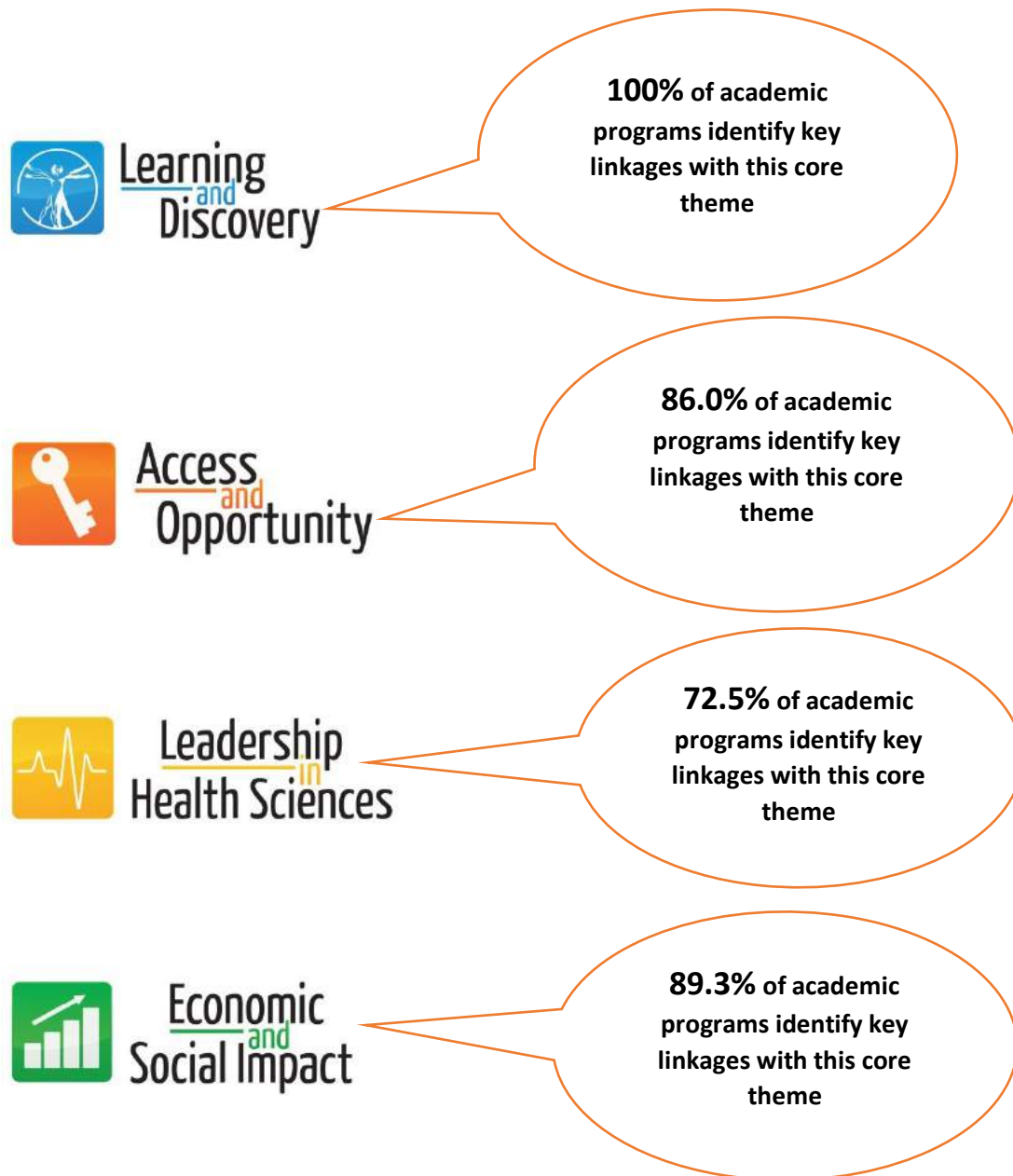
The final analysis and recommendations for academic programs included identification of 75 low quintile programs with required Action Plans (program consolidations, restructures, or eliminations), and four (4) Improvement Plans for low quintile programs. In addition, there were eight (8) expansions identified, and the creation of four (4) new programs – for more than 90 programmatic recommendations. Since the internal deadline of February 14, 2014, there have been an additional 29 program changes identified and requested, bringing the current total to 104 programmatic changes.

Timeline and next steps follow a three-phased approach to accomplish the results and recommendations of Program Prioritization. Items identified under Phase I may require minor approvals, which will be sought during the FY2015 year for implementation in the 2015-2016 catalog year. Phase II requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2015 and 2016 for implementation during the 2016-2017 catalog year. Phase III requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2016 and 2017 for implementation during the 2017-2018 catalog year. The Office of Academic Affairs generated the Program Actions Spreadsheet, based on the State Board of Education's Five Year Plan format, which will be used to implement the three-year, phased approach to Program Prioritization Action Plans (see Appendix 28).

The Office of Academic Affairs hired a consultant to assist with implementation of the Program Prioritization recommendations. This work began with the Deans' Retreat in July 2014. As part of that retreat, there were three areas of focus: Session I: Exploring Program Prioritization- ISU & WSU, Session II: Framing the Future, and Session III: Leading ISU Forward.

The results of the retreat have provided a framework moving forward with proposed changes at the campus, college, and program level. These efforts have formed the basis for Idaho State University's strategic planning process for its revised strategic plan, which will launch in January 2015. The Program Viability System will assist colleges and Academic Affairs in conducting on-going assessment of program productivity, demand, and highlight areas of need.

Figure 29: Academic Programs, Percent Identified as Aligned with Core Themes



Non-academic program prioritization, while being conducted simultaneously with the academic program prioritization, utilized a different methodology. For non-academic programs, the Program Prioritization process was comprised of three major steps: program analysis, program review, and program ranking. This approach was used for the Office of Finance and Administration, University Advancement, Athletics, the Office of Research and Economic Development, and Student Affairs. According to Dickeson, a program is defined as any activity or collection of activities that consumes resources (dollars, people, time, space, or equipment). Non-academic program directors identified each budget in his or her reporting area and the services, programs, and activities that make up each budget. In some cases, these activities themselves may be subdivided further into additional programs. Then, the program directors identified the major and significant activities that consume resources as advised by the Methodology for Quintiling Non-Academic Programs document (included as Appendix 29). Each program director also used their professional judgment in determining which activities were major and significant to identify programs. The program directors' identification and selection of programs was reviewed and approved at each level of management until receiving final approval by the appropriate vice president and, ultimately, the President.

#### Measurement Criteria Used for Analyzing, Reviewing, and Ranking Programs

For non-academic programs, in an assessment of the experiences of five other higher education institutions, we found that surveys were used to assess key non-academic Program Prioritization factors. The approach of one of these institutions, Seattle Central Community College, was specifically endorsed by Dickeson. The survey approach developed at ISU was uniquely adapted to the needs of ISU and addresses the following six major areas:

- Key Goals and Objectives
- Key Services Provided to Customers
- Key Processes
- Organization Review
- Budgeting and Planning
- Opportunities for Savings or Additional Investments

Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) (25% weight)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) (20% weight)
3. Demand (internal, external) (20% weight)
4. Quality (input, outcomes, how well delivered, research, student retention) (20% weight)
5. Opportunity (collaboration, resource sharing, savings, improvements) (15% weight)

In addition, Student Affairs used the following criteria for ranking programs:

- Federal, state, local laws or statutes; SBOE Policy; NWCCU Mandates
- Services that directly contribute to recruitment, admission, retention, and graduation as measured by the number of students served

- Services that provide an essential life function or need, e.g., health, safety, shelter (Maslow’s Hierarchy), contiguous to campus and non-mobile students
- Services that help students pay for their education
- Services that enhance co-curricular learning and engagement beyond the classroom
- Services that eliminate barriers to enrollment
- Services that provide educational outreach to the greater Southeastern Idaho community
- CAS (Council on the Advancement of Standards for Higher Education) standards of best practice for student affairs (<http://www.cas.edu/standards>)

Regardless of the quintile score computed, if programs are required by federal or state mandates, then that program was held harmless from elimination and could not be ranked in quintile five. However, this did not preclude the program from going through the Program Prioritization analysis, review, and ranking process to attempt to identify opportunities for efficiency, effectiveness, and improving demand and quality. None of the University’s programs conducted within the authority of the non-academic vice presidents were excluded from this process.

All of the non-academic programs identified by ISU were assigned to one of the five quintiles. Programs were assigned a higher (or top) quintile ranking generally due to the following factors: 1) programs classified as essential to the University’s mission, 2) required by either NWCCU, federal, state, SBOE policy, or local mandates, 3) in high demand, 4) cost effective, or 5) non-financial factors (e.g. quality). For example, programs such as payroll processing, building maintenance, and IT security were considered essential to the University’s mission and in high demand, and, as a result, were ranked in the top quintile.

Programs were assigned a lower (or bottom) quintile ranking generally due to the following factors: 1) programs considered non-essential to the University’s mission, 2) not required by NWCCU, federal, state, or SBOE mandates, 3) in low demand, 4) not cost effective, or 5) responsibilities could be shifted to other programs to eliminate redundant programs, duplication of effort, or to achieve operational efficiencies. For example, the intracampus mail center was ranked in the bottom quintile as its costs exceeded its revenues and, therefore, the decision was made to merge the mail center with the Total Copy Center to achieve operational efficiencies and an immediate cost savings.

*Table 81: Number of Non-Academic Programs Reviewed and Placed In Quintiles*

<b>Vice Presidential Unit</b>	<b>Number of Programs</b>
Office of Finance and Administration	104
Athletics	5
University Advancement	30
Student Affairs	35
Research and Economic Development	5
Academic Affairs Non-Academic Programs	18
<b>Total Number of Programs Evaluated and Placed in Quintiles</b>	<b>197</b>

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit

were presented in written form and through oral presentations by each of the university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed program-prioritized budget including the results and savings identified from his/her Program Prioritization review.

ISU identified 16 non-academic programs for potential program prioritization actions. If fully implemented, these actions may result in cumulative savings of over \$760,000 for the University during the three fiscal years from 2015 through 2017. To date, Finance and Administration has identified over \$360,000 of potential cost savings expected to be sustainable for the foreseeable future. The Assistant Director of Financial Aid position in Idaho Falls has been eliminated and the person in that position has retired. The Idaho Falls reporting structure has been revised in that the financial aid staff reports directly to the Director of Student Services, and professional coverage is being provided by a staff member from Pocatello once per week.

In Information Technology, personnel position eliminations in three vacant ERP training positions have been completed. Electronic Repair and Services's telecommunications responsibilities have been shifted to NeTel and Electronic Repair and Services has been merged with the Total Copy Center.

The intracampus mail service and Total Copy Center responsibilities have been merged and are now under one manager.

As a result of Program Prioritization, Student Affairs is now more closely monitoring attendance at University sponsored community events for the public to determine the need and interest for these events. Student Affairs also has established revenue-generating goals for its quintile five programs.

In Finance and Administration, the Campus Cable infrastructure in IT is no longer being actively supported, which should result in annual maintenance cost savings. When the equipment is no longer operational, it is not expected to be replaced. A proposal was made in March to close down the Twin Falls video classrooms and computer lab that were expected to yield savings from materials and supplies. However, that proposal was not implemented because it was determined that Twin Falls is an essential market for the University's plans to increase student enrollment and plans are currently underway to expand our educational offerings in that location. In addition, IT may also discontinue its security awareness program, resulting in materials and supplies savings, but the decision was made to postpone this reduction at this time and will be further analyzed and reviewed.

At present, Purchasing Services and Facilities Services both employ a storekeeper. It was proposed in March to consider moving all University Stores operations to Facilities Services, resulting in savings through the reduction of one storekeeper position. This proposed action is contingent upon further analysis and review.

In March, a proposal was made to eliminate the energy and sustainability program in Facilities Services resulting in a potential materials and supplies savings. This proposed action is contingent upon further analysis and review.



The Diversity Resource Center is expected to be merged into the Gender Resource Center increasing operational efficiencies and resulting in savings in materials and supplies when the merger is fully implemented.

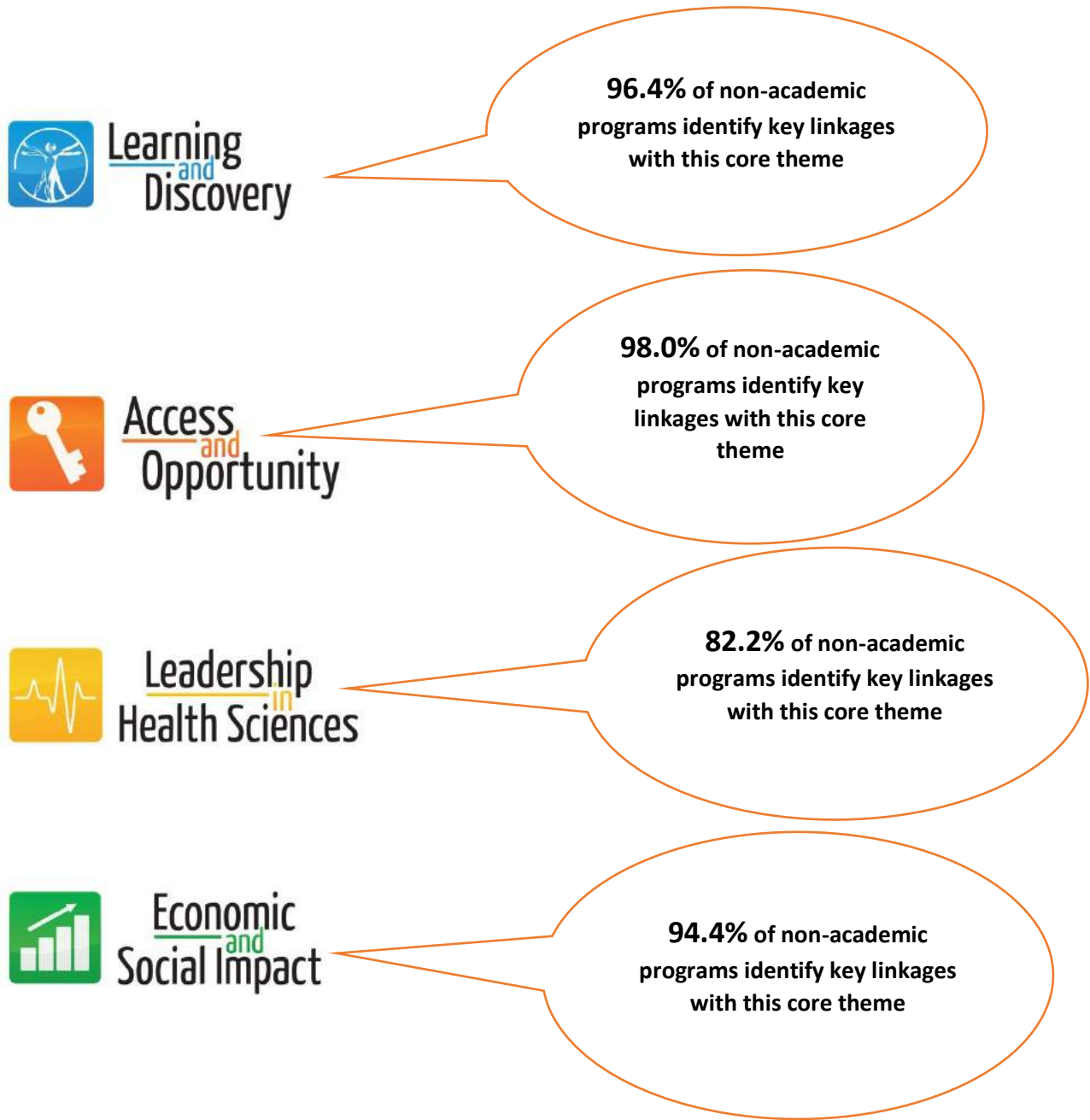
Student Affairs has indicated some of its quintile five programs (Bengal Newspaper, KISU-FM, the Bengal Dancers, and Summer Activities) were targeted for further analysis and review. Consultation with and input from newly elected ASISU student leaders is necessary before identifying the next steps in the review process.

In Finance and Administration, the actions implemented in Financial Aid will provide a clearer reporting structure and better management oversight of the federal Quality Assurance process, consolidation of the outreach efforts to local high schools, and bring the processing of consortium agreements fully into the Pocatello office. In addition, a formal plan is being developed in Information Technology for transitioning away from computer labs.

At a university-wide level, Program Prioritization can help ISU to manage and allocate its financial resources in ways that will best meet the needs of our students and community. It can provide data for better program planning and funding allocation decisions, integrate planning efforts, and reallocate resources from lower to higher priorities, thereby making institutional and State of Idaho missions operational. This process can create an environment of accountability at the departmental level, encouraging department heads to deliver process improvement and cost savings ideas from the bottom-up. It emphasizes the importance of using a range of metrics in measuring program performance and can support our efforts to commit funds to projects and programs with the highest potential return on investable dollars. Further, it reinforces the concept of fiscal discipline across the institution and the understanding that funding for additional resource requests will need to come from a reallocation of existing resources.

The University will continue to refine its institutional expectations for Program Prioritization in the years ahead, utilizing the tools and resources to integrate in and enhance current processes. Program Prioritization provides a means for a greater infusion of performance metrics into institutional budgeting decisions. Program Prioritization also provides a means to allow the institution to make its programs self-supporting and to adjust funding levels as necessary as demand increases or decreases for the programs. It was further noted that some units looked at Program Prioritization as a cost cutting exercise, while others viewed it strictly as a review to reallocate current programs without cost cutting. In summary, the Program Prioritization exercise provides a constructive and consistent way to assess the effectiveness, efficiency, and alignment with core themes and mission of programs across department and division boundaries. A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens.

Figure 30: Non-Academic Programs, Percent Identified as Aligned with Core Themes



## *Standard 5.B Adaptation and Sustainability*

5.B.1	Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.
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As demonstrated in response to Standards 3.A., 3.B., 4.A., 4.B., and 5.A., the institution regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission and accomplish its core theme objectives. Despite negative outlooks for much of U.S. higher education, ISU has a healthy overall financial profile and has not had any layoffs, furloughs, or salary reductions. The University ensures it has sufficient resources to address change and continues to make strategic steps, supported by sound data and analysis, towards financial and academic excellence by fulfilling its mission through vigilant management of strategically aligned expenditures.

The year-end financial results reflect an \$11.3 million improvement in the University's net position despite pressures on all key revenue sources and weak economic conditions. Total assets increased by \$7.6 million to \$308.3 million, driven largely by a significant increase of \$11.6 million in cash and investments. As part of the ongoing efforts to reduce costs, ISU issued Series 2012 and Series 2013 refunding bonds to take advantage of record-low interest rates and save approximately \$3.5 million in interest expense over the next 10 years. Key financial ratios measuring the institution's overall financial health continued to reflect sound performance with all but one ratio significantly above industry benchmarks. The positive trend in these ratios demonstrate the University's ability to operate within available resources, manage its debt strategically, invest in assets that generate resources, and position itself to invest in mission-critical initiatives.

The University is also undergoing a resource allocation and prioritization process to provide a greater infusion of performance metrics into institutional budgeting decisions. It will provide data for better program planning and funding allocation decisions, integrate planning efforts, and reallocate resources from lower to higher priorities, thereby making institutional mission operational. This initiative will help the University manage and allocate its financial resources in ways that will best meet the needs of its students and community.

Also of significance, in continued recognition of the dedicated work and contributions university team members have made toward achieving excellent financial performance, the institution was able to supplement a 2% employment compensation increase from the state of Idaho to achieve an average 4.5% merit/equity/retention based compensation increase for faculty and staff, the largest increase of any college or university in the state. At the same time, this increase allowed us to bring all employees to a compensation level at least 3% above the poverty line, reduce the pay gap between entry pay levels of classified staff and the pay grade mid-point for those jobs, and eliminate or reduce the number of pay inequity situations.

Idaho State University has demonstrated it is flexible enough to adapt to changing environments. An example of this flexibility and adaptability was the reform of general education to objectives and learning outcomes. This work took place ahead of work happening at the state-level that better positioned ISU to respond to the new Board policy.

5.B.2	The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.
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Idaho State University has maintained an ongoing strategic planning process within the parameters of the Board requirements for several decades. The current strategic plan has been a rolling strategic plan, as required by the Board, and has undergone significant updates annually since 2010. The first series of updates included the addition of ISU's core themes, with yearly changes mandated by the Board based on their yearly review and changing priorities. In April 2012, after the Board approved ISU's revised mission and core themes in February 2012, Academic Affairs leadership in conjunction with the vice presidents, the deans, and Accreditation Steering Committee revised its strategic plan to align with the mission, core themes, and the Board's strategic plan. A timeline of this work appears in Table 20 above.

The University regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. This analysis is intimately tied to strategic planning review and analysis which takes place on an annual basis in conjunction with regular review and input at the April and October Board meetings. As discussed in Standard 3.A. above, ISU demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. Idaho State University disseminates assessment results to its constituencies and uses those results to effect improvement.

In conjunction with Strategic Planning, ISU's budget process is designed to allow extensive participation by all constituents. Collaboration is encouraged throughout the departments and college units, as well as University-wide, to build an effective understanding of college and unit goals, and the relationship between budget planning and prioritizing. Idaho State University works to ensure significant participation by faculty and staff within each of the academic units. The budget development schedule for FY2015 was also designed to be consistent with the program prioritization schedule (this information is included in the Appendix 17). Additionally, in line with the Program Prioritization initiative, it was determined budget adjustments would be based upon the following five criteria:

1. Cost Effectiveness (budget vs. actual, productivity, performance)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates)
3. Demand (internal, external)
4. Quality (input, outcomes, how well delivered, research, student retention)
5. Opportunity (collaboration, resource sharing, savings, improvements)

The Office of Finance and Administration has developed a consistent process with consistent forms and timelines for budget planning that is applied across campus. As discussed in Standard 2.F.3, ISU has established a Special Budget Consultation Committee appointed by the Vice President for Finance and Administration that consists of three faculty members, two representatives from ISU's Staff Council, three student leaders from ASISU, a senior staff member from the Office of Academic Affairs, the Vice President

for Finance and Administration, and two university business officers, all supported by other staff from the Office of Finance and Administration. The Special Budget Consultation Committee hears presentations from all institutional units that outline the unit’s proposed budget for each of the required scenarios. Following these presentations and additional meetings, the committee considers how best to meet the University’s budget requirements for the fiscal year, and recommends a budget for each unit based on the presentations and other information provided. The budget recommendations of the Special Budget Consultation Committee are reviewed with the institution’s vice presidents and the President. Each component of the University’s budget is revised as necessary to reinforce and support ISU’s overall resources, goals, and strategies, in particular its primary mission of health sciences education.

Program prioritization provided the impetus for ISU to holistically re-evaluate its planning processes, resource allocation, application of institutional capacity, and assessment. Both academic and non-academic programs are now supported by a greater infusion of data analysis as part of the budget and resource allocation process. Of significance, as a result of Program Prioritization, ISU has the beginnings of a new strategic planning process. The results of this analysis identified areas of strength and areas of weakness. The analysis provided the depth and breadth of data to make meaningful decisions, as opposed to across the board cuts which tends to make all programs mediocre. One central aspect of this analysis tied to identification of core theme support and alignment at both the academic and non-academic programmatic levels.

5.B.3	The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.
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Idaho State University monitors its internal and external environments through a variety of mechanisms. The Board plays a key role in defining the future direction of the public colleges and universities in Idaho. One example of this effort is the Complete College Idaho Plan: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State. The State Board has set an ambitious goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020. The Board recognizes that Idaho must grow talent within the state to fuel innovation and economic competitiveness, and that increased education attainment improves the quality of life for Idahoans and drives a vibrant, diverse economy. A significant component of the plan requires that Idaho’s increased education attainment must be responsive to businesses that will employ the workforce of the future. The Board identified five key strategies to meet the 60% goal, and which institutions are required to report to the Board and align line item funding requests with.

Figure 31: Board's Complete College Idaho Key Strategies

<b>STRENGTHEN THE PIPELINE</b>	<ul style="list-style-type: none"> <li>• Ensure College and Career Readiness</li> <li>• Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers</li> <li>• Support Accelerated High School to Postsecondary and Career Pathways</li> </ul>
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<b>TRANSFORM REMEDATION</b>	<ul style="list-style-type: none"> <li>• Clarify and Implement College and Career Readiness Education and Assessments</li> <li>• Develop a Statewide Model for Transformation of Remedial Placement and Support</li> <li>• Provide three options: Co-requisite model, Emporium model, or Accelerated model</li> </ul>
<b>STRUCTURE FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options</li> </ul>
<b>REWARD PROGRESS &amp; COMPLETION</b>	<ul style="list-style-type: none"> <li>• Establish Metrics and Accountability Tied to Institutional Mission</li> <li>• Recognize and Reward Performance</li> <li>• Redesign the State’s Current Offerings of Financial Support for Postsecondary Students</li> </ul>
<b>LEVERAGE PARTNERSHIPS</b>	<ul style="list-style-type: none"> <li>• Strengthen Collaborations Between Education and Business/Industry Partners</li> <li>• College Access Network</li> <li>• STEM Education</li> </ul>

Idaho State University’s system of leadership encompasses administration on both the university level and the division/college (local) levels. Administrators at each level are charged with planning, organizing, and managing their units, as well as assessing their unit’s achievements and effectiveness. At the university level, the president and vice presidents have the responsibility and accountability for planning, organizing, and assessing institutional achievements and effectiveness. The president meets weekly in consultation with the vice presidents and is also advised by members of the President’s Cabinet.

Another avenue in which the University manages internal and external environments is through the process of specialized accreditation. Many undergraduate and graduate programs maintain specialized professional accreditation. The Office of Institutional Research maintains the most up-to-date list of ISU programs with specialized accreditation. The following programs have received specialized accreditation by the following organizations:

**College of Arts and Letters**

- American Psychological Association (APA)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)

**College of Business**

- Association to Advance Collegiate Schools of Business (AACSB)

**College of Education**

- Commission on Accreditation of Athletic Training Education (CAATE)
- National Council for Accreditation of Teacher Education (NCATE)

**Division of Health Sciences**

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)

- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Council for Pharmacy Education (ACPE)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- American Speech-Language-Hearing Association (ASHA)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Dental Accreditation (CODA)
- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- Council on Education for Public Health (CEPH)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Council for Accreditation of Teacher Education (NCATE)

### **College of Science and Engineering**

- Accreditation Board for Engineering and Technology (ABET)

### **College of Technology**

- Accreditation Board for Engineering and Technology (ABET)
- Association of Technology, Management, and Applied Engineering (ATMAE)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Massage Therapy Accreditation (COMTA)
- National League for Nursing Accrediting Commission (NLNAC)

Another example of the way in which ISU manages and monitors its internal and external environments to identify current and emerging patterns, trends, and expectations is the work of ISU's Office of Marketing and Communications. Idaho State University has prepared an integrative marketing communications (IMC) plan, based on a mixed methods research approach including document analysis and constituent focus groups. The plan will streamline ISU's messaging and secure the University's brand positioning within the state and the region. Ultimately, the results will be seen in the University's bottom line in the form of increased enrollment, research grants, and private fundraising. The plan focuses on several target audiences, primarily prospective students and their parents. It also includes alumni, current students, community members, parents of current students, faculty and staff, and educators (high school and community college). The plan's objectives and strategies represent three-to-five year goals, with many resulting in an immediate return on investment. These goals include enhancing internal and external communications, solidifying the University's brand identity, expanding community relations and supporting institutional enrollment initiatives. Finally, the plan includes a reevaluation and redesign of institutional web sites with a focus on user access, consistency and responsive design. Ongoing data analysis will be conducted to help redefine and redirect, as needed, the University's marketing efforts.

The University has established several interdepartmental committees designed to increase collaboration and message consistency. The "key communicators" group, which meets monthly, includes

representatives from across the University and all four campuses. This group will be charged with implementing the IMC plan and messaging strategies.

In fulfilling the University's objective to revamp ISU's web presence, the Office of Marketing & Communications is evaluating web analytics to determine user interactions and search modes to create a baseline for redesign and possible reorganization of information architecture. The implementation of a new content management system and potential reorganization of architecture will serve as a foundation for ongoing, future content assessment. In addition, the implementation of a customer relationship management system will enable the University's marketing & communications and enrollment teams to develop a strategic recruitment communications plan. Initial, electronic steps in this plan will be assessed using Google Analytics to track conversion rates.

Idaho State is currently searching for a new web manager to lead the University's web efforts. This individual will be responsible for management of the central University website (isu.edu), including content production, information architecture, user experience, interactive/responsive design and analytics/testing. Based on the evaluation of the current web site's analytics, the web team will be responsible for proposing necessary architectural and design changes, with a focus on user accessibility and responsive design.

Internally, ISU's on-going program review efforts require that all academic and professional-technical certificate and degree programs, without specialized accreditation, must be evaluated at least once every five years. All academic and professional-technical certificate and degree programs, with specialized accreditation, must be reviewed on a timeline required by the accrediting body. If the specialized accreditation is not outcomes based, outcome measures must be developed for the program, and provided to the Office of Academic Affairs as part of the institutional program review requirements. Additionally, all academic and professional-technical certificate and degree programs must have meaningful, assessable outcome measures.

Longitudinal program data are available in the Program Viability web application managed by the Office of Institutional Research, as one component of program review. The following reports are currently available in the Program Viability web application:

- Delaware Instructional Courseload
- Majors by Fall Term
- Minors by Fall Term
- Degree Production
- Double Major Degrees
- Minors Awarded
- Class Information
- Financial Information
- Net Income
- Unduplicated Student Headcount by Subject
- Special Accreditations
- Fall to Fall Retention
- FY Student Credit Hour Production



- Georgetown Study Idaho Jobs
- Crosswalk CIP Codes
- Course List by CIP Code
- Faculty SCH Rank

The colleges/division have responsibility to determine how to conduct their program reviews; however, the program review must include a minimum of the following:

- Description of the process used to evaluate the program
- List of current outcome measures and how these were assessed
- Findings from the current assessment of the outcome measures
- Discussion of how program faculty will use the findings to improve the program, as well as recommendations from the dean regarding continuation/modification/expansion/ closure of the program
- Discussion of the findings from the last program evaluation and what actions were taken to address the findings, as well as the impact of changes made

Program prioritization provided the impetus for ISU to holistically re-evaluate its planning processes, resource allocation, application of institutional capacity, and assessment. This was both driven externally by the Board, but managed and guided internally through the many advisory councils that exist on campus, as referenced above in Standard 2.A. Governance. Both academic and non-academic programs are now supported by a greater infusion of data analysis as part of the budget and resource allocation process. Of significance, as a result of Program Prioritization, ISU has the beginnings of a new strategic planning process. The results of this analysis identified areas of strength and areas of weakness. The analysis provided the depth and breadth of data to make meaningful decisions, as opposed to across the board cuts which tends to make all programs mediocre. One central aspect of this analysis tied to identification of core theme support and alignment at both the academic and non-academic programmatic levels.

This was the first comprehensive review of all programs at the University that included all stakeholders. Program Prioritization was vetted by the Deans' Council, the faculty senate and the data was elaborated upon by department chairs in association with their faculty constituents in the process of writing reports. While ISU does not anticipate completing the Program Prioritization process on a yearly basis, the dashboard created for Program Prioritization will now have annual data for programs to utilize. Program Prioritization was an arduous task, but yielded valuable data for program planning and reallocation of resources.

#### *Academic Program Component of Prioritization Process*

##### *Goal:*

Support Idaho State University strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs.

##### *Process and Rigor:*

The Office of Academic Affairs at Idaho State University has engaged in a twelve-month, data-driven analysis of all of its academic units and programs as outlined in its Program Prioritization

process and timeline documentation. Its process utilized the Dickeson Model, as directed by the Idaho State Board of Education (the Board) in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Deans' Council, and the Board. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process:

Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013, and reported the results of their ranking to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

Faculty Senate leadership and the Deans' Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights on September 10, 2013. The evaluation matrix was approved by the Board at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans' Council meetings since August 2013.

Academic Affairs created a database system (the Viability Report System), utilizing staff in Institutional Research, to provide all of the program-level data needed for the evaluation matrix directly to program directors and chairs. The Viability Report System went live for log-in access in December 2013.

Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included in Appendix 18) and to define the key linkages between the University's mission and Core Themes, and using the Viability Report System for data. This template was submitted to College Deans for analysis using a Score Sheet divided out by Department and Program (Score Sheet example included in Appendix 19). Deans were asked to enter a weighted average for all of the key areas (Demand – 30%, Quality – 30%, Revenue & Cost – 20%, and Impact & History – 20%) that resulted in a score (total amount possible was 100%).

Following the completion of the program reports, each program chair and/or director and dean scored the programs, and deans submitted the scoring sheets to Academic Affairs.

Colleges and programs provided an Action Plan for every low-scoring program.

Program reports, score sheets, and action plans were due to the Office of the Provost and Vice President for Academic Affairs on February 14, 2014.

The Provost, Vice Provost and Associate Vice Presidents reviewed and evaluated all of the reports, score sheets and recommendations during February and March 2014. A master quintiled list of all academic programs was created from the score sheets.

Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the Special Budget Consultation Committee in early April 2014.

Academic Affairs presented its process and overview of its recommendations to the Vice Presidents, President Vailas, Faculty Senate, and the Deans' Council during March and April 2014.

Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

During June 2014, Academic Affairs compiled all of the additional information, feedback, and cost analyses and created a Program Actions Spreadsheet, based on the feedback from units, of all Program Prioritization recommendations.

*Results and Implementation:*

Idaho State University is on schedule with Program Prioritization. All programs have been analyzed using the viability indicators; all programs have been scored at the program and college/division level; programs have been quintiled; and programs have created action plans for every program in the fifth quintile. Program Prioritization recommendations have been collated, divided into three Phases based on approval timelines and catalog deadlines, and sent back to Colleges, Departments and Programs for cost analysis, program proposal development, and revision for final recommendations. All program proposals, cost analyses, and revisions were due to Academic Affairs on June 1, 2014 for preparation for submission to the Office of the State Board of Education.

Academic Affairs has generated the Program Actions Spreadsheet that will be used to implement the three-year, phased approach to Program Prioritization Action Plans. Academic Affairs hired a consultant to assist with implementation, beginning with the Deans' Retreat in July 2014.

*Non-academic Program Prioritization Process*

For the non-academic portion of campus a survey approach was used to assess key Program Prioritization factors. A questionnaire was developed uniquely adapted to the needs of ISU addressing the following six major areas:

- Key Goals and Objectives
- Key Services Provided to Customers
- Key Processes
- Organization Review
- Budgeting/Planning
- Opportunity for Savings or Additional Investments

Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) (25% weight)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) (20% weight)

3. Demand (internal, external) (20% weight)
4. Quality (input, outcomes, how well delivered, research, student retention) (20% weight)
5. Opportunity (collaboration, resource sharing, savings, improvements) (15% weight)

The Program Prioritization process was comprised of three major steps – Program Analysis, Program Review, and Program Ranking.

1. Program Analysis – Each program director answered a series of questions addressing the six major areas and five measurement criteria for non-academic programs.
2. Program Review – Based on the questionnaire completed by program directors in step #1, each program director assigned a score to each program based on whether the program exceeds, meets, or does not achieve its measurement criteria. Each of the measurement criteria was weighted according to its relative importance to achieve a total weighted program score.
3. Program Ranking – Each program director used the weighted score(s) in step #2 above as a guide to rank and assign each of the programs to a quintile (1-5). The program directors' program rankings were reviewed and approved at each level of management until receiving final approval by the appropriate vice president. Results for each vice presidential unit were then reported to the President.

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit were presented in written form and through oral presentations by all university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each Vice President presented his/her fiscal year 2015 proposed program-prioritized budget, including the results and savings identified from his/her Program Prioritization review.

Vice presidents are currently taking steps to implement the action plans and recommendations identified by Program Prioritization.

## Conclusion

Idaho State University's unique mission as a research institution of learning and discovery, offering the full-range of postsecondary degree pathways and options, and committed to providing access to rural and underserved populations, stems from its long history of providing high-quality higher education access to its diverse communities.

Idaho State University's history began when the governor of Idaho created the Academy of Idaho in 1901. In 1947, another Idaho governor created Idaho State College, a four-year institution. The college became a university in 1963, amid pressure from Pocatello's Chamber of Commerce, the college's student body leadership, and state legislators committed to equitable higher education opportunities throughout the state.<sup>6</sup>

The importance of Idaho State University to its region cannot be separated from the history of the state of Idaho or the western region of the United States. Idaho's geographic diversity, low population density, and transportation difficulties between northern and southern Idaho have magnified the importance of the regional roles played by its state institutions. Even today, the northern and southern sections of Idaho are not connected by a freeway system, and the largest wilderness area in the Lower 48 resides between northern and southern Idaho. Pocatello and Moscow residents must drive ten hours through the state's scenic center or fly out of Washington and Utah airports to travel between their cities and state campuses. Idaho's "place is properly understood to be a product of its spaces, cultures, and times," notes University of Idaho historian Adam Sowards in the preface to a new collection of historical essays about the state. Likewise, Idaho State University's place in higher education is best understood through the interplay of its history, mission, and geography.<sup>7</sup>

Idaho State University serves the largest geographic area of any of the state institutions, an area stretching from the Montana and Wyoming border on the east, to rugged wilderness area on the north, to the irrigated farmland of the Magic Valley on the west. Idaho State University's region, like its mission, is expansive and diverse; it encompasses three of the state's largest urban centers (Pocatello, Idaho Falls, and Twin Falls), and some of the state's most isolated communities (Salmon and Challis). Idaho State University's responses to the unprecedented changes experienced within the higher education sector during the past decade—the explosion of online education, increased competition from the for-profit sector, shifts in state-level support for institutions and students—must also be analyzed within the context of ISU's complex mission and geography. In order to serve the diverse geographic region as well as fulfill ISU's mission, the University has outreach centers in Idaho Falls, Twin Falls, and Meridian.

Like other institutions in the American West during the previous decade, Idaho State University has addressed the challenges of the Great Recession. Despite going through a reduction in state support, Idaho State has consistently used its own funds to reward its employees through internal compensation plans. Other efforts, including expanding tuition benefits for employees, have also been put in place to support staff during these transitions.

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<sup>6</sup> Diane Olson, *Idaho State University: A Centennial Chronicle* (Pocatello: Idaho State University Press, 2000), 350-363.

<sup>7</sup> Adam Sowards, "Idaho's Place: Reckoning with History," in *Idaho's Place: A New History of the Gem State*, edited by Adam Sowards (Seattle: University of Washington Press, 2014), 9.

In responding to the new fiscal climate for all of higher education, Idaho State University has examined its student processes and implemented new student supports, including the innovative Career Path Internship Program. To address pipeline issues inherent in Idaho's low "go-on" rate, ISU has significantly expanded its Early College Program, and implemented a widely supported Bengal Bridge program to assist graduating high school students to "bridge the gap" to college.

In an effort to address the problems of retention, Idaho State University utilized faculty committees to undertake a complete revision of its General Education Program that has been simplified while maintaining its goals and relevance. Idaho State also created a one-stop center for student services that has solidified its role on campus since the Standard One report. Other retention initiatives include the overhaul of the remediation program and the expansion of entrepreneurial opportunities for students.

As part of its effort to maintain affordable access in a state with low per-capita income rates, Idaho State University has implemented and maintained cost controls to keep tuition low. During 2013-2014, it also implemented Program Prioritization that has created systems that will enable core theme resource allocation and planning. The transitions ISU has undergone in order to improve student experience, retention, graduation rates, and to support faculty and staff within the new fiscal environment have necessitated a holistic review of all university policies and procedures. As detailed above, ISU has implemented a new process for institutional policy proposal and approval, and has implemented a review of all policies.

In the area of research, development, and creative activity, Idaho State has continued to move forward. New programs for faculty development and research support have been put in place by the Vice President for Research, and these are starting to show success. Consistent with ISU's commitment to opportunity and innovation, Idaho State University purchased the RISE Complex in order to support entrepreneurial faculty research efforts. Innovative efforts in health care include the creation of the Bengal Pharmacy and its expansion to rural Idaho in the form of a telepharmacy.

Finally, Idaho State University has implemented and created efficiencies throughout its system. The Office of Academic Affairs instituted new management process systems including the paperless electronic tracking system, the Academic Affairs project timeline, and it restructured its management and staff teams.

Since 2010, Idaho State University has embarked on a transformative journey that has included improvements to student services, academic programs, faculty and staff support, entrepreneurial supports for students, safe campus initiatives, and other transitions consistent with its mission. Idaho State University graduated its first class while it was a small academy at the beginning of the twentieth century; ISU is confident that a foundation and infrastructure has been maintained to continue its commitment to Idaho, its students, and its communities through the end of the 21<sup>st</sup> century and beyond.



***NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES***

**BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

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Address: 921 South 8<sup>th</sup> Avenue, Campus Box 8310

City, State, ZIP: Pocatello, ID 83209

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: \_\_\_\_\_

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based  
 Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal  
 Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term  
 Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Dietetics	BS	ACEND (Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics)	2008
Nursing	AS	ACEN (Accreditation Commission for Education in Nursing)	2008
Nursing	BSN, MSN	CCNE (Commission on Collegiate Nursing Education)	2010
Pharmacy	DP	ACPE (Accreditation Council for Pharmacy Education)	2011
Dental Hygiene	BS,MS	ADA (American Dental Association, Commission on Dental Accreditation)	2010
Occupational Therapy	MOT	AOTA (American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education)	2008
Physical Therapy	DPT	CAPTE (American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education)	2006

Physical Therapy Assistant	AAS	CAPTE (American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education)	2014
Speech-Language Pathology	MS	ASHA (American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology)	2009
Audiology	AUD	ASHA (American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology)	2009
Public Health	MPH	CEPH (Council on Education for Public Health)	2008
Radiographic Science	BS	JRCERT (Joint Review Committee on Education in Radiologic Technology)	2012
Clinical Psychology	PhD	APA (American Psychological Association, Commission on Accreditation)	2011
Music	BA,BS,BM,BME	NASM (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2010
Theatre	BA,BS,MA	NAST (National Association of Schools of Theatre, Commission on Accreditation)	2011
Teacher Education	BA,BS,ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Elementary Education	BA,BS,ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Secondary Education	BA,BS,ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Education Administration	Ed. Specialist, ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Human Exceptionality	BA,BS,ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
Literacy	ME	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2008
School Psychology	Ed. Specialist	NCATE (National Association of Schools of Music, Commission on Accreditation, Commission on Community/Junior College Accreditation)	2012

*Revised February 2011*



**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE:  $.403543 \times$  undergraduate part-time enrollment + undergraduate full-time enrollment.  $.361702 \times$  graduate/professional part-time enrollment + graduate/professional full-time enrollment)

**Official Fall 2013 (most recent year) FTE Student Enrollments**

Classification	*Current Year Dates: 2013 Census	*One Year Prior Dates: 2012 Census	*Two Years Prior Dates: 2011 10th Day
Undergraduate	6,951	7,304	7,361
Graduate	1,162	1,208	1,269
Professional	304	301	284
Unclassified	1,841	1,938	1,392
Total all levels	10,258	10,751	10,306

\*The Idaho State Board of Education changed the official census day from the 10<sup>th</sup> Day of classes to October 15<sup>th</sup> beginning in Fall 2012.

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2013 (most recent year) Student Headcount Enrollments**

Classification	*Current Year Dates: 2013 Census	*One Year Prior Dates: 2012 Census	*Two Years Prior Dates: 2011 10th Day
Undergraduate	8,339	8,800	8,766
Graduate	1,576	1,622	1,636
Professional	332	325	297
Unclassified	3,079	3,105	1,636
Total all levels	13,326	13,852	12,418

\*The Idaho State Board of Education changed the official census day from the 10<sup>th</sup> Day of classes to October 15<sup>th</sup> beginning in Fall 2012.

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number                      Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Total Number		Number of <u>Full Time</u> (only) Faculty and Staff by Highest Degree Earned					
	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	144	7				10		134
Associate Professor	109	9				24		85
Assistant Professor	151	8				50		101
Instructor	82	10	12	18	20	26		6
Lecturer and Teaching Assistant	80	5	1	2	13	39		25
Research Staff and Research Assistant	8	6						8
Undesignated Rank		176						

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<b>Rank</b>	<b>Mean Salary</b>	<b>Mean Years of Service</b>
Professor	81,113	18
Associate Professor	67,455	11
Assistant Professor	59,625	4
Master Instructor	53,429	18
Advanced Instructor	47,791	10
Instructor	48,058	5
Senior Instructor	53,502	16
Senior Lecturer	44,630	14
Associate Lecturer	37,168	11
Assistant Lecturer	32,824	4
Lecturer	35,862	3
Research Staff and Research Assistant	80,423	9

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 2014

Reporting of income: Accrual Basis \_\_\_\_\_ Accrual Basis \_\_\_\_\_  
 Reporting of expenses: Accrual Basis \_\_\_\_\_ Accrual Basis \_\_\_\_\_

**BALANCE SHEET DATA**

ASSETS	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	93,081,649	86,072,132	70,486,974
Investments	5,003,471	0	0
Accounts receivable gross	8,583,001	7,258,383	5,840,157
Less allowance for bad debts	(1,636,158)	(1,683,543)	(1,358,376)
Inventories	265,129	284,875	276,492
Prepaid expenses and deferred charges	657,498	554,019	459,397
Other (identify): Interest Receivable	0	0	128,615
Due from	3,135,522	1,266,189	2,027,286
<b>Total Unrestricted</b>	109,090,112	93,752,055	77,860,545
Restricted			
Cash (w/ Perkins and FNL adjustments)	331,754	261,637	251,141
Investments	0	0	0
Other (identify): Prepaid, A/R net, current portion student loan receivables	4,385,577	6,058,577	9,076,926
Due from	2,996,140	2,469,396	2,021,262
<b>Total Restricted</b>	7,713,471	8,789,610	11,349,329
<b>TOTAL CURRENT FUNDS</b>	116,803,583	102,541,665	89,209,874
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended			
Cash	3,623,842	4,133,001	5,491,639
Investments	0	0	0
Other (identify): Prepaid and A/R	206,379	155,393	269,675
<b>Total unexpended</b>	3,830,221	4,288,394	5,761,314
Investment in Plant			
Land	5,012,553	5,012,553	5,012,553
Land improvements (Other)	751,794	588,492	614,841
Buildings	150,371,397	156,325,264	160,026,495
Equipment	15,411,536	14,959,943	13,573,302
Library resources	11,314,657	11,197,090	10,894,829
Other (identify) CIP, Software, Software A/D	3,137,806	3,132,526	3,162,669
<b>Total investments in plant</b>	185,999,743	191,215,868	193,284,689
Due from			
Other plant funds (identify): Deferred Bond Fin. Costs (FY11), Deferred Outflows-Bond Defeasance (FY12, FY13), Unamortized Bond Issuance Costs (FY12)	629,729	950,172	1,037,808
<b>TOTAL PLANT FUNDS</b>	190,459,693	196,454,434	200,083,811
<b>OTHER ASSETS (IDENTIFY): ASSETS HELD IN TRUST, OTHER LONG TERM ASSETS, LONG TERM STUDENT LOANS RECEIVABLE</b>	1,631,436	1,849,390	1,875,087
<b>TOTAL OTHER ASSETS</b>	1,631,436	1,849,390	1,875,087
<b>TOTAL ASSETS</b>	308,894,712	300,845,489	291,168,772

**BALANCE SHEET DATA (continued)**

LIABILITIES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	2,811,047	3,249,814	2,038,224
Accrued liabilities	9,120,183	8,789,704	8,354,146
Students' deposits	314,185	344,180	179,794
Deferred credits	4,243,108	3,175,242	3,075,685
Other liabilities (identify): Other liabilities, accrued interest, compensated absences payable	4,782,004	4,791,459	4,289,449
Due to	789,177	587,266	114,866
Fund balance	0	0	0
<b>Total Unrestricted</b>	22,059,704	20,937,665	18,052,164
Restricted			
Accounts payable	594,697	598,417	345,110
Other (identify): Accrued salaries, deferred revenue, other liabilities	2,420,433	3,323,554	3,072,896
Due to	29,101	5,603	431,501
Fund balance	0	0	0
<b>Total Restricted</b>	3,044,230	3,927,574	3,849,507
<b>TOTAL CURRENT FUNDS</b>	25,103,934	24,865,239	21,901,671
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	23,000	92,983	302,652
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify): Interest payable, deferred revenue	53,390	68,555	332,896
Due to	479,418	641	0
Fund balance	0	0	0
<b>Total unexpended</b>	555,808	162,179	635,548
Investment in Plant			
Notes payable	2,211,301	3,152,941	4,905,914
Bonds payable	59,727,102	63,081,280	65,906,230
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify): Accrued interest payable	551,544	739,230	781,261
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	62,489,947	66,973,451	71,593,405
<b>OTHER LIABILITIES (IDENTIFY): OPEB, FUNDS HELD IN CUSTODY FOR OTHERS, SERIES 2013 BOND DEFEASANCE (FY13)</b>	7,496,211	6,850,483	6,136,242
<b>TOTAL OTHER LIABILITIES</b>	7,496,212	6,850,483	6,136,242
<b>TOTAL LIABILITIES</b>	95,645,901	98,851,352	100,266,866
<b>FUND BALANCE</b>	213,248,811	201,994,137	190,901,906

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

REVENUES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
Tuition and fees	73,937,311	72,360,828	62,525,361
Federal appropriations	0	0	0
State appropriations	79,463,847	75,572,704	82,777,748
Local appropriations	0	0	0
Grants and contracts	31,022,419	31,891,914	31,972,162
Endowment income	0	0	0
Auxiliary enterprises	13,737,710	13,573,775	12,426,182
Other (identify): Title IV grants, sales and services of educational activities, other operating revenues, net investment income, gifts	39,987,185	42,122,228	42,953,693
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	86,776,403	85,471,915	81,997,909
Research	17,995,807	19,312,583	18,894,640
Public services	5,742,833	4,343,589	4,079,939
Academic support	12,185,540	12,695,432	11,290,300
Student services	8,394,274	7,534,390	7,426,260
Institutional support	20,282,672	18,474,297	16,111,400
Operation and maintenance of plant	17,171,418	15,821,489	14,050,445
Scholarships and fellowships	16,851,589	20,885,766	20,084,127
Other (identify): Library, Depreciation	15,388,892	14,471,516	13,883,096
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
<b>Total Educational and General</b>	200,789,428	199,010,977	187,818,116
Auxiliary Enterprises			
Expenditures	22,499,994	23,024,144	21,906,573
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
<b>Total Auxiliary Enterprises</b>	22,499,994	23,024,144	21,906,573
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	223,289,422	222,035,121	209,724,689
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS</b> (identify): Amortization of bond insurance costs (FY12), amortization of bond issuance costs (FY11), Bond issuance costs (FY12, FY13), interest on capital asset related debt, loss on disposal of fixed assets, capital gifts and grants	(3,604,376)	(2,394,097)	(1,564,897)
<b>EXCESS</b> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	11,254,674	11,092,231	21,365,560

**INSTITUTIONAL INDEBTEDNESS**

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
For Capital Outlay	61,938,403	66,234,221	70,812,144
For Operations	0	0	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Notes: \* academic credit courses and faculty headcount by specific programs and campuses is not available. \*\* Emergency Management and the Fire Services Administration programs are administratively located on the Meridian campus, but the programs are online.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	General Studies, AA	*	24	*
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business, AS		13	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Physics, AS		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education, BA		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education English, BA		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education History, BA		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Mathematics, BA		2	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Science, BA		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	General Studies, BA		23	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	History, BA		33	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Bachelor of Applied Technology, BAT		1	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business Administration, BBA		0	

Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education, BS	*	3	*
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Biology, BS		5	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education English, BS		1	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Geology, BS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education History, BS		4	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Elementary Education Mathematics, BS		2	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Computer Science, BS		47	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Electrical Engineering, BS		36	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Mechanical Engineering, BS		85	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Engineering, BS		39	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nursing, BS		85	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	HR Training & Development, BS		23	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Science, BS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Computer Information Systems, CERT		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Geotechnology, CERT		1	

Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Educational Leadership, EDD	*	8	*
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Accounting, MACC		35	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Business Administration, MBA		68	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Education, MED		2	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Science Mgt, MS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Engineering, MS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Measure & Control Engineering, MS		1	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Mechanical Engineering, MS		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Science & Engineering, MS		10	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Environmental Science and Mgt, MS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Physics, BS		7	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Health Physics, MS		0	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Engineering & Applied Science, PhD		4	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Nuclear Science & Engineering, PhD		3	
Idaho Falls 1784 Science Cntr Drive, Idaho Falls, ID 83402	Applied Physics, PhD		2	



Meridian 1311 E. Central Drive, Meridian, ID 83642	Paramedic Science, AS	*	17	*
Meridian 1311 E. Central Drive, Meridian, ID 83642	Sign Language Studies, AS		4	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Audiology, AUD		15	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Medical Lab Science, BS		20	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Communication Sciences/Disorders, BS		53	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Sign Language Interpreting, BS		10	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Nursing, BS		60	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Geomatics Technology, BS		6	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Dietetics, CERT		8	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Pharmacy, DP		103	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Mental Health Counseling, MCOU		25	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Physician Assistant Studies, MPAS		60	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Athletic Administration, MPE		22	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Public Health, MPH		13	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Medical Laboratory Science, MS		6	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Speech - Language Pathology, MS		39	
Meridian 1311 E. Central Drive, Meridian, ID 83642	Counselor Ed and Counseling, PhD		7	
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Emergency Management, AS		19	
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Emergency Management, BS		7	
**Meridian 1311 E. Central Drive, Meridian, ID 83642	Fire Services Administration, AS		6	

**Meridian 1311 E. Central Drive, Meridian, ID 83642	Fire Services Administration, BS	*	6	*
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education, BA		4	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education English, BA		12	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education History, BA		4	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Mathematics, BA		6	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Science, BA		1	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	General Studies, BA		3	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education, BS		1	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education English, BS		1	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education History, BS		1	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Mathematics, BS		0	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Elementary Education Science, BS		0	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Educational Leadership, EDD		7	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Educational Leadership, EDS		0	
Twin Falls 315 Falls Avenue, Evergreen Building B40, PO Box 1238, Twin Falls, ID, 83303-1238	Education Administration, MED		1	

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Notes: Regarding ISU Study Abroad programs: Only our bilateral partners and ISEP are official approved foreign country programs; however, ISU students can arrange study abroad on their own and be approved at any accredited foreign university or program.

\*Degree program information, academic credit courses, and faculty headcount are not available.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Kansai Gaidai University Hiraka, Japan	*	*	3	*
University of Paderborn, Warburger Str. 100-33098 Paderborn, Germany			10	
Al Akhawayn Hassan II Avenue, 53000 Infrane, Morocco			3	
University of Valencia Avda. Blasco Ibanez, 13.46010, Valencia, Spain			6	
Politechnia de Valencia Camino de vera s/n Edificio 3A 46022 Valencia, Spain			1	
Umea University SE-901 87, Umea, Sweden			8	
Universidad ORT Cureim, 1451, Montevideo Uruguay			3	
ITESO Periferico Sur Manuel Gomez Morian, #8585 C.P. 45604, Tiaguepaque, Jalisco, Guadalajara, Mexico			5	
University of Plymouth Drake Circus, Plymouth, Devon PL4 8AA, England, UK			5	
University of Burgundy Route des plaines del'Yonne, 89000, Auxerre, France			6	
Malaviya National Institute of Technology Opp Bhagwan Mahaveer Cancer Hospital, JLN road, Opp redfox hotels, Jhalana, Malviya Nagar, Jaipur, Rajasthan 302001,India			1	
Siva Sivani Institute of Management Jaibery Colony, Kompally, Hyderabad, Andhra Pradesh 500014, India			1	
Stella Maris Polytecnic Catholic Archdiocese of Monrovia St. Joseph Campus, Capitol Hill Monrovia, Liberia			1	
K J Somaiya Institute of Management Studies & Research Vidyanagar, Vidyavihar (E) Mumbai, MH 400077, India			1	
University of Hyderabad Prof. C.R Rao Road, Gachibowli, Hyderabad, Andhra Pradesh 500046, India			1	

## Appendix A

Programs at Idaho State University with special accreditation from agencies **not** recognized by the U.S. Department of Education

Program or School	Degree Level(s)	Recognized Agency	Date of Last Accreditation
Social Work	BA	CSWE (Council of Social Work Education)	2011
Business	BBA, MBA,MAcc	AACSB (Association to Advance Collegiate Schools of Business)	2012
Elementary Education	BS	Idaho State Department of Education	2008
Secondary Education	BS	Idaho State Department of Education	2008
School Psychology	EDSP	NASP (National Association of School Psychologists)	2012
Civil Engineering	BS, MS	ABET (Accreditation Board for Engineering and Technology)	2012
Electrical Engineering	BS	ABET (Accreditation Board for Engineering and Technology)	2012
Mechanical Engineering	BS, MS	ABET (Accreditation Board for Engineering and Technology)	2012
Nuclear Engineering	BS, MS, PhD	ABET (Accreditation Board for Engineering and Technology)	2012
Chemistry	BS	ASAC (Applied Science Accreditation Commission)	2009
Health Physics	BS	ASAC (Applied Science Accreditation Commission)	2009
Auto Collision Repair and Refinishing Technology	TC,ATC,AAS	NATEF (National Automotive Technicians Education Foundation)	2013
Automotive Technology	TC,AAS	NATEF (National Automotive Technicians Education Foundation)	2008
Civil Engineering Technology	PSTC,ATC, AAS	ABET (Accreditation Board for Engineering and Technology)	2012
Computer Machining Technology	AAS	ATMAE (Association of Technology, Management, and Applied Engineering)	2008
Computer Aided Design Drafting Technology	ATC,AAS	ATMAE (Association of Technology, Management, and Applied Engineering)	2008
Diesel Technology	ATC,AAS	AED (Associated Equipment Distributors)	2012
Early Childhood Care/Education	TC,AAS	NAEYC (National Association for the Education of Young Children)	2010
Geomatics Technology	BS	ABET (Accreditation Board for Engineering and Technology)	2012
Health Information Technology	AAS	CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education)	2008
Massage Therapy	TC,AAS	COMTA (Commission on Massage Therapy Accreditation)	2013
Medical Assisting	AAS	CAAHEP (Commission on Accreditation of Allied Health Education Programs)	2006
Respiratory Therapy	AS	CAAHEP (Commission on Accreditation of Allied Health Education Programs)	2010
Robotics and Communication Systems Engineering Technology	ATC,AAS	ABET (Accreditation Board for Engineering and Technology)	2012
Marital, Couple, and Family Counseling/Therapy	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Counselor Education and Supervision	PhD	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009

Student Affairs	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
School Counseling	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Mental Health Counseling	MAC	CACREP (Council for the Accreditation of Counseling and Related Educational Programs)	2009
Health Care Administration	BS	AUPHA (Association of University Programs in Health Administration)	2009
Medical Laboratory Science	BS, MS	NAACLS (National Accrediting Agency for Clinical Laboratory Sciences)	2009
Paramedic Science	AS	COAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)	2013
Family Medicine	Residency Program	ACGME (Accreditation Council for Graduate Medical Education)	2007
Physician Assistant	MPAS	ARC-PA (Accreditation Review Commission on Education for the Physician Assistant)	2008
Audiology	AUD	ASHA (American Speech-Language Hearing Association)	2008
Speech-Language Pathology	MS	ASHA (American Speech-Language Hearing Association)	2008



# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: Art and Pre-Architecture**

## ART 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10210	01	Survey of Art	11:00a - 12:15p	TR	3	Popa, A	48	PC / FA / 401		Full Term	CL
10212	02	Survey of Art	10:00a - 10:50a	MWF	3	Jenks, J	48	PC / FA / 401		Full Term	CL
10213	03	Survey of Art	07:00p - 08:15p	TR	3	Babcock, R	48	PC / FA / 401		Full Term	CL
10214	04	Survey of Art	11:00a - 11:50a	MWF	3	Jenks, J	48	PC / FA / 401		Full Term	CL
10216	05	Survey of Art	02:30p - 03:45p	TR	3	Babcock, R	48	PC / FA / 401		Full Term	CL
10217	06	Survey of Art	01:00p - 02:15p	TR	3	Popa, A	48	PC / FA / 401		Full Term	CL
10219	07	Survey of Art	01:00p - 01:50p	MWF	3	Thompson, D	48	PC / FA / 401		Full Term	CL
10220	08	Survey of Art	09:30a - 10:45a	TR	3	Popa, A	48	PC / FA / 401		Full Term	CL
13052	09	Survey of Art	11:00a - 12:15p	MW	3	Babcock, R	50	IF / CHE / 221		Full Term	CL
13083	10	Survey of Art	03:00p - 04:15p	MW	3	Jenks, J	48	PC / FA / 401		Full Term	CL
13145	11	Survey of Art	11:00a - 12:15p	TR	3	Thompson, J	50	IF / CHE / 221		Full Term	CL
13684	12	Survey of Art	04:30p - 05:45p	MW	3	Reinhardt, C	48	PC / FA / 401		Full Term	CL
14147	13	Survey of Art	-		3	Dodez, P	45	PC / WEB / COURSE 35		Full Term	WC
14215	14	Survey of Art	04:00p - 05:15p	TR	3	Popa, A	80	PC / FA / 102		Full Term	CL
15472	15	Survey of Art	-		3	Dodez, P	45	PC / WEB / COURSE 35		Full Term	WC

## ART 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10221	01	History of Western Art I	09:00a - 09:50a	MWF	3	Ferber, A	45	PC / FA / 401		Full Term	CL

## ART 1103

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10222	01	Creative Process	01:00p - 03:50p	TR	3	Reinhardt, C	22	PC / FA / 303	10	Full Term	CL

### Codes / Goal:

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters

Division: Fine Arts and Humanities

Department: Art and Pre-Architecture

## ART 1105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10225	03	Drawing I	01:00p - 03:50p	TR	3	Evans, S	24	PC / FA / 306	10	Full Term	CL
10227	04	Drawing I	01:00p - 03:50p	MW	3	Feige, D	24	PC / FA / 306	10	Full Term	CL
13401	05	Drawing I	01:00p - 03:50p	TR	3	Wintz, C	20	IF / TAB / 140	10	Full Term	CL

## ART 1106

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10228	01	Drawing II	09:00a - 11:50a	TR	3	Ahola-Young, L	18	PC / FA / 409	10	Full Term	CL

## ART 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10230	01	Hist and Apprec of Photography	11:00a - 12:15p	TR	3	Ownby, T	35	PC / LIBR / 32		Full Term	VS
10231	02	Hist and Apprec of Photography	11:00a - 12:15p	TR	3	Ownby, T	38	IF / CHE / 314		Full Term	VS

## ART 2231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10233	01	Introduction to Printmaking	09:00a - 11:50a	TR	3	Evans, S	10	PC / FA / 403	40	Full Term	CL

## ART 2241

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10235	01	Introduction to Painting	09:00a - 11:50a	TR	3	McPherson, L	20	PC / FA / 406	20	Full Term	CL

## ART 2243

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13147	01	Watercolor	06:00p - 08:50p	MW	3	Feige, J	16	PC / FA / 307	20	Full Term	CL

## ART 2251

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10237	01	Intro to Metals and Jewelry	01:00p - 03:50p	TR	3	Parker, L	20	PC / FA / 405	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

## College of Arts and Letters

### Division: Fine Arts and Humanities

### Department: Art and Pre-Architecture

#### ART 2261

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10238	01	Introduction to Fiber Media	09:00a - 11:50a	MW	3	Adams, N	11	PC / FA / 304	40	Full Term	CL

#### ART 2271

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10240	01	Introduction to Ceramics	01:00p - 03:50p	TR	3	Martin, A	15	PC / VOART / 102	25	Full Term	CL
10243	02	Introduction to Ceramics	06:00p - 08:50p	TR	3	Dodez, P	15	PC / VOART / 102	25	Full Term	CL

#### ART 2281

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10244	01	Introduction to Sculpture	01:00p - 03:50p	TR	3	Warnock, D	12	PC / MSTOR / 3	55	Full Term	CL

#### ART 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10245	01	Anatomy Drawing and Painting	09:00a - 11:50a	MW	3	Ahola-Young, L	19	PC / FA / 406	45	Full Term	CL

#### ART 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10246	01	Adv Anatomy Paint and Sculpt	09:00a - 11:50a	MW	3	Ahola-Young, L	5	PC / FA / 406	45	Full Term	CL

#### ART 3310

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10247	01	Prof Practice and Display	10:30a - 11:50a	TR	3	Warnock, D	16	PC / FA / 303		Full Term	CL

#### ART 3331

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10248	01	Intermediate Printmaking	09:00a - 11:50a	TR	3	Evans, S	4	PC / FA / 403	40	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Art and Pre-Architecture

## ART 3332

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10249	01	Intermediate Printmaking	09:00a - 11:50a	TR	3	Evans, S	2	PC / FA / 403	40	Full Term	CL

## ART 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10250	01	Intermediate Painting I	01:00p - 03:50p	TR	3	Ahola-Young, L	11	PC / FA / 406	20	Full Term	CL

## ART 3342

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10251	01	Intermediate Painting II	01:00p - 03:50p	TR	3	Ahola-Young, L	3	PC / FA / 406	20	Full Term	CL

## ART 3343

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13148	01	Intermediate Watercolor	06:00p - 08:50p	MW	3	Feige, J	4	PC / FA / 307	20	Full Term	CL

## ART 3351

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10252	01	Intermediate Metals	09:00a - 11:50a	TR	3	Parker, L	9	PC / FA / 405	25	Full Term	CL

## ART 3352

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10254	01	Intermediate Metals	09:00a - 11:50a	TR	3	Parker, L	6	PC / FA / 405	25	Full Term	CL

## ART 3361

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10256	01	Intermediate Fiber Media	09:00a - 11:50a	MW	3	Adams, N	5	PC / FA / 304	40	Full Term	CL

## ART 3362

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10258	01	Intermediate Fiber Media	09:00a - 11:50a	MW	3	Adams, N	3	PC / FA / 304	40	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Art and Pre-Architecture

## ART 3371

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10267	01	Intermediate Ceramics	01:00p - 03:50p	MW	3	Martin, A	8	PC / VOART / 102	35	Full Term	CL

## ART 3372

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10269	01	Intermediate Ceramics	01:00p - 03:50p	MW	3	Martin, A	7	PC / VOART / 102	35	Full Term	CL

## ART 3381

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10271	01	Intermediate Sculpture	01:00p - 03:50p	MW	3	Warnock, D	5	PC / MSTOR / 3	65	Full Term	CL

## ART 3382

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10274	01	Intermediate Sculpture	01:00p - 03:50p	MW	3	Warnock, D	1	PC / MSTOR / 3	65	Full Term	CL

## ART 3385

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10276	01	Individual Projects	-		3	Martin, A	5	PC / /		Full Term	CL
10279	02	Individual Projects	-		3	Martin, A	10	PC / /		Full Term	CL
10280	03	Individual Projects	-		3	Ferber, A	5	PC / /		Full Term	CL
10281	04	Individual Projects	-		3	Warnock, D	5	PC / /		Full Term	CL
10283	05	Individual Projects	-		3	Adams, N	5	PC / /		Full Term	CL
10285	06	Individual Projects	-		3	Ahola-Young, L	5	PC / /		Full Term	CL
10287	07	Individual Projects	-		3	Evans, S	5	PC / /		Full Term	CL

## ART 3391

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10290	01	Papermaking	01:00p - 03:50p	MW	3	Adams, N	9	PC / FA / 407	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

College of Arts and Letters

Division: Fine Arts and Humanities

Department: Art and Pre-Architecture

## ART 3399

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14496	01	Intro to 3-D:Model/Print/Scan	04:00p - 06:50p	MW	3	Young, K	10	PC / FRAZ / 216		Full Term	WS

## ART 4401

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10293	01	Advanced Study in Drawing	-		3	Martin, A	5	PC / /		Full Term	CL
10294	02	Advanced Study in Drawing	-		3	Martin, A	5	PC / /		Full Term	CL
10296	03	Advanced Study in Drawing	-		3	Ferber, A	5	PC / /		Full Term	CL
10298	04	Advanced Study in Drawing	-		3	Warnock, D	5	PC / /		Full Term	CL
10301	05	Advanced Study in Drawing	-		3	Adams, N	5	PC / /		Full Term	CL
10304	06	Advanced Study in Drawing	-		3	Ahola-Young, L	5	PC / /		Full Term	CL
10305	07	Advanced Study in Drawing	-		3	Evans, S	5	PC / /		Full Term	CL

## ART 4423

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10306	01	Nineteenth Century Art	12:00p - 12:50p	MWF	3	Ferber, A	20	PC / FA / 401		Full Term	CL

## ART 4425

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14498	01	Contemporary Art Forms	02:00p - 02:50p	MWF	3	Ferber, A	20	PC / FA / 401		Full Term	CL

## ART 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10308	01	Advanced Printmaking	09:00a - 11:50a	TR	3	Evans, S	2	PC / FA / 403	40	Full Term	CL

## ART 4432

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10311	01	Advanced Printmaking	09:00a - 11:50a	TR	3	Evans, S	2	PC / FA / 403	40	Full Term	CL

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College of Arts and Letters  
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## ART 4441

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10313	01	Advanced Painting I	01:00p - 03:50p	TR	3	Ahola-Young, L	3	PC / FA / 406	20	Full Term	CL

## ART 4442

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10316	01	Advanced Painting II	01:00p - 03:50p	TR	3	Ahola-Young, L	1	PC / FA / 406	20	Full Term	CL

## ART 4451

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10318	01	Advanced Metals	09:00a - 11:50a	TR	3	Parker, L	3	PC / FA / 405	25	Full Term	CL

## ART 4452

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10320	01	Advanced Metals	09:00a - 11:50a	TR	3	Parker, L	3	PC / FA / 405	25	Full Term	CL

## ART 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10322	01	Advanced Fiber Media	09:00a - 11:50a	MW	3	Adams, N	2	PC / FA / 304	40	Full Term	CL

## ART 4462

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10324	01	Advanced Fiber Media	09:00a - 11:50a	MW	3	Adams, N	2	PC / FA / 304	40	Full Term	CL

## ART 4471

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10326	01	Advanced Ceramics	01:00p - 03:50p	MW	3	Martin, A	6	PC / VOART / 102	35	Full Term	CL

## ART 4472

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10330	01	Advanced Ceramics	01:00p - 03:50p	MW	3	Martin, A	4	PC / VOART / 102	35	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Art and Pre-Architecture

## ART 4473

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15227	01	Clay and Glaze Calculation	-		3	Martin, A	5	PC / /		Full Term	CL

## ART 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12536	01	Advanced Sculpture	01:00p - 03:50p	MW	3	Warnock, D	2	PC / MSTOR / 3	75	Full Term	CL

## ART 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10332	01	Advanced Sculpture	01:00p - 03:50p	MW	3	Warnock, D	2	PC / MSTOR / 3	75	Full Term	CL

## ART 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10333	01	Advanced Papermaking	01:00p - 03:50p	MW	3	Adams, N	2	PC / FA / 407	25	Full Term	CL

## ART 4494

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10334	01	Senior Presentation	-		1	Martin, A	5	PC / /		Full Term	CL
10335	02	Senior Presentation	-		1	Martin, A	5	PC / /		Full Term	CL
10336	03	Senior Presentation	-		1	Ferber, A	5	PC / /		Full Term	CL
10337	04	Senior Presentation	-		1	Warnock, D	5	PC / /		Full Term	CL
10339	05	Senior Presentation	-		1	Adams, N	5	PC / /		Full Term	CL
10340	06	Senior Presentation	-		1	Ahola-Young, L	5	PC / /		Full Term	CL
10341	07	Senior Presentation	-		1	Evans, S	5	PC / /		Full Term	CL

## ART 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15100	01	Intmed 3-D:Model/Print/Scan	04:00p - 06:50p	MW	3	Young, K	4	PC / FRAZ / 216		Full Term	WS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Art and Pre-Architecture

## ART 5523

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10342	01	Nineteenth Century Art	12:00p - 12:50p	MWF	3	Ferber, A	6	PC / FA / 401		Full Term	CL

## ART 5525

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14500	01	Contemporary Art Forms	02:00p - 02:50p	MWF	3	Ferber, A	6	PC / FA / 401		Full Term	CL

## ART 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10344	01	Advanced Printmaking	09:00a - 11:50a	TR	3	Evans, S	1	PC / FA / 403	40	Full Term	CL

## ART 5532

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10350	01	Advanced Printmaking	09:00a - 11:50a	TR	3	Evans, S	1	PC / FA / 403	40	Full Term	CL

## ART 5541

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10351	01	Advanced Painting I	01:00p - 03:50p	TR	3	Ahola-Young, L	1	PC / FA / 406	20	Full Term	CL

## ART 5542

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10352	01	Advanced Painting II	01:00p - 03:50p	TR	3	Ahola-Young, L	1	PC / FA / 406	20	Full Term	CL

## ART 5551

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10353	01	Advanced Metals	09:00a - 11:50a	TR	3	Parker, L	1	PC / FA / 405	25	Full Term	CL

## ART 5552

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10354	01	Advanced Metals	09:00a - 11:50a	TR	3	Parker, L	1	PC / FA / 405	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Art and Pre-Architecture

## ART 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10355	01	Advanced Fiber Media	09:00a - 11:50a	MW	3	Adams, N	1	PC / FA / 304	40	Full Term	CL

## ART 5562

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10356	01	Advanced Fiber Media	09:00a - 11:50a	MW	3	Adams, N	1	PC / FA / 304	40	Full Term	CL

## ART 5571

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10357	01	Advanced Ceramics	01:00p - 03:50p	MW	3	Martin, A	2	PC / VOART / 102	45	Full Term	CL

## ART 5572

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10358	01	Advanced Ceramics	01:00p - 03:50p	MW	3	Martin, A	2	PC / VOART / 102	45	Full Term	CL

## ART 5581

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12537	01	Advanced Sculpture	01:00p - 03:50p	MW	3	Warnock, D	1	PC / MSTOR / 3	75	Full Term	CL

## ART 5582

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12538	01	Advanced Sculpture	01:00p - 03:50p	MW	3	Warnock, D	1	PC / MSTOR / 3	75	Full Term	CL

## ART 5591

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10360	01	Advanced Papermaking	01:00p - 03:50p	MW	3	Adams, N	1	PC / FA / 407	25	Full Term	CL

## ART 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10362	01	Independent Study in Drawing	-		3	Martin, A	5	PC / /		Full Term	ST
10364	02	Independent Study in Drawing	-		3	Martin, A	5	PC / /		Full Term	ST
10365	03	Independent Study in Drawing	-		3	Ferber, A	5	PC / /		Full Term	ST

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## College of Arts and Letters

Division: Fine Arts and Humanities

Department: Art and Pre-Architecture

### ART 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10368	04	Independent Study in Drawing	-		3	Warnock, D	5	PC / /		Full Term	ST
10370	05	Independent Study in Drawing	-		3	Adams, N	5	PC / /		Full Term	ST
10371	06	Independent Study in Drawing	-		3	Ahola-Young, L	5	PC / /		Full Term	ST
10372	07	Independent Study in Drawing	-		3	Evans, S	5	PC / /		Full Term	ST

### ART 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10375	01	Research in Studio or Theory	-		4	Martin, A	5	PC / /		Full Term	OT
10376	02	Research in Studio or Theory	-		4	Martin, A	5	PC / /		Full Term	OT
10378	03	Research in Studio or Theory	-		4	Ferber, A	5	PC / /		Full Term	OT
10379	04	Research in Studio or Theory	-		4	Warnock, D	5	PC / /		Full Term	OT
10381	05	Research in Studio or Theory	-		4	Adams, N	5	PC / /		Full Term	OT
10382	06	Research in Studio or Theory	-		4	Ahola-Young, L	5	PC / /		Full Term	OT
10383	07	Research in Studio or Theory	-		4	Evans, S	5	PC / /		Full Term	OT

### ART 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10384	01	Experimental Prob in Studio	-		4	Martin, A	5	PC / /		Full Term	ST
10385	02	Experimental Prob in Studio	-		4	Martin, A	5	PC / /		Full Term	ST
10386	03	Experimental Prob in Studio	-		4	Ferber, A	5	PC / /		Full Term	ST
10387	04	Experimental Prob in Studio	-		4	Warnock, D	5	PC / /		Full Term	ST
10388	05	Experimental Prob in Studio	-		4	Adams, N	5	PC / /		Full Term	ST
10391	06	Experimental Prob in Studio	-		4	Ahola-Young, L	5	PC / /		Full Term	ST
10392	07	Experimental Prob in Studio	-		4	Evans, S	5	PC / /		Full Term	ST

### ART 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10393	01	Studio	-		12	Martin, A	5	PC / /		Full Term	ST
10395	02	Studio	-		12	Martin, A	5	PC / /		Full Term	ST
10396	03	Studio	-		12	Ferber, A	5	PC / /		Full Term	ST

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: Art and Pre-Architecture**

**ART 6645**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10397	04	Studio	-		12	Warnock, D	5	PC / /		Full Term	ST
10399	05	Studio	-		12	Adams, N	5	PC / /		Full Term	ST
10400	06	Studio	-		12	Ahola-Young, L	5	PC / /		Full Term	ST
10402	07	Studio	-		12	Evans, S	5	PC / /		Full Term	ST

**ART 6649**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10403	01	Thesis Proposal	-		1	Martin, A	5	PC / /		Full Term	OT
10405	02	Thesis Proposal	-		1	Martin, A	5	PC / /		Full Term	OT
10407	03	Thesis Proposal	-		1	Ferber, A	5	PC / /		Full Term	OT
10408	04	Thesis Proposal	-		1	Warnock, D	5	PC / /		Full Term	OT
10410	05	Thesis Proposal	-		1	Adams, N	5	PC / /		Full Term	OT
10412	06	Thesis Proposal	-		1	Ahola-Young, L	5	PC / /		Full Term	OT
10413	07	Thesis Proposal	-		1	Evans, S	5	PC / /		Full Term	OT

**ART 6650**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10415	01	Thesis Project	-		12	Martin, A	5	PC / /		Full Term	OT
10416	02	Thesis Project	-		12	Martin, A	5	PC / /		Full Term	OT
10417	03	Thesis Project	-		12	Ferber, A	5	PC / /		Full Term	OT
10418	04	Thesis Project	-		12	Warnock, D	5	PC / /		Full Term	OT
10420	05	Thesis Project	-		12	Adams, N	5	PC / /		Full Term	OT
10422	06	Thesis Project	-		12	Ahola-Young, L	5	PC / /		Full Term	OT
10424	07	Thesis Project	-		12	Evans, S	5	PC / /		Full Term	OT

**Department: Comm, Media, and Persuasion**

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: Comm, Media, and Persuasion**

**CMP 1110**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14349	01	Intro Convergen News and Report	01:00p - 02:30p	MWF	3	Morris, J	16	PC / LA / 175	80	Full Term	LL
14350	02	Intro Convergen News and Report	04:00p - 06:15p	TR	3	Beachboard, M	16	PC / LA / 175	80	Full Term	LL

**CMP 2201**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14250	03	Business Professional Comm	11:00a - 12:15p	MW	3	Sowell, S	22	PC / REND / 236	25	Full Term	WS
14251	06	Business Professional Comm	09:30a - 10:45a	TR	3	Czerepinski, J	22	PC / REND / 106	25	Full Term	WS
14252	07	Business Professional Comm	11:00a - 12:15p	TR	3	Czerepinski, J	22	PC / REND / 241	25	Full Term	WS
14253	10	Business Professional Comm	-		3	Collins, J	18	PC / WEB / COURSE	35	Full Term	WC

**CMP 2202**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14351	01	Photo Graphic and Video Edit	01:00p - 03:00p	MW	3	Carr, D	24	PC / FRAZ / 216	80	Full Term	LL
14352	02	Photo Graphic and Video Edit	04:00p - 06:00p	TR	3	Carr, D	24	PC / FRAZ / 216	80	Full Term	LL

**CMP 2209**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14254	01	Persuasion	09:30a - 10:45a	TR	3	Legge, N	30	PC / FRAZ / 320		Full Term	WS

**CMP 2231**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14353	01	Introduction to Graphic Design	09:00a - 11:30a	MW	3	Reinhardt, C	24	PC / FRAZ / 216	80	Full Term	LL

**CMP 2241**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14354	01	Intro Public Relations	-		3	Hartman, K	30	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: Comm, Media, and Persuasion**

**CMP 2250**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14372	01	History Appreciation Photo	11:00a - 12:15p	TR	3	Ownby, T	15	PC / LIBR / 32		Full Term	VS
14373	02	History Appreciation Photo	11:00a - 12:15p	TR	3	Ownby, T	16	IF / CHE / 314		Full Term	VS

**CMP 2251**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14355	01	Introduction to Photography	11:00a - 12:15p	T	3	Jull, P	24	PC / LA / 151		Full Term	CL

**CMP 2251L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14356	01	Intro Photography Lab	01:00p - 03:00p	T	0	Jull, P	24	PC / FRAZ / 216	100	Full Term	LB

**CMP 2261**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14357	01	Intro Advertising	09:30a - 10:45a	TR	3	Beachboard, M	30	PC / LA / 256		Full Term	CL

**CMP 2286**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14255	01	Visual Rhetoric	11:00a - 12:15p	TR	3	Partlow Lefevre, S	28	PC / FRAZ / 216		Full Term	WS

**CMP 3305**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14256	01	Intercollegiate Debate	03:00p - 05:00p	W	3	Partlow Lefevre, S	15	PC / FRAZ / 410		Full Term	WS

**CMP 3308**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14257	01	Groups and Communication	02:30p - 03:45p	MW	3	Gribas, J	30	PC / FRAZ / 320		Full Term	WS

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**College of Arts and Letters**  
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**Department: Comm, Media, and Persuasion**

**CMP 3311**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14360	01	Pub Affairs Invest Report	09:00a - 10:30a	MW	3	Gershberg, Z	16	PC / LA / 326	80	Full Term	LL

**CMP 3320**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14258	01	Foundations of Leadership	08:30a - 09:45a	MW	3	DiSanza, J	30	PC / FRAZ / 320		Full Term	WS

**CMP 3337**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14371	01	Illustration	01:00p - 03:30p	MW	3	Jull, P	16	PC / LA / 109	80	Full Term	LL

**CMP 3339**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14370	01	Web Design	01:00p - 02:15p	TR	3	Carr, D	16	PC / LA / 326	80	Full Term	LL

**CMP 3346**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14369	01	Public Relations Writing	09:30a - 10:45a	TR	3	Hartman, K	15	PC / REND / 241		Full Term	CL

**CMP 3352**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14368	01	Photo Communication	01:00p - 02:30p	MW	3	Ownby, T	16	PC / FRAZ / 224		Full Term	CL

**CMP 3352L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14367	01	Photo Communication Lab	02:45p - 03:45p	M	0	Ownby, T	16	PC / LA / 326	100	Full Term	LB

**CMP 3365**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14366	01	Ad Strategy Copywriting	01:00p - 02:15p	TR	3	Beachboard, M	20	PC / LA / 256	80	Full Term	LL

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# ISU Class Schedule Report, Fall 2014

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## College of Arts and Letters

### Division: Fine Arts and Humanities

### Department: Comm, Media, and Persuasion

#### CMP 3371

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15179	01	Video Editing Compositing	09:00a - 11:00a	MW	3	Morris, J	8	PC / LA / 113	80	Full Term	LL

#### CMP 3399

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15075	01	Intro to 3-D:Model/Print/Scan	04:00p - 06:50p	MW	3	Young, K	10	PC / FRAZ / 216		Full Term	CL
15264	02	Special Topics in Advertising	-		1	Beachboard, M	5	PC / /		Full Term	OT

#### CMP 4404

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14259	01	Gender and Communication	02:30p - 03:45p	TR	3	Partlow Lefevre, S	26	PC / FRAZ / 320		Full Term	CL

#### CMP 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14365	01	Mass Media History Law Ethics	-		3	Gershberg, Z	50	PC / WEB / COURSE	35	Full Term	WC

#### CMP 4422

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14260	01	Conflict Management	01:00p - 02:15p	MW	3	DiSanza, J	26	PC / REND / 236		Full Term	CL

#### CMP 4436

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14363	01	Advanced Issues in Design	09:00a - 11:30a	MW	3	Jull, P	16	PC / LA / 109	80	Full Term	LL

#### CMP 4457

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15265	01	Advanced Photo Media	04:00p - 05:30p	MW	3	Ownby, T	14	PC / FRAZ / 224		Full Term	CL

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**CMP 4457L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15266	01	Advanced Photo Media Lab	05:45p - 06:45p	M	0	Ownby, T	14	PC / LA / 326	100	Full Term	LB

**CMP 4475**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15255	01	Corporate Video Production	02:30p - 04:30p	TR	3	Morris, J	10	PC / LA / 135	80	Full Term	CL

**CMP 4481**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14261	01	Rhetoric of Hitler Churchill	10:00a - 10:50a	MWF	3	Loebs, B	25	PC / FRAZ / 320		Full Term	CL

**CMP 4483**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14262	01	Rhetoric of Popular Culture	01:00p - 02:15p	TR	3	Legge, N	26	PC / FRAZ / 320		Full Term	CL

**CMP 4485**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14263	01	Classical Rhetorical Theory	11:00a - 12:15p	TR	3	Legge, N	26	PC / FRAZ / 320		Full Term	CL

**CMP 4491**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15503	01	Independent Projects	-		3	Ownby, T	1	PC / /		Full Term	OT

**CMP 4494**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15220	01	Internship	-		3	Beachboard, M	2	PC / /		Full Term	OT
15500	02	Internship	-		3	Gribas, J	2	PC / /		Full Term	OT

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**College of Arts and Letters**  
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**Department: Comm, Media, and Persuasion**

**CMP 4499**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15112	01	Intro to 3-D:Model/Print/Scan	04:00p - 06:50p	MW	3	Young, K	4	PC / FRAZ / 216		Full Term	CL

**CMP 5504**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15068	01	Gender and Communication	02:30p - 03:45p	TR	3	Partlow Lefevre, S	4	PC / FRAZ / 320		Full Term	WS

**CMP 5510**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15080	01	Mass Media History Law Ethics	-		3	Gershberg, Z	1	PC / WEB / COURSE	35	Full Term	WC

**CMP 5522**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15069	01	Conflict Management	01:00p - 02:15p	MW	3	DiSanza, J	4	PC / REND / 236		Full Term	WS

**CMP 5536**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15081	01	Advanced Issues in Design	09:00a - 11:30a	MW	3	Jull, P	1	PC / LA / 109		Full Term	LL

**CMP 5557**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15267	01	Advanced Photo Media	04:00p - 05:30p	MW	3	Ownby, T	2	PC / FRAZ / 224		Full Term	CL

**CMP 5557L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15268	01	Advanced Photo Media Lab	05:45p - 06:45p	M	0	Ownby, T	2	PC / LA / 326		Full Term	LB

**CMP 5581**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15070	01	Rhetoric of Hitler Churchill	10:00a - 10:50a	MWF	3	Loebs, B	5	PC / FRAZ / 320		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

## College of Arts and Letters

### Division: Fine Arts and Humanities

### Department: Comm, Media, and Persuasion

#### CMP 5583

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15071	01	Rhetoric of Popular Culture	01:00p - 02:15p	TR	3	Legge, N	4	PC / FRAZ / 320		Full Term	WS

#### CMP 5585

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15073	01	Classical Rhetorical Theory	11:00a - 12:15p	TR	3	Legge, N	4	PC / FRAZ / 320		Full Term	WS

#### CMP 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15074	01	Intro to Grad Research Methods	09:30a - 10:45a	TR	3	Gribas, J	10	PC / FRAZ / 224		Full Term	WS

#### CMP 6660

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15603	01	Graduate Degree Paper	-		3	DiSanza, J	1	PC / /		Full Term	OT
15389	03	Graduate Degree Paper	-		3	Loebs, B	1	PC / /		Full Term	OT

#### CMP 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15209	03	Independent Study	-		3	Loebs, B	2	PC / /		Full Term	OT
15706	05	Independent Study	-		3	Partlow Lefevre, S	1	PC / /		Full Term	WS

#### COMM 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10179	01	Principles of Speech	08:00a - 08:50a	MWF	3	Barber, R	26	PC / REND / 106	25	Full Term	WS
10180	04	Principles of Speech	09:00a - 09:50a	MWF	3	Barber, R	26	PC / REND / 122	25	Full Term	WS
10181	05	Principles of Speech	09:00a - 09:50a	MWF	3	Eckert, T	26	PC / REND / 123	25	Full Term	WS
12473	06	Principles of Speech	09:00a - 09:50a	MWF	3	Christensen, A	26	PC / REND / 223	25	Full Term	WS
10182	07	Principles of Speech	10:00a - 10:50a	MWF	3	Christensen, A	26	PC / REND / 223	25	Full Term	WS
10183	08	Principles of Speech	10:00a - 10:50a	MWF	3	Robinson, M	26	PC / REND / 226	25	Full Term	WS
10184	09	Principles of Speech	10:00a - 10:50a	MWF	3	Sowell, S	26	PC / REND / 228	25	Full Term	WS
10185	10	Principles of Speech	11:00a - 11:50a	MWF	3	Loebs, B	26	PC / FRAZ / 320	25	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters

Division: Fine Arts and Humanities

Department: Comm, Media, and Persuasion

## COMM 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10186	11	Principles of Speech	11:00a - 11:50a	MWF	3	Robinson, M	26	PC / REND / 226	25	Full Term	WS
12474	13	Principles of Speech	12:00p - 12:50p	MWF	3	Collins, J	26	PC / REND / 104	25	Full Term	WS
10187	14	Principles of Speech	12:00p - 12:50p	MWF	3	Czerepinski, J	26	PC / REND / 106	25	Full Term	WS
10188	15	Principles of Speech	01:00p - 01:50p	MWF	3	Robinson, M	26	PC / REND / 225	25	Full Term	WS
13064	17	Principles of Speech	02:00p - 03:15p	MW	3	Czerepinski, J	26	PC / REND / 227	25	Full Term	WS
10189	20	Principles of Speech	08:00a - 09:15a	TR	3	Bennett, G	26	PC / REND / 108	25	Full Term	WS
12498	21	Principles of Speech	08:00a - 09:15a	TR	3	Santee, J	26	PC / REND / 115	25	Full Term	WS
10190	22	Principles of Speech	09:30a - 10:45a	TR	3	Underwood, A	26	PC / REND / 243	25	Full Term	WS
10191	23	Principles of Speech	09:30a - 10:45a	TR	3	Bennett, G	26	PC / REND / 122	25	Full Term	WS
10192	24	Principles of Speech	09:30a - 10:45a	TR	3	Santee, J	26	PC / REND / 228	25	Full Term	WS
15654	25	Principles of Speech	09:30a - 10:45a	TR	3	Moline, W	26	PC / REND / 115	25	Full Term	WS
10193	26	Principles of Speech	11:00a - 12:15p	TR	3	Bennett, G	26	PC / REND / 122	25	Full Term	WS
10194	27	Principles of Speech	11:00a - 12:15p	TR	3	Underwood, A	26	PC / REND / 209	25	Full Term	WS
15653	28	Principles of Speech	11:00a - 12:15p	TR	3	Moline, W	26	PC / REND / 107	25	Full Term	WS
10195	29	Principles of Speech	01:00p - 02:15p	TR	3	Moline, W	26	PC / REND / 104	25	Full Term	WS
10196	30	Principles of Speech	01:00p - 02:15p	TR	3	Czerepinski, J	26	PC / REND / 106	25	Full Term	WS
10197	33	Principles of Speech	07:00p - 09:30p	W	3	Eckert, T	26	PC / FRAZ / 320	25	Full Term	WS
10198	37	Principles of Speech	09:30a - 10:45a	MW	3	Dixon, A	26	IF / CHE / 307		Full Term	WS
12563	38	Principles of Speech	11:00a - 12:15p	MW	3	Dixon, A	26	IF / CHE / 307		Full Term	WS
13055	40	Principles of Speech	09:30a - 10:45a	TR	3	Dixon, A	26	IF / CHE / 307		Full Term	WS
10199	41	Principles of Speech	11:00a - 12:15p	TR	3	Dixon, A	26	IF / CHE / 307		Full Term	WS
15087	42	Principles of Speech	01:00p - 02:15p	TR	3	McGovern, F	26	IF / CHE / 307		Full Term	WS
10200	48	Principles of Speech	-		3	Collins, J	20	PC / WEB / COURSE 35		Full Term	WC
10201	49	Principles of Speech	-		3	Collins, J	20	PC / WEB / COURSE 35		Full Term	WC
13005	50	Principles of Speech	-		3	Sowell, S	20	PC / WEB / COURSE 35		Full Term	WC
13541	51	Principles of Speech	-		3	Underwood, A	20	PC / WEB / COURSE 35		Full Term	WC
14176	52	Principles of Speech	-		3	Burch, M	20	PC / WEB / COURSE 35		Full Term	WC
15605	53	Principles of Speech	-		3	Underwood, A	20	PC / WEB / COURSE 35		Full Term	WC
12280	A1	Principles of Speech	11:00a - 11:50a	MWF	3	Wilson, M	25	PC / RFC / 377		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## College of Arts and Letters

### Division: Fine Arts and Humanities

#### Department: Comm, Media, and Persuasion

#### COMM 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12281	A2 Principles of Speech	12:00p - 12:50p	MWF	3	Wilson, M	25	PC / RFC / 379		Full Term	WS
12282	A3 Principles of Speech	05:00p - 06:15p	MW	3	Taylor-Edwards, J	25	PC / RFC / 377		Full Term	WS
10202	H1 Principles of Speech Honors	01:00p - 01:50p	MWF	3	Loebs, B	22	PC / FRAZ / 320	25	Full Term	CL
15090	H2 Principles of Speech Honors	01:00p - 01:50p	MWF	3	Sowell, S	22	PC / REND / 115	25	Full Term	WS
15510	ZB Principles of Speech	12:07p - 01:36p	TR	3	Green, D	26	HS / HSREG6 /		High	CL
15511	ZC Principles of Speech	01:41p - 03:10p	TR	3	Green, D	26	HS / HSREG6 /		High	CL
15512	ZD Principles of Speech	09:50a - 10:40a	MR	3	Bissegger, T	30	HS / HSREG5 /		High	CL
15618	ZF Principles of Speech	09:20a - 10:52a	TR	3	Hoseley, S	50	HS / HSREG3 /		High	CL

#### Department: English and Philosophy

#### AMST 1100

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14012	01 Intro to Amer Lang and Culture	04:00p - 06:50p	W	3	Akersten, S	12	PC / REND / 119		Full Term	CL

#### ENGL 0090

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10036	01 Basic Writing	11:00a - 11:50a	MWF	3	El-Oqla, D	22	PC / LA / 243	75	Full Term	CL
10037	02 Basic Writing	01:00p - 01:50p	MWF	3	VanBezooyen, K	22	PC / REND / 223	75	Full Term	CL
10038	03 Basic Writing	10:00a - 10:50a	MWF	3	Metzger, A	22	PC / REND / 117	75	Full Term	CL
15565	04 Basic Writing	11:00a - 11:50a	MWF	3	VanBezooyen, K	22	PC / LA / 151	75	Full Term	CL
10040	05 Basic Writing	09:00a - 09:50a	MWF	3	Metzger, A	22	PC / REND / 117	75	Full Term	CL
10041	06 Basic Writing	07:00p - 09:30p	T	3	Plaster, L	22	IF / HCE / 6260	75	Full Term	CL
10042	07 Basic Writing	02:30p - 03:45p	TR	3	VanBezooyen, K	22	PC / REND / 243	75	Full Term	CL
15566	08 Basic Writing	12:00p - 12:50p	MWF	3	VanBezooyen, K	22	PC / LA / 151	75	Full Term	CL
12478	09 Basic Writing	11:00a - 12:15p	TR	3	Hillis, P	22	PC / LA / 256	75	Full Term	CL
14094	10 Basic Writing	01:00p - 02:15p	TR	3	Hillis, P	22	PC / REND / 115	75	Full Term	CL
12485	11 Basic Writing	01:00p - 02:15p	TR	3	Westwood, M	22	PC / REND / 210	75	Full Term	CL
12496	12 Basic Writing	11:00a - 12:15p	TR	3	Wood, T	22	IF / CHE / 304	75	Full Term	CL
12497	13 Basic Writing	02:00p - 02:50p	MWF	3	Westwood, M	22	PC / REND / 226	75	Full Term	CL
13416	14 Basic Writing	04:00p - 06:30p	T	3	Westwood, M	22	PC / REND / 102	75	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: English and Philosophy**

## ENGL 0090

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13519	15	Basic Writing	04:00p - 05:15p	MW	3	Lambson, G	22	PC / REND / 107	75	Full Term	CL
13528	16	Basic Writing	02:30p - 03:45p	MW	3	Lambson, G	22	PC / REND / 119	75	Full Term	CL
13537	17	Basic Writing	07:00p - 09:30p	T	3	Olsen, G	22	IF / CHE / 308	75	Full Term	CL
13583	18	Basic Writing	05:30p - 06:45p	MW	3	McOمبر, R	22	PC / REND / 107	75	Full Term	CL
14178	19	Basic Writing	07:00p - 09:30p	R	3	Packer, P	22	PC / REND / 102	75	Full Term	CL
14179	20	Basic Writing	09:00a - 09:50a	MWF	3	Katsilometes, M	22	PC / REND / 108	75	Full Term	CL
14193	21	Basic Writing	10:00a - 10:50a	MWF	3	Katsilometes, M	22	PC / REND / 108	75	Full Term	CL
14194	22	Basic Writing	11:00a - 11:50a	MWF	3	Katsilometes, M	22	PC / REND / 117	75	Full Term	CL
14211	23	Basic Writing	01:00p - 01:50p	MWF	3	EI-Oqla, D	22	PC / LA / 273	75	Full Term	CL
15330	24	Basic Writing	11:00a - 12:15p	MW	3	Plaster, L	22	IF / CHE / 306	75	Full Term	CL
15567	25	Basic Writing	09:00a - 09:50a	MWF	3		22	PC / LA / 151	75	Full Term	CL
15568	26	Basic Writing	10:00a - 10:50a	MWF	3		22	PC / LA / 151	75	Full Term	CL
15575	27	Basic Writing	04:00p - 06:30p	T	3	Packer, P	22	PC / REND / 115	75	Full Term	CL
15576	28	Basic Writing	12:00p - 12:50p	MWF	3	DeWall, R	22	PC / REND / 115	75	Full Term	CL

## ENGL 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12470	01	Acad Writing and Speech ESOL	03:00p - 03:50p	MWF	3	Akersten, S	13	PC / REND / 234		Full Term	CL
14010	02	Acad Writing and Speech ESOL	09:30a - 10:45a	TR	3	Katsilometes, M	15	PC / LA / 274		Full Term	CL
14095	03	Acad Writing and Speech ESOL	11:00a - 12:15p	TR	3	Westwood, M	15	PC / LA / 274		Full Term	CL
14096	04	Acad Writing and Speech ESOL	02:00p - 02:50p	MWF	3	Hillis, P	15	PC / REND / 234		Full Term	CL
14097	05	Acad Writing and Speech ESOL	01:00p - 01:50p	MWF	3	Hillis, P	15	PC / REND / 234		Full Term	CL
14098	06	Acad Writing and Speech ESOL	09:00a - 09:50a	MWF	3	Barrett, C	15	PC / REND / 241		Full Term	CL

## ENGL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10043	01	English Composition	01:00p - 02:15p	TR	3	Coates, M	25	IF / CHE / 305		Full Term	CL
10044	02	English Composition	09:00a - 09:50a	MWF	3	Keith, M	25	PC / REND / 106		Full Term	CL
10045	03	English Composition	11:00a - 11:50a	MWF	3	Barker, E	25	PC / REND / 241		Full Term	CL
10046	04	English Composition	11:00a - 12:15p	MW	3	Haeberle, J	25	IF / CHE / 305		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10047	05	English Composition	11:00a - 11:50a	MWF	3	Smith, D	25	PC / REND / 103		Full Term	CL
10048	06	English Composition	12:00p - 12:50p	MWF	3	Johnson, F	25	PC / REND / 103		Full Term	CL
15412	07	English Composition	01:00p - 02:15p	TR	3		25	PC / REND / 241		Full Term	CL
10049	08	English Composition	10:00a - 10:50a	MWF	3	Johnson, S	25	PC / REND / 241		Full Term	CL
15247	09	English Composition	07:00p - 09:30p	W	3	Brumfield, A	25	IF / CHE / 309		Full Term	CL
10050	10	English Composition	11:00a - 12:15p	TR	3	Launspach, S	25	PC / LA / 327		Full Term	CL
10051	11	English Composition	10:00a - 10:50a	MWF	3	Hellwig, H	25	PC / REND / 103		Full Term	CL
10052	12	English Composition	09:00a - 09:50a	MWF	3	Kaspari, A	25	PC / REND / 104		Full Term	CL
10053	13	English Composition	09:30a - 10:45a	TR	3	Hall, S	25	PC / LA / 151		Full Term	CL
10054	14	English Composition	11:00a - 12:15p	TR	3	Hall, B	15	PC / REND / 236		Full Term	CL
10055	15	English Composition	-		3	Charles, T	25	PC / WEB / COURSE 35		Full Term	WC
15494	16	English Composition	09:30a - 10:45a	TR	3	Rupert, E	25	PC / LA / 273		Full Term	CL
10056	17	English Composition	09:30a - 10:45a	MW	3	Coates, M	25	IF / CHE / 305		Full Term	CL
15495	18	English Composition	11:00a - 11:50a	MWF	3	Rupert, E	25	PC / LA / 273		Full Term	CL
10057	20	English Composition	01:00p - 01:50p	MWF	3	VanWinkle, M	25	PC / REND / 241		Full Term	CL
10059	22	English Composition	10:00a - 10:50a	MWF	3	Onufer, E	25	PC / LA / 256		Full Term	CL
10060	23	English Composition	09:30a - 10:45a	TR	3	Miller, P	25	PC / LA / 325		Full Term	CL
10061	24	English Composition	11:00a - 12:15p	TR	3	Haeberle, J	25	IF / CHE / 305		Full Term	CL
10062	25	English Composition	11:00a - 11:50a	MWF	3	Stubbs, M	15	PC / REND / 122		Full Term	CL
10063	27	English Composition	01:00p - 02:15p	MW	3	Haeberle, J	25	IF / CHE / 305		Full Term	CL
10064	28	English Composition	-		3	Chadwick, T	25	PC / WEB / COURSE 35		Full Term	WC
10065	29	English Composition	09:30a - 10:45a	TR	3	Wood, T	25	IF / CHE / 304		Full Term	CL
10066	30	English Composition	-		3	Charles, T	25	PC / WEB / COURSE 35		Full Term	WC
10067	31	English Composition	-		3	Harker, D	25	PC / WEB / COURSE 35		Full Term	WC
15622	32	English Composition	-		3	Chadwick, T	26	PC / WEB / COURSE 35		Full Term	WC
12525	36	English Composition	08:00a - 09:15a	TR	3	Robinson, M	25	PC / REND / 124		Full Term	CL
12526	37	English Composition	09:30a - 10:45a	TR	3	Cole, T	15	PC / REND / 104		Full Term	CL
12527	38	English Composition	11:00a - 12:15p	TR	3	Ward, E	25	PC / REND / 104		Full Term	CL
14155	43	English Composition	-		3	Yerka, D	25	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14190	44	English Composition	02:30p - 03:45p	TR	3	Head, S	25	PC / REND / 102		Full Term	CL
12277	A1	English Composition	11:00a - 12:15p	TR	3	Wilson, M	27	PC / RFC / 379		Full Term	WS
12278	A2	English Composition	12:00p - 12:50p	MWF	3	Lambert, C	25	PC / RFC / 361		Full Term	WS
12279	A3	English Composition	05:00p - 06:15p	TR	3	Taylor-Edwards, J	25	PC / RFC / 377		Full Term	WS
14115	P1	English Composition	09:00a - 09:50a	W	3	Cole, T	10	PC / REND / 226		Full Term	CL
14115	P1	English Composition	09:30a - 10:45a	TR	3	Cole, T	10	PC / REND / 104		Full Term	CL
14114	P2	English Composition	11:00a - 12:15p	TR	3	Hall, B	10	PC / REND / 236		Full Term	CL
14114	P2	English Composition	10:00a - 10:50a	M	3	Hall, B	10	PC / REND / 236		Full Term	CL
14592	P3	English Composition	11:00a - 11:50a	R	3	Stubbs, M	10	PC / REND / 226		Full Term	CL
14592	P3	English Composition	11:00a - 11:50a	MWF	3	Stubbs, M	10	PC / REND / 122		Full Term	CL
15518	ZA	English Composition	09:50a - 10:40a	MR	3	Stephens, T	27	HS / HSREG5 /		High	CL
15519	ZB	English Composition	01:25p - 02:15p	MR	3	Stephens, T	45	HS / HSREG5 /		High	CL
15520	ZC	English Composition	08:32a - 09:47a	MTWRF	3	Plato, S	27	HS / HSREG5 /		High	CL
15522	ZD	English Composition	01:05p - 02:15p	MTWRF	3	Snelgrove, R	45	HS / HSREG6 /		High	CL
15523	ZE	English Composition	08:00a - 08:59a	MTWR	3	Hamblin, L	27	HS / HSREG5 /		High	CL
15525	ZF	English Composition	09:11a - 10:10a	MTWR	3	Hamblin, L	27	HS / HSREG5 /		High	CL
15526	ZG	English Composition	08:35a - 09:45a	MTWRF	3	Troyer, L	27	HS / HSREG6 /		High	CL
15528	ZH	English Composition	09:54a - 11:23a	MWF	3	Green, D	27	HS / HSREG6 /		High	CL
15619	ZI	English Composition	12:30p - 01:40p	MWF	3	Biom, B	27	HS / HSREG6 /		High	CL
15620	ZJ	English Composition	12:30p - 01:40p	TR	3	Biom, B	27	HS / HSREG6 /		High	CL

## ENGL 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10068	01	Critical Reading and Writing	10:00a - 10:50a	MWF	3	Cole, T	26	PC / REND / 243		Full Term	CL
10069	02	Critical Reading and Writing	10:00a - 10:50a	MWF	3	Pfister, T	26	PC / REND / 106		Full Term	CL
10070	03	Critical Reading and Writing	02:00p - 02:50p	MWF	3	Donovan, C	26	PC / REND / 243		Full Term	CL
13047	04	Critical Reading and Writing	07:00p - 09:30p	R	3	Plaster, L	26	IF / HCE / 6260		Full Term	CL
15496	05	Critical Reading and Writing	10:00a - 10:50a	MWF	3	Hall, S	26	PC / LA / 273		Full Term	CL
10071	06	Critical Reading and Writing	11:00a - 12:15p	TR	3	Lattin, D	26	PC / REND / 102		Full Term	CL
10072	07	Critical Reading and Writing	11:00a - 11:50a	MWF	3	Howard, A	26	PC / REND / 115		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: English and Philosophy**

## ENGL 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10073	08	Critical Reading and Writing	08:00a - 08:50a	MWF	3	Donovan, W	26	PC / REND / 102		Full Term	CL
10074	09	Critical Reading and Writing	11:00a - 12:15p	TR	3	Hall, S	26	PC / LA / 325		Full Term	CL
13522	10	Critical Reading and Writing	-		3	Topper, R	26	PC / WEB / COURSE 35		Full Term	WC
10075	11	Critical Reading and Writing	01:00p - 02:15p	TR	3	Pfister, T	26	PC / REND / 103		Full Term	CL
10076	12	Critical Reading and Writing	01:00p - 01:50p	MWF	3	Donovan, C	26	PC / REND / 243		Full Term	CL
10077	13	Critical Reading and Writing	09:00a - 09:50a	MWF	3	Lattin, D	26	PC / REND / 115		Full Term	CL
10078	14	Critical Reading and Writing	10:00a - 10:50a	MWF	3	Stubbs, M	26	PC / REND / 122		Full Term	CL
10079	15	Critical Reading and Writing	-		3	Harker, D	26	PC / WEB / COURSE 35		Full Term	WC
10080	16	Critical Reading and Writing	11:00a - 11:50a	MWF	3	Johnson, S	26	PC / REND / 243		Full Term	CL
10081	17	Critical Reading and Writing	12:00p - 12:50p	MWF	3	Donovan, C	26	PC / REND / 243		Full Term	CL
10082	18	Critical Reading and Writing	08:00a - 09:15a	TR	3	Donovan, W	26	PC / REND / 102		Full Term	CL
10083	19	Critical Reading and Writing	11:00a - 11:50a	MWF	3	Pfister, T	26	PC / REND / 106		Full Term	CL
10084	20	Critical Reading and Writing	-		3	Harker, D	26	PC / WEB / COURSE 35		Full Term	WC
15497	21	Critical Reading and Writing	11:00a - 12:15p	TR	3	El-Oqla, D	26	PC / REND / 123		Full Term	CL
10086	22	Critical Reading and Writing	11:00a - 12:15p	TR	3	Donovan, W	26	PC / LA / 328		Full Term	CL
10087	23	Critical Reading and Writing	01:00p - 01:50p	MWF	3	Barker, E	26	PC / REND / 119		Full Term	CL
10088	24	Critical Reading and Writing	01:00p - 02:15p	TR	3	Johnson, S	26	PC / REND / 243		Full Term	CL
10089	25	Critical Reading and Writing	01:00p - 02:15p	TR	3	Olsen, G	26	IF / CHE / 306		Full Term	CL
13415	26	Critical Reading and Writing	09:30a - 10:45a	TR	3	Coates, M	26	IF / CHE / 305		Full Term	CL
10090	27	Critical Reading and Writing	09:30a - 10:45a	TR	3	Robinson, M	26	PC / REND / 103		Full Term	CL
10092	29	Critical Reading and Writing	09:30a - 10:45a	TR	3	Lattin, D	26	PC / REND / 102		Full Term	CL
12460	30	Critical Reading and Writing	11:00a - 12:15p	MW	3	Dodd, M	26	IF / CHE / 309		Full Term	CL
12467	32	Critical Reading and Writing	-		3	Yerka, D	26	PC / WEB / COURSE 35		Full Term	WC
12490	33	Critical Reading and Writing	11:00a - 12:15p	TR	3	Olsen, G	26	IF / CHE / 306		Full Term	CL
15451	34	Critical Reading and Writing	11:00a - 12:15p	TR	3	Samuelson, R	26	PC / LA / 273		Full Term	CL
15452	35	Critical Reading and Writing	-		3	Charles, T	26	PC / WEB / COURSE 35		Full Term	WC
15574	36	Critical Reading and Writing	-		3	Vause, S	26	PC / WEB / COURSE 35		Full Term	WC
15625	37	Critical Reading and Writing	10:00a - 10:50a	MWF	3	Rupert, E	26	PC / REND / 115		Full Term	CL
15623	38	Critical Reading and Writing	-		3	Topper, R	26	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12275	A1	Critical Reading and Writing	-		3	Lambert, C	25	PC / WEB / COURSE	35	Full Term	WC

## ENGL 1107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14621	01	Nature of Language	01:00p - 02:15p	MW	3	Dodd, M	30	IF / CHE / 309		Full Term	CL

## ENGL 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10093	01	Introduction to Literature	09:30a - 10:45a	TR	3	Pfister, T	40	PC / LA / 328		Full Term	CL
10094	02	Introduction to Literature	10:00a - 10:50a	MWF	3	Lattin, D	40	PC / REND / 209		Full Term	CL
10095	03	Introduction to Literature	11:00a - 12:15p	TR	3	Dodd, M	40	IF / CHE / 215		Full Term	CL
14079	04	Introduction to Literature	-		3	Topper, R	40	PC / WEB / COURSE	35	Full Term	WC
10096	06	Introduction to Literature	11:00a - 11:50a	MWF	3	Cole, T	40	PC / LA / 328		Full Term	CL
10097	07	Introduction to Literature	11:00a - 12:15p	TR	3	Johnson, S	38	PC / REND / 223		Full Term	CL
15403	08	Introduction to Literature	-		3	Chadwick, T	40	PC / WEB / COURSE	35	Full Term	WC
15529	ZB	Introduction to Literature	02:15p - 03:15p	MTWR	3	Coburn, J	45	HS / HSREG6 /		High	CL
15530	ZC	Introduction to Literature	01:05p - 02:15p	MTWRF	3	Snelgrove, R	45	HS / HSREG6 /		High	CL
15621	ZH	Introduction to Literature	01:40p - 03:15p	MWF	3	Fleming, C	45	HS / HSREG6 /		High	CL
15626	ZK	Introduction to Literature	12:30p - 01:40p	TR	3	Fleming, C	45	HS / HSREG6 /		High	CL
15533	ZL	Introduction to Literature	09:50a - 11:05a	MTWRF	3	Troyer, L	45	HS / HSREG6 /		High	CL
15534	ZQ	Introduction to Literature	08:32a - 09:47a	MTWRF	3	Jenks, K	27	HS / HSREG5 /		High	CL

## ENGL 1115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10101	01	ST:Gothic Literature	-		3	Benge, D	40	PC / WEB / COURSE	35	Full Term	WC
14609	02	Major Themes in Literature	12:00p - 12:50p	MWF	3	Brock, C	40	PC / REND / 209		Full Term	CL
13449	03	ST:Nature in Literature	09:30a - 10:45a	TR	3	Stubbs, M	40	PC / LA / 243		Full Term	CL

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 1126

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13641	01	Art of Film I	02:00p - 04:15p	MW	3	Hall, B	35	PC / REND / 313		Full Term	CL
13642	02	Art of Film I	02:30p - 03:45p	MW	3	Dodd, M	32	IF / CHE / 309		Full Term	CL
14616	03	Art of Film I	04:00p - 06:15p	TR	3	Donovan, C	35	PC / REND / 313		Full Term	CL

## ENGL 2206

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10102	01	Creative Writing Workshop	11:00a - 12:15p	TR	3	Schultz Hurst, B	24	PC / REND / 108		Full Term	CL
12529	02	Creative Writing Workshop	01:00p - 02:15p	TR	3	Schultz Hurst, B	24	PC / REND / 102		Full Term	CL

## ENGL 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14685	01	American Cultural Studies	09:00a - 09:50a	MWF	3	Donovan, W	35	PC / REND / 102		Full Term	CL

## ENGL 2211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10103	01	Intro to Literary Analysis	10:00a - 10:50a	MWF	3	VanWinkle, M	35	PC / REND / 225		Full Term	CL
10104	02	Intro to Literary Analysis	09:30a - 10:45a	TR	3	Levay, M	35	PC / LA / 327		Full Term	CL

## ENGL 2212

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13446	01	Intro to Folklore/Oral Tradn	-		3	Attebery, J	35	PC / WEB / COURSE 35		Full Term	WC
14622	02	Intro to Folklore/Oral Tradn	10:00a - 10:50a	MWF	3	Howard, A	35	PC / LA / 328		Full Term	CL

## ENGL 2257

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10105	01	Survey of World Literature I	04:00p - 06:30p	R	3	Whitaker, C	35	PC / LA / 328		Full Term	CL
14625	02	Survey of World Literature I	-		3	Attebery, B	35	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 2267

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10106	01	Survey of British Literature I	11:00a - 12:15p	TR	3	Schmidt, R	35	PC / LA / 339		Full Term	CL

## ENGL 2277

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10107	01	Survey of American Lit I	01:00p - 01:50p	MWF	3	Stubbs, M	35	PC / REND / 102		Full Term	CL

## ENGL 2281

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10108	01	Intro to Language Studies	11:00a - 12:15p	TR	3	Wolter, B	35	PC / REND / 115		Full Term	CL

## ENGL 3307

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15167	01	Professional and Tech Writing	10:00a - 10:50a	MWF	3	DeWall, R	24	PC / REND / 119		Full Term	CL
15168	02	Professional and Tech Writing	11:00a - 11:50a	MWF	3	DeWall, R	24	PC / REND / 102		Full Term	CL
10111	03	Professional and Tech Writing	01:00p - 02:15p	TR	3	Hall, B	24	PC / REND / 108		Full Term	CL
13350	04	Professional and Tech Writing	-		3	Carney, D	24	PC / WEB / COURSE 35		Full Term	WC
14132	06	Professional and Tech Writing	11:30a - 12:45p	MW	3	Engbretsen, T	8	PC / LIBR / 7		Full Term	VS
14131	07	Professional and Tech Writing	11:30a - 12:45p	MW	3	Engbretsen, T	9	MD / MERID / 508		Full Term	VS
14133	08	Professional and Tech Writing	11:30a - 12:45p	MW	3	Engbretsen, T	9	IF / CHE / 311		Full Term	VS
14134	09	Professional and Tech Writing	11:30a - 12:45p	MW	3	Engbretsen, T	2	TF / EVRGN / C91		Full Term	VS

## ENGL 3308

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10112	01	Business Communications	11:00a - 12:15p	MW	3	Hall, B	24	PC / LA / 256		Full Term	CL
15169	02	Business Communications	12:00p - 12:50p	MWF	3	Watkins, R	24	PC / REND / 119		Full Term	CL
10114	03	Business Communications	-		3	Shein, D	24	PC / WEB / COURSE 35		Full Term	WC
12532	04	Business Communications	11:00a - 12:15p	TR	3	Cole, T	24	PC / REND / 106		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:03 AM

College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 3311

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13004	01	Writing and Research about Lit	09:30a - 10:45a	TR	3	Attebery, B	27	PC / REND / 123		Full Term	CL

## ENGL 3322

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14633	01	Genre Studies in Poetry	01:00p - 02:15p	TR	3	Whitaker, C	35	PC / LA / 325		Full Term	CL

## ENGL 3348

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15591	02	Independent Problems	-		3	Dodd, M	1	IF / /		Full Term	OT
15665	03	Independent Problems	-		3	VanWinkle, M	1	PC / /		Full Term	OT

## ENGL 4406

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13397	01	Adv Creative Writing Workshop	04:00p - 06:30p	M	3	Schultz Hurst, B	14	PC / REND / 102		Full Term	CL

## ENGL 4407

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14635	01	Topics in Professional Writing	04:00p - 06:30p	R	3	Watkins, R	24	PC / REND / 107		Full Term	CL

## ENGL 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10116	01	Writing Internship	-		6	Attebery, J	10	PC / /		Full Term	CL
15592	03	Writing Internship	-		6	Hellwig, H	1	PC / /		Full Term	OT

## ENGL 4433

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15269	01	Methods Teaching English	07:00p - 09:30p	W	3	Zink, A	28	PC / LIBR / 13		Full Term	VS
15270	02	Methods Teaching English	07:00p - 09:30p	W	3	Zink, A	7	TF / EVRGN / C89		Full Term	VS

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College of Arts and Letters  
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 Department: English and Philosophy

## ENGL 4455

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14648	01	ST:Magical Realism World Lit	11:00a - 12:15p	TR	3	Sieber, S	10	PC / BA / 305		Full Term	CL

## ENGL 4465

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14650	01	Studies Eighteenth-Cntury Lit	07:00p - 09:30p	R	3	Schmidt, R	25	PC / LA / 256		Full Term	CL

## ENGL 4469

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14654	01	Studies in Contemporary Lit	07:00p - 09:30p	T	3	Levay, M	25	PC / REND / 115		Full Term	CL

## ENGL 4470

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14656	01	Post-Colonial Literature	02:30p - 03:45p	MW	3	Johnson, A	25	PC / REND / 108		Full Term	CL

## ENGL 4476

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14657	01	Shakespeare	04:00p - 06:30p	T	3	Winston, J	25	PC / REND / 104		Full Term	CL

## ENGL 4486

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14658	01	Old English	01:00p - 01:50p	MWF	3	Klein, T	25	PC / LA / 325		Full Term	CL

## ENGL 4488

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14123	01	Intro to Sociolinguistics	01:00p - 02:15p	TR	3	Launspach, S	14	PC / REND / 226		Full Term	CL

## ENGL 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10120	01	Senior Seminar in Literature	11:00a - 11:50a	MWF	3	VanWinkle, M	15	PC / REND / 225		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 5506

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13398	01	Advanced Creative Writing	04:00p - 06:30p	M	3	Schultz Hurst, B	10	PC / REND / 102		Full Term	CL

## ENGL 5565

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14659	01	Eighteenth-Century Literature	07:00p - 09:30p	R	3	Schmidt, R	10	PC / LA / 256		Full Term	CL

## ENGL 5569

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14660	01	Contemporary Literature	07:00p - 09:30p	T	3	Levay, M	10	PC / REND / 115		Full Term	CL

## ENGL 5570

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14661	01	Post-Colonial Literature	02:30p - 03:45p	MW	3	Johnson, A	10	PC / REND / 108		Full Term	CL

## ENGL 5576

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14662	01	Shakespeare	04:00p - 06:30p	T	3	Winston, J	10	PC / REND / 104		Full Term	CL

## ENGL 5586

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14663	01	Old English	01:00p - 01:50p	MWF	3	Klein, T	10	PC / LA / 325		Full Term	CL

## ENGL 5588

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14124	01	Intro to Sociolinguistics	01:00p - 02:15p	TR	3	Launspach, S	8	PC / REND / 226		Full Term	CL

## ENGL 6610

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14196	01	Careers in English	-		1	Winston, J	5	PC / /		Full Term	CL

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## College of Arts and Letters

### Division: Fine Arts and Humanities

### Department: English and Philosophy

#### ENGL 6612

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10121	01	Intro Grad Study in English	04:00p - 06:30p	M	3	Johnson, A	15	PC / REND / 123		Full Term	CL

#### ENGL 6623

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14664	01	Seminar in Literary Themes	04:00p - 06:30p	W	3	Zink, A	15	PC / LA / 256		Full Term	CL

#### ENGL 6625

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13653	01	Seminar in a Literary Period	07:00p - 09:30p	W	3	Klein, T	15	PC / LA / 274		Full Term	CL

#### ENGL 6631

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10122	01	Seminar in Teaching Writing	07:00p - 09:30p	M	3	Swetnam, S	15	PC / LA / 256		Full Term	CL

#### ENGL 6631L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12469	01	Teaching Composition Lab	-		1	VanWinkle, M	2	PC / /		Full Term	LB
15413	02	Teaching Composition Lab	-		1	Hellwig, H	1	PC / /		Full Term	LB
15414	03	Teaching Composition Lab	-		1	Launspach, S	1	PC / /		Full Term	LB

#### ENGL 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10123	04	M.A. Thesis	-		6	VanWinkle, M	1	PC / /		Full Term	OT

#### ENGL 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13010	01	M.A. Paper	-		3	Winston, J	1	PC / /		Full Term	OT

#### Codes / Goal:

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: English and Philosophy

## ENGL 6682

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14665	01	TESL Methodology	04:00p - 06:30p	R	3	Wolter, B	15	PC / REND / 243		Full Term	CL

## ENGL 6690

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10124	01	Graduate Reading	-		3	Winston, J	5	PC / /		Full Term	CL

## ENGL 6694

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10125	01	Dissert and Comp Exam Prep	-		6	Winston, J	7	PC / /		Full Term	CL
15573	02	Dissert and Comp Exam Prep	-		6	Klein, T	1	PC / /		Full Term	CL

## ENGL 7700

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15246	01	Supervised Teaching Internship	-		3	Attebery, B	1	PC / /		Full Term	OT
12471	06	Supervised Teaching Internship	-		3	Winston, J	1	PC / /		Full Term	OT

## ENGL 7783

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12512	01	Pract Second Lang Teaching	-		3	Wolter, B	4	PC / /		Full Term	OT

## ENGL 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10126	01	Doctoral Dissertation	-		9	Winston, J	6	PC / /		Full Term	OT
15320	02	Doctoral Dissertation	-		9	Attebery, B	2	PC / /		Full Term	OT
15405	03	Doctoral Dissertation	-		9	Whitaker, C	1	PC / /		Full Term	OT
15569	04	Doctoral Dissertation	-		9	Klein, T	1	PC / /		Full Term	OT
15666	05	Doctoral Dissertation	-		9	Hellwig, H	2	PC / /		Full Term	OT
15667	06	Doctoral Dissertation	-		9	Johnson, A	1	PC / /		Full Term	OT
15708	07	Doctoral Dissertation	-		9	Attebery, J	1	PC / /		Full Term	OT

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**College of Arts and Letters**  
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**Department: English and Philosophy**

## PHIL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10128	01	Introduction to Philosophy	10:00a - 10:50a	MWF	3	Levenson, C	45	PC / LA / 237		Full Term	CL
10129	02	Introduction to Philosophy	09:00a - 09:50a	MWF	3	Levenson, C	45	PC / LA / 237		Full Term	CL
10130	03	Introduction to Philosophy	11:00a - 11:50a	MWF	3	Berger, J	45	PC / LA / 237		Full Term	CL
15443	04	Introduction to Philosophy	-		3	Ang, C	45	PC / WEB / COURSE 35		Full Term	WC
15498	05	Introduction to Philosophy	10:00a - 10:50a	MWF	3	Ang, C	44	PC / LA / 243		Full Term	CL
10131	06	Introduction to Philosophy	09:30a - 10:45a	TR	3	McCurdy, W	45	PC / LA / 237		Full Term	CL
10132	07	Introduction to Philosophy	11:00a - 12:15p	TR	3	McCurdy, W	45	PC / LA / 237		Full Term	CL
10133	08	Introduction to Philosophy	11:00a - 12:15p	MW	3	Norton, M	45	IF / CHE / 222		Full Term	CL
10134	09	Introduction to Philosophy	01:00p - 02:15p	TR	3	Norton, M	45	PC / REND / 113		Full Term	CL
14078	11	Introduction to Philosophy	-		3	Berger, J	45	PC / WEB / COURSE 35		Full Term	WC
15624	12	Introduction to Philosophy	04:00p - 05:15p	TR	3		45	PC / REND / 113		Full Term	CL

## PHIL 1103

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10136	01	Introduction to Ethics	10:00a - 10:50a	MWF	3	Skidmore, J	45	PC / REND / 313		Full Term	CL
10137	02	Introduction to Ethics	11:00a - 12:15p	TR	3	Norton, M	45	PC / REND / 113		Full Term	CL
10138	03	Introduction to Ethics	09:00a - 09:50a	MWF	3	Skidmore, J	45	PC / REND / 313		Full Term	CL
13363	06	Introduction to Ethics	01:00p - 02:15p	MW	3	Norton, M	45	IF / CHE / 222		Full Term	CL

## PHIL 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10140	01	Introduction to Logic	10:00a - 10:50a	MWF	3	McCurdy, W	38	PC / REND / 104		Full Term	CL
13656	02	Introduction to Logic	11:00a - 11:50a	MWF	3	Wahl, R	38	PC / REND / 119		Full Term	CL

## PHIL 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14666	01	Intro to Asian Philosophies	11:00a - 11:50a	MWF	3	McCurdy, W	38	PC / REND / 104		Full Term	CL

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: English and Philosophy**

## PHIL 2230

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10141	01	Medical Ethics	02:30p - 03:45p	MW	3	Baergen, R	31	PC / LIBR / 16		Full Term	VS
10142	02	Medical Ethics	02:30p - 03:45p	MW	3	Baergen, R	9	IF / CHE / 208		Full Term	VS
10143	03	Medical Ethics	02:30p - 03:45p	MW	3	Baergen, R	8	MD / MERID / 697		Full Term	VS
10144	04	Medical Ethics	02:30p - 03:45p	MW	3	Baergen, R	5	TF / EVRGN / C91		Full Term	VS
10145	05	Medical Ethics	-		3	Baergen, R	45	PC / WEB / COURSE 35		Full Term	WC
15444	06	Medical Ethics	-		3	Ang, C	45	PC / WEB / COURSE 35		Full Term	WC

## PHIL 3305

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14667	01	Greek Reason and Christianity	04:00p - 06:30p	W	3	Levenson, C	35	PC / LA / 325		Full Term	CL

## PHIL 4420

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14668	01	Philosophy of Mind	02:30p - 03:45p	MW	3	Berger, J	25	PC / LA / 328		Full Term	CL

## PHIL 4430

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14669	01	Philosophy of Science	11:00a - 12:15p	TR	3	Wahl, R	25	PC / LA / 243		Full Term	CL

## PHIL 4455

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14670	01	Environmental Ethics	01:00p - 02:15p	MW	3	Skidmore, J	25	PC / LA / 243		Full Term	CL

## PHIL 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10146	01	Philosophy Tutorial	-		2	Levenson, C	2	PC / /		Full Term	OT
10147	02	Philosophy Tutorial	-		2	Skidmore, J	2	PC / /		Full Term	OT
10148	03	Philosophy Tutorial	-		2	Wahl, R	2	PC / /		Full Term	OT
12453	05	Philosophy Tutorial	-		2	McCurdy, W	2	PC / /		Full Term	OT
13365	06	Philosophy Tutorial	-		2	Baergen, R	2	PC / /		Full Term	OT

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## College of Arts and Letters

Division: Fine Arts and Humanities

Department: English and Philosophy

### PHIL 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13366	07	Philosophy Tutorial	-		2	Norton, M	2	PC / /		Full Term	OT

### PHIL 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14007	01	Senior Tutorial	-		3	Wahl, R	10	PC / /		Full Term	CL

### PHIL 5520

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14671	01	Philosophy of Mind	02:30p - 03:45p	MW	3	Berger, J	10	PC / LA / 328		Full Term	CL

### PHIL 5530

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14672	01	Philosophy of Science	11:00a - 12:15p	TR	3	Wahl, R	10	PC / LA / 243		Full Term	CL

### PHIL 5555

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14673	01	Environmental Ethics	01:00p - 02:15p	MW	3	Skidmore, J	10	PC / LA / 243		Full Term	CL

## Department: Language and Literature

### ARBC 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14966	01	Elementary Arabic I	11:30a - 12:40p	TR	4	Alqurashi, A	33	PC / BA / 304	20	Full Term	CL
15475	02	Elementary Arabic I	11:30a - 12:40p	MW	4	Alqurashi, A	33	PC / BA / 303	20	Full Term	CL

### CHNS 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15116	01	Elementary Chinese I	03:00p - 04:40p	MW	4	Henderson, L	33	PC / BA / 303	20	Full Term	CL

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## CMLT 2207

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13880	01	Contemp European Culture	01:00p - 01:50p	MWF	3	Dillon, S	33	PC / BA / 304		Full Term	CL

## CMLT 2209

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14963	01	Cultures of East Asia	-		3	Fukuoka, S	35	PC / WEB / COURSE	35	Full Term	WC

## CMLT 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14964	01	ST:Magical Realism World Lit	11:00a - 12:15p	TR	3	Sieber, S	10	PC / BA / 305		Full Term	CL

## CMLT 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15117	01	ST:Magical Realism World Lit	11:00a - 12:15p	TR	3	Sieber, S	5	PC / BA / 305		Full Term	CL

## FREN 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11273	01	Elementary French I	11:00a - 11:50a	MTRF	4	Stringfellow-Brookman, A	33	PC / BA / 302	20	Full Term	CL
11274	02	Elementary French I	04:00p - 04:50p	TR	4	Tatarova, V	25	PC / LIBR / 32	20	Full Term	VS
13881	03	Elementary French I	04:00p - 04:50p	TR	4	Tatarova, V	8	IF / CHE / 314	20	Full Term	VS
15577	04	Elementary French I	04:00p - 05:40p	MW	4	Park, P	15	PC / BA / 302	20	Full Term	CL
15649	05	Elementary French I	-		4	Tatarova, V	25	PC / WEB / COURSE	35	Full Term	WC
15627	ZA	Elementary French I	01:15p - 02:25p	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL
15628	ZB	Elementary French I	02:30p - 03:40p	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL
15629	ZC	Elementary French I	01:15p - 02:25p	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL

## FREN 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13882	01	Elementary French II	02:30p - 03:20p	TR	4	Tatarova, V	20	PC / LIBR / 32	20	Full Term	VS
14968	02	Elementary French II	02:30p - 03:20p	TR	4	Tatarova, V	10	IF / CHE / 314	20	Full Term	VS
15630	ZA	Elementary French II	08:30a - 09:40a	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL

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## FREN 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15631	ZB	Elementary French II	11:30a - 01:40p	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL
15632	ZC	Elementary French II	02:30p - 03:40p	MTWRF	4	Swanson, R	33	HS / HSREG6 /		High	CL

## FREN 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14969	01	ST:Film I	-		1	Stringfellow-Brookman, A	25	PC / WEB / COURSE	35	Early 8	WC
13957	02	ST:FREN Grammar in Review	-		1	Tatarova, V	25	PC / WEB / COURSE	35	Late 8	WC

## FREN 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11275	01	Intermediate French I	11:00a - 12:40p	MW	4	Park, P	15	PC / BA / 316	20	Full Term	CL

## FREN 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14970	01	French Conv and Comp II	09:30a - 10:45a	TR	3	Park, P	15	PC / BA / 302		Full Term	CL

## FREN 4470

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15315	01	Readings in French	-		2	Park, P	5	PC / /		Full Term	CL

## FREN 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11277	01	Independent Studies in French	-		3	Park, P	3	PC / /		Full Term	OT

## FREN 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15025	01	Medical French	-		1	Tatarova, V	10	PC / WEB / COURSE	35	Early 8	WC

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## GERM 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11278	01	Elementary German I	01:00p - 02:40p	MW	4	Coffield, L	25	IF / CHE / 308	20	Full Term	CL
11279	02	Elementary German I	10:00a - 10:50a	MWF	4	Dillon, S	33	PC / BA / 304	20	Full Term	WS

## GERM 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13166	01	ST:Reading I	-		1	Coffield, L	20	PC / WEB / COURSE 35	35	Early 8	WC
13958	02	ST:Reading II	-		1	Coffield, L	20	PC / WEB / COURSE 35	35	Late 8	WC
13959	03	ST:Beginning Grammar	-		1	Dillon, S	20	PC / WEB / COURSE 35	35	Late 8	WC

## GERM 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11280	01	Intermediate German I	11:00a - 11:50a	MWF	4	Dillon, S	33	PC / BA / 304	20	Full Term	WS

## GERM 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14985	01	Germ Conv and Comp II	12:00p - 12:50p	MWF	3	Dillon, S	25	PC / BA / 304		Full Term	CL

## GERM 3305

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14035	01	Study Abroad	-		3	Dillon, S	1	PC / /		Full Term	OT

## JAPN 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11284	01	Elementary Japanese I	12:00p - 12:50p	MTWR	4	Johnsen, S	33	PC / BA / 313	20	Full Term	CL
14126	02	Elementary Japanese I	-		4	Fukuoka, S	25	PC / WEB / COURSE 35	35	Full Term	WC

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## JAPN 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14988	01	Elementary Japanese II	-		4	Fukuoka, S	25	PC / WEB / COURSE	35	Full Term	WC

## JAPN 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13883	01	ST:Reading in Japanese I	-		1	Fukuoka, S	25	PC / WEB / COURSE	35	Early 8	WC

## JAPN 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11285	01	Intermediate Japanese I	11:00a - 11:50a	MTWR	4	Ashizawa, S	33	PC / BA / 313	20	Full Term	CL

## JAPN 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11286	01	Japn Conversation and Comp I	01:00p - 01:50p	MWF	3	Johnsen, S	25	PC / BA / 313		Full Term	CL

## JAPN 3320

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14995	01	Intermediate Kanji I	-		3	Fukuoka, S	25	PC / WEB / COURSE	35	Full Term	WC

## JAPN 4470

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11287	01	Readings in Japanese	-		2	Fukuoka, S	5	PC / /		Full Term	CL

## LANG 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14125	01	Phonetics	09:30a - 10:45a	TR	3	Loether, C	5	PC / REND / 313		Full Term	CL

## LATN 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11288	01	Elementary Latin I	11:00a - 11:50a	MTRF	4	Dolsen, A	33	PC / BA / 311	20	Full Term	CL

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 Department: Language and Literature

## SHOS 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11289	01 Elementary Shoshoni I	11:00a - 12:15p	TR	4	Gould, D	12	PC / GRAV / 150	20	Full Term	CL

## SPAN 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11290	01 Elementary Spanish I	09:00a - 09:50a	MTRF	4	Robredo, M	33	PC / BA / 303	20	Full Term	CL
11291	02 Elementary Spanish I	10:00a - 10:50a	MTRF	4	Robredo, M	33	PC / BA / 303	20	Full Term	CL
11295	03 Elementary Spanish I	11:00a - 12:15p	TR	4	Bassett, T	33	PC / BA / 309	20	Full Term	WS
13515	05 Elementary Spanish I	06:00p - 07:40p	TR	4	Heath, D	33	PC / BA / 303	20	Full Term	CL
11299	06 Elementary Spanish I	-		4	Bassett, T	25	PC / WEB / COURSE	35	Full Term	WC
11300	07 Elementary Spanish I	11:00a - 12:40p	TR	4	Heath, D	32	IF / CHE / 309	20	Full Term	CL
11302	08 Elementary Spanish I	02:00p - 03:40p	TR	4	Heath, D	32	IF / CHE / 309	20	Full Term	CL
11304	09 Elementary Spanish I	04:00p - 05:40p	MW	4	Wells, N	32	IF / HCE / 6261	20	Full Term	CL
12670	10 Elementary Spanish I	12:00p - 12:50p	MTRF	4	Kayser, A	33	PC / BA / 307	20	Full Term	CL
14127	11 Elementary Spanish I	06:00p - 07:40p	MW	4	Eldredge, N	33	PC / BA / 308	20	Full Term	CL
15249	12 Elementary Spanish I	01:00p - 02:15p	TR	4		33	PC / BA / 303	20	Full Term	CL
15648	ZA Elementary Spanish I	02:00p - 03:35p	TR	4	Jadwin, B	33	HS / HSREG5 /		High	CL
15561	ZD Elementary Spanish I	11:05a - 12:15p	MTWRF	4	Parker, P	30	HS / HSREG6 /		High	CL
15560	ZH Elementary Spanish I	08:05a - 09:05a	MTWR	4	Bellamy, C	50	HS / HSREG6 /		High	CL
15701	ZL Elementary Spanish I	01:30p - 02:20p	MTWRF	4	Lopez, E	33	HS / HSREG6 / N		High	CL
15559	ZP Elementary Spanish I	11:18a - 12:18p	MTWR	4	Bellamy, C	50	HS / HSREG6 /		High	CL

## SPAN 1102

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11306	01 Elementary Spanish II	11:00a - 12:40p	TR	4	Robredo, M	33	PC / BA / 303	20	Full Term	CL
11308	03 Elementary Spanish II	02:00p - 02:50p	MTRF	4		33	PC / BA / 309	20	Full Term	CL
13175	05 Elementary Spanish II	-		4	Bassett, T	25	PC / WEB / COURSE	35	Full Term	WC
15219	06 Elementary Spanish II	06:00p - 07:40p	MW	4	Wells, N	32	IF / HCE / 6261	20	Full Term	CL
15558	ZB Elementary Spanish II	09:09a - 10:10a	MTWR	4	Bellamy, C	50	HS / HSREG6 /		High	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Language and Literature

## SPAN 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13167	01	ST:Gram Tutor/Span Students I	-		1	Robredo, M	20	PC / WEB / COURSE	35	Early 8	WC
13168	02	ST:Intensive Practice I	-		2	Hunt, D	12	PC / WEB / COURSE	35	Early 8	WC
15008	03	ST:Intensive Practice II	-		2	Hunt, D	12	PC / WEB / COURSE	35	Late 8	WC
15007	04	ST:Gram Tutor/Span Students II	-		2	Robredo, M	20	PC / WEB / COURSE	35	Late 8	WC

## SPAN 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11313	01	Intermediate Spanish I	11:00a - 11:50a	MWF	4	Hiller, A	33	PC / BA / 307	20	Full Term	WS
11315	02	Intermediate Spanish I	09:00a - 10:40a	TR	4	McCurry, S	33	PC / BA / 308	20	Full Term	CL
13885	H1	Intermediate Spanish I Honors	-		4	Hunt, D	15	PC / /	20	Full Term	CL

## SPAN 2202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13886	01	Intermediate Spanish II	12:00p - 01:40p	TR	4	McCurry, S	33	PC / BA / 308	20	Full Term	CL

## SPAN 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12671	01	Spanish for Health Care I	06:00p - 08:40p	T	3	McCurry, S	25	PC / BA / 308	5	Full Term	CL

## SPAN 3300

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13887	01	Intensive Conversation	10:00a - 10:50a	MWF	3	Hiller, A	25	PC / BA / 307		Full Term	CL

## SPAN 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11320	01	Spanish Conv and Comp I	08:00a - 09:15a	TR	3	Tarp, H	12	PC / LIBR / 36		Full Term	VS
15015	02	Spanish Conv and Comp I	08:00a - 09:15a	TR	3	Tarp, H	5	IF / CHE / 313		Full Term	VS
15016	03	Spanish Conv and Comp I	01:00p - 02:15p	TR	3	Sieber, S	15	PC / BA / 316		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: Language and Literature

## SPAN 3303

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15014	01	Business Spanish	02:00p - 02:50p	MWF	3	Hunt, D	25	PC / BA / 308		Full Term	CL
15013	02	Business Spanish	-		3	Hunt, D	20	PC / WEB / COURSE	35	Full Term	WC

## SPAN 3305

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14149	01	Study Abroad	-		3	Tarp, H	4	PC / /		Full Term	OT
15222	02	Study Abroad	-		1	Tarp, H	1	PC / /		Full Term	OT
15259	03	Study Abroad	-		2	Tarp, H	2	PC / /		Full Term	OT

## SPAN 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11323	01	Surv of Spanish Lit and Civ I	01:00p - 01:50p	MWF	3	Hiller, A	15	PC / BA / 307		Full Term	CL
13890	02	Surv of Spanish Lit and Civ I	-		3	Hiller, A	15	PC / WEB / COURSE	35	Full Term	WC

## SPAN 3375

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13172	01	ST:Music and Literature	11:00a - 11:50a	MWF	3	Hunt, D	25	PC / BA / 308		Full Term	CL
13960	02	ST:Music and Literature	-		3	Hunt, D	20	PC / WEB / COURSE	35	Full Term	WC

## SPAN 4460

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15010	01	ST:Med Interp Tran II	09:30a - 10:45a	TR	4	Tarp, H	14	PC / LIBR / 3G	25	Full Term	VS
15011	02	ST:Med Interp Tran II	-		4	Tarp, H	5	PC / WEB / COURSE	35	Full Term	WC

## SPAN 4475

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13173	01	ST:Don Quijote	02:30p - 03:45p	TR	3	Tarp, H	8	PC / LIBR / 3A		Full Term	VS
15009	02	ST:Don Quijote	-		3	Tarp, H	8	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
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 Department: Language and Literature

## SPAN 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11328	01	Independent Studies in Spanish	-		3	Hunt, D	2	PC / /		Full Term	CL
11329	02	Independent Studies in Spanish	-		3	Sieber, S	2	PC / /		Full Term	CL
13417	03	Independent Studies in Spanish	-		3	Tarp, H	1	PC / /		Full Term	CL
15191	04	ST:Research Methods	-		3	Tarp, H	1	PC / /		Full Term	CL

## SPAN 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15186	01	Spanish Internship	-		3	Tarp, H	7	PC / /		Full Term	OT
15707	02	Spanish Internship	-		2	Tarp, H	1	PC / /		Full Term	OT

## SPAN 4494

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15017	01	ST:Med Terminology I	-		1	Tarp, H	15	PC / WEB / COURSE	35	Late 8	WC

## SPAN 4495

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13891	01	ST:Spanish for OBGYN I	-		1	Tarp, H	10	PC / /		Early 8	WS
13892	02	ST:Spanish for OBGYN I	-		1	Tarp, H	10	MD / /		Early 8	WS

## SPAN 5560

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15020	01	ST:Med Interp Tran II	-		3	Tarp, H	3	PC / WEB / COURSE	35	Full Term	WC

## SPAN 5560L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15065	01	Interpretation Translation Lab	-		1	Tarp, H	3	PC / WEB / COURSE	35	Full Term	WC

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**Division: Fine Arts and Humanities**  
**Department: Language and Literature**

**SPAN 5595**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13893	01	ST:Spanish for OBGYN I	-		1	Tarp, H	5	PC / /		Early 8	WS
13894	02	ST:Spanish for OBGYN I	-		1	Tarp, H	10	MD / /		Early 8	WS

**SPAN 5599**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15018	01	SPAN for Medical Interview	11:00a - 11:50a	MF	1	Tarp, H	10	PC / REDHL / 217		Early 8	VS
15019	02	SPAN for Medical Interview	11:00a - 11:50a	MF	1	Tarp, H	19	MD / MERID / 771		Early 8	VS

**Department: School of Performing Art**

**DAAC 1100**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10823	01	Dance Basics	03:00p - 03:50p	TR	1	Zmolek, P	16	PC / REDHL / 101	60	Full Term	WS

**DAAC 1110**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10824	01	Ballroom Dance I	02:00p - 02:50p	MW	1	Head, L	18	PC / REDHL / 101	60	Full Term	CL

**DAAC 1125**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12579	01	Latin Dance I	01:00p - 01:50p	TR	1	Head, L	20	PC / REDHL / 101	60	Full Term	CL

**DAAC 1135**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10825	01	Middle Eastern Dance	06:00p - 06:50p	TR	1	Evans, V	14	PC / REDHL / 101	60	Full Term	CL

**DAAC 1140**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13735	01	Tap Dance I	11:30a - 12:20p	MW	1	Tucker, L	8	PC / REDHL / 101	60	Full Term	CL

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## DAAC 1141

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13736	01 Tap Dance II	11:30a - 12:20p	MW	1	Tucker, L	4	PC / REDHL / 101	60	Full Term	CL

## DAAC 1176

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10827	01 Pilates-Dance Condtnng-Equip	12:00p - 12:50p	TR	1	Head, L	12	PC / REDHL / 103	60	Full Term	CL

## DAAC 1180

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10828	01 Hip Hop I	04:00p - 04:50p	TR	1	Phelps, S	28	PC / REDHL / 101	60	Full Term	WS

## DAAC 1181

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14490	01 Hip Hop II	05:00p - 05:50p	TR	1	Phelps, S	22	PC / REDHL / 101	60	Full Term	WS

## DAAC 1195

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10829	01 Swing Dance	03:00p - 03:50p	MW	1	Head, L	15	PC / REDHL / 101	60	Full Term	CL

## DANC 1100

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10830	01 Ballet I	09:00a - 10:20a	TR	2	Head, L	20	PC / REDHL / 103	60	Full Term	CL

## DANC 1105

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10831	01 Survey of Dance	11:00a - 12:15p	TR	3	Zimmerly, L	30	PC / REND / 117		Full Term	WS
10832	02 Survey of Dance	-		3	Jorgensen, M	35	PC / WEB / COURSE 35		Full Term	WC
10833	03 Survey of Dance	02:00p - 03:15p	MW	3	Zimmerly, L	30	PC / REND / 117		Full Term	WS

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## DANC 1107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14491	01	Theatre and Dance Showcase	12:00p - 12:50p	F	0	Schroder, N	10	PC / SPAC / 234		Full Term	WS

## DANC 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10834	01	Elements of Movement	02:30p - 03:50p	TR	2	Zimmerly, L	14	PC / REDHL / 103	60	Full Term	WS

## DANC 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10835	01	Jazz Dance I	05:30p - 06:50p	MW	2	Jorgensen, M	14	PC / REDHL / 101	60	Full Term	WS

## DANC 1130

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10836	01	Modern Dance I	04:00p - 05:20p	MW	2	Zimmerly, L	14	PC / REDHL / 103	60	Full Term	WS

## DANC 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14492	01	Ballet II	09:00a - 10:20a	MW	2	Zmolek, P	10	PC / REDHL / 103	60	Full Term	WS

## DANC 2205

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14493	01	Dance in the Modern Era	-		3	Garibaldi, J	30	PC / WEB / COURSE	35	Full Term	WC

## DANC 2230

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10837	01	Modern Dance II	10:30a - 11:50a	TR	2	Zmolek, P	10	PC / REDHL / 103	60	Full Term	WS

## DANC 3300

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14494	01	Ballet III	09:00a - 10:20a	MW	2	Zmolek, P	6	PC / REDHL / 103	60	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## DANC 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14495	01	Performance and Society	10:30a - 11:45a	MW	3	Zimmerly, L	10	PC / REDHL / 127		Full Term	WS

## DANC 3311

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13737	01	Theatre Movement Workshop	12:30p - 02:00p	MW	2	Espinosa, S	10	PC / SPAC / 234		Full Term	WS

## DANC 3330

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14497	01	Modern Dance III	10:30a - 11:50a	TR	2	Zmolek, P	6	PC / REDHL / 103	60	Full Term	WS

## DANC 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14499	01	Dance Composition II	02:30p - 03:50p	MW	3	Garibaldi, J	12	PC / REDHL / 103		Full Term	WS

## DANC 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12580	01	Independent Study in Dance	-		3	Garibaldi, J	5	PC / /		Full Term	OT

## MUSA 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12680	01	Music Lessons Secondary Piano	-		1	Bond, K	5	PC / /	175	Full Term	OT
12681	02	Music Lessons Secondary Piano	-		1	Neiwirth, M	5	PC / /	175	Full Term	OT

## MUSA 1121

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12682	01	Applied Music Lesson Piano	-		1	Bond, K	6	PC / /	240	Full Term	OT
12683	02	Applied Music Lesson Piano	-		3	Bond, K	5	PC / /	350	Full Term	OT
12684	03	Applied Music Lesson Piano	-		1	Neiwirth, M	5	PC / /	240	Full Term	OT
15581	05	Applied Music Lesson Piano	-		3	Neiwirth, M	3	PC / /	350	Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## MUSA 1130

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12685	01 Music Lessons Secondary Voice	-		1	Livingston Friedley, D	2	PC / /	175	Full Term	OT
12686	02 Music Lessons Secondary Voice	-		1	Lane, K	2	PC / /	175	Full Term	OT
12687	03 Music Lessons Secondary Voice	-		1	Anderson, S	2	PC / /	175	Full Term	OT
12688	04 Music Lessons Secondary Voice	-		1	Friedley, G	2	PC / /	175	Full Term	OT
12689	05 Music Lessons Secondary Voice	-		1	Adams, M	5	PC / /	175	Full Term	OT

## MUSA 1131

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12690	01 Applied Music Lessons Voice	-		1	Livingston Friedley, D	8	PC / /	240	Full Term	OT
12691	02 Applied Music Lessons Voice	-		1	Lane, K	8	PC / /	240	Full Term	OT
12692	03 Applied Music Lessons Voice	-		1	Anderson, S	4	PC / /	240	Full Term	OT
12693	04 Applied Music Lessons Voice	-		1	Friedley, G	6	PC / /	240	Full Term	OT
12694	05 Applied Music Lessons Voice	-		1	Adams, M	6	PC / /	240	Full Term	OT
12695	06 Applied Music Lessons Voice	-		2	Livingston Friedley, D	5	PC / /	350	Full Term	OT
12696	07 Applied Music Lessons Voice	-		2	Lane, K	5	PC / /	350	Full Term	OT
12697	08 Applied Music Lessons Voice	-		2	Anderson, S	2	PC / /	350	Full Term	OT
12698	09 Applied Music Lessons Voice	-		2	Friedley, G	5	PC / /	350	Full Term	OT

## MUSA 1140

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12699	01 Music Lessons Secondary Organ	-		1	Drake, J	5	PC / /	175	Full Term	OT

## MUSA 1141

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12700	01 Applied Music Lessons Organ	-		1	Drake, J	5	PC / /	240	Full Term	OT
12701	02 Applied Music Lessons Organ	-		3	Drake, J	2	PC / /	350	Full Term	OT

### Codes / Goal:

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: School of Performing Art

## MUSA 1160

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12702 01	Violin-Secondary	-		1	Cha, K	5	PC / /	175	Full Term	OT
12703 02	Viola-Secondary	-		1	Cha, K	5	PC / /	175	Full Term	OT
12704 03	Cello-Secondary	-		1	Sato, A	5	PC / /	175	Full Term	OT
12705 04	String Bass-Secondary	-		1	Colby, D	5	PC / /	175	Full Term	OT
12706 05	Classical Guitar-Secondary	-		1	O'Brien, W	5	PC / /	175	Full Term	OT

## MUSA 1161

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12707 01	Violin	-		1	Cha, K	5	PC / /	240	Full Term	OT
12709 02	Viola	-		1	Cha, K	5	PC / /	240	Full Term	OT
12710 03	Cello	-		1	Attebery, B	5	PC / /	240	Full Term	OT
12711 04	String Bass	-		1	Colby, D	5	PC / /	240	Full Term	OT
12712 05	Classical Guitar	-		1	O'Brien, W	5	PC / /	240	Full Term	OT
12713 06	Violin	-		3	Cha, K	4	PC / /	350	Full Term	OT
12714 07	Viola	-		3	Cha, K	2	PC / /	350	Full Term	OT
12715 08	Cello	-		3	Attebery, B	2	PC / /	350	Full Term	OT
12716 09	String Bass	-		3	Colby, D	2	PC / /	350	Full Term	OT
12717 10	Classical Guitar	-		3	O'Brien, W	2	PC / /	350	Full Term	OT

## MUSA 1164

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12718 01	Trumpet-Secondary	-		1	Banyas, T	5	PC / /	175	Full Term	OT
12719 02	French Horn-Secondary	-		1	Helman, M	5	PC / /	175	Full Term	OT
12720 03	Euphonium-Secondary	-		1	Smith, W	5	PC / /	175	Full Term	OT
12721 04	Trombone-Secondary	-		1	Brooks, J	5	PC / /	175	Full Term	OT
12722 05	Tuba-Secondary	-		1	Smith, W	5	PC / /	175	Full Term	OT

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College of Arts and Letters  
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 Department: School of Performing Art

## MUSA 1165

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12723	01	Trumpet	-		1	Banyas, T	5	PC / /	240	Full Term	OT
12724	02	French Horn	-		1	Helman, M	5	PC / /	240	Full Term	OT
12725	03	Euphonium	-		1	Smith, W	5	PC / /	240	Full Term	OT
12726	04	Trombone	-		1	Brooks, J	5	PC / /	240	Full Term	OT
12727	05	Tuba	-		1	Smith, W	5	PC / /	240	Full Term	OT
12728	06	Trumpet	-		3	Banyas, T	2	PC / /	350	Full Term	OT
12729	07	French Horn	-		3	Helman, M	2	PC / /	350	Full Term	OT
12730	08	Euphonium	-		3	Smith, W	2	PC / /	350	Full Term	OT
12731	09	Trombone	-		3	Brooks, J	2	PC / /	350	Full Term	OT
12732	10	Tuba	-		3	Smith, W	2	PC / /	350	Full Term	OT

## MUSA 1174

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12733	01	Flute-Secondary	-		1	York, M	5	PC / /	175	Full Term	OT
12734	02	Clarinet-Secondary	-		1	Helman, S	5	PC / /	175	Full Term	OT
12735	03	Oboe-Secondary	-		1	Hughes, S	5	PC / /	175	Full Term	OT
12736	04	Bassoon-Secondary	-		1	Adams, G	5	PC / /	175	Full Term	OT
12737	05	Saxophone-Secondary	-		1	Helman, S	5	PC / /	175	Full Term	OT
13317	06	Saxophone-Secondary	-		1	Kloss, T	5	PC / /	175	Full Term	OT

## MUSA 1175

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12738	01	Flute	-		1	York, M	5	PC / /	240	Full Term	OT
12739	02	Clarinet	-		1	Helman, S	7	PC / /	240	Full Term	OT
12740	03	Oboe	-		1	Hughes, S	5	PC / /	240	Full Term	OT
12741	04	Bassoon	-		1	Adams, G	5	PC / /	240	Full Term	OT
12742	05	Saxophone	-		1	Helman, S	5	PC / /	240	Full Term	OT
12743	06	Flute	-		3	York, M	2	PC / /	350	Full Term	OT
12744	07	Clarinet	-		3	Helman, S	2	PC / /	350	Full Term	OT
12745	08	Oboe	-		3	Hughes, S	2	PC / /	350	Full Term	OT

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## MUSA 1175

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12746	09 Bassoon	-		3	Adams, G	2	PC / /	350	Full Term	OT
12747	10 Saxophone	-		3	Helman, S	2	PC / /	350	Full Term	OT
13318	11 Saxophone	-		1	Kloss, T	5	PC / /	240	Full Term	OT

## MUSA 1184

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12748	01 Percussion-Secondary	-		1	Hasenpflug, T	5	PC / /	175	Full Term	OT
13319	02 Percussion-Secondary	-		1	Lindsay, S	5	PC / /	175	Full Term	OT

## MUSA 1185

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12749	01 Appl Music Lessons Percussion	-		1	Hasenpflug, T	5	PC / /	240	Full Term	OT
12750	02 Appl Music Lessons Percussion	-		3	Hasenpflug, T	2	PC / /	350	Full Term	OT

## MUSA 2221

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12751	01 Applied Music Lessons Piano	-		1	Bond, K	5	PC / /	240	Full Term	OT
12752	02 Applied Music Lessons Piano	-		3	Bond, K	5	PC / /	350	Full Term	OT
12753	03 Applied Music Lessons Piano	-		1	Neiwirth, M	2	PC / /	240	Full Term	OT

## MUSA 2231

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12754	01 Applied Music Lessons Voice	-		1	Livingston Friedley, D	5	PC / /	240	Full Term	OT
12755	02 Applied Music Lessons Voice	-		1	Lane, K	5	PC / /	240	Full Term	OT
12756	03 Applied Music Lessons Voice	-		1	Anderson, S	2	PC / /	240	Full Term	OT
12757	04 Applied Music Lessons Voice	-		1	Friedley, G	5	PC / /	240	Full Term	OT
12758	05 Applied Music Lessons Voice	-		1	Adams, M	5	PC / /	240	Full Term	OT
12759	06 Applied Music Lessons Voice	-		2	Livingston Friedley, D	5	PC / /	350	Full Term	OT
12760	07 Applied Music Lessons Voice	-		2	Lane, K	5	PC / /	350	Full Term	OT
12761	08 Applied Music Lessons Voice	-		2	Anderson, S	2	PC / /	350	Full Term	OT

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## MUSA 2231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12762	09	Applied Music Lessons Voice	-		2	Friedley, G	5	PC / /	350	Full Term	OT

## MUSA 2241

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12763	01	Applied Music Lessons Organ	-		1	Drake, J	5	PC / /	240	Full Term	OT
12764	02	Applied Music Lessons Organ	-		3	Drake, J	2	PC / /	350	Full Term	OT

## MUSA 2261

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12765	01	Violin	-		1	Cha, K	5	PC / /	240	Full Term	OT
12766	02	Viola	-		1	Cha, K	5	PC / /	240	Full Term	OT
12767	03	Cello	-		1	Sato, A	5	PC / /	240	Full Term	OT
12768	04	String Bass	-		1	Colby, D	5	PC / /	240	Full Term	OT
12769	05	Classical Guitar	-		1	O'Brien, W	5	PC / /	240	Full Term	OT
12770	06	Violin	-		3	Cha, K	5	PC / /	350	Full Term	OT
12771	07	Viola	-		3	Cha, K	2	PC / /	350	Full Term	OT
12772	08	Cello	-		3	Sato, A	2	PC / /	350	Full Term	OT
12773	09	String Bass	-		3	Colby, D	2	PC / /	350	Full Term	OT
12774	10	Classical Guitar	-		3	O'Brien, W	2	PC / /	350	Full Term	OT

## MUSA 2265

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12775	01	Trumpet	-		1	Banyas, T	5	PC / /	240	Full Term	OT
12776	02	French Horn	-		1	Helman, M	5	PC / /	240	Full Term	OT
12777	03	Euphonium	-		1	Smith, W	5	PC / /	240	Full Term	OT
12778	04	Trombone	-		1	Brooks, J	5	PC / /	240	Full Term	OT
12779	05	Tuba	-		1	Smith, W	5	PC / /	240	Full Term	OT
12780	06	Trumpet	-		3	Banyas, T	2	PC / /	350	Full Term	OT
12781	07	French Horn	-		3	Helman, M	2	PC / /	350	Full Term	OT
12782	08	Euphonium	-		3	Smith, W	2	PC / /	350	Full Term	OT

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College of Arts and Letters  
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## MUSA 2265

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12783	09 Trombone	-		3	Brooks, J	2	PC / /	350	Full Term	OT
12784	10 Tuba	-		3	Smith, W	2	PC / /	350	Full Term	OT

## MUSA 2275

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12785	01 Flute	-		1	York, M	5	PC / /	240	Full Term	OT
12786	02 Clarinet	-		1	Helman, S	5	PC / /	240	Full Term	OT
12787	03 Oboe	-		1	Hughes, S	5	PC / /	240	Full Term	OT
12788	04 Bassoon	-		1	Adams, G	5	PC / /	240	Full Term	OT
12789	05 Saxophone	-		1	Helman, S	5	PC / /	240	Full Term	OT
12790	06 Flute	-		3	York, M	2	PC / /	350	Full Term	OT
12791	07 Clarinet	-		3	Helman, S	2	PC / /	350	Full Term	OT
12792	08 Oboe	-		3	Hughes, S	2	PC / /	350	Full Term	OT
12793	09 Bassoon	-		3	Adams, G	2	PC / /	350	Full Term	OT
12794	10 Saxophone	-		3	Helman, S	2	PC / /	350	Full Term	OT
13325	11 Saxophone	-		1	Kloss, T	5	PC / /	240	Full Term	OT

## MUSA 2285

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12795	01 Appl Music Lessons Percussion	-		1	Hasenpflug, T	5	PC / /	240	Full Term	OT
12796	02 Appl Music Lessons Percussion	-		3	Hasenpflug, T	2	PC / /	350	Full Term	OT

## MUSA 3321

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12797	01 Applied Music Lesson Piano	-		1	Bond, K	5	PC / /	240	Full Term	OT
12798	02 Applied Music Lesson Piano	-		3	Bond, K	5	PC / /	350	Full Term	OT
14503	03 Applied Music Lesson Piano	-		1	Neiwirth, M	5	PC / /	240	Full Term	OT

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**College of Arts and Letters**  
**Division: Fine Arts and Humanities**  
**Department: School of Performing Art**

## MUSA 3331

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12799	01	Applied Music Lessons Voice	-		1	Livingston Friedley, D	5	PC / /	240	Full Term	OT
12800	02	Applied Music Lessons Voice	-		1	Lane, K	5	PC / /	240	Full Term	OT
12801	03	Applied Music Lessons Voice	-		1	Anderson, S	2	PC / /	240	Full Term	OT
12802	04	Applied Music Lessons Voice	-		1	Friedley, G	5	PC / /	240	Full Term	OT
12803	05	Applied Music Lessons Voice	-		1	Adams, M	5	PC / /	240	Full Term	OT
12804	06	Applied Music Lessons Voice	-		2	Livingston Friedley, D	5	PC / /	350	Full Term	OT
12805	07	Applied Music Lessons Voice	-		2	Lane, K	5	PC / /	350	Full Term	OT
12806	08	Applied Music Lessons Voice	-		2	Anderson, S	2	PC / /	350	Full Term	OT
12807	09	Applied Music Lessons Voice	-		2	Friedley, G	5	PC / /	350	Full Term	OT

## MUSA 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12808	01	Applied Music Lessons Organ	-		1	Drake, J	5	PC / /	240	Full Term	OT
12809	02	Applied Music Lessons Organ	-		3	Drake, J	2	PC / /	350	Full Term	OT

## MUSA 3361

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12810	01	Violin	-		1	Cha, K	5	PC / /	240	Full Term	OT
12811	02	Viola	-		1	Cha, K	5	PC / /	240	Full Term	OT
12812	03	Cello	-		1	Attebery, B	5	PC / /	240	Full Term	OT
12813	04	String Bass	-		1	Colby, D	5	PC / /	240	Full Term	OT
12814	05	Classical Guitar	-		1	O'Brien, W	5	PC / /	240	Full Term	OT
12815	06	Violin	-		3	Cha, K	2	PC / /	350	Full Term	OT
12816	07	Viola	-		3	Cha, K	2	PC / /	350	Full Term	OT
12817	08	Cello	-		3	Attebery, B	2	PC / /	350	Full Term	OT
12818	09	String Bass	-		3	Colby, D	2	PC / /	350	Full Term	OT
12819	10	Classical Guitar	-		3	O'Brien, W	2	PC / /	350	Full Term	OT

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College of Arts and Letters  
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## MUSA 3365

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12820	01	Trumpet	-		1	Banyas, T	5	PC / /	240	Full Term	OT
12821	02	French Horn	-		1	Helman, M	5	PC / /	240	Full Term	OT
12822	03	Euphonium	-		1	Smith, W	5	PC / /	240	Full Term	OT
12823	04	Trombone	-		1	Brooks, J	5	PC / /	240	Full Term	OT
12824	05	Tuba	-		1	Smith, W	5	PC / /	240	Full Term	OT
12825	06	Trumpet	-		3	Banyas, T	2	PC / /	350	Full Term	OT
12826	07	French Horn	-		3	Helman, M	2	PC / /	350	Full Term	OT
12827	08	Euphonium	-		3	Smith, W	2	PC / /	350	Full Term	OT
12828	09	Trombone	-		3	Brooks, J	2	PC / /	350	Full Term	OT
12829	10	Tuba	-		3	Smith, W	2	PC / /	350	Full Term	OT

## MUSA 3375

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12830	01	Flute	-		1	York, M	5	PC / /	240	Full Term	OT
12831	02	Clarinet	-		1	Helman, S	5	PC / /	240	Full Term	OT
12832	03	Oboe	-		1	Hughes, S	5	PC / /	240	Full Term	OT
12833	04	Bassoon	-		1	Adams, G	5	PC / /	240	Full Term	OT
12834	05	Saxophone	-		1	Helman, S	5	PC / /	240	Full Term	OT
12835	06	Flute	-		3	York, M	2	PC / /	350	Full Term	OT
12836	07	Clarinet	-		3	Helman, S	2	PC / /	350	Full Term	OT
12837	08	Oboe	-		3	Hughes, S	2	PC / /	350	Full Term	OT
12838	09	Bassoon	-		3	Adams, G	2	PC / /	350	Full Term	OT
12839	10	Saxophone	-		3	Helman, S	2	PC / /	350	Full Term	OT
13329	11	Saxophone	-		1	Kloss, T	5	PC / /	240	Full Term	OT

## MUSA 3385

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12840	01	Appl Music Lessons Percussion	-		1	Hasenpflug, T	5	PC / /	240	Full Term	OT
12841	02	Appl Music Lessons Percussion	-		3	Hasenpflug, T	2	PC / /	350	Full Term	OT

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## MUSA 4421

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12842	01	Applied Music Lessons Piano	-		1	Bond, K	5	PC / /	240	Full Term	OT
12843	02	Applied Music Lessons Piano	-		3	Bond, K	5	PC / /	350	Full Term	OT
14504	03	Applied Music Lessons Piano	-		1	Neiwirth, M	2	PC / /	240	Full Term	OT

## MUSA 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12844	01	Applied Music Lessons Voice	-		1	Livingston Friedley, D	5	PC / /	240	Full Term	OT
12845	02	Applied Music Lessons Voice	-		1	Lane, K	5	PC / /	240	Full Term	OT
12846	03	Applied Music Lessons Voice	-		1	Anderson, S	2	PC / /	240	Full Term	OT
12847	04	Applied Music Lessons Voice	-		1	Friedley, G	5	PC / /	240	Full Term	OT
12848	05	Applied Music Lessons Voice	-		1	Adams, M	5	PC / /	240	Full Term	OT
12849	06	Applied Music Lessons Voice	-		2	Livingston Friedley, D	5	PC / /	350	Full Term	OT
12850	07	Applied Music Lessons Voice	-		2	Lane, K	5	PC / /	350	Full Term	OT
12851	08	Applied Music Lessons Voice	-		2	Anderson, S	1	PC / /	350	Full Term	OT
12852	09	Applied Music Lessons Voice	-		2	Friedley, G	5	PC / /	350	Full Term	OT

## MUSA 4441

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12853	01	Applied Music Lessons Organ	-		1	Drake, J	5	PC / /	240	Full Term	OT
12854	02	Applied Music Lessons Organ	-		3	Drake, J	2	PC / /	350	Full Term	OT

## MUSA 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12855	01	Violin	-		1	Cha, K	5	PC / /	240	Full Term	OT
12856	02	Viola	-		1	Cha, K	5	PC / /	240	Full Term	OT
12857	03	Cello	-		1	Attebery, B	5	PC / /	240	Full Term	OT
12858	04	String Bass	-		1	Colby, D	5	PC / /	240	Full Term	OT
12859	05	Classical Guitar	-		1	O'Brien, W	5	PC / /	240	Full Term	OT
13330	06	Violin	-		3	Cha, K	2	PC / /	350	Full Term	OT
12860	07	Viola	-		3	Cha, K	2	PC / /	350	Full Term	OT

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College of Arts and Letters  
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 Department: School of Performing Art

## MUSA 4461

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12861	08 Cello	-		3	Attebery, B	2	PC / /	350	Full Term	OT
12862	09 String Bass	-		3	Colby, D	2	PC / /	350	Full Term	OT
12863	10 Classical Guitar	-		3	O'Brien, W	2	PC / /	350	Full Term	OT

## MUSA 4465

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12864	01 Trumpet	-		1	Banyas, T	5	PC / /	240	Full Term	OT
12865	02 French Horn	-		1	Helman, M	5	PC / /	240	Full Term	OT
12866	03 Euphonium	-		1	Smith, W	5	PC / /	240	Full Term	OT
12867	04 Trombone	-		1	Brooks, J	5	PC / /	240	Full Term	OT
12868	05 Tuba	-		1	Smith, W	5	PC / /	240	Full Term	OT
12869	06 Trumpet	-		3	Banyas, T	2	PC / /	350	Full Term	OT
12870	07 French Horn	-		3	Helman, M	2	PC / /	350	Full Term	OT
12871	08 Euphonium	-		3	Smith, W	2	PC / /	350	Full Term	OT
12872	09 Trombone	-		3	Brooks, J	2	PC / /	350	Full Term	OT
12873	10 Tuba	-		3	Smith, W	2	PC / /	350	Full Term	OT

## MUSA 4475

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12874	01 Flute	-		1	York, M	5	PC / /	240	Full Term	OT
12875	02 Clarinet	-		1	Helman, S	5	PC / /	240	Full Term	OT
12876	03 Oboe	-		1	Hughes, S	5	PC / /	240	Full Term	OT
12877	04 Bassoon	-		1	Adams, G	5	PC / /	240	Full Term	OT
12878	05 Saxophone	-		1	Helman, S	5	PC / /	240	Full Term	OT
12879	06 Flute	-		3	York, M	2	PC / /	350	Full Term	OT
12880	07 Clarinet	-		3	Helman, S	2	PC / /	350	Full Term	OT
12881	08 Oboe	-		3	Hughes, S	2	PC / /	350	Full Term	OT
12882	09 Bassoon	-		3	Adams, G	2	PC / /	350	Full Term	OT
12883	10 Saxophone	-		3	Helman, S	2	PC / /	350	Full Term	OT
13335	11 Saxophone	-		1	Kloss, T	5	PC / /	240	Full Term	OT

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: School of Performing Art

## MUSA 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12884	01	Appl Music Lessons Percussion	-		1	Hasenpflug, T	5	PC / /	240	Full Term	OT
12885	02	Appl Music Lessons Percussion	-		3	Hasenpflug, T	2	PC / /	350	Full Term	OT

## MUSA 5521

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12886	01	Applied Music Lessons Piano	-		1	Bond, K	3	PC / /	240	Full Term	OT

## MUSA 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12887	01	Applied Music Lessons Voice	-		1	Livingston Friedley, D	3	PC / /	240	Full Term	OT
12888	02	Applied Music Lessons Voice	-		1	Lane, K	3	PC / /	240	Full Term	OT

## MUSA 5541

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12889	01	Applied Music Lessons Organ	-		1	Drake, J	2	PC / /	240	Full Term	OT

## MUSA 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12890	01	Violin	-		1	Cha, K	2	PC / /	240	Full Term	OT
12891	02	Viola	-		1	Cha, K	2	PC / /	240	Full Term	OT

## MUSC 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15480	01	Introduction to Music	-		3	Hasenpflug, T	35	PC / WEB / COURSE	35	Full Term	WC
13339	02	Introduction to Music	09:30a - 10:45a	TR	3	Lopiccolo, J	50	IF / CHE / 221		Full Term	CL
14117	03	Introduction to Music	02:00p - 03:15p	MW	3	Sorensen, J	50	PC / FA / 102		Full Term	CL

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## MUSC 1102

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11440 01	Elements of Music	09:00a - 09:50a	TR	2	Adams, G	25	PC / FA / 102		Full Term	CL

## MUSC 1103

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11441 01	Theory of Music I	10:00a - 10:50a	MWF	3	Harville, G	40	PC / FA / 102		Full Term	CL

## MUSC 1107

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11442 01	Recital Attendance	03:00p - 03:50p	T	0	Livingston Friedley, D	100	PC / FA / 101		Full Term	OT

## MUSC 1108

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11443 01	The World of Music	11:00a - 12:05p	MWF	4	York, M	60	PC / FA / 102		Full Term	CL

## MUSC 1113

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11444 01	Aural Skills I	11:00a - 11:50a	TR	1	Cha, K	16	PC / FA / 202		Full Term	CL
11445 02	Aural Skills I	10:00a - 10:50a	TR	1	Harville, G	16	PC / FA / 202		Full Term	CL

## MUSC 1118

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11446 01	Class Piano I	08:00a - 08:50a	MW	1	Adams, M	15	PC / FA / 308		Full Term	CL
11447 02	Class Piano I	09:00a - 09:50a	MW	1	Adams, M	15	PC / FA / 308		Full Term	CL

## MUSC 1125

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11451 01	Beginning Guitar Class	06:00p - 06:50p	T	1	O'Brien, W	20	PC / FA / 202		Full Term	CL
11452 02	Beginning Guitar Class	07:00p - 07:50p	T	1	O'Brien, W	20	PC / FA / 202		Full Term	CL

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## MUSC 1127

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11453 01	Class Voice	01:00p - 01:50p	TR	1	Friedley, G	20	PC / FA / 102		Full Term	OT

## MUSC 2203

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11547 01	Theory of Music III	10:00a - 10:50a	MWF	3	Earles, R	25	PC / FA / 202		Full Term	CL

## MUSC 2213

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11548 01	Aural Skills III	09:00a - 09:50a	TR	1	Adams, M	20	PC / FA / 202		Full Term	CL

## MUSC 2218

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11549 01	Class Piano III	08:00a - 08:50a	TR	1	Adams, M	15	PC / FA / 308		Full Term	OT

## MUSC 2233

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11571 01	Musc Methods for Elem Teachers	10:00a - 10:50a	MW	2	Kloss, T	25	PC / FA / 110		Full Term	CL

## MUSC 2256

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14520 01	Brass Methods	10:00a - 10:50a	TR	2	York, K	25	PC / FA / 109	40	Full Term	CL

## MUSC 3305

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11580 01	Music History II	09:00a - 09:50a	MWF	3	Helman, S	25	PC / FA / 102		Full Term	CL

## MUSC 3311

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11581 01	Form and Analysis	11:00a - 11:50a	TR	2	Adams, G	20	PC / FA / 102		Full Term	CL

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## MUSC 3314

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13544	01 Jazz Improvisation	02:00p - 02:50p	R	1	Kloss, T	25	PC / FA / 109		Full Term	OT

## MUSC 3319

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11582	01 Choral Conducting	08:30a - 09:45a	TR	2	Anderson, S	18	PC / FA / 110		Full Term	CL

## MUSC 3335

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14523	01 Instrumental Music Methods	11:00a - 11:50a	MW	2	Kloss, T	15	PC / FA / 110		Full Term	CL

## MUSC 3338

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13620	01 Field Experience in Music Ed	10:00a - 10:50a	TR	2	Kloss, T	10	PC / FA / 110		Full Term	CL

## MUSC 3395

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11626	01 Junior Recital	-		1	Bond, K	5	PC / /		Full Term	OT

## MUSC 4411

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13007	01 Instrument Literature	-		2	Hasenpflug, T	5	PC / /		Full Term	CL

## MUSC 4420

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14527	01 Voice Pedagogy	04:00p - 05:15p	TR	3	Livingston Friedley, D	18	PC / FA / 202		Full Term	CL

## MUSC 4424

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15394	01 Music in the Baroque Era	09:00a - 09:55a	MWF	3	Friedley, G	16	PC / FA / 202		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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## MUSC 4433

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11638 01	Composition	-		2	Hasenpflug, T	5	PC / /		Full Term	CL

## MUSC 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11662 01	Independent Study	-		4	Hasenpflug, T	5	PC / /		Full Term	OT

## MUSC 4495

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11663 01	Senior Recital	-		2	Hasenpflug, T	10	PC / /		Full Term	OT

## MUSC 5524

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15395 01	Music in the Baroque Era	09:00a - 09:50a	MWF	3	Friedley, G	4	PC / FA / 202		Full Term	CL

## MUSC 5533

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11664 01	Composition	-		2	Hasenpflug, T	1	PC / /		Full Term	CL

## MUSC 5591

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11686 01	Independent Study	-		4	Hasenpflug, T	2	PC / /		Full Term	CL

## MUSP 1163

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12894 01	Chamber Orchestra	06:00p - 08:00p	R	1	Harville, G	25	PC / FA / 110		Full Term	OT

## MUSP 1166

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12895 01	Chamber Choir	01:00p - 02:20p	TR	1	Anderson, S	20	PC / FA / 110		Full Term	ST

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# ISU Class Schedule Report, Fall 2014

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## MUSP 1168

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12896	01	Woodwind Ensemble	-		1	Helman, S	10	PC / /		Full Term	ST
12898	02	Brass Ensemble	04:00p - 04:50p	T	1	Brooks, J	12	PC / FA / 101		Full Term	ST
12899	03	Percussion Ensemble	04:00p - 05:30p	TR	1	Hasenpflug, T	10	PC / FA / 109		Full Term	ST
12900	04	String Ensemble	-		1	Cha, K	10	PC / /		Full Term	ST
12901	05	Guitar Ensemble	04:00p - 04:50p	F	1	O'Brien, W	10	PC / FA / 202		Full Term	ST
12902	06	Keyboard Collaboration	02:30p - 03:20p	M	1	Bond, K	5	PC / FA / 308		Full Term	ST

## MUSP 1169

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12903	01	Idaho State Civic Symphony	06:00p - 09:30p	T	1	Harville, G	30	PC / SPAC / 115		Full Term	CL

## MUSP 1170

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12948	01	Camerata Singers	07:30p - 09:30p	T	1	Anderson, S	20	PC / FA / 110		Full Term	ST

## MUSP 1172

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12949	01	ISU Women's Choir	01:00p - 01:50p	MWF	1	Lane, K	51	PC / FA / 109		Full Term	ST

## MUSP 1173

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12950	01	Concert Choir	01:00p - 02:20p	MWF	1	Anderson, S	48	PC / FA / 110		Full Term	ST

## MUSP 1177

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12910	01	Symphonic Band	03:30p - 04:50p	MWF	1	Brooks, J	48	PC / FA / 109		Full Term	ST

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**College of Arts and Letters**  
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## MUSP 1178

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12912 01	Jazz Band	12:00p - 01:20p	TR	1	Brooks, J	15	PC / FA / 109		Full Term	ST
14532 02	Jazz Band	06:00p - 08:00p	W	1	York, K	20	PC / FA / 109		Full Term	ST

## MUSP 1179

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12917 01	Bengal Marching Band	12:10p - 01:50p	MWF	1	York, K	100	PC / HOLT / ARENA		Full Term	ST

## MUSP 4463

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12918 01	Chamber Orchestra	06:00p - 08:00p	R	1	Harville, G	15	PC / FA / 110		Full Term	CL

## MUSP 4466

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12919 01	Chamber Choir	01:00p - 02:20p	TR	1	Anderson, S	20	PC / FA / 110		Full Term	ST

## MUSP 4468

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12920 01	Woodwind Ensemble	-		1	Helman, S	10	PC / /		Full Term	ST
12921 02	Brass Ensemble	04:00p - 04:50p	T	1	Brooks, J	10	PC / FA / 101		Full Term	ST
12922 03	Percussion Ensemble	04:00p - 05:30p	TR	1	Hasenpflug, T	6	PC / FA / 109		Full Term	ST
12923 04	String Ensemble	-		1	Cha, K	10	PC / /		Full Term	ST
12924 05	Guitar Ensemble	04:00p - 04:50p	F	1	O'Brien, W	10	PC / FA / 202		Full Term	ST
12925 06	Keyboard Collaboration	02:30p - 03:20p	M	1	Bond, K	8	PC / FA / 308		Full Term	ST

## MUSP 4469

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12926 01	Idaho State Civic Symphony	06:00p - 09:30p	T	1	Harville, G	10	PC / SPAC / 115		Full Term	CL

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## MUSP 4472

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12927 01	ISU Women's Choir	01:00p - 01:50p	MWF	1	Lane, K	10	PC / FA / 109		Full Term	ST

## MUSP 4473

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12928 01	Concert Choir	01:00p - 02:20p	MWF	1	Anderson, S	14	PC / FA / 110		Full Term	ST

## MUSP 4477

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12929 01	Symphonic Band	03:30p - 04:50p	MWF	1	Brooks, J	15	PC / FA / 109		Full Term	ST

## MUSP 4478

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12930 01	Jazz Band	12:00p - 01:20p	TR	1	Brooks, J	15	PC / FA / 109		Full Term	ST

## MUSP 5566

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12931 01	Chamber Choir	01:00p - 02:20p	TR	1	Anderson, S	5	PC / FA / 110		Full Term	ST

## MUSP 5568

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12932 01	Woodwind Ensemble	-		1	Helman, S	2	PC / /		Full Term	ST
12933 02	Brass Ensemble	04:00p - 04:50p	T	1	Brooks, J	2	PC / FA / 101		Full Term	ST
12934 03	Percussion Ensemble	04:00p - 05:30p	TR	1	Hasenpflug, T	2	PC / FA / 109		Full Term	ST
12935 04	String Ensemble	-		1	Cha, K	2	PC / /		Full Term	ST
12936 05	Guitar Ensemble	04:00p - 04:50p	F	1	O'Brien, W	2	PC / FA / 202		Full Term	ST
12937 06	Keyboard Collaboration	02:30p - 03:20p	M	1	Bond, K	2	PC / FA / 308		Full Term	ST

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## MUSP 5569

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12938 01	Idaho State Civic Symphony	06:00p - 09:30p	T	1	Harville, G	5	PC / SPAC / 115		Full Term	CL

## MUSP 5572

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12939 01	ISU Women's Choir	01:00p - 01:50p	MWF	1	Lane, K	5	PC / FA / 109		Full Term	OT

## MUSP 5573

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12940 01	Concert Choir	01:00p - 02:20p	MWF	1	Anderson, S	1	PC / FA / 110		Full Term	OT

## MUSP 5577

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12941 01	Symphonic Band	03:30p - 04:50p	MWF	1	Brooks, J	3	PC / FA / 109		Full Term	ST

## MUSP 5578

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12942 01	Jazz Band	12:00p - 01:20p	TR	1	Brooks, J	3	PC / FA / 109		Full Term	ST

## THEA 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10839 01	Survey of Theatre	-		3	Espinosa, S	35	PC / WEB / COURSE	35	Full Term	WC
10840 02	Survey of Theatre	11:00a - 12:15p	TR	3	Dienstfrey-Swanson, S	30	PC / REND / 211		Full Term	WS

## THEA 1107

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14467 01	Theatre and Dance Showcase	12:00p - 12:50p	F	0	Schroder, N	20	PC / SPAC / 234		Full Term	WS

### Codes / Goal:

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented



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College of Arts and Letters  
 Division: Fine Arts and Humanities  
 Department: School of Performing Art

## THEA 1111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10842	01	Stagecraft	03:00p - 04:50p	M	3	Gross, C	24	PC / SPAC / 221	50	Full Term	WS

## THEA 1131

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10843	01	Voice and Diction	10:30a - 12:00p	MW	2	Espinosa, S	12	PC / SPAC / 234		Full Term	WS

## THEA 1191

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10844	01	Theatre Production	-		1	Dienstfrey-Swanson, S	6	PC / /		Late 8	OT
10845	02	Theatre Production	-		1	Gross, C	6	PC / /		Late 8	OT
10846	03	Theatre Production	-		1	Harwood, D	6	PC / /		Late 8	OT
10847	04	Theatre Production	-		1	Schroder, N	6	PC / /		Late 8	OT
10848	05	Theatre Production	-		1	Young, T	6	PC / /		Late 8	OT
13186	06	Theatre Production	-		1	Ballam, V	6	PC / /		Late 8	OT

## THEA 2214

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13030	01	Makeup	10:30a - 12:00p	TR	2	Young, T	12	PC / SPAC / 245	10	Full Term	WS

## THEA 2251

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12582	01	Fundamentals of Acting	01:00p - 03:15p	TR	3	Ballam, V	16	PC / SPAC / 234		Full Term	WS

## THEA 3300

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13740	01	Theatre Movement Workshop	12:30p - 02:00p	MW	2	Espinosa, S	10	PC / SPAC / 234		Full Term	WS

### Codes / Goal:

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**Department: School of Performing Art**

## THEA 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14468	01	Costume Materials Workshop I	09:00a - 10:45a	F	2	Young, T	10	PC / SPAC / 231		Late 8	WS

## THEA 3311

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10849	01	Intro to Scene Design	02:00p - 03:15p	TR	3	Harwood, D	12	PC / SPAC / 233	25	Full Term	WS

## THEA 3391

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10850	01	Theatre Production	-		1	Dienstfrey-Swanson, S	6	PC / /		Late 8	OT
10851	02	Theatre Production	-		1	Gross, C	6	PC / /		Late 8	OT
10852	03	Theatre Production	-		1	Harwood, D	6	PC / /		Late 8	OT
10853	04	Theatre Production	-		1	Schroder, N	6	PC / /		Late 8	OT
10854	05	Theatre Production	-		1	Young, T	6	PC / /		Late 8	OT
13187	06	Theatre Production	-		1	Ballam, V	6	PC / /		Late 8	OT

## THEA 3393

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10855	01	Indep Research Projects I	-		3	Dienstfrey-Swanson, S	5	PC / /		Full Term	OT
10856	02	Indep Research Projects I	-		3	Gross, C	5	PC / /		Full Term	OT
10857	03	Indep Research Projects I	-		3	Harwood, D	5	PC / /		Full Term	OT
10858	04	Indep Research Projects I	-		3	Schroder, N	5	PC / /		Full Term	OT
10859	05	Indep Research Projects I	-		3	Young, T	5	PC / /		Full Term	OT
13188	06	Indep Research Projects I	-		3	Ballam, V	5	PC / /		Full Term	OT

## THEA 4400

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14469	01	Theatre Background I	04:00p - 05:15p	MW	3	Schroder, N	14	PC / SPAC / 238B		Full Term	WS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
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 Department: School of Performing Art

## THEA 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14470	01	Advanced Costume Construction	03:30p - 04:45p	TR	3	Young, T	10	PC / SPAC / 231		Full Term	WS

## THEA 4412

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14471	01	Scenic Painting	01:00p - 05:30p	F	3	Harwood, D	10	PC / SPAC / 221	40	Full Term	WS

## THEA 4419

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14472	01	Modern European Theatre	12:00p - 01:15p	TR	3	Schroder, N	14	PC / SPAC / 238B		Full Term	WS

## THEA 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10860	01	Indep Research Projects II	-		3	Dienstfrey-Swanson, S	5	PC / /		Full Term	OT
10861	02	Indep Research Projects II	-		3	Gross, C	5	PC / /		Full Term	OT
10862	03	Indep Research Projects II	-		3	Harwood, D	5	PC / /		Full Term	OT
10863	04	Indep Research Projects II	-		3	Schroder, N	5	PC / /		Full Term	OT
10864	05	Indep Research Projects II	-		3	Young, T	5	PC / /		Full Term	OT
13190	06	Indep Research Projects II	-		3	Ballam, V	5	PC / /		Full Term	OT

## THEA 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14476	01	Acting for Musical Theatre	09:00a - 10:15a	MW	3	Ballam, V	12	PC / SPAC / 234		Full Term	WS
15226	03	Senior Showcase	02:00p - 04:15p	MW	3	Ballam, V	10	PC / SPAC / 234		Full Term	WS

## THEA 5500

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14482	01	Theatre Background I	04:00p - 05:15p	MW	3	Schroder, N	3	PC / SPAC / 238B		Full Term	WS

### Codes / Goal:

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## THEA 5505

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15113	01	Advanced Costume Construction	03:30p - 04:45p	TR	3	Young, T	2	PC / SPAC / 231		Full Term	WS

## THEA 5512

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15114	01	Scenic Painting	01:00p - 05:30p	F	3	Harwood, D	2	PC / SPAC / 221	40	Full Term	WS

## THEA 5519

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15115	01	Modern European Theatre	12:00p - 01:15p	TR	3	Schroder, N	3	PC / SPAC / 238B		Full Term	WS

## THEA 5591

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10866	01	Indep Research Projects II	-		2	Dienstfrey-Swanson, S	5	PC / /		Full Term	OT
10865	02	Indep Research Projects II	-		2	Gross, C	5	PC / /		Full Term	OT
10867	03	Indep Research Projects II	-		2	Harwood, D	5	PC / /		Full Term	OT
10868	04	Indep Research Projects II	-		2	Schroder, N	5	PC / /		Full Term	OT
10869	05	Indep Research Projects II	-		2	Young, T	5	PC / /		Full Term	OT
13191	06	Indep Research Projects II	-		2	Ballam, V	5	PC / /		Full Term	OT

## THEA 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14487	01	Acting for Musical Theatre	09:00a - 10:15a	MW	3	Ballam, V	2	PC / SPAC / 234		Full Term	WS

## THEA 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14488	01	Intro to Research in Drama	02:00p - 04:30p	F	3	Schroder, N	5	PC / SPAC / 238B		Full Term	WS

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#### Department: School of Performing Art

##### THEA 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10870	01	Thesis	-		6	Dienstfrey-Swanson, S	5	PC / /		Full Term	OT
10871	02	Thesis	-		6	Gross, C	5	PC / /		Full Term	OT
10872	03	Thesis	-		6	Harwood, D	5	PC / /		Full Term	OT
10873	04	Thesis	-		6	Schroder, N	5	PC / /		Full Term	OT
10874	05	Thesis	-		6	Young, T	5	PC / /		Full Term	OT
13192	06	Thesis	-		6	Ballam, V	5	PC / /		Full Term	OT

##### THEA 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10875	01	Independent Study in Drama	-		4	Dienstfrey-Swanson, S	5	PC / /		Full Term	OT
10876	02	Independent Study in Drama	-		4	Gross, C	5	PC / /		Full Term	OT
10877	03	Independent Study in Drama	-		4	Harwood, D	5	PC / /		Full Term	OT
10878	04	Independent Study in Drama	-		4	Schroder, N	5	PC / /		Full Term	OT
10879	05	Independent Study in Drama	-		4	Young, T	5	PC / /		Full Term	OT
13193	06	Independent Study in Drama	-		4	Ballam, V	5	PC / /		Full Term	OT

## Division: Social and Behavioral Sciences

### Department: Anthropology

##### ANTH 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14751	01	General Anthropology	-		3	Petersen, C	60	PC / WEB / COURSE 35		Full Term	WC
10149	02	General Anthropology	09:30a - 10:45a	TR	3	Petersen, C	82	PC / REND / 124	5	Full Term	CL
10150	03	General Anthropology	-		3	Petersen, C	82	PC / WEB / COURSE 35		Full Term	WC
13340	04	General Anthropology	09:00a - 09:50a	MWF	3	Prigent, M	82	PC / REND / 124	5	Full Term	CL
10151	05	General Anthropology	02:30p - 03:45p	TR	3	Thomas, L	82	PC / REND / 124	5	Full Term	CL
15250	06	General Anthropology	-		3	Petersen, C	60	PC / WEB / COURSE 35		Full Term	WC
13341	07	General Anthropology	06:00p - 08:30p	W	3	Thomas, L	60	PC / REND / 124	5	Full Term	CL

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**College of Arts and Letters**  
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**Department: Anthropology**

## ANTH 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10152	01	Elementary Shoshoni I	11:00a - 12:15p	TR	4	Gould, D	12	PC / GRAV / 150	20	Full Term	CL

## ANTH 1107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14754	01	Nature of Language	01:00p - 02:15p	TR	3	Loether, C	62	PC / BA / 104	10	Full Term	CL

## ANTH 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15228	01	Intermediate Shoshoni I	-		4	Gould, D	1	PC / WEB / COURSE	35	Full Term	WC

## ANTH 2230

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10153	01	Intro Biol Anthropology	02:00p - 03:15p	MW	3	Stull, K	24	PC / GRAV / 150		Full Term	CL

## ANTH 2237

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13665	02	ST:Southeast Asia	11:00a - 11:50a	MWF	3	Thomas, L	60	PC / REND / 111	5	Full Term	CL
13342	05	ST:Ancient Egypt	07:00p - 09:30p	R	3	Thomsen, T	72	PC / REND / 118	5	Full Term	CL
13343	06	ST:Oceanic Arch and Culture	11:00a - 12:15p	TR	3	Dudgeon, J	60	PC / REND / 124	5	Full Term	CL
13666	08	ST:Southeast Asia	11:00a - 12:15p	TR	3	Thomas, L	60	PC / REND / 111	5	Full Term	CL
14201	10	ST:The Silk Road	-		3	Peterson, D	35	PC / WEB / COURSE	35	Full Term	WC
10154	H1	ST:People/Cult of World Honors	11:00a - 11:50a	MWF	3	Prigent, M	25	PC / REND / 107	5	Full Term	CL

## ANTH 2238

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12531	01	ST:Native American Women	04:00p - 06:30p	W	3	Gould, D	24	PC / GRAV / 150	5	Full Term	CL
12530	02	ST:Shoshoni Folklore	04:00p - 06:30p	T	3	Gould, D	24	PC / GRAV / 150	5	Full Term	CL
15181	03	ST:Great Basin Indians and CA	02:00p - 04:30p	W	3	Loether, C	32	PC / REND / 122	5	Full Term	CL

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 Department: Anthropology

## ANTH 2239

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13344	01	ST:Indigenous People/S America	02:00p - 03:15p	MW	3	Trawick, P	38	PC / REND / 115	10	Full Term	CL
14758	02	ST:Med Anth Divers Culture	-		3	Buffington, K	40	TF / WEB / COURSE	35	Full Term	WC
13667	05	ST:Health/Illness in Latn Amer	-		3	Miller, J	40	PC / WEB / COURSE	35	Full Term	WC

## ANTH 2250

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10156	01	Intro to Sociocultural Anth	-		3	Reedy, K	60	PC / WEB / COURSE	35	Full Term	WC

## ANTH 2299

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15182	01	Identifying Race and Ancestry	09:30a - 10:45a	TR	3	Stull, K	35	PC / REND / 107		Full Term	CL

## ANTH 4401

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15275	01	Hist Theory of Anthropology	-		3	Loether, C	1	PC / /		Full Term	WS

## ANTH 4402

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13345	01	Ecological Anthropology	01:00p - 02:15p	TR	3	Trawick, P	23	PC / REND / 123		Full Term	CL

## ANTH 4403

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10157	01	Method and Theory in Arch	02:30p - 05:15p	R	3	Dudgeon, J	19	PC / GRAV / 150		Full Term	CL

## ANTH 4407

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13346	01	Anthropology of Global Health	-		3	Tromp, M	40	PC / WEB / COURSE	35	Full Term	WC

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 Department: Anthropology

## ANTH 4450

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15272	01	Sociolinguistics	01:00p - 02:15p	TR	3	Launspach, S	10	PC / REND / 226		Full Term	CL

## ANTH 4455

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14760	01	Phonetics	09:30a - 10:45a	TR	3	Loether, C	40	PC / REND / 313		Full Term	CL

## ANTH 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13945	02	ST:Applied Anthropology	09:30a - 10:45a	TR	3	Reedy, K	18	PC / GRAV / 150		Full Term	CL

## ANTH 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15274	01	IP:Cultural False Memories	-		1	Loether, C	1	PC / WEB / COURSE 35		Full Term	WC
15438	04	IP:Ojibwe Songs	-		3	Loether, C	1	PC / /		Full Term	OT
15317	05	Independent Problems in Anth	-		3	Dudgeon, J	5	PC / /		Full Term	OT
15329	06	Independent Problems in Anth	-		3	Stull, K	5	PC / /		Full Term	OT
15439	08	IP:Ojibwe Language Pedagogy	-		3	Loether, C	1	PC / /		Full Term	OT

## ANTH 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15473	01	Zooarchaeology	02:30p - 03:45p	TR	3	Holmer, N	32	PC / REND / 107		Full Term	CL

## ANTH 5502

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13347	01	Ecological Anthropology	01:00p - 02:15p	TR	3	Trawick, P	4	PC / REND / 123		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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 Division: Social and Behavioral Sciences  
 Department: Anthropology

## ANTH 5503

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13348	01	Method and Theory in Arch	02:30p - 05:15p	R	3	Dudgeon, J	5	PC / GRAV / 150		Full Term	CL

## ANTH 5507

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13349	01	Anthropology of Global Health	-		3	Tromp, M	10	PC / WEB / COURSE	35	Full Term	WC

## ANTH 5550

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15273	01	Sociolinguistics	01:00p - 02:15p	TR	3	Launspach, S	3	PC / REND / 226		Full Term	CL

## ANTH 5555

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14764	01	Phonetics	09:30a - 10:45a	TR	3	Loether, C	7	PC / REND / 313		Full Term	CL

## ANTH 5581

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13946	02	ST:Applied Anthropology	09:30a - 10:45a	TR	3	Reedy, K	6	PC / GRAV / 150		Full Term	CL

## ANTH 5582

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10166	04	Independent Problems in Anth	-		3	Loether, C	5	PC / /		Full Term	CL
15393	06	Independent Problems in Anth	-		1	Stull, K	3	PC / /		Full Term	OT

## ANTH 5591

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15404	01	Archaeology Lab Analysis	-		3	Dudgeon, J	3	PC / /		Full Term	LB

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Anthropology

## ANTH 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15474	01	Zooarchaeology	02:30p - 03:45p	TR	3	Holmer, N	3	PC / REND / 107		Full Term	CL

## ANTH 6615

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15251	02	Seminar in Archaeology	09:00a - 12:00p	W	3	Maschner, H	20	PC / MUSE / 204		Full Term	CL

## ANTH 6625

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15276	01	Sociocultural Anthro Seminar	-		3	Loether, C	2	PC / /		Full Term	WS

## ANTH 6641

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15318	01	Research Project	-		6	Reedy, K	1	PC / /		Full Term	OT

## ANTH 6642

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14766	01	Practicum in Teaching Anthro	-		3	Maschner, H	15	PC / /		Full Term	OT

## ANTH 6649

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15590	01	Independent Study	-		4	Trawick, P	5	PC / /		Full Term	OT

## ANTH 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10174	01	Thesis	-		6	Cartwright, E	5	PC / /		Full Term	OT
10175	02	Thesis	-		6	Dudgeon, J	5	PC / /		Full Term	OT
13075	03	Thesis	-		6	Trawick, P	5	PC / /		Full Term	OT
10176	05	Thesis	-		6	Loether, C	5	PC / /		Full Term	OT
10177	06	Thesis	-		6	Maschner, H	5	PC / /		Full Term	OT
10178	08	Thesis	-		6	Reedy, K	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11212	01	Foundations of Europe	04:30p - 05:45p	MW	3	Emfield, S	50	IF / CHE / 215		Full Term	WS
12649	05	Foundations of Europe	10:00a - 10:50a	MWF	3	Christelow, S	62	PC / LA / 324		Full Term	WS
15542	ZA	Foundations of Europe	08:45a - 10:09a	TR	3	Haroldsen, G	50	HS / HSREG6 /		High	CL

## HIST 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11213	01	Modern Europe	-		3	Stover, J	65	PC / WEB / COURSE 35		Full Term	WC
15158	02	Modern Europe	04:00p - 06:30p	W	3	Reinke, D	30	IF / CHE / 213		Full Term	WS
15677	ZA	Modern Europe	11:32a - 12:59p	MW	3	Callis, J	50	HS / HSREG3 /		High	CL
15678	ZB	Modern Europe	09:31a - 10:58a	TR	3	Callis, J	50	HS / HSREG3 /		High	CL
15679	ZC	Modern Europe	11:32a - 12:59p	TR	3	Callis, J	50	HS / HSREG3 /		High	CL

## HIST 1111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15543	ZD	US History to 1865	11:05a - 12:15p	MTWRF	3	Ingram, L	50	HS / HSREG6 /		High	CL
15544	ZE	US History to 1865	01:20p - 02:25p	MTWRF	3	Emfield, S	50	HS / HSREG6 /		High	CL
15680	ZG	US History to 1865	11:19a - 12:18p	MTWR	3	Elison, P	50	HS / HSREG5 /		High	CL
15633	ZH	US History to 1865	09:50a - 11:30a	TR	3	Crawford, J	50	HS / HSREG6 /		High	CL
15634	ZI	US History to 1865	09:50a - 11:30a	TR	3	Crawford, J	50	HS / HSREG6 /		High	CL

## HIST 1118

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11215	01	US History and Culture	08:00a - 08:50a	MWF	3	Maheras, B	62	PC / LA / 324		Full Term	WS
11216	02	US History and Culture	-		3	Maheras, B	60	PC / WEB / COURSE 35		Full Term	WC
11217	03	US History and Culture	08:00a - 09:15a	TR	3	Maheras, B	46	PC / LA / 339		Full Term	WS
11218	04	US History and Culture	-		3	Emfield, S	60	PC / WEB / COURSE 35		Full Term	WC
14502	05	US History and Culture	11:00a - 11:50a	MWF	3	Sivitz, P	62	PC / LA / 324		Full Term	WS
11219	06	US History and Culture	-		3	Maheras, B	60	PC / WEB / COURSE 35		Full Term	WC
11220	08	US History and Culture	04:00p - 05:15p	TR	3	Sivitz, P	62	PC / LA / 324		Full Term	WS
11221	09	US History and Culture	05:30p - 08:00p	W	3	Storms, H	60	IF / CHE / 210		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 1118

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13000	11	US History and Culture	09:00a - 09:50a	MWF	3	Kuhlman, E	62	PC / LA / 324		Full Term	WS
13001	12	US History and Culture	11:00a - 12:15p	TR	3	Youngs, Y	65	PC / REND / 118		Full Term	WS
14505	13	US History and Culture	05:00p - 07:50p	M	3	Callis, J	45	PC / LIBR / 32		Full Term	VS
13048	14	US History and Culture	05:00p - 07:50p	M	3	Callis, J	20	MD / MERID / 689		Full Term	VS
13499	16	US History and Culture	-		3	Sivitz, P	62	PC / WEB / COURSE 35		Full Term	WC
14153	18	US History and Culture	-		3	Maheras, B	60	PC / WEB / COURSE 35		Full Term	WC
15546	ZB	US History and Culture	10:00a - 11:05a	MTWRF	3	Emfield, S	50	HS / HSREG6 /		High	CL

## HIST 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15129	02	Global History Since 1500	01:00p - 02:15p	TR	3	Njoku, R	30	PC / LA / 324		Full Term	WS

## HIST 2249

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12653	01	World Regional Geography	09:30a - 10:45a	TR	3	Edsall, R	40	PC / LIBR / 36		Full Term	VS
13222	02	World Regional Geography	09:30a - 10:45a	TR	3	Edsall, R	32	IF / CHE / 313		Full Term	VS
15681	ZA	World Regional Geography	01:03p - 02:30p	MW	3	Callis, J	50	HS / HSREG3 /		High	CL

## HIST 2291

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14508	01	The Historian's Craft	09:00a - 09:50a	MWF	3	Stover, J	20	PC / LIBR / 36		Full Term	VS
11222	02	The Historian's Craft	09:00a - 09:50a	MWF	3	Stover, J	20	IF / CHE / 313		Full Term	VS

## HIST 3309

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14509	01	Modern United States	01:00p - 02:15p	TR	3	Marsh, K	50	PC / LIBR / 32		Full Term	VS
14510	02	Modern United States	01:00p - 02:15p	TR	3	Marsh, K	25	IF / CHE / 314		Full Term	VS
14511	03	Modern United States	01:00p - 02:15p	TR	3	Marsh, K	10	TF / EVRGN / C91		Full Term	VS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 3322

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14512	01	Relig Reform and Conflict	09:30a - 12:00p	F	3	Reinke, D	25	IF / CHE / 310		Full Term	WS

## HIST 3364

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11223	01	Public History Internship	-		6	Marsh, K	5	PC / /		Full Term	OT

## HIST 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14513	01	ST:Sports in US History	10:00a - 10:50a	MWF	3	Marsh, K	35	PC / LA / 339		Full Term	WS
15132	02	ST:Food/Farming/Feminism	01:00p - 01:50p	MWF	3	Barber, L	25	PC / LA / 339		Full Term	WS
15130	03	ST:Nineteenth Century Art	12:00p - 12:50p	MWF	3	Ferber, A	5	PC / FA / 401		Full Term	CL
15188	04	ST:Europe During the Plague	01:00p - 02:15p	TR	3	Christelow, S	18	PC / LA /		Full Term	WS

## HIST 4411

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15136	01	Introduction to Museum Studies	01:00p - 02:50p	M	2	Maschner, H	9	PC / MUSE / 204		Full Term	CL

## HIST 4418

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11224	01	US History for Teachers	05:00p - 06:15p	MW	3	Good, D	30	PC / LA / 339		Full Term	WS

## HIST 4423

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14514	01	Idaho History	-		3	Marsh, K	45	PC / WEB / COURSE 35		Full Term	WC

## HIST 4429

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14515	01	Foreign Relations since 1900	11:00a - 11:50a	MWF	3	Kuhlman, E	30	PC / REND / 209		Full Term	WS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 4441

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14517	01	The Viking Age	09:30a - 10:45a	TR	3	Christelow, S	50	PC / LA / 324		Full Term	WS

## HIST 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14518	01	Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	25	PC / LIBR / 32		Full Term	VS
14519	02	Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	25	IF / CHE / 314		Full Term	VS
15177	03	Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	5	TF / EVRGN / C89		Full Term	VS

## HIST 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15138	01	Independent Study:US	-		3	Sivitz, P	5	PC / /		Full Term	OT

## HIST 4462

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14083	01	Independent Study: Europe	-		3	Christelow, S	5	PC / /		Full Term	OT
15257	02	Independent Study: Europe	-		3	Stover, J	5	PC / /		Full Term	OT

## HIST 4490

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11229	01	Cartography:Hist and Design	02:30p - 03:45p	TR	3	Edsall, R	6	PC / LA / 326	60	Full Term	WS

## HIST 4490L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11231	01	Cartography Lab	04:00p - 05:15p	T	1	Edsall, R	6	PC / LA / 326		Full Term	LB

## HIST 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11232	01	Seminar	11:00a - 12:15p	TR	3	Sivitz, P	20	PC / LA /		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 5505

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14521	01	ST:Sports in US History	10:00a - 10:50a	MWF	3	Marsh, K	3	PC / LA / 339		Full Term	WS
14549	02	ST:Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	5	PC / LIBR / 32		Full Term	VS
14551	03	ST:Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	5	IF / CHE / 314		Full Term	VS
15178	04	ST:Modern Ireland	02:30p - 03:45p	MW	3	Stover, J	3	TF / EVRGN / C89		Full Term	VS
15189	05	ST:Europe During the Plague	01:00p - 02:15p	TR	3	Christelow, S	2	PC / LA /		Full Term	WS

## HIST 5511

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15137	01	Intro to Museum Studies	01:00p - 02:50p	M	2	Maschner, H	9	PC / MUSE / 204		Full Term	CL

## HIST 5523

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14522	01	Idaho History	-		3	Marsh, K	5	PC / WEB / COURSE 35		Full Term	WC

## HIST 5529

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14524	01	Foreign Relations since 1900	11:00a - 11:50a	MWF	3	Kuhlman, E	5	PC / REND / 209		Full Term	WS

## HIST 5541

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14526	01	The Viking Age	09:30a - 10:45a	TR	3	Christelow, S	10	PC / LA / 324		Full Term	WS

## HIST 5562

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14084	01	Independent Study: Europe	-		3	Christelow, S	5	PC / /		Full Term	OT
14199	02	Independent Study: Europe	-		3	Stover, J	5	IF / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: History

## HIST 5590

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11245	01	Cartography:Hist and Design	02:30p - 03:45p	TR	3	Edsall, R	10	PC / LA / 326	60	Full Term	WS

## HIST 5590L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11246	01	Cartography Lab	04:00p - 05:15p	T	1	Edsall, R	10	PC / LA / 326		Full Term	LB

## HIST 6610

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11247	01	History in the Digital Age	04:00p - 06:50p	W	3	Youngs, Y	13	PC / REND / 120	60	Full Term	WS

## HIST 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11248	01	Independent Research Project	-		6	Stover, J	5	PC / /		Full Term	OT
14528	02	Independent Research Project	-		6	Sivitz, P	5	PC / /		Full Term	OT
11249	05	Independent Research Project	-		6	Youngs, Y	5	PC / /		Full Term	OT
11250	06	Independent Research Project	-		6	Marsh, K	5	PC / /		Full Term	OT
14075	07	Independent Research Project	-		6	Christelow, S	5	PC / /		Full Term	OT
14182	08	Independent Research Project	-		3	Edsall, R	1	PC / /		Full Term	OT

## HIST 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11251	01	Thesis	-		9	Youngs, Y	5	PC / /		Full Term	WS
14530	02	Thesis	-		9	Kuhlman, E	1	PC / /		Full Term	OT
14531	03	Thesis	-		9	Sivitz, P	1	PC / /		Full Term	OT
11252	05	Thesis	-		9	Stover, J	5	PC / /		Full Term	OT
11253	06	Thesis	-		9	Marsh, K	5	PC / /		Full Term	OT
14076	07	Thesis	-		9	Christelow, S	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: History**

**HIST 6664**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11254	01	Graduate Internship	-		12	Marsh, K	5	PC / /		Full Term	OT

**Department: Military Sciences/ ROTC**

**MSL 1101**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11338	01	Leadership and Personal Devel	01:00p - 01:50p	T	2	Hansen, G	18	PC / REND / 236		Full Term	CL
14086	02	Leadership and Personal Devel	11:00a - 11:50a	W	2	Hansen, G	12	PC / REND / 120		Full Term	CL

**MSL 1101L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11361	01	Leadrsph and Personal Dev Lab	03:00p - 05:00p	R	0	Hansen, G	30	PC / OFFPC /		Full Term	LB

**MSL 1104**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11341	01	Ranger Challenge	06:00a - 07:30a	TR	1	Hansen, G	35	PC / GYM / 237		Full Term	OT

**MSL 1110**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11344	01	Mil Style Phys Fitness for Civ	06:00a - 06:50a	MWF	1	Hansen, G	35	PC / GYM / 237	20	Full Term	OT

**MSL 2201**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11353	01	Innovative Team Leadership	08:00a - 08:50a	TR	3	Mecham, L	20	PC / REND / 106		Full Term	CL

**MSL 2201L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11362	01	Innovative Team Leadership Lab	03:00p - 05:00p	R	0	Mecham, L	50	PC / OFFPC /		Full Term	LB

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Military Sciences/ ROTC**

## MSL 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11355	01	Adaptive Tactical Leadership	01:30p - 02:50p	TR	4	Taylor, J	13	PC / REND / 223		Full Term	CL

## MSL 3301L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11364	01	Adaptive Team Leadership Lab	02:30p - 05:00p	R	0	Taylor, J	13	PC / OFFPC /		Full Term	LB

## MSL 3310

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11356	01	ROTC Physical Fitness	06:00a - 06:50a	MWF	1	Hansen, G	22	PC / GYM / 112		Full Term	OT

## MSL 3390

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11358	01	Leader Devel and Assessment	08:00a - 05:00p	S	6	Klein, G	30	PC / OFFPC /		Full Term	CL

## MSL 4401

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11360	01	Developing Adaptive Leaders	07:30a - 08:55a	MW	4	Klein, G	13	PC / GARR / B5		Full Term	CL

## MSL 4401L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11365	01	Develop Adaptive Leaders Lab	03:00p - 05:00p	R	0	Klein, G	13	PC / OFFPC /		Full Term	LB

**Department: No Official Dept. Arts and Let**

## ACAD 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10001	01	College Learning Strategies	09:00a - 09:50a	MW	1	Moor, K	35	PC / REND / 210		Early 8	WS
10002	02	College Learning Strategies	10:00a - 10:50a	MW	1	Moor, K	35	PC / REND / 210		Early 8	WS
10009	03	College Learning Strategies	01:00p - 01:50p	MW	1	Moor, K	35	PC / REND / 226		Early 8	WS
10003	04	College Learning Strategies	02:00p - 02:50p	MW	1	Moor, K	35	PC / REND / 210		Early 8	WS
10005	05	College Learning Strategies	09:30a - 10:20a	TR	1	Moor, K	35	PC / REND / 210		Early 8	WS

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## ACAD 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10007	07	College Learning Strategies	-		1	Stamm, R	37	IF / WEB / COURSE	35	Early 8	WC
10004	08	College Learning Strategies	02:30p - 03:20p	TR	1	Moor, K	35	PC / REND / 210		Early 8	WS
10010	21	College Learning Strategies	09:00a - 09:50a	MW	1	Moor, K	35	PC / REND / 210		Late 8	WS
10013	22	College Learning Strategies	10:00a - 10:50a	MW	1	Moor, K	35	PC / REND / 210		Late 8	WS
10012	23	College Learning Strategies	09:30a - 10:20a	TR	1	Moor, K	35	PC / REND / 210		Late 8	WS
10011	24	College Learning Strategies	-		1	Stamm, R	37	IF / WEB / COURSE	35	Late 8	WC
10008	41	College Learning Strategies	08:30a - 09:20a	MW	1	Barnes, C	30	IF / CHE / 214		Early 8	WS

## ACAD 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10014	02	First Year Seminar	09:00a - 09:50a	MW	1	Maclachlan, W	25	PC / REND / 211	15	Full Term	WS
12519	03	First Year Seminar	10:00a - 10:50a	MW	1	Phelps, J	25	PC / REND / 211	15	Full Term	WS
10015	05	First Year Seminar	11:00a - 11:50a	MW	1	Head, L	28	PC / REND / 211	15	Full Term	WS
10022	06	First Year Seminar	11:00a - 11:50a	MW	1	Eckert, T	28	PC / REND / 210	15	Full Term	WS
13637	07	First Year Seminar	01:00p - 01:50p	MW	1		25	PC / REND / 210	15	Full Term	WS
10016	08	First Year Seminar	01:00p - 01:50p	MW	1	Erickson, L	22	PC / MUSE / 423	15	Full Term	WS
13636	09	First Year Seminar	02:00p - 02:50p	MW	1	Flowers, K	28	PC / REND / 211	15	Full Term	WS
10017	10	First Year Seminar	08:00a - 08:50a	TR	1	Millican, M	28	PC / REND / 211	15	Full Term	WS
10021	11	First Year Seminar	09:30a - 10:20a	TR	1	Alqurashi, A	25	PC / REND / 236	15	Full Term	WS
10023	12	First Year Seminar	11:00a - 11:50a	TR	1	Orgill, M	25	PC / ED / 356	15	Full Term	WS
10018	13	First Year Seminar	11:00a - 11:50a	TR	1	Robinson, M	28	PC / REND / 227	15	Full Term	WS
10020	15	First Year Seminar	02:30p - 03:20p	TR	1	Milder, D	25	PC / REND / 211	15	Full Term	WS
10027	42	First Year Seminar	02:30p - 03:20p	MW	1	Barnes, C	28	IF / CHE / 214	15	Full Term	WS
10024	63	First Year Seminar	01:00p - 01:50p	MW	1	Guerrero, D	45	PC / REND / 111	15	Full Term	WS
10029	64	First Year Seminar	01:00p - 01:50p	MW	1	Millican, M	25	PC / REND / 228	15	Full Term	WS
10025	H1	First Year Seminar Honors	09:00a - 09:50a	TR	1	Zimmerly, L	22	PC / REND / 211	15	Full Term	WS
10026	H2	First Year Seminar Honors	10:00a - 10:50a	TR	1	Dienstfrey-Swanson, S	22	PC / REND / 211	15	Full Term	WS
15127	H3	First Year Seminar Honors	08:00a - 08:50a	MW	1	Romine Gabardi, J	22	PC / REND / 211	15	Full Term	WS
15128	H4	First Year Seminar Honors	02:00p - 02:50p	MW	1	Romine Gabardi, J	22	PC / REND / 223	15	Full Term	WS

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## ACAD 1103

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10030	01	Coll Learning Strategies Math	01:00p - 01:50p	MW	1	Engle, L	38	PC / REND / 104		Early 8	WS
10031	02	Coll Learning Strategies Math	11:00a - 11:50a	TR	1	Edwards, M	38	PC / REND / 225		Early 8	WS
10032	03	Coll Learning Strategies Math	02:30p - 03:20p	TR	1	Jones, P	32	IF / CHE / 216		Early 8	WS
14546	04	Coll Learning Strategies Math	-		1	Austill, L	38	PC / WEB / COURSE 35		Early 8	WC

## ACAD 1104

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13638	01	Orientation to University	05:30p - 06:20p	TR	2	Flowers, K	28	PC / REND / 211	15	Full Term	WS
14548	02	Orientation to University	01:00p - 01:50p	MW	2	Flowers, K	28	PC / REND / 227	15	Full Term	WS
14547	03	Orientation to University	01:00p - 01:50p	TR	2	Flowers, K	28	PC / REND / 211	15	Full Term	WS
13639	11	Orientation to University	01:00p - 01:50p	MW	2	Macomb, S	28	IF / CHE / 310	15	Full Term	WS
13640	12	Orientation to University	02:30p - 03:20p	TR	2	Smikle Peoples, M	26	IF / CHE / 214	15	Full Term	WS

## ACAD 2220

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10033	01	Peer Instruction Seminar	03:00p - 04:40p	W	2	Flowers, K	15	PC / REND / 223		Full Term	WS
10034	02	Peer Instruction Seminar	03:30p - 05:10p	R	2	Flowers, K	15	PC / LIBR / 16		Full Term	VS
10035	03	Peer Instruction Seminar	03:30p - 05:10p	R	2	Flowers, K	12	IF / CHE / 208		Full Term	VS

## ACAD 4450

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13451	01	Peer Advising Seminar	03:00p - 04:40p	R	2	Oler, S	20	PC / REND / 228		Full Term	WS
13452	02	Peer Advising Seminar	03:00p - 04:40p	R	2	Macomb, S	12	IF / CHE / 310		Full Term	WS
15185	03	Peer Advising Seminar	08:00a - 08:50a	R	2	Brooks, D	20	PC / MUSE /		Full Term	WS

## HONS 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11082	01	Honors Humanities I	11:00a - 12:15p	TR	3	Moor, K	25	PC / REND / 210		Full Term	WS
11083	02	Honors Humanities I	11:00a - 12:15p	TR	3	Klein, T	25	PC / REND / 228		Full Term	WS
15126	03	Honors Humanities I	12:00p - 12:50p	MWF	3	Hunt, D	25	PC / REND / 210		Full Term	WS

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College of Arts and Letters  
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## HONS 3391

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11084	01	Honors Seminar	05:30p - 08:30p	T	1	Ramsdell, H	20	PC / REND / 210		Early 8	WS
11085	02	Honors Seminar	05:30p - 07:20p	M	1	Kuhlman, E	20	PC / REND / 104		Late 8	WS

## HONS 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12416	01	Honors Sr Thesis or Project	-		3	Dienstfrey-Swanson, S	10	PC / /		Full Term	OT

## IEI CE10A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15331	01	Elementary Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15337	02	Elementary Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE10B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15332	01	Elementary Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15338	02	Elementary Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE11A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15339	01	Elementary Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 237		Early 8	CL
15339	01	Elementary Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 151		Early 8	CL
15342	02	Elementary Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 237		Late 8	CL
15342	02	Elementary Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 151		Late 8	CL

## IEI CE11B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15344	01	Elementary Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 237		Early 8	CL
15344	01	Elementary Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 151		Early 8	CL
15345	02	Elementary Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 151		Late 8	CL
15345	02	Elementary Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 237		Late 8	CL

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**College of Arts and Letters**  
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**Department: No Official Dept. Arts and Let**

## IEI CE12A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15347	01	Elem Speaking and Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / BA / 311		Early 8	CL
15347	01	Elem Speaking and Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15348	02	Elem Speaking and Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / BA / 311		Late 8	CL
15348	02	Elem Speaking and Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE12B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15351	01	Elem Speaking and Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15351	01	Elem Speaking and Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / BA / 311		Early 8	CL
15353	02	Elem Speaking and Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL
15353	02	Elem Speaking and Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE13A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15354	01	Elem Vocabulary and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 237		Early 8	CL
15356	02	Elem Vocabulary and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 237		Late 8	CL

## IEI CE13B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15357	01	Elem Vocabulary and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 237		Early 8	CL
15359	02	Elem Vocabulary and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 237		Late 8	CL

## IEI CE20A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15361	01	Intermediate Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / LA / 243		Early 8	CL
15362	02	Intermediate Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / LA / 243		Late 8	CL

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## IEI CE20B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15363	01	Intermediate Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / LA / 243		Early 8	CL
15364	02	Intermediate Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / LA / 243		Late 8	CL

## IEI CE21A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15366	01	Intermediate Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / BA / 311		Early 8	CL
15366	01	Intermediate Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15367	02	Intermediate Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL
15367	02	Intermediate Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE21B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15368	01	Intermediate Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / BA / 311		Early 8	CL
15368	01	Intermediate Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / BA / 311		Early 8	CL
15369	02	Intermediate Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / BA / 311		Late 8	CL
15369	02	Intermediate Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / BA / 311		Late 8	CL

## IEI CE22A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15370	01	Interm Speaking Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 327		Early 8	CL
15370	01	Interm Speaking Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 327		Early 8	CL
15333	02	Interm Speaking Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 327		Late 8	CL
15333	02	Interm Speaking Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 327		Late 8	CL

## IEI CE22B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15336	01	Interm Speaking Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 327		Early 8	CL
15336	01	Interm Speaking Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 327		Early 8	CL
15340	02	Interm Speaking Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 327		Late 8	CL
15340	02	Interm Speaking Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 327		Late 8	CL

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## IEI CE23A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15341	01	Intern Vocab and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 243		Early 8	CL
15343	02	Intern Vocab and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 243		Late 8	CL

## IEI CE23B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15346	01	Intern Vocab and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 243		Early 8	CL
15349	02	Intern Vocab and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / LA / 243		Late 8	CL

## IEI CE30A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15350	01	Advanced Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / REND / 236		Early 8	CL
15352	02	Advanced Reading I	04:00p - 05:15p	TR	0	Graham, J	10	PC / REND / 236		Late 8	CL

## IEI CE30B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15355	01	Advanced Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / REND / 236		Early 8	CL
15358	02	Advanced Reading II	04:00p - 05:15p	TR	0	Graham, J	10	PC / REND / 236		Late 8	CL

## IEI CE31A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15360	01	Advanced Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 328		Early 8	CL
15360	01	Advanced Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 328		Early 8	CL
15365	02	Advanced Writing I	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 328		Late 8	CL
15365	02	Advanced Writing I	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 328		Late 8	CL

## IEI CE31B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15371	01	Advanced Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 328		Early 8	CL
15371	01	Advanced Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 328		Early 8	CL
15372	02	Advanced Writing II	01:00p - 02:15p	TR	0	Graham, J	10	PC / LA / 328		Late 8	CL

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## IEI CE31B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15372	02	Advanced Writing II	01:00p - 01:50p	MWF	0	Graham, J	10	PC / LA / 328		Late 8	CL

## IEI CE32A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15373	01	Adv Speaking and Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 151		Early 8	CL
15373	01	Adv Speaking and Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 339		Early 8	CL
15374	02	Adv Speaking and Listening I	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 151		Late 8	CL
15374	02	Adv Speaking and Listening I	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 339		Late 8	CL

## IEI CE32B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15375	01	Adv Speaking and Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 339		Early 8	CL
15375	01	Adv Speaking and Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 151		Early 8	CL
15376	02	Adv Speaking and Listening II	02:30p - 03:45p	TR	0	Graham, J	10	PC / LA / 151		Late 8	CL
15376	02	Adv Speaking and Listening II	02:00p - 02:50p	MWF	0	Graham, J	10	PC / LA / 339		Late 8	CL

## IEI CE33A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15377	01	Adv Vocabulary and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / REND / 236		Early 8	CL
15378	02	Adv Vocabulary and Grammar I	03:00p - 04:50p	MWF	0	Graham, J	10	PC / REND / 236		Late 8	CL

## IEI CE33B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15379	01	Adv Vocabulary and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / REND / 236		Early 8	CL
15380	02	Adv Vocabulary and Grammar II	03:00p - 04:50p	MWF	0	Graham, J	10	PC / REND / 236		Late 8	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: No Official Dept. Arts and Let

## IS 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11940	01	Simulation	04:00p - 04:50p	T	1	Anderson, S	20	PC / REND / 107		Full Term	CL

## IS 2202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15195	01	Introduction to Global Issues	-		3	Njoku, R	35	PC / WEB / COURSE	35	Full Term	WC

## IS 2203

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14277	01	Intro Internatl Organizations	12:00p - 12:50p	MWF	3	Yik, K	85	PC / BA / 104		Full Term	CL
14278	02	Intro Internatl Organizations	-		3	Yik, K	35	PC / WEB / COURSE	35	Full Term	WC

## IS 3300

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11941	01	Travel and Study Abroad	-		3	Njoku, R	15	PC / /		Full Term	OT
12468	02	Travel and Study Abroad	-		6	Njoku, R	5	PC / /		Full Term	OT

## IS 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14279	01	ST:The International World	11:00a - 12:15p	TR	3	Yik, K	13	PC / REND / 120		Full Term	CL

## IS 3350

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11942	01	International Symposium	12:00p - 12:50p	W	1	Njoku, R	40	PC / PSUB /		Full Term	OT

## IS 4400

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11943	01	Simulation	04:00p - 04:50p	T	1	Anderson, S	20	PC / REND / 228		Full Term	CL

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College of Arts and Letters  
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 Department: No Official Dept. Arts and Let

## IS 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11944	01	Senior Thesis	01:00p - 02:15p	TR	4	Yik, K	10	PC / REND / 120		Full Term	CL

## IS 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15325	01	Culture/Health Developing Wrld	03:00p - 04:15p	TR	3		30	PC / REND / 117		Full Term	CL

## LLIB 1115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13097	01	Intro to Information Research	10:00a - 10:50a	MWF	3	Jardine, S	30	PC / REND / 213		Full Term	WS
13877	02	Intro to Information Research	11:00a - 11:50a	MWF	3	Jardine, S	30	PC / REND / 213		Full Term	WS
13878	03	Intro to Information Research	03:00p - 04:15p	MW	3	Homan, P	35	PC / REND / 213		Full Term	WS
14462	04	Intro to Information Research	-		3	Montgomery, M	45	MD / WEB / COURSE35		Full Term	WC
13879	05	Intro to Information Research	02:30p - 03:45p	MW	3	Gray, C	28	IF / CHE / 202		Full Term	WS

## MUSE 4411

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11448	01	Introduction to Museum Studies	01:00p - 02:50p	M	2	Maschner, H	17	PC / MUSE / 204	25	Full Term	CL

## MUSE 4450

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11449	01	Ind Study in Museum Methods	-		3	Maschner, H	4	PC / /	25	Full Term	CL
12674	03	Ind Study in Museum Methods	-		3	Tapanila, L	4	PC / /	25	Full Term	CL
12675	04	Ind Study in Museum Methods	-		3	Thompson, M	4	PC / /	25	Full Term	CL
12676	05	Ind Study in Museum Methods	-		3	Williams, C	4	PC / /	25	Full Term	CL

## MUSE 5550

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11450	01	Ind Study in Museum Methods	-		3	Maschner, H	4	PC / /	25	Full Term	CL
12677	03	Ind Study in Museum Methods	-		3	Tapanila, L	4	PC / /	25	Full Term	CL
12678	04	Ind Study in Museum Methods	-		3	Thompson, M	4	PC / /	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: No Official Dept. Arts and Let**

**MUSE 5550**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12679	05	Ind Study in Museum Methods	-		3	Williams, C	4	PC / /	25	Full Term	CL

**STUA 3300**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12428	01	Study Abroad	-		18	Pujadas-Fletcher, M	50	PC / /		Full Term	OT

**STUA 5500**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12514	01	Study Abroad	-		12	Pujadas-Fletcher, M	20	PC / /		Full Term	OT

**US 4490**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12513	01	Capstone Project	-		1	Gribas, J	10	PC / /		Full Term	OT

**WS 1160**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13467	01	Rape Aggression Defense	05:00p - 06:50p	R	1	Prescott, C	10	PC / GYM / 237	10	Late 8	CL

**WS 2201**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11255	01	Introduction Women's Studies	08:00a - 09:15a	TR	3	Barber, L	37	PC / LIBR / 16		Full Term	VS
13873	02	Introduction Women's Studies	08:00a - 09:15a	TR	3	Barber, L	25	IF / CHE / 208		Full Term	VS

**WS 4405**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15134	01	ST:Food/Farming/Feminism	01:00p - 01:50p	MWF	3	Barber, L	10	PC / LA / 339		Full Term	WS

**Department: Political Science**

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Political Science

## POLS 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11890	01	Intro to U.S. Government	09:00a - 09:50a	MWF	3	Gleason, S	35	PC / REND / 107		Full Term	CL
11893	03	Intro to U.S. Government	11:00a - 11:50a	MWF	3	Kirkpatrick, K	35	PC / REND / 108		Full Term	CL
11895	04	Intro to U.S. Government	01:00p - 01:50p	MWF	3	Gleason, S	35	PC / REND / 106		Full Term	CL
11898	05	Intro to U.S. Government	09:30a - 10:45a	TR	3	De Sy, C	35	PC / REND / 111		Full Term	CL
12403	06	Intro to U.S. Government	01:00p - 02:15p	TR	3	Brewer, A	35	PC / REND / 107		Full Term	CL
13402	07	Intro to U.S. Government	-		3	Hummel, D	70	PC / WEB / COURSE 35		Full Term	WC
14415	08	Intro to U.S. Government	-		3	Clapp, A	70	PC / WEB / COURSE 35		Full Term	WC
14416	09	Intro to U.S. Government	09:30a - 10:45a	TR	3	Kellam, S	35	IF / CHE / 222		Full Term	CL
15556	ZB	Intro to U.S. Government	08:00a - 09:20a	MTWRF	3	Kartchner, H	50	HS / HSREG6 /		High	CL
15557	ZC	Intro to U.S. Government	08:32a - 09:47a	MTWRF	3	Chase, P	50	HS / HSREG5 /		High	CL
15564	ZJ	Intro to U.S. Government	09:30a - 10:45a	MTWRF	3	Kartchner, H	50	HS / HSREG6 /		High	CL
15646	ZK	Intro to U.S. Government	01:06p - 02:18p	MTWRF	3	Grossman, R	50	HS / HSREG6 /		High	CL
15563	ZL	Intro to U.S. Government	01:07p - 02:22p	MTWRF	3	Chase, P	50	HS / HSREG5 /		High	CL
15562	ZO	Intro to U.S. Government	01:00p - 02:10p	MTWRF	3	Kartchner, H	50	HS / HSREG6 /		High	CL
15647	ZP	Intro to U.S. Government	09:50a - 11:30a	MWF	3	Crawford, J	50	HS / HSREG6 /		High	CL
15700	ZQ	Intro to U.S. Government	12:30p - 02:00p	MTWR	3	Brower, J	50	HS / HSREG5 /		High	CL

## POLS 2202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11899	01	Introduction to Politics	11:00a - 12:15p	TR	3	Eckert, T	38	PC / REND / 103		Full Term	CL
13203	02	Introduction to Politics	11:00a - 12:15p	TR	3	Kellam, S	38	IF / CHE / 222		Full Term	CL

## POLS 2221

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11900	01	International Relations	02:30p - 03:45p	TR	3	Lybecker, D	38	PC / REND / 104		Full Term	CL

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College of Arts and Letters  
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 Department: Political Science

## POLS 2249

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11901 01	Introduction to Criminal Law	10:00a - 10:50a	MWF	3	Eckert, T	45	PC / REND / 113		Full Term	CL

## POLS 3313

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11902 01	Intro to Political Philosophy	09:30a - 10:45a	TR	3	Gabardi, W	38	PC / REND / 225		Full Term	CL
14417 02	Intro to Political Philosophy	06:00p - 08:50p	R	3	Prestwich, K	20	TF / HPWRTH / 131		Full Term	CL

## POLS 3331

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11903 01	Comparative Politics	01:00p - 02:15p	TR	3	Anderson, S	38	PC / REND / 227		Full Term	CL

## POLS 4403

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11904 01	The Presidency	03:00p - 03:50p	MWF	3	Kirkpatrick, K	30	PC / REND / 102		Full Term	CL

## POLS 4405

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13458 01	The Administrative Process	06:00p - 08:50p	M	3	Callen, J	20	PC / REND / 117		Full Term	CL

## POLS 4406

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14418 01	Intergovernmental Relations	04:00p - 05:15p	TR	3	Hummel, D	20	PC / REND / 106		Full Term	CL

## POLS 4427

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11905 01	Voting and Public Opinion	01:00p - 01:50p	MWF	3	Kirkpatrick, K	30	PC / REND / 108		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Political Science

## POLS 4434

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13205 01	Terrorism Political Violence	06:00p - 08:50p	M	3	Anderson, S	30	PC / REND / 115		Full Term	CL

## POLS 4435

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14420 01	ST:War and Politics	09:30a - 10:45a	TR	3	Phippen, E	28	PC / REND / 227		Full Term	CL

## POLS 4442

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11906 01	Constitutional Law	10:00a - 10:50a	MWF	3	Gleason, S	30	PC / REND / 107		Full Term	CL

## POLS 4451

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14421 01	Org Theory Bureaucratic Struc	06:00p - 08:50p	T	3	McBeth, M	20	PC / REND / 209		Full Term	CL

## POLS 4452

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13971 01	Fin Admin and Budgeting	06:00p - 08:50p	R	3	Hummel, D	20	PC / REND / 123		Full Term	CL

## POLS 4455

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11907 01	Environ Politics and Policy	01:00p - 02:15p	TR	3	Lybecker, D	30	PC / REND / 313		Full Term	CL

## POLS 4458

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14424 01	Public Administration Ethics	06:00p - 08:50p	W	3	Callen, J	20	PC / REND / 209		Full Term	CL

## POLS 4459

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11908 01	Government Internship	-		9	McBeth, M	15	PC / /		Full Term	OT

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 Department: Political Science

## POLS 4460

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11909 01	Senior Seminar	01:00p - 03:50p	W	3	Gabardi, W	25	PC / LA / 151		Full Term	CL

## POLS 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11910 01	Seminar	-		3	Lybecker, D	10	PC / /		Full Term	CL

## POLS 4499

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15144 01	Democracy in the Digital Age	04:00p - 05:15p	MW	3	Callen, J	20	PC / LA / 328		Full Term	CL
15390 02	Torture:Law and Politics	06:00p - 08:50p	T	3	Anderson, S	30	PC / REND / 106		Full Term	CL

## POLS 5503

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11914 05	The Presidency	03:00p - 03:50p	MWF	3	Kirkpatrick, K	8	PC / REND / 102		Full Term	CL

## POLS 5505

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13459 01	Administrative Process	06:00p - 08:50p	M	3	Callen, J	18	PC / REND / 117		Full Term	CL

## POLS 5506

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14430 01	Intergovernmental Relations	04:00p - 05:15p	TR	3	Hummel, D	18	PC / REND / 106		Full Term	CL

## POLS 5527

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11915 01	Voting and Public Opinion	01:00p - 01:50p	MWF	3	Kirkpatrick, K	8	PC / REND / 108		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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 Department: Political Science

## POLS 5534

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13210 01	Terrorism Political Violence	06:00p - 08:50p	M	3	Anderson, S	8	PC / REND / 115		Full Term	CL

## POLS 5535

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14431 01	ST:War and Politics	09:30a - 10:45a	TR	3	Phippen, E	10	PC / REND / 227		Full Term	CL

## POLS 5542

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11916 01	Constitutional Law	10:00a - 10:50a	MWF	3	Gleason, S	8	PC / REND / 107		Full Term	CL

## POLS 5551

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14432 01	Org Theory Bureaucratic Struc	06:00p - 08:50p	T	3	McBeth, M	20	PC / REND / 209		Full Term	CL

## POLS 5552

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13976 01	Financial Administration	06:00p - 08:50p	R	3	Hummel, D	18	PC / REND / 123		Full Term	CL

## POLS 5555

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11917 01	Environ Politics and Policy	01:00p - 02:15p	TR	3	Lybecker, D	8	PC / REND / 313		Full Term	CL

## POLS 5558

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14433 01	Public Administration Ethics	06:00p - 08:50p	W	3	Callen, J	20	PC / REND / 209		Full Term	CL

## POLS 5559

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12424 01	Government Internship	-		9	McBeth, M	15	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Political Science

## POLS 5591

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11918 01	Seminar	-		3	Lybecker, D	10	PC / /		Full Term	CL

## POLS 5599

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14434 01	Democracy in the Digital Age	04:00p - 05:15p	MW	3	Callen, J	18	PC / LA / 328		Full Term	CL
15391 02	Torture:Law and Politics	06:00p - 08:50p	T	3	Anderson, S	8	PC / REND / 106		Full Term	CL

## POLS 6613

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15145 01	Seminar: American Pol Behavior	05:30p - 08:00p	W	3	Evans, H	10	PC / GRAV / 300		Full Term	CL

## POLS 6620

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14436 01	Seminar: Philosophy of Soc Sci	01:00p - 03:50p	M	3	Gabardi, W	10	PC / GRAV / 300		Full Term	CL

## POLS 6649

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11922 02	Research Problems	-		6	Anderson, S	10	PC / /		Full Term	OT
15223 03	Research Problems	-		6	Lybecker, D	2	PC / /		Full Term	OT

## POLS 6650

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11926 01	Thesis	-		6	Lybecker, D	15	PC / /		Full Term	OT

## POLS 6669

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11927 01	Independent Problems Tutorial	-		3	Lybecker, D	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Political Science**

## POLS 7702

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11936 01	Team Teaching	-		3	Lybecker, D	10	PC / /		Full Term	OT

## POLS 7703

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11938 01	Solo Teaching	-		3	Lybecker, D	10	PC / /		Full Term	CL

## POLS 8850

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11939 01	Dissertation	-		9	Lybecker, D	15	PC / /		Full Term	OT

## Department: Psychology

### PSYC 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11930 01	Intro to General Psychology	10:00a - 10:50a	MWF	3	Brumley, M	215	PC / REND / 203		Full Term	CL
11932 02	Intro to General Psychology	-		3	Anderson, T	75	PC / WEB / COURSE 35		Full Term	WC
11933 03	Intro to General Psychology	02:30p - 03:45p	TR	3	McDonald Combe, J	120	PC / ED / 243		Full Term	CL
11934 04	Intro to General Psychology	05:00p - 07:30p	R	3	Jenks, C	75	PC / REND / 124		Full Term	CL
11935 05	Intro to General Psychology	08:00a - 10:30a	T	3	Landers, J	65	IF / CHE / 213		Full Term	CL
11937 06	Intro to General Psychology	06:00p - 08:30p	W	3	Vineyard, J	50	IF / CHE / 216		Full Term	CL
13085 07	Intro to General Psychology	-		3	Allmond, J	75	PC / WEB / COURSE 35		Full Term	WC

### PSYC 2201

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11945 01	Careers in Psychology	08:00a - 08:50a	M	1	Babbitt, S	22	PC / REND / 107		Full Term	WS
11946 02	Careers in Psychology	-		1	Babbitt, S	20	PC / WEB / COURSE 35		Full Term	WC
11947 03	Careers in Psychology	-		1	Babbitt, S	20	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Psychology**

## PSYC 2225

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11948	01	Child Development	11:00a - 12:15p	TR	3	Miyake, T	75	PC / ED / 243		Full Term	WS
11949	02	Child Development	-		3	Wong, M	50	PC / WEB / COURSE 35	35	Full Term	WC
13016	03	Child Development	-		3	Echon, R	50	PC / WEB / COURSE 35		Full Term	WC
13409	04	Child Development	04:00p - 06:30p	M	3	Colman, D	30	PC / LIBR / 36		Full Term	VS
13475	05	Child Development	04:00p - 06:30p	M	3	Colman, D	20	IF / CHE / 313		Full Term	VS
15397	06	Child Development	-		3	Anderson, T	50	PC / WEB / COURSE 35		Full Term	WC

## PSYC 2227

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11950	01	Basic Statistics	11:00a - 11:50a	MWF	3	Miyake, T	28	PC / LA / 270		Full Term	LL
13630	02	Basic Statistics	-		3	Miyake, T	25	PC / WEB / COURSE 35		Full Term	WC

## PSYC 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11951	01	Abnormal Psychology I	11:00a - 12:15p	TR	3	Fairholme, C	80	PC / PLSCI / 114		Full Term	WS
11952	02	Abnormal Psychology I	-		3	Lynch, S	60	PC / WEB / COURSE 35		Full Term	WC
15131	03	Abnormal Psychology I	02:00p - 03:50p	TWR	3	Joe, V	25	IF / CHE / 207		Early 8	WS

## PSYC 3303

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11953	01	Psychology Research Methods	11:00a - 11:50a	WF	4	Letzring, T	22	PC / REND / 223		Full Term	LL
11953	01	Psychology Research Methods	12:00p - 01:50p	F	4	Letzring, T	22	PC / REND / 213		Full Term	LL
13632	02	Psychology Research Methods	09:30a - 10:45a	TR	4	Miyake, T	22	PC / REND / 223		Full Term	LL
13632	02	Psychology Research Methods	02:30p - 04:30p	R	4	Miyake, T	22	PC / REND / 213		Full Term	LL

## PSYC 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11954	01	Social Psychology	-		3	Stewart, T	50	PC / WEB / COURSE 35		Full Term	WC
15133	02	Social Psychology	02:30p - 03:45p	TR	3	Schumann, M	38	PC / REND / 119		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Psychology

## PSYC 3369

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12962 01	AIDS	03:00p - 04:50p	M	1	Pongratz, R	65	PC / REND / 124		Early 8	WS

## PSYC 4401

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14443 01	Theories of Personality	-		3	Moholy, M	50	PC / WEB / COURSE	35	Full Term	WC
15135 02	Theories of Personality	09:30a - 11:20a	TWR	3	Joe, V	25	IF / CHE / 207		Early 8	WS

## PSYC 4408

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15501 01	Science Pseudosci and Psych	-		3	Lawyer, S	35	PC / WEB / COURSE	35	Full Term	WC

## PSYC 4412

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11956 01	Ethical and Prof Issues Psych	09:00a - 10:50a	M	2	Miesch, J	12	PC / GARR / 501		Full Term	WS

## PSYC 4423

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11958 01	Community Practicum	-		2	Roberts, M	5	PC / /		Full Term	OT

## PSYC 4425

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11959 01	Psychology Clinic Practicum	02:00p - 04:00p	M	2	Roberts, M	4	PC / GARR /		Full Term	OT
11961 02	Psychology Clinic Practicum	-		2	Fairholme, C	2	PC / /		Full Term	OT
11963 04	Psychology Clinic Practicum	01:30p - 03:30p	R	2	Lawyer, S	3	PC / GARR /		Full Term	OT

## PSYC 4431

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11971 01	Behavioral Neuroscience I	02:00p - 02:50p	MWF	3	Brumley, M	45	PC / REND / 118		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Psychology

## PSYC 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15396	01	Learning and Behavior	-		3	Buckley, J	40	PC / WEB / COURSE	35	Full Term	WC
11976	02	Learning and Behavior	-		3	Buckley, J	60	PC / WEB / COURSE	35	Full Term	WC

## PSYC 4463

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14446	01	Clinical Psych and the Law	05:00p - 07:20p	W	3	Hatzenbuehler, L	45	PC / REND / 111		Full Term	WS

## PSYC 4467

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13352	01	ST:Health Psychology	-		3	Stewart, T	50	PC / WEB / COURSE	35	Full Term	WC
15253	02	ST:Social Neuroscience	03:00p - 04:15p	MW	3	Xu, X	15	PC / REND / 103		Full Term	WS
15263	03	ST:Cultural Psychology	01:00p - 01:50p	MWF	3	Wood Roberts, B	20	PC / REND / 107		Full Term	WS

## PSYC 4472

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14455	01	History of Psychology	06:00p - 08:30p	T	3	Simonson, R	15	TF / HPWRTH / 195		Full Term	WS

## PSYC 4483

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11996	01	Special Problems	-		3	Xu, X	6	PC / /		Full Term	OT
11999	03	Special Problems	-		3	Roberts, M	2	PC / /		Full Term	OT
12000	04	Special Problems	-		3	Lawyer, S	4	PC / /		Full Term	OT
12002	05	Special Problems	-		3	Lynch, S	3	PC / /		Full Term	OT
12008	08	Special Problems	-		3	Wong, M	3	PC / /		Full Term	OT
12010	09	Special Problems	-		3	Letzring, T	5	PC / /		Full Term	OT
12012	10	Special Problems	-		3	Turley-Ames, K	4	PC / /		Full Term	OT
12013	11	Special Problems	-		3	Brumley, M	5	PC / /		Full Term	OT
12014	12	Special Problems	-		3	Rasmussen, E	5	PC / /		Full Term	OT
12015	13	Special Problems	-		3	Hatzenbuehler, L	5	PC / /		Full Term	OT
13411	14	Special Problems	-		3	Miyake, T	4	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Psychology

## PSYC 4483

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13412	15	Special Problems	-		3	Stewart, T	6	PC / /		Full Term	OT

## PSYC 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14456	01	Applied Behavior Analysis	06:00p - 08:30p	R	3	Landers, J	20	IF / CHE / 221		Full Term	WS

## PSYC 5512

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12017	01	Ethical and Prof Issues Psych	09:00a - 10:50a	M	2	Miesch, J	6	PC / GARR / 501		Full Term	WS

## PSYC 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15187	01	Behavioral Neuroscience I	02:00p - 02:50p	MWF	3	Brumley, M	5	PC / REND / 118		Full Term	WS

## PSYC 5563

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15165	01	Clinical Psych and the Law	05:00p - 07:20p	W	3	Hatzenbuehler, L	7	PC / REND / 111		Full Term	WS

## PSYC 5567

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15254	02	ST:Social Neuroscience	03:00p - 04:15p	MW	3	Xu, X	7	PC / REND / 103		Full Term	WS

## PSYC 5583

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12023	01	Special Problems	-		3	Turley-Ames, K	1	PC / /		Full Term	OT
12025	02	Special Problems	-		3	Brumley, M	3	PC / /		Full Term	OT
12027	03	Special Problems	-		3	Stewart, T	1	PC / /		Full Term	OT
12028	04	Special Problems	-		3	Lawyer, S	2	PC / /		Full Term	OT
12029	05	Special Problems	-		3	Letzring, T	4	PC / /		Full Term	OT
12030	06	Special Problems	-		3	Lynch, S	2	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Psychology

## PSYC 5583

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12033	08	Special Problems	-		3	Hatzenbuehler, L	2	PC / /		Full Term	OT
12034	09	Special Problems	-		3	Rasmussen, E	2	PC / /		Full Term	OT
12036	10	Special Problems	-		3	Roberts, M	2	PC / /		Full Term	OT
12043	13	Special Problems	-		3	Wong, M	2	PC / /		Full Term	OT
14150	14	Special Problems	-		3	Xu, X	2	PC / /		Full Term	OT

## PSYC 6620

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12044	01	Psychodiagnostics I	09:00a - 11:30a	M	3	Staley, C	8	PC / GARR /		Full Term	WS

## PSYC 6623

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12964	01	Adv Psychological Measurements	08:00a - 09:15a	TR	3	Roberts, M	10	PC / GARR / 401		Full Term	WS

## PSYC 6627

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12048	01	Statistics and Res Design I	11:00a - 12:15p	TR	3	Letzring, T	12	PC / REND / 213		Full Term	LL

## PSYC 6634

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15166	01	Cultural Diversity	11:00a - 12:15p	TR	3	Lynch, S	10	PC / GARR / 401		Full Term	WS

## PSYC 6643

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14460	01	Advanced Social Psychology	09:00a - 11:30a	W	3	Xu, X	16	PC / GARR /		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Psychology**

## PSYC 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12049	01	Adult Psychopath Treatment I	09:30a - 10:45a	TR	3	Lawyer, S	6	PC / GARR / 401		Full Term	WS

## PSYC 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12051	01	Thesis	-		6	Brumley, M	3	PC / /		Full Term	OT
13353	02	Thesis	-		6	Fairholme, C	2	PC / /		Full Term	OT
12053	03	Thesis	-		6	Lawyer, S	2	PC / /		Full Term	OT
12054	04	Thesis	-		6	Letzring, T	2	PC / /		Full Term	OT
12055	05	Thesis	-		6	Lynch, S	2	PC / /		Full Term	OT
12056	06	Thesis	-		6		2	PC / /		Full Term	OT
12058	08	Thesis	-		6	Rasmussen, E	2	PC / /		Full Term	OT
12059	09	Thesis	-		6	Roberts, M	5	PC / /		Full Term	OT
13354	10	Thesis	-		6	Stewart, T	2	PC / /		Full Term	OT
12060	11	Thesis	-		6	Turley-Ames, K	2	PC / /		Full Term	OT
15502	12	Thesis	-		6	Xu, X	2	PC / /		Full Term	OT
12062	13	Thesis	-		6	Wong, M	2	PC / /		Full Term	OT

## PSYC 7701

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12063	01	Clinical Psychology	08:00a - 08:50a	MW	2	Roberts, M	6	PC / GARR / 401		Full Term	WS

## PSYC 7703

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12064	01	Advanced Ethics Prof Issues	11:00a - 11:50a	M	1	Pongratz, R	6	PC / GARR / 501		Full Term	WS

## PSYC 7724

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12065	01	Community Practicum	-		2	Roberts, M	9	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Psychology**

## PSYC 7725

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12066	01	Psychology Clinic Practicum	02:00p - 04:00p	M	2	Fairholme, C	5	PC / GARR /	50	Full Term	OT
12068	02	Psychology Clinic Practicum	02:30p - 04:00p	M	2	Roberts, M	4	PC / GARR /	50	Full Term	OT
12070	06	Psychology Clinic Practicum	01:00p - 03:00p	W	2	Lawyer, S	3	PC / GARR /	50	Full Term	OT

## PSYC 7727

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15286	01	Psycho-Educational Evaluations	-		1	Aubuchon-Endsley, N	12	PC / /		Full Term	OT

## PSYC 7748

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12071	01	Clinical Externship	-		1	Roberts, M	13	PC / /		Full Term	OT

## PSYC 7749

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12072	01	Clinical Internship	-		1	Roberts, M	6	PC / /		Full Term	OT

## PSYC 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12073	01	Dissertation	-		12	Brumley, M	3	PC / /		Full Term	OT
12075	03	Dissertation	-		12	Lawyer, S	3	PC / /		Full Term	OT
12077	04	Dissertation	-		12	Letzring, T	3	PC / /		Full Term	OT
12078	05	Dissertation	-		12	Lynch, S	3	PC / /		Full Term	OT
12079	06	Dissertation	-		12	Stewart, T	3	PC / /		Full Term	OT
12081	08	Dissertation	-		12	Rasmussen, E	3	PC / /		Full Term	OT
12083	09	Dissertation	-		12	Roberts, M	3	PC / /		Full Term	OT
13356	10	Dissertation	-		12		3	PC / /		Full Term	OT
12085	11	Dissertation	-		12	Turley-Ames, K	3	PC / /		Full Term	OT
12087	13	Dissertation	-		12	Wong, M	3	PC / /		Full Term	OT
14239	14	Dissertation	-		12	Xu, X	3	PC / /		Full Term	OT

**Department: Sociology, Social Work, CJ**

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

**College of Arts and Letters**  
**Division: Social and Behavioral Sciences**  
**Department: Sociology, Social Work, CJ**

## SOC 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12032	01	Introduction to Sociology	10:00a - 10:50a	MWF	3	Bybee, A	61	PC / REND / 124	5	Full Term	WS
12035	02	Introduction to Sociology	09:00a - 09:50a	MWF	3	Call-Feit, J	135	PC / BA / 104	5	Full Term	WS
12037	03	Introduction to Sociology	06:00p - 08:30p	M	3	Contor, S	50	IF / CHE / 217	5	Full Term	WS
12491	04	Introduction to Sociology	-		3	Rowan-Arnold, R	80	PC / WEB / COURSE 35		Full Term	WC
13163	05	Introduction to Sociology	-		3	Smith, R	35	PC / WEB / COURSE 35		Full Term	WC
15606	06	Introduction to Sociology	-		3	Call-Feit, J	40	PC / WEB / COURSE 35		Full Term	WC

## SOC 1102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13164	01	Social Problems	09:00a - 09:50a	MWF	3	Miller, J	40	PC / LA / 328	5	Full Term	WS
12038	02	Social Problems	-		3		45	PC / WEB / COURSE 35		Full Term	WC

## SOC 2231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12039	01	Juvenile Delinquency	09:30a - 10:45a	TR	3	Casey, T	45	PC / REND / 118	5	Full Term	WS

## SOC 2248

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12364	01	Crit Analysis Social Diversity	09:00a - 09:50a	MWF	3		38	PC / REND / 225		Full Term	WS
13705	02	Crit Analysis Social Diversity	-		3	Thomas, J	70	PC / WEB / COURSE 35		Full Term	WC

## SOC 2295

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12040	01	Criminal Justice Internship	-		4	Casey, T	6	PC / /		Full Term	OT

## SOC 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12041	01	Classical Social Theory	10:00a - 11:15a	MW	3	Hearn, G	60	PC / REND / 118		Full Term	WS

### Codes / Goal:

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Sociology, Social Work, CJ

## SOC 3308

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13165	01	Soc Methods Soc Wk Research	11:00a - 12:15p	TR	3	Kim, J	46	PC / REND / 313		Full Term	WS

## SOC 3309

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14474	01	Social Statistics	-		3	Contor, S	35	PC / WEB / COURSE	35	Full Term	WC

## SOC 3321

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13414	01	Families in American Society	-		3	Hearn, G	70	PC / WEB / COURSE	35	Full Term	WC

## SOC 3335

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14475	01	Population and Environment	09:30a - 10:45a	TR	3	Running, K	30	PC / REND / 113		Full Term	WS

## SOC 3368

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12045	01	The Sociology of Religion	01:00p - 01:50p	MWF	3	Thomas, J	35	PC / REND / 122		Full Term	WS

## SOC 3399

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14489	01	Intro to Criminal Justice	04:30p - 07:00p	T	3	Warner, J	38	PC / LA / 328		Full Term	WS

## SOC 4408

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14478	01	Advanced Sociological Methods	01:00p - 02:15p	TR	3	Running, K	20	PC / REND / 117		Full Term	WS

## SOC 4483

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12052	02	Independent Problems Sociology	-		4	Hearn, G	2	PC / /		Full Term	OT
15258	03	Independent Problems Sociology	-		3	Running, K	2	PC / /		Full Term	WS
15411	04	Independent Problems Sociology	-		3	Casey, T	2	PC / /		Full Term	WS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Sociology, Social Work, CJ

## SOC 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13709	01	ST:Policing in America	02:00p - 03:15p	MW	3		30	PC / REND / 104		Full Term	WS
15122	02	ST:Drug Courts	-		3	Martinez, J	20	PC / WEB / COURSE 35		Full Term	WC
15288	03	ST:Race & Crime	01:30p - 04:00p	T	3		20	PC / LA / 237		Full Term	WS

## SOC 5508

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14479	01	Statistical Analysis	01:00p - 02:15p	TR	3	Running, K	10	PC / REND / 117		Full Term	WS

## SOC 5583

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15260	01	Independent Probs: Sociology	-		3	Running, K	1	PC / /		Full Term	WS

## SOC 5591

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12067	01	ST:Policing in America	02:00p - 03:15p	MW	3		5	PC / REND / 104		Full Term	WS
15289	03	ST:Race & Crime	01:30p - 04:00p	T	3		2	PC / LA / 237		Full Term	WS

## SOC 6603

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14480	01	Topics in Methods	10:00a - 12:50p	F	3	Hearn, G	17	PC / LA / 351		Full Term	WS

## SOC 6615

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14481	01	Social Institutions	04:00p - 06:50p	R	3	Casey, T	12	PC / REND / 122		Full Term	WS

## SOC 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12082	02	Thesis	-		6	Hearn, G	2	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Sociology, Social Work, CJ

## SOWK 2271

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12084 01	Introduction to Social Work	08:00a - 09:15a	MW	3	Williams, D	38	PC / REND / 227		Full Term	WS

## SOWK 2272

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12086 01	Human Behavior and Social Env	09:30a - 10:45a	MW	3	Williams, D	38	PC / REND / 227		Full Term	WS
12966 02	Human Behavior and Social Env	06:00p - 08:50p	T	3	Franco, J	20	IF / HCE / 6261		Full Term	WS

## SOWK 3308

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12088 01	Soc Methods Soc Wk Research	11:00a - 12:15p	TR	3	Kim, J	22	PC / REND / 313	5	Full Term	WS

## SOWK 3371

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14483 01	Social Welfare Policy	-		3	Kim, J	30	PC / WEB / COURSE	35	Full Term	WC

## SOWK 3372

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12089 01	Practice with Indiv and Family	01:00p - 03:50p	R	3	Davis, J	24	PC / LA / 351	5	Full Term	WS

## SOWK 3373

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12090 01	Group Work	01:00p - 03:50p	T	3	Jensen-Hart, S	18	PC / LA / 351	5	Full Term	WS

## SOWK 3375

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14484 01	Adv Soc Wk Theory and Prac	04:00p - 06:50p	T	3	Olsen, M	25	PC / REND / 227		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Arts and Letters  
 Division: Social and Behavioral Sciences  
 Department: Sociology, Social Work, CJ

## SOWK 4476

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12091 01	Social Work Field Practicum I	08:45a - 10:00a	T	6	Jensen-Hart, S	15	PC / LA / 351	25	Early 8	WS
12092 02	Social Work Field Practicum I	08:45a - 10:00a	R	6	Jensen-Hart, S	15	IF / /	25	Full Term	WS

## SOWK 4477

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12093 01	Social Work Field Practicum II	08:45a - 10:00a	T	6	Jensen-Hart, S	15	PC / LA / 351	10	Late 8	WS
15121 02	Social Work Field Practicum II	08:45a - 10:00a	R	6	Jensen-Hart, S	15	IF / /	10	Full Term	WS

## SOWK 4484

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12968 01	Title IV E Scholar Seminar	-		1	Wacaster, K	6	PC / /		Full Term	OT

## SOWK 4487

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14486 01	Child Welfare Issues	08:00a - 09:15a	TR	3	Wacaster, K	15	PC / REND / 228		Full Term	WS

## SOWK 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15120 01	ST:Drug Courts	-		3	Martinez, J	15	PC / WEB / COURSE 35		Full Term	WC

## SOWK 4494

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12100 01	Comm Organizn Social Change	-		3	Kim, J	25	PC / WEB / COURSE 35		Full Term	WC

## SOWK 4498

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12101 01	Integration Soc Work Methods	-		3	Clark-Andrejkovics, A	30	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Business  
 Division: College of Business  
 Department: Accounting

## ACCT 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13367	01	Principles of Accounting I	09:30a - 10:45a	MW	3	Lim, D	48	PC / BA / 133	25	Full Term	CL
13368	02	Principles of Accounting I	01:30p - 04:15p	TR	3	Obrien-Rose, M	50	PC / BA / 212	25	Early 8	CL
12551	03	Principles of Accounting I	11:00a - 12:15p	MW	3	Lim, D	48	PC / BA / 133	25	Full Term	CL
13369	04	Principles of Accounting I	-		3	Picard, R	51	PC / WEB / COURSE	35	Full Term	WC
10433	05	Principles of Accounting I	06:00p - 08:45p	M	3	Hansen, J	60	IF / CHE / 210	25	Full Term	CL

## ACCT 2202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13719	01	Principles of Accounting II	-		3	Picard, R	50	PC / WEB / COURSE	35	Full Term	WC
10438	02	Principles of Accounting II	11:00a - 12:15p	MW	3	Obrien-Rose, M	38	PC / BA / 412	25	Full Term	CL
12552	03	Principles of Accounting II	09:30a - 10:45a	TR	3	Bezik, M	40	PC / BA / 412	25	Full Term	CL
10440	04	Principles of Accounting II	01:30p - 04:15p	TR	3	Obrien-Rose, M	40	PC / BA / 412	25	Late 8	CL

## ACCT 3303

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10448	01	Accounting Concepts	06:00p - 08:45p	M	3	Phelan, S	48	IF / CHE / 221	25	Full Term	CL
13022	02	Accounting Concepts	03:00p - 04:15p	MW	3	Hickenlooper, B	35	PC / BA / 412	25	Full Term	CL

## ACCT 3323

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10450	01	Intermediate Accounting I	09:30a - 10:45a	TR	3	Konicek, D	38	PC / BA / 407	25	Full Term	CL

## ACCT 3324

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10455	01	Intermediate Accounting II	01:30p - 02:45p	MW	3	Lim, D	36	PC / BA / 407	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Business  
 Division: College of Business  
 Department: Accounting

## ACCT 3331

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10456 01	Principles of Taxation	09:30a - 10:45a	MW	3	Konicek, D	38	PC / BA / 402	25	Full Term	CL

## ACCT 3341

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10457 02	Managerial and Cost Accounting	08:00a - 09:15a	MW	3	Obrien-Rose, M	35	PC / BA / 402		Full Term	CL

## ACCT 3393

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10458 01	Accounting Internship	-		3	Obrien-Rose, M	5	PC / /		Full Term	OT

## ACCT 4403

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12554 01	Accounting Information Systems	01:30p - 02:45p	MW	3	Watkins, P	20	PC / BA / 412	25	Full Term	CL

## ACCT 4425

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10459 01	Intermediate Accounting III	11:00a - 12:15p	TR	3	Bezik, M	26	PC / BA / 402	25	Full Term	CL

## ACCT 4433

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12553 01	Legal Environment of Acct	01:30p - 04:15p	TF	3	Gerry, D	10	PC / BA / 402		Early 8	CL
13370 02	Legal Environment of Acct	06:00p - 08:45p	TF	3	Gerry, D	10	IF / CHE / 215		Early 8	CL

## ACCT 4456

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10460 01	Auditing	09:30a - 10:45a	TR	3	Picard, R	20	PC / BA / 402		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Business  
 Division: College of Business  
 Department: Accounting

## ACCT 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10461	02	Special Problems in Accounting	-		3	Obrien-Rose, M	5	PC / /		Full Term	OT

## ACCT 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10462	01	Advanced Accounting Internship	-		3	Obrien-Rose, M	5	PC / /		Full Term	OT

## ACCT 5503

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13720	01	Accounting Information Systems	01:30p - 02:45p	MW	3	Watkins, P	5	PC / BA / 412	25	Full Term	CL

## ACCT 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10464	01	Advanced Tax Concepts	01:30p - 04:15p	MR	3	Konicek, D	19	PC / BA / 402	25	Early 8	CL
13371	02	Advanced Tax Concepts	06:00p - 08:45p	MR	3	Konicek, D	25	IF / CHE / 215	25	Early 8	CL

## ACCT 5533

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12555	01	Legal Environment of Acct	01:30p - 04:15p	TF	3	Gerry, D	25	PC / BA / 402		Early 8	CL
13372	02	Legal Environment of Acct	06:00p - 08:45p	TF	3	Gerry, D	25	IF / CHE / 215		Early 8	CL

## ACCT 5556

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10465	01	Auditing	09:30a - 10:45a	TR	3	Picard, R	4	PC / BA / 402		Full Term	CL

## ACCT 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10466	01	Advanced Accounting	01:30p - 04:15p	TF	3	Bezik, M	17	PC / BA / 208		Late 8	CL
10467	02	Advanced Accounting	06:00p - 08:45p	TF	3	Bezik, M	25	IF / CHE / 215		Late 8	CL

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# ISU Class Schedule Report, Fall 2014

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## College of Business

Division: College of Business

### Department: Accounting

#### ACCT 5571

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13023	01	Accounting Capstone I	-		1	Smith, K	40	IF / WEB / COURSE	35	Late 8	WC

#### ACCT 5592

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13076	01	Special Problems Acct	-		3	Obrien-Rose, M	3	PC / /		Full Term	OT

#### ACCT 5593

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14177	01	Accounting Internship	-		3	Smith, K	1	PC / /		Full Term	OT

#### ACCT 6631

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12556	01	Accounting Theory	06:00p - 08:45p	MR	3		30	IF / CHE / 215		Late 8	CL
13373	02	Accounting Theory	01:30p - 04:15p	MR	3		19	PC / BA / 402		Late 8	CL

### Department: Finance and Economics

#### ECON 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10880	01	Economic Issues	12:00p - 12:50p	MWF	3	Hamideh, Z	200	PC / REND / 203		Full Term	CL
13117	02	Economic Issues	-		3	Gumirakiza, J	60	PC / WEB / COURSE	35	Full Term	WC

#### ECON 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10881	01	Principles of Macroeconomics	10:00a - 10:50a	MWF	3	Hamideh, Z	73	PC / REND / 315		Full Term	CL
10882	02	Principles of Macroeconomics	02:00p - 03:15p	MW	3	Hamideh, Z	73	PC / REND / 315		Full Term	CL
10883	03	Principles of Macroeconomics	01:00p - 02:15p	TR	3	Hamideh, Z	73	PC / REND / 315		Full Term	CL
12425	04	Principles of Macroeconomics	-		3	Benson, C	65	PC / WEB / COURSE	35	Full Term	WC
12583	05	Principles of Macroeconomics	06:00p - 08:45p	R	3	Jenson, W	90	IF / CHE / 211		Full Term	CL

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College of Business

Division: College of Business

Department: Finance and Economics

## ECON 2202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10884	01	Principles of Microeconomics	09:00a - 09:50a	MWF	3	Tokle, R	73	PC / REND / 315		Full Term	CL
10885	02	Principles of Microeconomics	-		3	Stegner, T	60	PC / WEB / COURSE 35		Full Term	WC
10886	03	Principles of Microeconomics	09:30a - 10:45a	TR	3	Stegner, T	73	PC / REND / 315		Full Term	CL
10887	04	Principles of Microeconomics	01:00p - 03:30p	W	3	Stabler, J	50	IF / CHE / 216		Full Term	CL
14535	H5	Prin of Microeconomics Honors	10:00a - 10:50a	MWF	3	Hill, C	28	PC / REND / 102		Full Term	CL

## ECON 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10888	01	Macroeconomic Theory	09:30a - 10:45a	TR	3	Tokle, R	38	PC / REND / 108		Full Term	CL

## ECON 3303

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10889	01	Economics of Health Care	11:00a - 12:15p	MW	3	Piland, N	42	PC / BA / 214		Full Term	CL

## ECON 3352

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14536	01	Environmental Economics	11:00a - 12:15p	TR	3	Stegner, T	38	PC / BA / 407		Full Term	CL

## ECON 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13598	01	Money and Banking	06:30p - 09:10p	T	3	Tokle, R	30	PC / REND / 108		Full Term	CL

## ECON 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14236	01	Independent Studies	-		3	Benson, C	3	PC / /		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Business

Division: College of Business

Department: Finance and Economics

## ECON 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13453	01	Internship	-		9	Stegner, T	3	PC / /		Full Term	OT
13454	02	Internship	-		9	Benson, C	3	PC / /		Full Term	OT
13455	03	Internship	-		9	Tokle, R	3	PC / /		Full Term	OT

## ECON 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10890	01	Econometrics	01:00p - 02:15p	TR	3	Benson, C	30	PC / REND / 119		Full Term	CL

## ECON 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13599	01	Money and Banking	06:30p - 09:10p	T	3	Tokle, R	8	PC / REND / 108		Full Term	CL

## ECON 5585

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13597	01	Econometrics	01:00p - 02:15p	TR	3	Benson, C	8	PC / REND / 119		Full Term	CL

## FIN 1115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10551	01	Personal Finance	11:00a - 12:15p	TR	3	Gerber, D	100	PC / BA / 104	25	Full Term	CL
14538	02	Personal Finance	06:00p - 08:45p	R	3	Gerber, D	50	IF / CHE / 216	25	Full Term	CL
10552	03	Personal Finance	-		3	Hackert, A	100	PC / WEB / COURSE	35	Full Term	WC

## FIN 3315

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14121	01	Corporate Financial Management	11:00a - 12:15p	MW	3	Byers, S	32	PC / BA / 504		Full Term	CL
10553	02	Corporate Financial Management	01:30p - 02:45p	MW	3	Byers, S	32	PC / BA / 504		Full Term	CL
10555	03	Corporate Financial Management	-		3	Brookman, J	40	PC / WEB / COURSE	35	Full Term	WC

### Codes / Goal:

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

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# ISU Class Schedule Report, Fall 2014

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College of Business

Division: College of Business

Department: Finance and Economics

## FIN 3393

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10561	01	Finance Internship	-		3	Hackert, A	5	PC / /		Full Term	OT

## FIN 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10563	01	Adv Corp Fin Mgt I	11:00a - 12:15p	MW	3	Brookman, J	27	PC / BA / 211		Full Term	CL
10565	02	Adv Corp Fin Mgt I	01:30p - 02:45p	MW	3	Brookman, J	27	PC / BA / 211		Full Term	CL

## FIN 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13376	01	Real Estate Finance	09:30a - 10:45a	TR	3	Parrish, F	25	PC / BA / 212		Full Term	CL

## FIN 4451

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10568	01	Student-Managed Invst Fund I	11:00a - 12:15p	TR	3	Khang, K	11	PC / BA / 211	20	Full Term	CL

## FIN 4478

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14539	01	Investments	01:00p - 02:15p	TR	3	Khang, K	18	PC / BA / 211		Full Term	CL
14540	02	Investments	-		3	Khang, K	25	PC / WEB / COURSE 35		Full Term	WC

## FIN 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10570	01	Special Problems in Finance	-		3	Hackert, A	5	PC / /		Full Term	OT

## FIN 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10571	01	Advanced Finance Internship	-		3	Hackert, A	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## College of Business

Division: College of Business

Department: Finance and Economics

### FIN 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14545	01	Health Care Finance	09:30a - 10:45a	MW	3	Byers, S	25	PC / BA / 211		Full Term	CL

### FIN 5505

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13405	01	Adv Corp Fin Mgt	11:00a - 12:15p	MW	3	Brookman, J	5	PC / BA / 211		Full Term	CL
13406	02	Adv Corp Fin Mgt	01:30p - 02:45p	MW	3	Brookman, J	5	PC / BA / 211		Full Term	CL

### FIN 5545

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13407	01	Real Estate Finance	09:30a - 10:45a	TR	3	Parrish, F	11	PC / BA / 212		Full Term	CL

### FIN 5551

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12418	01	Student-Managed Invst Fund I	11:00a - 12:15p	TR	3	Khang, K	5	PC / BA / 211	20	Full Term	CL

### FIN 5578

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14541	01	Investments	01:00p - 02:15p	TR	3	Khang, K	18	PC / BA / 211		Full Term	CL
14542	02	Investments	-		3	Khang, K	25	PC / WEB / COURSE 35		Full Term	WC

### FIN 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14543	01	Health Care Finance	09:30a - 10:45a	MW	3	Byers, S	5	PC / BA / 211		Full Term	CL

## Department: Informatics and Comp Science

### INFO 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14544	01	Fundamental Computer Literacy	08:00a - 08:50a	MWF	3	Vicic, A	30	PC / REND / 215		Full Term	CL
14552	02	Fundamental Computer Literacy	06:00p - 08:45p	M	3	Goodworth, A	28	IF / CHE / 202		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Business

Division: College of Business

Department: Informatics and Comp Science

## INFO 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14553	01	Digital Information Literacy	11:00a - 11:50a	MWF	3	Lovgren, T	82	PC / REND / 124	20	Full Term	CL
14554	02	Digital Information Literacy	06:00p - 08:45p	W	3	Lovgren, T	82	PC / BA / 104	20	Full Term	CL
14555	03	Digital Information Literacy	-		3	Anderson, J	82	IF / WEB / COURSE	35	Full Term	WC
14556	04	Digital Information Literacy	06:00p - 08:50p	T	3	Anderson, J	75	IF / CHE / 213	20	Full Term	CL

## INFO 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14557	01	Web Development Essentials	09:30a - 10:45a	MW	3	Parker, K	42	PC / BA / 503	20	Full Term	CL

## INFO 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14558	01	Web Dev Client Side Program	11:00a - 12:15p	MW	3	Naas, P	42	PC / BA / 503	20	Full Term	CL

## INFO 1181

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14559	01	Informatics and Programming I	02:30p - 03:45p	TR	3	Kordzadeh, N	22	PC / BA / 503		Full Term	CL

## INFO 1182

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15308	01	Informatics and Programming II	11:00a - 12:15p	TR	3	Naas, P	5	PC / VOART / 117		Full Term	VS
15309	02	Informatics and Programming II	11:00a - 12:15p	TR	3	Naas, P	4	IF / CHE / 311		Full Term	VS
15310	03	Informatics and Programming II	-		3	Naas, P	5	PC / WEB / COURSE	35	Full Term	WC

## INFO 2285

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14561	01	Software Systems Architecture	08:00a - 09:15a	MW	3	Holmes, J	35	PC / BA / 503	20	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Business**  
**Division: College of Business**  
**Department: Informatics and Comp Science**

## INFO 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14562	01	Intro Informatics Analytics	11:00a - 12:15p	MW	3	Bozan, K	40	PC / BA / 135	25	Full Term	CL
14563	02	Intro Informatics Analytics	01:00p - 02:15p	TR	3	Srinivasan, S	40	PC / BA / 135	25	Full Term	CL
14564	03	Intro Informatics Analytics	02:30p - 03:45p	TR	3	Srinivasan, S	40	PC / BA / 135	25	Full Term	CL
15229	04	Intro Informatics Analytics	06:00p - 08:45p	W	3	Houghton, R	40	IF / CHE / 215	25	Full Term	CL

## INFO 3307

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14565	01	Systems Analysis and Design	09:30a - 10:45a	TR	3	Srinivasan, S	40	PC / LIBR / 16	20	Full Term	VS
14566	02	Systems Analysis and Design	09:30a - 10:45a	TR	3	Srinivasan, S	40	IF / CHE / 208	20	Full Term	VS

## INFO 3380

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14567	01	Networking and Virtualization	08:00a - 09:15a	TR	3	Houghton, R	40	PC / BA / 503	20	Full Term	CL

## INFO 3393

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14568	01	Informatics Internship	-		3	Parker, K	5	PC / /		Full Term	OT

## INFO 4407

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14569	01	Database Design Implementation	11:00a - 12:15p	TR	3	Kordzadeh, N	38	PC / BA / 503		Full Term	CL

## INFO 4411

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14570	01	Intermediate Info Assurance	03:00p - 05:45p	M	3	Schou, C	29	PC / BA / 135	20	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Business

Division: College of Business

Department: Informatics and Comp Science

## INFO 4419

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14571	01	Advanced Informatics Practicum	-		3	Schou, C	8	PC / /		Full Term	OT

## INFO 4420

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14572	01	Health Care Informatics	01:30p - 02:45p	MW	3	Bozan, K	38	PC / BA / 503		Full Term	CL

## INFO 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14573	01	Seminar in Informatics	-		3	Schou, C	30	PC / /		Full Term	CL

## INFO 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14574	01	Special Problems Informatics	-		3	Parker, K	1	PC / /		Full Term	OT

## INFO 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14575	01	Advanced Informatics Intern	-		3	Parker, K	5	PC / /		Full Term	OT

## INFO 5507

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14576	01	Database Design and Implement	11:00a - 12:15p	TR	3	Kordzadeh, N	6	PC / BA / 503		Full Term	CL

## INFO 5511

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14577	01	Intermediate Info Assurance	03:00p - 05:45p	M	3	Schou, C	13	PC / BA / 135	20	Full Term	CL

## INFO 5512

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14578	01	Systems Security for Sr Mgt	-		3	Schou, C	10	PC / /	35	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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## College of Business

Division: College of Business

## Department: Informatics and Comp Science

### INFO 5513

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14579	01	Systems Security Admin	-		1	Schou, C	10	PC / /	35	Full Term	CL

### INFO 5514

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14580	01	Systems Security Management	-		3	Schou, C	10	PC / /	35	Full Term	CL

### INFO 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14581	01	System Certification	-		3	Schou, C	15	PC / /		Full Term	CL

### INFO 5519

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14582	01	Advanced Informatics Practicum	-		3	Schou, C	20	PC / /	35	Full Term	OT

### INFO 5520

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14583	01	Health Care Informatics	01:30p - 02:45p	MW	3	Bozan, K	6	PC / BA / 503		Full Term	CL

### INFO 5592

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14584	01	Special Problems Informatics	-		3	Parker, K	5	PC / /		Full Term	OT

## Department: Management

### BA 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13727	01	The World of Business	11:00a - 11:50a	MWF	3	Murphy, G	206	PC / BA / 104	15	Full Term	CL
13952	02	The World of Business	06:00p - 08:45p	M	3	Johnson, J	50	IF / CHE / 216	15	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Business**  
**Division: College of Business**  
**Department: Management**

**BA 2210**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14195	01	Professional Development I	-		1	Ney, J	110	PC / WEB / COURSE	35	Full Term	WC

**BA 3310**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14537	01	Professional Development II	-		1	Ney, J	100	PC / WEB / COURSE	35	Full Term	WC

**MBA 6610**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10572	01	Applied Economics	-		3	Tokle, J	30	PC / WEB / COURSE	35	Full Term	WC

**MBA 6611**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13721	01	Fin Reporting Managerial Acct	07:00p - 08:15p	TR	3	Obrien-Rose, M	30	PC / WEB / COURSE	35	Full Term	WC

**MBA 6613**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13722	01	Marketing	-		3	Speck, S	30	PC / WEB / COURSE	35	Full Term	WC

**MBA 6614**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13723	01	Operations Management	-		3	Street, J	30	PC / WEB / COURSE	35	Full Term	WC

**MBA 6620**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10573	01	Quant Info for Bus Decisions	06:00p - 08:45p	W	3	Brown, A	25	PC / LIBR / 32		Full Term	CL
10575	02	Quant Info for Bus Decisions	-		3	Brown, A	38	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Business**  
**Division: College of Business**  
**Department: Management**

**MBA 6621**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10577	01	Managerial Decision-Making	06:00p - 08:45p	R	3	Jolly, J	38	PC / BA / 402		Full Term	CL
13725	02	Managerial Decision-Making	06:00p - 08:45p	W	3	Jolly, J	32	IF / CHE / 310		Full Term	CL

**MBA 6623**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12421	01	Mktg Integrated Environment	06:00p - 08:45p	T	3	McCardle, M	38	PC / BA / 402		Full Term	CL

**MBA 6626**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10578	01	Bus Pol Strat Global Environ	06:00p - 08:45p	M	3	Murphy, G	42	PC / BA / 403		Full Term	CL
10580	03	Bus Pol Strat Global Environ	06:00p - 08:45p	R	3	Murphy, G	30	IF / CHE / 310		Full Term	CL

**MBA 6628**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10582	01	Business Applications	06:00p - 08:45p	T	3	Tocher, N	15	IF / CHE / 310	20	Full Term	CL
10585	02	Business Applications	06:00p - 08:45p	T	3	Tocher, N	25	PC / BA / 403	20	Full Term	CL

**MBA 6637**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15143	01	Business Analytics	06:00p - 08:45p	M	3	Ottaway, T	35	IF / CHE / 222		Full Term	CL
15322	02	Business Analytics	-		3	Ottaway, T	35	PC / WEB / COURSE 35		Full Term	WC

**MBA 6650**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10587	01	Thesis	-		6	Schou, C	1	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Business

Division: College of Business

Department: Management

## MBA 6692

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10588	01	Special Problems in Bus Admin	-		3	Tokle, J	5	PC / /		Full Term	OT

## MGT 2216

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10597	01	Business Statistics	08:00a - 09:15a	TR	3	Peterson, T	48	PC / BA / 133	25	Full Term	CL
10599	02	Business Statistics	09:30a - 10:45a	TR	3	Peterson, T	48	PC / BA / 133	25	Full Term	CL
10601	03	Business Statistics	-		3	Schou, S	60	PC / WEB / COURSE	35	Full Term	WC
14105	04	Business Statistics	06:00p - 08:45p	T	3	Peterson, T	40	IF / CHE / 219	25	Full Term	CL

## MGT 2217

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10603	01	Advanced Business Statistics	08:00a - 09:15a	MW	3	Schou, S	40	PC / BA / 135	25	Full Term	CL
10605	02	Advanced Business Statistics	09:30a - 10:45a	MW	3	Schou, S	40	PC / BA / 135	25	Full Term	CL
15324	03	Advanced Business Statistics	01:30p - 02:45p	MW	3	Peterson, T	40	PC / BA / 135	25	Full Term	CL

## MGT 2261

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10607	01	Legal Environment of Orgs	01:00p - 02:15p	TR	3	Huyg, M	36	PC / BA / 411		Full Term	CL
10608	02	Legal Environment of Orgs	08:00a - 09:15a	TR	3	Smith, N	45	PC / BA / 408		Full Term	CL
10610	04	Legal Environment of Orgs	09:30a - 10:45a	MW	3	Bagley II, D	40	PC / BA / 411		Full Term	CL

## MGT 3312

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10612	01	Indiv and Organizational Behav	01:30p - 02:45p	MW	3	Johnson, M	36	PC / BA / 411		Full Term	CL
10613	02	Indiv and Organizational Behav	11:00a - 12:15p	TR	3	Bolinger, A	39	PC / BA / 411		Full Term	CL
10614	03	Indiv and Organizational Behav	04:30p - 05:45p	MW	3	Johnson, M	32	IF / CHE / 217		Full Term	CL
13011	04	Indiv and Organizational Behav	09:30a - 10:45a	TR	3	Bolinger, A	36	PC / BA / 411		Full Term	CL

### Codes / Goal:

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

Please notify the Registrar's Office if the above information is incorrect

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# ISU Class Schedule Report, Fall 2014

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College of Business  
 Division: College of Business  
 Department: Management

## MGT 3329

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10615	01	Operations Production Mgt	-		3	Street, J	40	PC / WEB / COURSE	35	Full Term	WC
10616	02	Operations Production Mgt	09:30a - 10:45a	MW	3	Krumwiede, D	40	PC / BA / 408	10	Full Term	CL
10617	03	Operations Production Mgt	11:00a - 12:15p	MW	3	Krumwiede, D	40	PC / BA / 408	10	Full Term	CL

## MGT 3345

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10618	02	Crit Analys Creative Prob Solv	06:00p - 08:45p	W	3	Peppers, C	28	PC / BA / 411		Full Term	CL
10619	03	Crit Analys Creative Prob Solv	11:00a - 12:15p	TR	3	Peppers, C	28	PC / BA / 504		Full Term	CL
10620	04	Crit Analys Creative Prob Solv	01:00p - 02:15p	TR	3	Peppers, C	28	PC / BA / 504		Full Term	CL

## MGT 3393

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10622	01	Management Internship	-		3	Murphy, G	5	PC / /		Full Term	OT

## MGT 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10623	01	Entrepreneurship	06:00p - 08:45p	M	3	Tocher, N	14	PC / BA / 305		Full Term	CL

## MGT 4411

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10631	01	Sm Bus Entrepreneurship Prac	09:30a - 10:45a	MW	3	Swanson, A	19	PC / BA / 407		Full Term	CL

## MGT 4434

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10636	01	Productivity and Quality	06:00p - 08:45p	T	3	Stuart, V	26	IF / CHE / 218		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Business  
 Division: College of Business  
 Department: Management

## MGT 4441

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10639	01	Organization Behavior	11:00a - 12:15p	TR	3	Jolly, J	38	PC / BA / 214		Full Term	CL

## MGT 4460

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10641	01	Problems in Policy and Mgt	09:30a - 10:45a	MW	3	Bolinger, A	30	PC / BA / 412	50	Full Term	CL
10643	02	Problems in Policy and Mgt	-		3	Street, J	30	PC / WEB / COURSE	35	Full Term	WC

## MGT 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10646	01	Business Law	06:00p - 08:45p	M	3	Smith, N	35	PC / BA / 212		Full Term	CL

## MGT 4462

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10648	01	Issues In Business and Society	08:00a - 09:15a	MW	3	Hirase-Stacey, J	28	PC / BA / 411		Full Term	CL

## MGT 4473

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10649	01	Human Resource Management	02:30p - 03:45p	TR	3	Johnson, M	29	PC / BA / 211		Full Term	CL

## MGT 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10661	01	Labor and Employment Law	11:00a - 12:15p	MW	3	Hirase-Stacey, J	28	PC / BA / 411		Full Term	CL

## MGT 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10662	01	Project Management	06:00p - 08:45p	W	3	Krumwiede, D	30	PC / BA / 408	20	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Business  
 Division: College of Business  
 Department: Management

## MGT 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10663	01	Special Problems in Management -			3	Murphy, G	5	PC / /		Full Term	OT
15216	02	Special Problems in Management -			3	Krumwiede, D	1	PC / /		Full Term	OT
15293	03	Special Problems in Management -			3	Murphy, G	1	PC / /		Full Term	OT

## MGT 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10664	01	Advanced Management Internship -			3	Murphy, G	5	PC / /		Full Term	OT
12420	02	Advanced Management Internship	11:00a - 12:15p	TR	3	Richards, L	18	PC / PSUB /		Full Term	OT

## MGT 5510

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10665	01	Entrepreneurship	06:00p - 08:45p	M	3	Tocher, N	5	PC / BA / 305		Full Term	CL

## MGT 5534

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10666	01	Productivity and Quality	06:00p - 08:45p	T	3	Stuart, V	10	IF / CHE / 218		Full Term	CL

## MGT 5541

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10668	01	Organizational Behavior	11:00a - 12:15p	TR	3	Jolly, J	2	PC / BA / 214		Full Term	CL

## MGT 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13728	01	Business Law	06:00p - 08:45p	M	3	Smith, N	15	PC / BA / 212		Full Term	CL

## MGT 5562

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12417	01	Issues in Business and Society	08:00a - 09:15a	MW	3	Hirase-Stacey, J	10	PC / BA / 411		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

## College of Business

Division: College of Business

### Department: Management

#### MGT 5573

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10671	01	Human Resource Management	02:30p - 03:45p	TR	3	Johnson, M	3	PC / BA / 211		Full Term	CL

#### MGT 5580

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10673	01	Labor and Employment Law	11:00a - 12:15p	MW	3	Hirase-Stacey, J	3	PC / BA / 411		Full Term	CL

#### MGT 5582

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10675	01	Project Management	06:00p - 08:45p	W	3	Krumwiede, D	8	PC / BA / 408	20	Full Term	CL

#### MGT 5592

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10676	01	Special Problems in Management -			3	Murphy, G	5	PC / /		Full Term	OT

### Department: Marketing

#### MKTG 2225

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13729	01	Basic Marketing Management	01:30p - 02:45p	MW	3	McCardle, M	50	PC / BA / 212	25	Full Term	CL
13730	02	Basic Marketing Management	02:30p - 03:45p	TR	3	Ney, J	60	PC / REND / 111	25	Full Term	CL
13731	03	Basic Marketing Management	06:00p - 08:45p	M	3	Griffin, B	60	PC / REND / 111	25	Full Term	CL
14585	05	Basic Marketing Management	-		3	Speck, S	60	PC / WEB / COURSE	35	Full Term	WC
14586	06	Basic Marketing Management	11:00a - 12:15p	MW	3	McCardle, M	50	PC / BA / 212	25	Full Term	CL

#### MKTG 3393

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10681	01	Marketing Internship	-		3	Speck, S	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Business  
 Division: College of Business  
 Department: Marketing

## MKTG 4410

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15140 01	Entrepreneurship	06:00p - 08:45p	M	3	Tocher, N	15	PC / BA / 305		Full Term	CL

## MKTG 4411

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13386 01	Sm Bus Entrepreneurship Prac	09:30a - 10:45a	MW	3	Swanson, A	19	PC / BA / 504		Full Term	CL

## MKTG 4421

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12561 01	Services Marketing	06:00p - 08:45p	R	3	Ney, J	38	PC / BA / 503		Full Term	CL

## MKTG 4426

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14587 01	Marketing Research	06:00p - 08:45p	W	3	Northington, W	30	PC / BA / 503		Full Term	CL

## MKTG 4427

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14588 01	Consumer Behavior	11:00a - 12:15p	TR	3	Speck, S	30	PC / BA / 412		Full Term	CL

## MKTG 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14589 01	Seminar in Marketing	01:30p - 02:45p	MW	3	Northington, W	35	PC / BA / 408		Full Term	CL

## MKTG 4492

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10682 01	Special Problems in Marketing	-		3	Speck, S	5	PC / /		Full Term	OT

## MKTG 4493

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10683 01	Advanced Marketing Internship	-		3	Speck, S	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:04 AM

College of Business

Division: College of Business

Department: Marketing

## MKTG 5510

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15139 01	Entrepreneurship	06:00p - 08:45p	M	3	Tocher, N	5	PC / BA / 305		Full Term	CL

## MKTG 5521

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12562 01	Services Marketing	06:00p - 08:45p	R	3	Ney, J	6	PC / BA / 503		Full Term	CL

## MKTG 5526

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14590 01	Marketing Research	06:00p - 08:45p	W	3	Northington, W	5	PC / BA / 503		Full Term	CL

## MKTG 5527

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14591 01	Consumer Behavior	11:00a - 12:15p	TR	3	Speck, S	5	PC / BA / 412		Full Term	CL

## MKTG 5592

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10684 01	Special Problems in Marketing	-		3	Speck, S	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## College of Education

Division: College of Education

Department: Educ Foundations

### BED 3332

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12404	01	Methods in Business Education	-		3	Jacobsen, B	30	PC / WEB / COURSE	35	Full Term	WC

### BED 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10918	01	Indpdnt Stdy in Business Educ	-		1	Jacobsen, B	30	PC / /		Full Term	OT
10919	02	Indpdnt Stdy in Business Educ	-		3	Jacobsen, B	5	PC / /		Full Term	OT

### BED 4496

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10920	01	Student Teaching Internship	-		14	Zkratch, D	10	PC / /	15	Full Term	OT

### CFS 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15617	ZC	Personal Economics	08:00a - 09:30a	TR	3	Crawford, J	50	HS / HSREG6 /		High	CL
15674	ZD	Personal Economics	09:11a - 10:10a	MTWR	3	Burgess, C	50	HS / HSREG5 /		High	CL
15675	ZE	Personal Economics	10:15a - 11:14a	MTWR	3	Burgess, C	50	HS / HSREG5 /		High	CL
15676	ZF	Personal Economics	11:19a - 12:18p	MTWR	3	Burgess, C	50	HS / HSREG5 /		High	CL

### CFS 3314

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14689	01	Interior Design and Housing	10:00a - 12:50p	M	3	Haskell, J	20	PC / ALBN / 104	5	Full Term	CL

### CFS 4435

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14690	01	Relationships within Families	10:00a - 12:50p	W	3	Haskell, J	15	PC / ALBN / 104	5	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Education  
 Division: College of Education  
 Department: Educ Foundations

## CFS 5535

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14691	01	Relationships Within Families	10:00a - 12:50p	W	3	Haskell, J	5	PC / ALBN / 104	5	Full Term	CL

## EDUC 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14715	01	Education in the US	10:00a - 11:20a	MW	3	Sanger, M	26	PC / ED / 356		Full Term	CL

## EDUC 1150

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13304	01	Educational Careers	12:00p - 12:50p	W	1	Richardson, R	25	PC / ED / 355	5	Full Term	WS

## EDUC 1170

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10951	01	Tutoring Reading	-		1	Squires, D	30	PC / /	10	Full Term	CL
10951	01	Tutoring Reading	-		1	Squires, D	30	PC / /	5	Full Term	CL

## EDUC 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10952	01	Development and Indiv Diff	11:30a - 12:50p	MW	3	Agamba, J	30	PC / ED / 220	5	Full Term	WS
10953	03	Development and Indiv Diff	06:00p - 08:50p	W	3	Ntuli, E	30	PC / ED / 355	5	Full Term	WS
10954	04	Development and Indiv Diff	04:00p - 06:50p	M	3	Collins, D	26	IF / CHE / 310	5	Full Term	WS

## EDUC 2204

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10955	01	Families Communities Culture	01:00p - 02:30p	TR	3	Agamba, J	30	PC / ED / 224	5	Full Term	WS
15319	02	Families Communities Culture	09:00a - 10:20a	MW	3	Agamba, J	25	PC / ED / 355	5	Full Term	WS
10956	03	Families Communities Culture	05:00p - 07:50p	M	3	Lin, S	30	PC / ED / 224	5	Full Term	WS
10957	04	Families Communities Culture	12:00p - 02:50p	W	3	Beasterfield, S	30	IF / CHE / 219	5	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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## College of Education

Division: College of Education

Department: Educ Foundations

### EDUC 2215

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10958	01	Preparing to Teach with Tech	-		3	Lin, S	30	PC / WEB / COURSE	5	Full Term	WC
10959	04	Preparing to Teach with Tech	-		3	Suh, S	30	IF / WEB / COURSE	35	Full Term	WC

### EDUC 2235

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10960	01	Elem Art Method Material	01:30p - 03:30p	T	1	Jenks, J	25	PC / ALBN / 104	20	Early 8	WS
10960	01	Elem Art Method Material	01:30p - 03:30p	T	1	Jenks, J	25	PC / ALBN / 104	5	Early 8	WS
10961	02	Elem Art Method Material	01:30p - 03:30p	R	1	Jenks, J	25	PC / ALBN / 104	20	Late 8	WS
10961	02	Elem Art Method Material	01:30p - 03:30p	R	1	Jenks, J	25	PC / ALBN / 104	5	Late 8	WS

### EDUC 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10962	01	Inquiring-Thinking-Knowing	09:00a - 10:30a	TR	3	Sanger, M	25	PC / ED / 356	5	Full Term	WS
10963	02	Inquiring-Thinking-Knowing	04:00p - 06:50p	W	3	Sanger, M	25	PC / ED / 356	5	Full Term	WS
10964	04	Inquiring-Thinking-Knowing	-		3	Thorpe, J	25	TF / WEB / COURSE	5	Full Term	WC

### EDUC 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10965	01	Motivation and Management	10:30a - 12:00p	TR	3	Kurtz, B	21	PC / ED / 364	5	Full Term	WS
10966	02	Motivation and Management	04:00p - 07:00p	M	3	Kurtz, B	20	PC / ED / 220	5	Full Term	WS
10967	04	Motivation and Management	-		3	Eller, A	30	TF / WEB / COURSE	5	Full Term	WC

### EDUC 3309

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10968	01	Instr Plan Deliv and Assessmnt	08:00a - 10:50a	MTWRF	6	Beasterfield, S	20	PC / ED / 220	10	Full Term	WS
10970	02	Instr Plan Deliv and Assessmnt	08:00a - 10:50a	MTWRF	6	Kurtz, B	20	PC / ED / 224	10	Full Term	WS
10971	04	Instr Plan Deliv and Assessmnt	08:30a - 10:50a	MTWRF	6	Collins, D	20	IF / CHE / 302	10	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## College of Education

Division: College of Education

Department: Educ Foundations

### EDUC 3311

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10972	01	Instructional Technology	04:00p - 06:50p	T	3	Ntuli, E	24	PC / ED / 358	10	Full Term	WS
10972	01	Instructional Technology	04:00p - 06:50p	T	3	Ntuli, E	24	PC / ED / 358	5	Full Term	WS
10973	02	Instructional Technology	12:00p - 01:30p	TR	3	Ntuli, E	24	PC / ED / 358	10	Full Term	WS
10973	02	Instructional Technology	12:00p - 01:30p	TR	3	Ntuli, E	24	PC / ED / 358	5	Full Term	WS
10974	04	Instructional Technology	04:00p - 06:50p	W	3	Ntuli, E	29	IF / WEB / COURSE	10	Full Term	WC
10974	04	Instructional Technology	04:00p - 06:50p	W	3	Ntuli, E	29	IF / WEB / COURSE	5	Full Term	WC

### EDUC 3321

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10976	01	Integrated Lang Arts Mthds	01:00p - 03:50p	W	3	Schroeder, M	25	PC / ED / 364	5	Full Term	WS
10978	03	Integrated Lang Arts Mthds	12:00p - 02:50p	T	3	Toevs, J	20	IF / CHE / 302	5	Full Term	WS

### EDUC 3322

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10979	01	Literature for Children	11:30a - 12:50p	MW	3	Squires, D	20	PC / ED / 360	5	Full Term	WS
10981	04	Literature for Children	03:30p - 06:15p	W	3	Squires, D	30	TF / SHIELD / 108	5	Full Term	WS

### EDUC 3330

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10983	01	Elementary Math Methods	11:30a - 12:50p	TR	3	Bennett, C	26	PC / ALBN /	50	Full Term	WS
10983	01	Elementary Math Methods	11:30a - 12:50p	TR	3	Bennett, C	26	PC / ALBN /	5	Full Term	WS
10984	02	Elementary Math Methods	04:00p - 06:50p	R	3	Bimie, R	30	TF / SHIELD / 105	50	Full Term	WS
10984	02	Elementary Math Methods	04:00p - 06:50p	R	3	Bimie, R	30	TF / SHIELD / 105	5	Full Term	WS

### EDUC 3331

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10985	01	Elementary Science Methods	01:00p - 02:30p	TR	3	Ruchti, W	25	PC / ALBN /	5	Full Term	WS
10985	01	Elementary Science Methods	01:00p - 02:30p	TR	3	Ruchti, W	25	PC / ALBN /	55	Full Term	WS
10989	02	Elementary Science Methods	05:00p - 08:00p	M	3	Christopherson, A	23	TF / SHIELD /	55	Full Term	WS
10989	02	Elementary Science Methods	05:00p - 08:00p	M	3	Christopherson, A	23	TF / SHIELD /	5	Full Term	WS

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College of Education  
 Division: College of Education  
 Department: Educ Foundations

## EDUC 3334

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12576	01	Sec School Art Mthds and Mtrls	01:00p - 03:30p	W	3	McPherson, L	10	PC / ALBN / 104	50	Full Term	CL

## EDUC 3336

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10990	01	Social Science Methods	04:00p - 06:30p	R	3	Richardson, R	25	PC / ED / 220	45	Full Term	WS
10990	01	Social Science Methods	04:00p - 06:30p	R	3	Richardson, R	25	PC / ED / 220	5	Full Term	WS
10991	02	Social Science Methods	03:00p - 06:00p	T	3	Eller, A	30	TF / SHIELD / 107	5	Full Term	WS
10991	02	Social Science Methods	03:00p - 06:00p	T	3	Eller, A	30	TF / SHIELD / 107	45	Full Term	WS

## EDUC 4401

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10993	01	Content Area Literacy	01:00p - 03:50p	W	3	Toevs, J	25	PC / ED / 224	5	Full Term	WS
10996	03	Content Area Literacy	03:30p - 06:30p	T	3	Toevs, J	22	IF / CHE / 302	5	Full Term	WS

## EDUC 4419

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10997	01	Developmental Literacy	01:00p - 03:50p	M	3	Schroeder, M	20	PC / ED / 355	5	Full Term	WS
10999	06	Developmental Literacy	06:30p - 09:30p	T	3	Eller, A	30	TF / SHIELD / 107	5	Full Term	WS

## EDUC 4460

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11001	01	Foundations of ESL	05:00p - 07:50p	R	3	Lin, S	20	PC / ED / 360	5	Full Term	WS

## EDUC 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11005	03	Independent Problems in Educ	-		3	Hedeem, D	5	PC / /		Full Term	OT
11007	04	Independent Problems in Educ	-		3	Mercaldo, D	5	PC / /		Full Term	OT
14027	05	Independent Problems in Educ	-		3	Ruchti, W	1	PC / /		Full Term	WS
12405	06	Independent Problems in Educ	-		3	Jacobsen, B	5	PC / /		Full Term	WS

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**College of Education**  
**Division: College of Education**  
**Department: Educ Foundations**

**EDUC 4492**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11008	01	Sec Music Educ Internship	-		14	Zkratch, D	25	PC / /	10	Full Term	OT

**EDUC 4494**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11010	01	Elem Educ:Student Teaching	-		14	Zkratch, D	50	PC / /	10	Full Term	OT
11011	02	Elem Educ:Student Teaching	-		14	Zkratch, D	25	IF / /	10	Full Term	OT
11012	03	Elem Educ:Student Teaching	-		14	Zkratch, D	18	TF / /	10	Full Term	OT

**EDUC 4496**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11015	01	Sec Educ:Stdnt Tchng Intrmshp	-		14	Zkratch, D	50	PC / /	10	Full Term	OT
11017	02	Sec Educ:Stdnt Tchng Intrmshp	-		14	Zkratch, D	25	IF / /	10	Full Term	OT
11018	03	Sec Educ:Stdnt Tchng Intrmshp	-		14	Zkratch, D	18	TF / /	10	Full Term	OT

**EDUC 4497**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15596	30	Idaho Library Annual Conf	09:00a - 05:00p	WRF	3	Gray, C	10	MD / /	50	Continuin	WC

**EDUC 5519**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11019	01	Developmental Literacy	01:00p - 03:50p	M	3	Schroeder, M	12	PC / ED / 355		Full Term	WS
11020	06	Developmental Literacy	06:30p - 09:30p	T	3	Eller, A	5	TF / SHIELD / 107		Full Term	WS

**EDUC 5560**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11021	01	Foundations of ESL	05:00p - 07:50p	R	3	Lin, S	5	PC / ED / 360	5	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Educ Foundations

## EDUC 5597

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15244	01	Reach Out Drug Trends	08:00a - 05:00p	FS	3	Linder, C	40	TF / /	50	Continuin	OT
15278	02	iPad Training	09:00a - 03:00p	WR	3	Linder, C	25	PC / /	50	Continuin	OT
15284	03	Promethean Board Begin	09:00a - 04:00p	MT	3	Linder, C	27	PC / /	50	Continuin	OT
15285	04	Promethean Board Begin A	09:00a - 04:00p	MT	3	Linder, C	27	PC / /	50	Continuin	OT
15328	05	SIOP 1	09:00a - 03:00p	MTW	3	Linder, C	30	PC / /	50	Continuin	OT
15381	06	iPad Training Sess 2	09:00a - 05:00p	WR	3	Linder, C	25	PC / /	50	Continuin	OT
15402	07	Distinguished Voices in Ed	-		3	Linder, C	25	PC / WEB / COURSE	50	Continuin	WC
15410	10	Framework Poverty	08:00a - 04:00p	TW	3	Linder, C	25	TF / /	50	Continuin	OT
15449	11	Elem/Scoco Writing	-		3	Linder, C	25	IF / WEB / COURSE	50	Continuin	WC
15446	12	Tech Implementation	-		3	Linder, C	25	IF / WEB / COURSE	50	Continuin	WC
15447	13	Idaho Comp Lit/Rxbg	-		3	Linder, C	25	IF / WEB / COURSE	50	Continuin	WC
15448	14	Instructional Strategies	-		3	Linder, C	25	IF / WEB / COURSE	50	Continuin	WC
15450	15	Compute Tech Train	-		3	Hough, J	50	IF / WEB / COURSE	50	Continuin	WC
15453	16	Math Project Sess 1	04:00p - 07:00p	M	3	Linder, C	15	PC / /	50	Continuin	OT
15454	17	Math Project Sess 2	04:00p - 07:00p	M	3	Linder, C	15	PC / /	50	Continuin	OT
15455	18	Math Project Sess 3	04:00p - 07:00p	M	3	Linder, C	15	PC / /	50	Continuin	OT
15456	19	Proficiency Evaluative/Black	-		3	Linder, C	30	PC / WEB / COURSE	50	Continuin	WC
15458	20	RTI	04:00p - 06:00p	M	3	Linder, C	60	PC / /	50	Continuin	OT
15459	21	Prof Learn Communities	04:00p - 06:00p	M	3	Linder, C	40	PC / /	50	Continuin	OT
15460	22	Online Core APEX	04:00p - 06:00p	T	3	Linder, C	30	PC / /	50	Continuin	OT
15457	23	Proficiency Evaluative	-		3	Linder, C	10	PC / WEB / COURSE	50	Continuin	WC
15463	24	Culinary Institute	08:00a - 05:00p	MTW	3	Linder, C	10	MD / /	50	Continuin	OT
15484	25	Simple Dances for PE	04:00p - 06:00p	R	3	Luras, K	35	PC / /	50	Continuin	OT
15485	26	SIOP III	04:00p - 07:00p	MW	3	Linder, C	10	MD / /	50	Continuin	OT
15483	27	Class Behavior Mgt	04:30p - 05:15p	T	3	Luras, K	25	PC / /	50	Continuin	OT
15482	28	Analyze Emb CCSS Lit	04:00p - 07:00p	W	3	Luras, K	35	PC / /	50	Continuin	OT
15594	29	Building Leadership Teams	08:00a - 05:00p	T	3	Luras, K	100	PC / /	50	Continuin	OT
15595	30	Idaho Library Annual Conf	09:00a - 05:00p	WRF	3	Gray, C	10	MD / /	50	Continuin	WC
15597	31	Early Program Instructor-Merid	08:00a - 04:00p	T	3	Rauh, C	20	MD / /	50	Continuin	WC

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College of Education

Division: College of Education

Department: Educ Foundations

## EDUC 5597

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15598	32	Solid Tier 2 Reading Math	08:00a - 04:00p	RF	3	Barry, M	20	TF / /	50	Continuin	WC
15599	33	Early Program Instructor-Poc	08:00a - 04:00p	W	3	Rauh, C	20	PC / /	50	Continuin	WC
15704	34	Cooperative Teacher Workshop	09:00a - 12:00p	MTWRF	3	Linder, C	30	IF / /	50	Continuin	OT
15705	35	Wildcat Wrestling Camp	08:30a - 08:00p	S	3	Linder, C	20	MD / /	50	Continuin	OT

## EDUC 5598P

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15061	01	Lead Interaction August	08:00a - 08:00p	RFS	3	Hulet, M	10	IF / /	50	Continuin	CL
15062	02	Lead Interaction September	08:00a - 08:00p	RFS	3	Hulet, M	10	IF / /	50	Continuin	CL
15063	03	Lead Interaction November	08:00a - 08:00p	MTWRF	3	Hulet, M	10	IF / /	50	Continuin	CL
15064	04	Lead Interaction McCall	08:00a - 08:00p	RFS	3	Hulet, M	10	MD / /	50	Continuin	CL
15096	05	Teach Math Think 6-9	08:00a - 05:30p	MTWRF	3	Bennett, C	40	IF / /	30	Continuin	CL
15096	05	Teach Math Think 6-9	08:00a - 05:30p	MTWRF	3	Bennett, C	40	IF / /	50	Continuin	CL
15097	06	Teach Math Think K-6	08:00a - 05:30p	MTWRF	3	Bennett, C	30	PC / /	30	Continuin	CL
15097	06	Teach Math Think K-6	08:00a - 05:30p	MTWRF	3	Bennett, C	30	PC / /	50	Continuin	CL
15280	07	Teach Math Think K-6	08:00a - 05:30p	MTWRF	3	Bennett, C	30	TF / /	50	Continuin	CL
15280	07	Teach Math Think K-6	08:00a - 05:30p	MTWRF	3	Bennett, C	30	TF / /	30	Continuin	CL
15327	08	Lead Interaction Island Park	08:00a - 09:00p	MTWRF	3	Hulet, M	10	IF / /	50	Continuin	CL
15385	09	Idaho Math Science Conference	08:00a - 04:00p	RF	3	Shropshire, S	150	MD / /	50	Continuin	OT
15386	10	Idaho School PSYC Conference	08:00a - 05:00p	WRFS	3	Linder, C	25	MD / /	50	Continuin	OT
15437	33	Idaho Comp Literacy	-		3	Schroeder, M	125	PC / WEB / COURSE	50	Continuin	WC
15486	42	Teach Math Think K-6	08:00a - 05:00p	MTWRF	3	Bennett, C	40	PC / /	50	Continuin	OT
15486	42	Teach Math Think K-6	08:00a - 05:00p	MTWRF	3	Bennett, C	40	PC / /	30	Continuin	OT
15589	43	Idaho Wrestling Clinic	08:00a - 04:00p	FS	3	Linder, C	25	MD / /	50	Continuin	OT
15491	64	High Adv Resource Mgt	08:00a - 09:00p	MTWRF	3	Chase, V	30	IF / /	210	Continuin	OT
15491	64	High Adv Resource Mgt	08:00a - 09:00p	MTWRF	3	Chase, V	30	IF / /	50	Continuin	OT

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College of Education  
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 Department: Educ Foundations

## EDUC 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11022	02	Research and Writing	06:00p - 08:50p	T	3	Thorpe, J	19	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6602

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11023	02	Theories of Learning	-		3	Ray, B	20	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6610

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11024	01	Applied Educational Statistics	-		3	Thorpe, J	25	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6622

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15401	01	Educ Assessment and Evaluation	-		3	Coffland, D	15	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6630

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15476	01	Adv Elementary Methods	-		3	Ray, B	15	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6631

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14729	01	Adv Secondary Methods	-		3	Ray, B	20	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6634

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13774	01	Literacy Multicultural Views	05:00p - 07:50p	M	3	Schroeder, M	20	PC / ED / 360		Full Term	CL

## EDUC 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14730	01	Clinical Methods in Literacy	05:00p - 07:50p	W	6	Schroeder, M	20	PC / ED / 360	5	Full Term	CL

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College of Education  
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 Department: Educ Foundations

## EDUC 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11026	02	Independent Problems in Educ	-		3	Ray, B	5	PC / /		Full Term	CL
13584	03	Independent Problems in Educ	-		3	Squires, D	1	PC / /		Full Term	CL
11027	04	Independent Problems in Educ	-		3	Mercaldo, D	5	PC / /		Full Term	CL
11028	08	Independent Problems in Educ	-		3	Hedeen, D	5	TF / /		Full Term	CL

## EDUC 6649

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14731	01	Seminar	-		3	Ray, B	10	PC / WEB / COURSE	35	Full Term	WC

## EDUC 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11029	02	Thesis	-		6	Mercaldo, D	5	PC / /		Full Term	OT
13543	03	Thesis	-		6	Ray, B	5	PC / /		Full Term	OT

## EDUC 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11030	03	Field Project-Case Study Educ	-		6	Ray, B	5	PC / WEB / COURSE	35	Full Term	WC
11031	04	Field Project-Case Study Educ	-		6	Mercaldo, D	20	PC / /		Full Term	OT
12475	05	Field Project-Case Study Educ	-		6	Squires, D	20	PC / /		Full Term	OT

## EDUC 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11032	04	Field Practicum in Educ	-		6	Ray, B	5	PC / WEB / COURSE	35	Full Term	WC
12476	05	Field Practicum in Educ	-		6	Squires, D	20	PC / /		Full Term	OT

## EDUC 6670

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15323	01	Seminar in Elementary Ed	-		3	Ray, B	5	PC / WEB / COURSE	35	Full Term	WC

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## College of Education

Division: College of Education

Department: Educ Foundations

### EDUC 6671

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14120	01	Seminar in Secondary Educ	-		3	Ray, B	5	PC / WEB / COURSE	35	Full Term	WC

## Department: Educ Leadership/ Instructional

### EDLA 6608

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14692	01	Org Leadership and Educ Admin	07:00p - 09:50p	M	3	Neill, M	10	PC / LIBR / 36	50	Full Term	VS
14693	02	Org Leadership and Educ Admin	07:00p - 09:50p	M	3	Neill, M	10	IF / CHE / 313	50	Full Term	VS
14694	03	Org Leadership and Educ Admin	07:00p - 09:50p	M	3	Neill, M	10	TF / EVRGN / C91	50	Full Term	VS
14695	04	Org Leadership and Educ Admin	07:00p - 09:50p	M	3	Neill, M	10	MD / MERID / 697	50	Full Term	VS

### EDLA 6614

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14696	01	Curr/Instruction/Assessment	07:00p - 09:50p	W	3	Mortensen, P	15	PC / ED / 362	12	Full Term	CL
14696	01	Curr/Instruction/Assessment	07:00p - 09:50p	W	3	Mortensen, P	15	PC / ED / 362	38	Full Term	CL

### EDLA 6642

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14697	01	School Culture/Comm Relations	07:00p - 09:50p	W	3	Storie, G	15	PC / WEB / COURSE	50	Full Term	WC

### EDLA 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12984	01	Independent Problems in Educ	-		3	Neill, M	5	PC / /	12	Full Term	OT
12984	01	Independent Problems in Educ	-		3	Neill, M	5	PC / /	38	Full Term	OT
12985	03	Independent Problems in Educ	-		3	Thomas, G	5	PC / /	38	Full Term	OT
12985	03	Independent Problems in Educ	-		3	Thomas, G	5	PC / /	12	Full Term	OT
13294	04	Independent Problems in Educ	-		3	Storie, G	5	PC / /	38	Full Term	OT
13294	04	Independent Problems in Educ	-		3	Storie, G	5	PC / /	12	Full Term	OT

## Codes / Goal:

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College of Education

Division: College of Education

Department: Educ Leadership/ Instructional

## EDLA 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10921	01	Thesis	-		6	Thomas, G	5	PC / /		Full Term	OT
13760	02	Thesis	-		6	Neill, M	5	PC / /		Full Term	OT

## EDLA 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12986	01	Case Analysis in Education	-		1	Thomas, G	10	PC / /	12	Full Term	OT
12986	01	Case Analysis in Education	-		1	Thomas, G	10	PC / /	38	Full Term	OT

## EDLA 6657

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12987	01	Internship	-		3	Neill, M	30	PC / /	38	Full Term	OT
12987	01	Internship	-		3	Neill, M	30	PC / /	12	Full Term	OT

## EDLA 6664

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13295	01	Public School Monetary Policy	07:00p - 09:50p	T	3	Storie, G	15	PC / WEB / COURSE	35	Full Term	WC

## EDLA 7721

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13955	01	Educational Policy and Gov	07:00p - 09:50p	T	3	Mortensen, P	15	PC / WEB / COURSE	35	Full Term	WC

## EDLA 7737

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12988	01	Practicum	-		3	Storie, G	5	PC / /	12	Full Term	OT
12988	01	Practicum	-		3	Storie, G	5	PC / /	38	Full Term	OT

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## College of Education

Division: College of Education

Department: Educ Leadership/ Instructional

### EDLA 7748

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12564	01	Independent Probs in Education	-		3	Neill, M	5	PC / /		Full Term	OT
13761	02	Independent Probs in Education	-		3	Storie, G	5	PC / /		Full Term	OT
12565	03	Independent Probs in Education	-		3	Thomas, G	5	PC / /		Full Term	OT

### EDLA 7751

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10922	01	Case Analysis in Ed Admin	-		1	Storie, G	10	PC / /	38	Full Term	CL
10922	01	Case Analysis in Ed Admin	-		1	Storie, G	10	PC / /	12	Full Term	CL

### EDLH 7731

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14698	01	Law in Higher Educ	07:00p - 09:50p	R	3	Thomas, G	15	PC / LIBR / 16	50	Full Term	VS
14699	02	Law in Higher Educ	07:00p - 09:50p	R	3	Thomas, G	15	IF / CHE / 208	50	Full Term	VS
14700	03	Law in Higher Educ	07:00p - 09:50p	R	3	Thomas, G	15	TF / EVRGN / C89	50	Full Term	VS
14701	04	Law in Higher Educ	07:00p - 09:50p	R	3	Thomas, G	15	MD / MERID / 509	50	Full Term	VS
14702	05	Law in Higher Educ	07:00p - 09:50p	R	3	Thomas, G	15	PC / OFFPC / IEN	50	Full Term	VS

### EDLH 7732

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14703	01	College and Univ Curriculum	07:00p - 09:50p	T	3	Frantz, A	15	PC / LIBR / 7	50	Full Term	VS
14704	02	College and Univ Curriculum	07:00p - 09:50p	T	3	Frantz, A	15	IF / CHE / 311	50	Full Term	VS
14705	03	College and Univ Curriculum	07:00p - 09:50p	T	3	Frantz, A	15	TF / EVRGN / C91	50	Full Term	VS
14706	04	College and Univ Curriculum	07:00p - 09:50p	T	3	Frantz, A	15	MD / MERID / 509	50	Full Term	VS
14707	05	College and Univ Curriculum	07:00p - 09:50p	T	3	Frantz, A	15	PC / OFFPC / IEN	50	Full Term	VS

### EDLH 7737

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10924	01	Practicum	-		3	Frantz, A	10	PC / /	12	Full Term	OT
10924	01	Practicum	-		3	Frantz, A	10	PC / /	38	Full Term	OT

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## College of Education

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### EDLH 7738

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13762	01	Assesmt and Acctn in Hghr Ed	07:00p - 09:50p	R	3	Watkins, P	15	PC / WEB / COURSE	50	Full Term	WC

### EDLH 7748

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12570	01	Ind Probs in Higher Ed Admin	-		3	Frantz, A	5	PC / /		Full Term	OT
12571	02	Ind Probs in Higher Ed Admin	-		3	Thomas, G	5	PC / /		Full Term	OT
14708	03	Ind Probs in Higher Ed Admin	-		3	Watkins, P	5	PC / /		Full Term	OT

### EDLP 7700

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13766	01	Change Strategies	07:00p - 09:50p	W	3	Neill, M	8	PC / LIBR / 36	50	Full Term	VS
13767	02	Change Strategies	07:00p - 09:50p	W	3	Neill, M	8	IF / CHE / 313	50	Full Term	VS
13768	03	Change Strategies	07:00p - 09:50p	W	3	Neill, M	8	TF / EVRGN / C91	50	Full Term	VS
13769	04	Change Strategies	07:00p - 09:50p	W	3	Neill, M	8	MD / MERID / 689	50	Full Term	VS
14185	05	Change Strategies	07:00p - 09:50p	W	3	Neill, M	10	PC / OFFPC / IEN	50	Full Term	VS

### EDLP 7705

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13298	01	Adv Res Design I Qualitative	07:00p - 09:50p	M	3	Watkins, P	15	PC / WEB / COURSE	50	Full Term	WC
13299	02	Adv Res Design I Qualitative	07:00p - 09:50p	M	3	Watkins, P	15	IF / WEB / COURSE	50	Full Term	WC
15193	03	Adv Res Design I Qualitative	07:00p - 09:50p	M	3	Watkins, P	5	PC / /	50	Full Term	WC

### EDLP 7722

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13930	01	Advanced Statistics in Educ	06:00p - 08:50p	W	3	Denner, P	20	PC / WEB / COURSE	38	Full Term	WC
13930	01	Advanced Statistics in Educ	06:00p - 08:50p	W	3	Denner, P	20	PC / WEB / COURSE	12	Full Term	WC

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College of Education

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## EDLP 7748

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12572	01	Ind Probs in Educ Leadership	-		3	Frantz, A	5	PC / /		Full Term	OT
12573	02	Ind Probs in Educ Leadership	-		3	Neill, M	5	PC / /		Full Term	OT
12574	03	Ind Probs in Educ Leadership	-		3	Thomas, G	5	PC / /		Full Term	OT
14710	04	Ind Probs in Educ Leadership	-		3	Watkins, P	5	PC / /		Full Term	OT

## EDLP 8800

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10927	01	Doctoral Seminar	06:00p - 08:50p	F	1	Watkins, P	15	PC / LIBR / 13		Full Term	VS
14184	02	Doctoral Seminar	06:00p - 08:50p	F	1	Watkins, P	10	IF / CHE / 313		Full Term	VS
14197	03	Doctoral Seminar	06:00p - 08:50p	F	1	Watkins, P	10	TF / EVRGN / C91		Full Term	VS

## EDLP 8801

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14205	01	Capstone Seminar	06:00p - 08:50p	F	1	Thomas, G	10	PC / WEB / COURSE		Full Term	WC

## EDLP 8830

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13937	01	Comp Exam	-		1	Frantz, A	15	PC / /		Full Term	OT

## EDLP 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10929	01	Dissertation	-		10	Frantz, A	8	PC / /		Full Term	OT
10931	02	Dissertation	-		10	Neill, M	6	PC / /		Full Term	OT
10932	03	Dissertation	-		10	Thomas, G	5	PC / /		Full Term	OT
10933	04	Dissertation	-		10	Strickland, J	5	PC / /		Full Term	OT
10934	05	Dissertation	-		10	Sammons Lohse, D	5	PC / /		Full Term	OT
10935	06	Dissertation	-		10	Coffland, D	5	PC / /		Full Term	OT
14713	07	Dissertation	-		10	Watkins, P	5	PC / /		Full Term	OT

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College of Education

Division: College of Education

Department: Educ Leadership/ Instructional

## EDLT 6616

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12406	01	Integration Tech School Curr	06:00p - 08:50p	M	3	Strickland, J	15	PC / WEB / COURSE	35	Full Term	WC

## EDLT 6639

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13300	01	Deliver Inst in Elect Format	06:00p - 08:50p	M	3	Coffland, D	15	PC / WEB / COURSE	35	Full Term	WC

## EDLT 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10936	01	Independent Problems in Educ	-		3	Strickland, J	5	PC / /		Full Term	OT
10937	02	Independent Problems in Educ	-		3	Sammons Lohse, D	9	PC / /		Full Term	OT
10938	03	Independent Problems in Educ	-		3	Coffland, D	8	PC / /		Full Term	OT

## EDLT 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13531	01	Field Project Case Analysis	-		6	Coffland, D	5	PC / /		Full Term	OT
13532	02	Field Project Case Analysis	-		6	Sammons Lohse, D	5	PC / /		Full Term	OT
13533	03	Field Project Case Analysis	-		6	Strickland, J	5	PC / /		Full Term	OT

## EDLT 6655

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13956	02	Fundamentals Instruct Design	06:00p - 08:50p	W	3	Strickland, J	17	PC / WEB / COURSE	35	Full Term	WC

## EDLT 7737

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13771	04	Practicum	06:00p - 08:50p	R	3	Crooks, S	8	PC / /	50	Full Term	OT

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**College of Education**  
**Division: College of Education**  
**Department: Educ Leadership/ Instructional**

**EDLT 7743**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14714	01	Multimedia Authoring II	07:00p - 09:50p	T	3	Crooks, S	15	PC / WEB / COURSE	50	Full Term	WC

**EDLT 7748**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12575	02	Ind Probs Instructional Design	-		3	Sammons Lohse, D	5	PC / /		Full Term	OT

**EDLT 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10947	01	Dissertation	-		10	Strickland, J	8	PC / /		Full Term	OT
10949	02	Dissertation	-		10	Sammons Lohse, D	20	PC / /		Full Term	OT
10950	03	Dissertation	-		10	Coffland, D	7	PC / /		Full Term	OT

**GRAD 6600**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12517	01	GATE Seminar	03:00p - 04:50p	F	1	Collum, T	10	PC / MUSE /		Full Term	CL

**Department: Org Learning and Performance**

**OLP 3320**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14282	01	Selected Topics	-		8	Scott, K	10	IF / /		Full Term	OT
14283	02	Selected Topics	-		8	Lion, R	10	PC / /		Full Term	OT
14284	03	Selected Topics	-		8	Lindbeck, R	10	TF / /		Full Term	OT

**OLP 4401**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14285	01	Foundations of PTE and HRD	-		3	Moore, K	30	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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## College of Education

Division: College of Education

Department: Org Learning and Performance

### OLP 4402

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14286	01	Occ Analysis Course Construct	-		3	Jacobsen, B	25	PC / WEB / COURSE	35	Full Term	WC

### OLP 4403

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14287	01	Methods Teach in Corp and PTE	-		3	Jacobsen, B	17	PC / WEB / COURSE	35	Full Term	WC

### OLP 4404

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14289	01	Eval in Corp and PTE	-		3	Lindbeck, R	20	PC / WEB / COURSE	35	Full Term	WC

### OLP 4406

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15088	01	Grantwriting	-		3	Lauts, N	13	PC / WEB / COURSE	35	Full Term	WC

### OLP 4409

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14290	01	Prof Readings and Writing	-		3	Lion, R	20	PC / WEB / COURSE	35	Full Term	WC

### OLP 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14291	01	Workplace Leadership	-		3	Lindbeck, R	25	PC / WEB / COURSE	35	Full Term	WC

### OLP 4444

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14292	01	Career Guidance Spec Needs	-		3	Machen, L	30	PC / WEB / COURSE	35	Full Term	WC

### OLP 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14293	01	Directed Studies	-		4	Scott, K	5	IF / /		Full Term	OT
14294	02	Directed Studies	-		4	Lion, R	5	PC / /		Full Term	OT
14295	03	Directed Studies	-		4	Lindbeck, R	5	TF / /		Full Term	OT

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College of Education

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## OLP 4465

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14296	01	Practicum in WTL	-		3	Scott, K	5	PC / /		Full Term	OT
14297	02	Practicum in WTL	-		3	Lion, R	5	PC / /		Full Term	OT
14298	03	Practicum in WTL	-		3	Lindbeck, R	5	PC / /		Full Term	OT

## OLP 4467

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14299	01	Practicum Student Teaching	-		3	Jacobsen, B	15	PC / /		Full Term	OT
15487	02	Practicum Student Teaching	-		3	Lion, R	15	PC / /		Full Term	OT

## OLP 5501

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14300	01	Foundations of PTE and HRD	-		3	Moore, K	10	PC / WEB / COURSE	35	Full Term	WC

## OLP 5502

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14301	01	Occ Analysis Course Construct	-		3	Jacobsen, B	10	PC / WEB / COURSE	35	Full Term	WC

## OLP 5503

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14302	01	Methods Teach in Corp and PTE	-		3	Jacobsen, B	10	PC / WEB / COURSE	35	Full Term	WC

## OLP 5504

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14305	01	Evaluation in Corp and PTE	-		3	Lindbeck, R	5	PC / WEB / COURSE	35	Full Term	WC

## OLP 5506

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15089	01	Grantwriting	-		3	Lauts, N	12	PC / WEB / COURSE	35	Full Term	WC

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## College of Education

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Department: Org Learning and Performance

### OLP 5509

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14307	01	Prof Readings and Writing	-		3	Lion, R	20	PC / WEB / COURSE	35	Full Term	WC

### OLP 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15095	01	Workplace Leadership	-		3	Lindbeck, R	5	PC / WEB / COURSE	35	Full Term	WC

### OLP 5544

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14310	01	Career Guidance Spec Needs	-		3	Machen, L	10	PC / WEB / COURSE	35	Full Term	WC

### OLP 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14311	01	Directed Studies	-		4	Scott, K	5	IF / /		Full Term	OT
14312	02	Directed Studies	-		4	Lion, R	5	PC / /		Full Term	OT
14313	03	Directed Studies	-		4	Lindbeck, R	5	TF / /		Full Term	OT

### OLP 5598P

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15388	01	Leadership Institute	-		3	Scott, K	25	MD / WEB / COURSE	50	Continuin	WC

### OLP 6632

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14315	01	Research in Organizations	-		3	Scott, K	18	PC / WEB / COURSE	35	Full Term	WC

### OLP 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14316	01	Field Experience in HRD	-		3	Scott, K	15	PC / /		Full Term	OT
14317	02	Field Experience in HRD	-		3	Lion, R	15	PC / /		Full Term	OT
14318	03	Field Experience in HRD	-		3	Lindbeck, R	15	PC / /		Full Term	OT

## Codes / Goal:

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## College of Education

Division: College of Education

Department: Org Learning and Performance

### OLP 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14321	01	Field Research Project in HRD	-		3	Scott, K	10	IF / /		Full Term	OT
14322	02	Field Research Project in HRD	-		3	Lion, R	10	PC / /		Full Term	OT
14323	03	Field Research Project in HRD	-		3	Lindbeck, R	10	TF / /		Full Term	OT

### OLP 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14324	01	Thesis	-		6	Scott, K	5	IF / /		Full Term	OT
14325	02	Thesis	-		6	Lion, R	5	PC / /		Full Term	OT
14326	03	Thesis	-		6	Lindbeck, R	5	TF / /		Full Term	OT

### OLP 6680

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14327	01	Advanced Tech Competency	-		4	Scott, K	1	PC / WEB / COURSE 35		Full Term	WC
14328	02	Advanced Tech Competency	-		4	Lion, R	1	PC / /		Full Term	OT
14329	03	Advanced Tech Competency	-		4	Lindbeck, R	1	TF / /		Full Term	OT

## Department: Psyc, Literacy and Special Ed

### SCPY 6616

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11033	01	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	PC / LIBR / 16	5	Full Term	VS
11033	01	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	PC / LIBR / 16	95	Full Term	VS
13775	02	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	MD / MERID / 697	95	Full Term	VS
13775	02	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	MD / MERID / 697	5	Full Term	VS
14746	03	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	IF / CHE / 208	95	Full Term	VS
14746	03	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	12	IF / CHE / 208	5	Full Term	VS
15311	04	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	6	PC / OFFPC / IEN	5	Full Term	VS
15311	04	Psychological Assessment	04:00p - 06:25p	T	3	Fan, C	6	PC / OFFPC / IEN	95	Full Term	VS

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College of Education

Division: College of Education

Department: Psyc, Literacy and Special Ed

## SCPY 6619

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11034	01	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	PC / LIBR / 13	95	Full Term	VS
11034	01	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	PC / LIBR / 13	5	Full Term	VS
13307	02	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	MD / MERID / 508	5	Full Term	VS
13307	02	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	MD / MERID / 508	95	Full Term	VS
13776	03	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	IF / CHE / 208	5	Full Term	VS
13776	03	Individual Intelligence Test	04:00p - 06:20p	M	3	Fan, C	15	IF / CHE / 208	95	Full Term	VS

## SCPY 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11035	01	Specialist Paper	06:30p - 07:30p	W	3	Fan, C	12	PC / ED / 218		Full Term	WS

## SCPY 6658

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11036	01	Independent Problems	-		3	Fan, C	5	PC / /		Full Term	OT

## SCPY 6663

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13777	01	Clinical Diag Interviewing Sch	05:30p - 07:45p	W	3	Fan, C	10	PC / LIBR / 7		Full Term	VS
13778	02	Clinical Diag Interviewing Sch	05:30p - 07:45p	W	3	Fan, C	10	MD / MERID / 697		Full Term	VS
14747	03	Clinical Diag Interviewing Sch	05:30p - 07:45p	W	3	Fan, C	10	IF / CHE / 311		Full Term	VS
15312	04	Clinical Diag Interviewing Sch	05:30p - 07:45p	W	3	Fan, C	6	PC / OFFPC / IEN		Full Term	VS

## SCPY 6665

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11037	01	Clinical School Psychology	06:30p - 08:50p	M	3	Bocanegra, J	12	PC / LIBR / 13	5	Full Term	VS
11037	01	Clinical School Psychology	06:30p - 08:50p	M	3	Bocanegra, J	12	PC / LIBR / 13	45	Full Term	VS
13779	02	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	12	MD / MERID / 508	45	Full Term	VS
13779	02	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	12	MD / MERID / 508	5	Full Term	VS
14750	03	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	12	IF / CHE / 208	5	Full Term	VS
14750	03	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	12	IF / CHE / 208	45	Full Term	VS

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## College of Education

Division: College of Education

Department: Psyc, Literacy and Special Ed

### SCPY 6665

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15313	04	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	6	PC / OFFPC / IEN	5	Full Term	VS
15313	04	Clinical School Psychology	06:30p - 08:50p	M	3	Fan, C	6	PC / OFFPC / IEN	45	Full Term	VS

### SCPY 6669

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13308	01	Adv Practicum in Sch Psych	06:30p - 09:00p	T	3	Fan, C	15	PC / LIBR / 16		Full Term	VS
13780	02	Adv Practicum in Sch Psych	06:30p - 09:00p	T	3	Fan, C	15	MD / MERID / 697		Full Term	VS
14738	03	Adv Practicum in Sch Psych	06:30p - 09:00p	T	3	Fan, C	15	IF / CHE / 208		Full Term	VS
15314	04	Adv Practicum in Sch Psych	06:30p - 09:00p	T	12	Fan, C	6	PC / OFFPC / IEN		Full Term	VS

### SCPY 6673

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13309	01	Response Intervention Schools	04:00p - 06:30p	W	3	Hansmann, P	15	PC / LIBR / 6		Full Term	VS
13310	02	Response Intervention Schools	04:00p - 06:30p	W	3	Hansmann, P	15	MD / MERID / 508		Full Term	VS
13781	03	Response Intervention Schools	04:00p - 06:30p	W	3	Hansmann, P	15	IF / CHE / 208		Full Term	VS

### SCPY 7759

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13311	01	Ed.S Internship	04:00p - 06:30p	R	9	Bocanegra, J	12	PC / LIBR / 6		Full Term	VS
15492	02	Ed.S Internship	04:00p - 06:30p	R	9	Bocanegra, J	5	TF / EVRGN / C89		Full Term	VS
13312	03	Ed.S Internship	04:00p - 06:30p	R	9	Bocanegra, J	12	MD / MERID / 508		Full Term	VS

### SPED 3312

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11038	01	Assistive Technology	04:30p - 06:50p	M	3	Dickman, T	20	PC / ED / 356		Full Term	CL

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College of Education

Division: College of Education

Department: Psyc, Literacy and Special Ed

## SPED 3330

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11039	01	The Exceptional Child	04:00p - 06:50p	R	4	Howe, F	22	PC / ED / 356		Full Term	CL

## SPED 3350

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11040	01	Creating Inclusive Classrooms	09:00a - 10:30a	TR	3	Wood, E	20	PC / ED / 355	5	Full Term	CL
11040	01	Creating Inclusive Classrooms	09:00a - 10:30a	TR	3	Wood, E	20	PC / ED / 355	15	Full Term	CL
11041	02	Creating Inclusive Classrooms	09:00a - 10:30a	MW	3	Wood, E	20	PC / LIBR / 7	15	Full Term	VS
11041	02	Creating Inclusive Classrooms	09:00a - 10:30a	MW	3	Wood, E	20	PC / LIBR / 7	5	Full Term	VS
11042	06	Creating Inclusive Classrooms	09:00a - 10:30a	MW	3	Wood, E	20	TF / EVRGN / C91	15	Full Term	VS
11042	06	Creating Inclusive Classrooms	09:00a - 10:30a	MW	3	Wood, E	20	TF / EVRGN / C91	5	Full Term	VS

## SPED 4423

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11043	01	Designing Instruction	04:00p - 06:50p	R	3	Streagle, K	12	PC / ED / 216	5	Full Term	WS

## SPED 4424

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11044	01	Assessment Procedures Spec Ed	04:00p - 06:50p	T	3	Dickman, S	20	PC / ED / 220	20	Full Term	WS

## SPED 4429

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12361	01	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	20	PC / LIBR / 36	5	Full Term	VS
14718	02	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	20	IF / CHE / 313	5	Full Term	VS
14719	03	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	13	TF / EVRGN / C89	5	Full Term	VS

## SPED 4430

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11045	01	Practicum Individual Instruc	-		3	Streagle, K	25	PC / /	30	Full Term	OT
11046	02	Practicum Individual Instruc	-		3	Streagle, K	20	IF / /	30	Full Term	OT
11047	06	Practicum Individual Instruc	-		3	Streagle, K	20	TF / /	30	Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Psyc, Literacy and Special Ed

## SPED 4434

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12362	01	Lang and Comm Methods in SPED-			3	Kane, K	20	PC / WEB / COURSE 5	5	Full Term	WC

## SPED 4436

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11048	05	Math Mthds Chld with Disabilty	-		3	Kazan, A	20	PC / WEB / COURSE 5	5	Full Term	WC

## SPED 4437

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11049	01	Practicum Large Group Instr	-		3	Schiers, C	20	PC / /	30	Full Term	OT

## SPED 4443

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12989	01	Autism	05:30p - 08:20p	M	3	Marshall, D	15	PC / ED / 355		Full Term	WS

## SPED 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11050	01	Independent Problems	-		3	Streagle, K	6	PC / /		Full Term	OT

## SPED 4495

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11051	01	Spec Ed Teaching Internship	-		14	Zikratch, D	20	PC / /	10	Full Term	OT
11052	02	Spec Ed Teaching Internship	-		14	Zikratch, D	20	IF / /	10	Full Term	OT
11053	03	Spec Ed Teaching Internship	-		14	Zikratch, D	15	TF / /	10	Full Term	OT

## SPED 4498

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11054	04	Advanced Field Work	-		3	Streagle, K	8	PC / /		Full Term	OT

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**College of Education**

**Division: College of Education**

**Department: Psyc, Literacy and Special Ed**

**SPED 5523**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11055 01	Designing Instruction	04:00p - 06:50p	R	3	Streagle, K	3	PC / ED / 216	5	Full Term	WS

**SPED 5524**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11056 01	Assessment Procedures Spec Ed	04:00p - 06:50p	T	3	Dickman, S	7	PC / ED / 220	20	Full Term	WS

**SPED 5529**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11057 01	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	5	PC / LIBR / 36	5	Full Term	VS
14720 02	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	5	IF / CHE / 313	5	Full Term	VS
14721 03	Strategies:Severe Disabilities	04:00p - 06:50p	W	3	Streagle, K	5	TF / EVRGN / C89	5	Full Term	VS

**SPED 5543**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12990 01	Autism	05:30p - 08:20p	M	2	Marshall, D	10	PC / ED / 355		Full Term	WS

**SPED 5585**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11058 01	Independent Problems	-		3	Streagle, K	5	PC / /		Full Term	OT

**SPED 5591**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13028 01	Seminar	-		3	Hedeem, D	7	PC / /		Full Term	OT

**SPED 5598**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11059 01	Advanced Field Work	-		3	Streagle, K	5	PC / /		Full Term	OT

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## College of Education

Division: College of Education

Department: Psyc, Literacy and Special Ed

### SPED 6638

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11060	01	Practicum in Special Educ	-		8	Streagle, K	5	PC / /		Full Term	OT

### SPED 6639

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11061	01	Internship in Special Educ	-		12	Streagle, K	5	PC / /		Full Term	OT

### SPED 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11062	02	Thesis	-		6	Hedeem, D	5	PC / /		Full Term	OT

### SPED 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11063	01	Specialist Paper	-		3	Hedeem, D	5	PC / /		Full Term	OT

### SPED 6658

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11064	01	Independent Problems	-		3	Hedeem, D	5	PC / /		Full Term	OT
14717	02	Independent Problems	-		3	Streagle, K	5	PC / /		Full Term	OT

### SPED 7758

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11065	02	Independent Problems	-		4	Hedeem, D	5	PC / /		Full Term	OT

### SPED 7759

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11066	01	Ed.S Internship	-		9	Streagle, K	2	PC / /		Full Term	OT

Department: Sport Science/Physical Ed

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## AT 6604

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13908	01	Phys Assess of the Lower Extr	08:00a - 09:40a	MW	3	Moffit, D	12	PC / GYM / 112		Full Term	CL

## AT 6606

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14771	01	Trauma Brain Inj Neuro Assmnt	08:00a - 08:40a	TR	3	Moffit, D	10	PC / GYM / 112		Full Term	LL

## AT 6610

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13909	01	Patho Therapeutic Modalities	10:00a - 11:40a	MW	3	Braun, T	10	PC / GYM / 114A		Full Term	CL

## AT 6662

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13953	01	Clinical Exp in Ath Trng II	-	U	3	Caviston, K	12	PC / /		Full Term	LL

## AT 6664

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15307	01	Clinical Exp in Ath Trng IV	-	U	3	Finch, D	10	PC / /		Full Term	CL

## PE 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13149	01	Team Building Leadership	01:00p - 04:50p	R	2	Ellis, R	15	PC / PSUB / OAC	95	Early 8	CL

## PE 2222

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11583	01	First Aid CPR and Sport Safety	11:00a - 12:15p	MW	3	Jones, B	30	PC / GYM / 112	75	Full Term	CL

## PE 2223

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11584	01	Founds of Phys Educ and Sport	11:00a - 12:15p	TR	3	Kamusoko, S	30	PC / GYM / 309		Full Term	CL
13408	02	Founds of Phys Educ and Sport	02:00p - 03:15p	TR	3	Kamusoko, S	30	PC / GYM / 309		Full Term	CL

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PE 2235

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11585	01	Activity Performance Techs I	12:30p - 01:45p	MW	3	Kamusoko, S	25	PC / GYM / 200	75	Full Term	CL

## PE 2237

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11586	01	Activity Performance Techs III	12:30p - 01:45p	TR	3	Cordingley, K	25	PC / GYM / 200	75	Full Term	CL
15686	ZA	Activity Performance Techs III	01:07p - 02:22p	MTWRF	3	Fleischmann, R	30	HS / HSREG5 /		High	CL
15687	ZB	Activity Performance Techs III	01:07p - 02:22p	MTWRF	3	Fleischmann, R	30	HS / HSREG5 /		High	CL
15688	ZC	Activity Performance Techs III	02:27p - 03:42p	MTWRF	3	Fleischmann, R	30	HS / HSREG5 /		High	CL

## PE 2243

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13156	02	Anatomical Foundations	09:30a - 10:45a	TR	3	Cordingley, K	60	PC / ED / 243	75	Full Term	CL
15555	ZA	Anatomical Foundations	12:30p - 01:20p	MR	3	Culver, D	30	HS / HSREG5 /		High	CL
15554	ZB	Anatomical Foundations	09:50a - 10:40a	MR	3	Culver, D	30	HS / HSREG5 /		High	CL
15689	ZD	Anatomical Foundations	09:52a - 11:07a	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15690	ZE	Anatomical Foundations	11:12a - 12:27p	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15691	ZF	Anatomical Foundations	01:07p - 02:22p	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15692	ZG	Anatomical Foundations	02:27p - 03:42p	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15693	ZH	Anatomical Foundations	08:32a - 09:47a	MTWRF	3	Mitton, T	30	HS / HSREG5 /		High	CL
15694	ZI	Anatomical Foundations	09:52a - 11:07a	MTWRF	3	Mitton, T	30	HS / HSREG5 /		High	CL
15695	ZJ	Anatomical Foundations	08:32a - 09:47a	MTWRF	3	Orr, S	30	HS / HSREG5 /		High	CL
15696	ZK	Anatomical Foundations	01:07p - 02:22p	MTWRF	3	Orr, S	30	HS / HSREG5 /		High	CL
15697	ZL	Anatomical Foundations	09:52a - 11:07a	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15698	ZN	Anatomical Foundations	11:12a - 12:27p	MTWRF	3	Fleischmann, M	30	HS / HSREG5 /		High	CL
15613	ZQ	Anatomical Foundations	11:37a - 01:01p	MWF	3	Trople, D	50	HS / HSREG3 /		High	CL
15614	ZR	Anatomical Foundations	01:08p - 02:30p	MWF	3	Trople, D	50	HS / HSREG3 /		High	CL
15699	ZT	Anatomical Foundations	02:27p - 03:42p	MTWRF	3	Mitton, T	30	HS / HSREG5 /		High	CL
15640	ZU	Anatomical Foundations	10:15a - 11:25a	MTWRF	3	Parrish, J	30	HS / HSREG6 /		High	CL
15641	ZX	Anatomical Foundations	01:15p - 02:25p	MTWRF	3	Parrish, J	30	HS / HSREG6 /		High	CL

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PE 2272

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11588	01	Wilderness Survival Skills	06:00p - 08:50p	MTWSU	1	Dayley, J	25	PC / /	50	Early 8	CL
11588	01	Wilderness Survival Skills	06:00p - 08:50p	MTWSU	1	Dayley, J	25	PC / /	25	Early 8	CL

## PE 2281

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11589	01	Practical Outdoor Skills	03:00p - 04:30p	TR	1	Dayley, J	25	PC / REND / 225	25	Early 8	CL
11589	01	Practical Outdoor Skills	03:00p - 04:30p	TR	1	Dayley, J	25	PC / REND / 225	40	Early 8	CL

## PE 2282

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11590	01	Map Compass Backcntry Navigatr	07:00p - 09:50p	FSU	1	Watters, R	25	PC / /	35	Early 8	CL
11590	01	Map Compass Backcntry Navigatr	07:00p - 09:50p	FSU	1	Watters, R	25	PC / /	25	Early 8	CL

## PE 2283

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12419	01	Leave No Trace Trainer	06:00p - 09:50p	TSU	1	Joyce, P	16	PC / /	40	Early 8	CL
12419	01	Leave No Trace Trainer	06:00p - 09:50p	TSU	1	Joyce, P	16	PC / /	25	Early 8	CL

## PE 2285

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11591	01	Wilderness First Aid	07:30a - 05:00p	SU	1	Dayley, J	25	PC / PSUB / OAC	160	Late 8	CL

## PE 2287

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11592	01	Snowboard Instrctr Training	07:00p - 08:50p	M	1	Rockwood, S	20	PC / GYM / 302	45	Late 8	CL

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## College of Education

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### PE 2288

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11593	01	Ski Instructor Training	07:00p - 08:50p	T	1	Rockwood, S	20	PC / GYM / 302	45	Late 8	CL

### PE 3300

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11594	01	Movement Theory and Mtr Dev	08:00a - 09:15a	TR	3	Lyons, G	30	PC / ED / 360	30	Full Term	CL
15406	02	Movement Theory and Mtr Dev	11:00a - 12:15p	TR	3	Lyons, G	30	PC / ED / 360	30	Full Term	CL

### PE 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11595	01	Physiology of Exercise	09:30a - 10:45a	MW	3	Meyers, M	30	PC / GYM / 302	55	Full Term	CL

### PE 3301L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11641	01	Physiology of Exercise Lab	08:00a - 09:50a	R	1	Meyers, M	15	PC / GYM / 125	75	Full Term	LB
11642	02	Physiology of Exercise Lab	08:00a - 09:50a	F	1	Meyers, M	15	PC / GYM / 125	75	Full Term	LB

### PE 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14775	01	Biomechanics	02:00p - 03:15p	MW	3	Lester, M	30	PC / GYM / 309	55	Full Term	CL

### PE 3302L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14776	01	Biomechanics Lab	03:30p - 05:20p	R	1	Lester, M	15	PC / GYM / 129	75	Full Term	LB
14777	02	Biomechanics Lab	11:00a - 12:50p	F	1	Lester, M	15	PC / GYM / 129	75	Full Term	LB

### PE 3313

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11596	01	Pract App Coaching Basketball	09:00a - 09:50a	TR	2	Evans, W	30	PC / GYM / 302		Early 8	CL
11596	01	Pract App Coaching Basketball	09:00a - 09:50a	MW	2	Evans, W	30	PC / GYM / 200		Early 8	CL

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## College of Education

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### PE 3322

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11597	01	Intro to Sport Psychology	09:30a - 10:45a	MW	3	Fitzpatrick, J	26	PC / GYM / 309		Full Term	CL
13552	02	Intro to Sport Psychology	08:00a - 09:15a	MW	3	Appleby, K	25	PC / GYM / 309		Full Term	WS
15415	03	Intro to Sport Psychology	11:00a - 12:15p	MW	3	Fitzpatrick, J	25	PC / GYM / 309		Full Term	CL

### PE 3357

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11598	01	Methods of Teaching Elem PE	11:00a - 12:15p	MW	3	Kamusoko, S	25	PC / GYM / 200	75	Full Term	CL

### PE 3362

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11599	01	Tests and Measurements in PE	08:00a - 09:15a	MW	3	Lyons, G	30	PC / ED / 360	75	Full Term	CL

### PE 3364

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11600	01	Introduction to Sports Law	12:30p - 01:45p	MW	3	Foster, E	30	PC / GYM / 309		Full Term	WS

### PE 3370

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11601	01	Care and Prevention of Ath Inj	08:00a - 09:15a	TR	3	Faure, B	25	PC / GYM / 309	105	Full Term	CL

### PE 3384

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11602	01	Outdoor Risk Management	11:00a - 11:50a	TR	2	Dayley, J	25	PC / ED / 355	25	Full Term	CL

### PE 4440

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11603	01	Survey of Outdoor Educ Lit	03:30p - 05:50p	TR	3	Watters, R	25	PC / GYM / 309	25	Late 8	CL

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## College of Education

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### PE 4454

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11604	01	Senior Capstone	11:00a - 12:15p	TR	3	Foster, E	25	PC / GYM / 302		Full Term	CL

### PE 4475

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11605	01	Org and Admin PE and Sport	09:30a - 10:45a	TR	3	Williams, S	30	PC / GYM / 309		Full Term	WS

### PE 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11606	01	Coaching Problems	-		3	Lester, M	10	PC / /		Full Term	OT
11607	02	Coaching Problems	-		3	Lyons, G	10	PC / /		Full Term	OT
11608	03	Coaching Problems	-		3	Faure, C	10	PC / /		Full Term	OT
11609	04	Coaching Problems	-		3	Fitzpatrick, J	10	PC / /		Full Term	OT
11610	05	Coaching Problems	-		3	Appleby, K	10	PC / /		Full Term	OT
12980	06	Coaching Problems	-		3	Cordingley, K	10	PC / /		Full Term	OT
14778	07	Coaching Problems	-		3	Cordingley, K	10	PC / /		Full Term	OT

### PE 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13157	01	Mech Analysis of Movement	02:00p - 03:15p	TR	3	Lester, M	12	PC / GYM / 123	75	Full Term	CL
13158	02	Mech Analysis of Movement	12:30p - 01:45p	MW	3	Lester, M	12	PC / GYM / 123	75	Full Term	CL
13911	03	Mech Analysis of Movement	11:00a - 12:15p	TR	3	Lester, M	12	PC / GYM / 123	75	Full Term	CL

### PE 4484

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14779	01	Exercise Assessment	11:00a - 12:15p	MW	3	Meyers, M	20	PC / GYM / 123	75	Full Term	CL

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## PE 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11611	01	Independent Problems in PE	-		3	Lester, M	10	PC / /		Full Term	OT
11612	02	Independent Problems in PE	-		3	Lyons, G	10	PC / /		Full Term	OT
11613	03	Independent Problems in PE	-		3	Faure, C	10	PC / /		Full Term	OT
11614	04	Independent Problems in PE	-		3	Fitzpatrick, J	10	PC / /		Full Term	OT
11615	05	Independent Problems in PE	-		3	Appleby, K	10	PC / /		Full Term	OT
12981	06	Independent Problems in PE	-		3	Cordingley, K	10	PC / /		Full Term	OT
14780	07	Independent Problems in PE	-		3	Meyers, M	10	PC / /		Full Term	OT
15261	08	Independent Problems in PE	-		3	Dayley, J	10	PC / /		Full Term	OT

## PE 4490

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11616	01	Practicum in PE	-		16	Lester, M	10	PC / /		Full Term	OT
11617	02	Practicum in PE	-		16	Lyons, G	10	PC / /		Full Term	OT
11618	03	Practicum in PE	-		16	Faure, C	10	PC / /		Full Term	OT
11619	04	Practicum in PE	-		16	Fitzpatrick, J	10	PC / /		Full Term	OT
11620	05	Practicum in PE	-		16	Appleby, K	10	PC / /		Full Term	OT
12982	06	Practicum in PE	-		16	Cordingley, K	25	PC / /		Full Term	OT
14781	07	Practicum in PE	-		16	Meyers, M	25	PC / /		Full Term	OT
15262	08	Practicum in PE	-		16	Dayley, J	25	PC / /		Full Term	OT

## PE 4495

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11621	01	PE Student Teaching Internship	-		14	Cordingley, K	10	PC / /	10	Full Term	OT

## PE 5580

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11622	01	Coaching Problems	-		3	Lester, M	10	PC / /		Full Term	OT
11623	02	Coaching Problems	-		3	Lyons, G	10	PC / /		Full Term	OT
11624	03	Coaching Problems	-		3	Faure, C	10	PC / /		Full Term	OT
11625	04	Coaching Problems	-		3	Fitzpatrick, J	10	PC / /		Full Term	OT

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## College of Education

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Department: Sport Science/Physical Ed

### PE 5580

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11627	05	Coaching Problems	-		3	Appleby, K	10	PC / /		Full Term	OT
11628	06	Coaching Problems	-		3	Gauthier, H	10	MD / /		Full Term	OT
14782	07	Coaching Problems	-		3	Meyers, M	10	MD / /		Full Term	OT

### PE 5585

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11629	01	Independent Problems in PE	-		3	Lester, M	10	PC / /		Full Term	OT
11630	02	Independent Problems in PE	-		3	Lyons, G	10	PC / /		Full Term	OT
11631	03	Independent Problems in PE	-		3	Faure, C	10	PC / /		Full Term	OT
11632	04	Independent Problems in PE	-		3	Fitzpatrick, J	10	PC / /		Full Term	OT
11633	05	Independent Problems in PE	-		3	Appleby, K	10	PC / /		Full Term	OT
11634	06	Independent Problems in PE	-		3	Gauthier, H	10	MD / /		Full Term	OT
14783	07	Independent Problems in PE	-		3	Meyers, M	10	MD / /		Full Term	OT

### PE 6605

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11635	01	Leadership and Administration	07:00p - 09:50p	T	3	Meyers, M	25	PC / GYM / 309	25	Full Term	VS
11636	02	Leadership and Administration	07:00p - 09:50p	T	3	Gauthier, H	20	MD / MERID / 506	25	Full Term	VS

### PE 6615

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11637	01	Phil of Athletics	06:00p - 08:50p	R	3	Gauthier, H	21	PC / LIBR / 13	25	Full Term	VS
11639	02	Phil of Athletics	06:00p - 08:50p	R	3	Gauthier, H	15	MD / MERID / 697	25	Full Term	VS

### PE 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11640	01	Research and Writing	06:00p - 08:50p	W	3	Appleby, K	20	PC / GYM / 309	25	Full Term	WS
11643	02	Research and Writing	06:00p - 08:50p	M	3	Gauthier, H	15	MD / MERID / 687	25	Full Term	WS

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College of Education

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## PE 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11644	01	Special Problems-PE and Athl	-		3	Lester, M	10	PC / /		Full Term	OT
11645	02	Special Problems-PE and Athl	-		3	Lyons, G	10	PC / /		Full Term	OT
11646	03	Special Problems-PE and Athl	-		3	Faure, C	10	PC / /		Full Term	OT
11647	04	Special Problems-PE and Athl	-		3	Fitzpatrick, J	10	PC / /		Full Term	OT
11648	05	Special Problems-PE and Athl	-		3	Appleby, K	10	PC / /		Full Term	OT
11649	06	Special Problems-PE and Athl	-		3	Gauthier, H	10	MD / /		Full Term	OT
14784	07	Special Problems-PE and Athl	-		3	Meyers, M	10	MD / /		Full Term	OT

## PE 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11650	01	Thesis	-		6	Lester, M	10	PC / /		Full Term	OT
11651	02	Thesis	-		6	Lyons, G	10	PC / /		Full Term	OT
11652	03	Thesis	-		6	Faure, C	10	PC / /		Full Term	OT
11653	04	Thesis	-		6	Fitzpatrick, J	10	PC / /		Full Term	OT
11654	05	Thesis	-		6	Appleby, K	10	PC / /		Full Term	OT
11655	06	Thesis	-		6	Gauthier, H	10	MD / /		Full Term	OT
14785	07	Thesis	-		6	Meyers, M	10	MD / /		Full Term	OT

## PE 6655

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11656	01	Internship	-		3	Lester, M	20	PC / /		Full Term	OT
11657	02	Internship	-		3	Lyons, G	20	PC / /		Full Term	OT
11658	03	Internship	-		3	Faure, C	20	PC / /		Full Term	OT
11659	04	Internship	-		3	Fitzpatrick, J	20	PC / /		Full Term	OT
11660	05	Internship	-		3	Appleby, K	20	PC / /		Full Term	OT
11661	06	Internship	-		3	Gauthier, H	20	MD / /		Full Term	OT
14786	07	Internship	-		3	Meyers, M	20	MD / /		Full Term	OT

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## College of Education

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### PEAC 1103

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14787	01	Adaptive Swimming	02:00p - 02:50p	MW	1	Ellis, R	12	PC / GYM / 210	60	Full Term	CL

### PEAC 1104

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11665	01	Adaptive Weight Training	03:30p - 05:00p	MW	1	Ellis, R	12	PC / REC / 213	60	Full Term	CL

### PEAC 1121A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11666	01	Beginning Pilates Matwork	09:00a - 09:50a	MW	1	Klinger, C	24	PC / GYM / 236	60	Full Term	CL
11667	02	Beginning Pilates Matwork	10:00a - 10:50a	MW	1	Morrison, H	24	PC / GYM / 236	60	Full Term	CL
11668	03	Beginning Pilates Matwork	11:00a - 11:50a	MW	1	Curtis, C	24	PC / GYM / 236	60	Full Term	CL
11669	04	Beginning Pilates Matwork	01:00p - 01:50p	TR	1	Zimmerly, L	24	PC / GYM / 236	60	Full Term	CL
12892	05	Beginning Pilates Matwork	02:00p - 02:50p	MW	1	Curtis, C	24	PC / GYM / 236	60	Full Term	CL
11670	06	Beginning Pilates Matwork	06:00p - 07:30p	R	1	Zimmerly, L	24	PC / GYM / 236	60	Full Term	CL
11671	07	Beginning Pilates Matwork	06:00p - 07:30p	M	1	Morrison, H	24	PC / GYM / 237	60	Full Term	CL

### PEAC 1122A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11672	01	Beginning Yoga	08:00a - 08:50a	MW	1	Klinger, C	24	PC / GYM / 237	60	Full Term	CL
11673	02	Beginning Yoga	08:00a - 08:50a	TR	1	Moon, A	24	PC / GYM / 236	60	Full Term	CL
11674	03	Beginning Yoga	09:00a - 09:50a	MW	1	Morrison, H	24	PC / GYM / 237	60	Full Term	CL
11675	04	Beginning Yoga	09:00a - 09:50a	TR	1	Curtis, C	24	PC / GYM / 237	60	Full Term	CL
11676	05	Beginning Yoga	10:00a - 10:50a	MW	1	Jorgensen, M	24	PC / GYM / 237	60	Full Term	CL
11677	06	Beginning Yoga	10:00a - 10:50a	TR	1	Call-Feit, J	24	PC / GYM / 237	60	Full Term	CL
11678	07	Beginning Yoga	11:00a - 11:50a	MW	1	Jorgensen, M	24	PC / GYM / 237	60	Full Term	CL
11679	08	Beginning Yoga	11:00a - 11:50a	TR	1	Call-Feit, J	24	PC / GYM / 236	60	Full Term	CL
11680	09	Beginning Yoga	06:00p - 07:30p	W	1	Morrison, H	24	PC / GYM / 237	60	Full Term	CL
11681	10	Beginning Yoga	05:30p - 06:55p	T	1	Darling, M	24	PC / GYM / 237	60	Early 8	CL
11682	11	Beginning Yoga	03:00p - 03:50p	MW	1	Groom, A	18	IF / TAB / 200	60	Early 8	CL
11683	12	Beginning Yoga	03:00p - 03:50p	MW	1	Groom, A	18	IF / TAB / 200	60	Late 8	CL

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PEAC 1122A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13912	13	Beginning Yoga	01:00p - 02:30p	F	1	Call-Feit, J	24	PC / GYM / 237	60	Full Term	CL

## PEAC 1122B

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11685	03	Intermediate Yoga	04:00p - 04:50p	MW	1	Groom, A	18	IF / TAB / 200	60	Late 8	CL
13159	04	Intermediate Yoga	01:00p - 01:50p	TR	1	Call-Feit, J	24	PC / GYM / 237	60	Full Term	CL
14788	05	Intermediate Yoga	05:30p - 06:55p	T	1	Darling, M	24	PC / GYM / 237	60	Late 8	CL

## PEAC 1124

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14789	01	Triathlon Training	08:00a - 08:50a	MW	1	Janssen, B	20	PC / GYM / 210	60	Full Term	CL

## PEAC 1128

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12897	01	Shorin Ryu Karate	03:00p - 03:50p	TR	1	Rollins, J	24	PC / GYM / 237	60	Full Term	CL

## PEAC 1129

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14790	01	Shoshin Ryu	07:40p - 09:10p	R	1	Stetz, S	25	IF / OFFIF /	60	Full Term	CL

## PEAC 1130

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14791	01	Aquacise	09:00a - 09:50a	TR	1	Hofeldt, S	20	PC / GYM / 210	60	Full Term	CL

## PEAC 1131D

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12904	01	Aerobics:Tone and Condition	07:00a - 07:50a	TR	1	Nield, T	28	PC / GYM / 208	60	Full Term	CL
12905	03	Aerobics:Tone and Condition	08:00a - 08:50a	MW	1	Hofeldt, S	28	PC / GYM / 208	60	Full Term	CL
12906	04	Aerobics:Tone and Condition	10:00a - 10:50a	MW	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12907	05	Aerobics:Tone and Condition	03:00p - 03:50p	MW	1	Stucki, E	28	PC / GYM / 208	60	Full Term	CL

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## College of Education

Division: College of Education

Department: Sport Science/Physical Ed

### PEAC 1131E

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12908	01	Aerobics:Boot Camp	04:00p - 04:50p	MW	1	Stucki, E	28	PC / GYM / 208	60	Full Term	CL
15098	02	Aerobics:Boot Camp	06:30p - 07:50p	M	1	Hawkley, M	28	PC / GYM / 208	60	Full Term	CL

### PEAC 1131F

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12909	01	Aerobics:Core Fitball	08:00a - 08:50a	TR	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
14792	02	Aerobics:Core Fitball	01:00p - 01:50p	MW	1	Morrison, H	28	PC / GYM / 208	60	Late 8	CL
12911	04	Aerobics:Core Fitball	03:00p - 03:50p	TR	1	Curtis, C	28	PC / GYM / 208	60	Full Term	CL

### PEAC 1131G

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12913	01	Aerobics:Kickboxing	09:00a - 09:50a	MW	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12914	02	Aerobics:Kickboxing	09:00a - 09:50a	TR	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12915	03	Aerobics:Kickboxing	11:00a - 11:50a	MW	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12916	04	Aerobics:Kickboxing	11:00a - 11:50a	TR	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12943	05	Aerobics:Kickboxing	01:00p - 01:50p	TR	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL

### PEAC 1131H

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12944	01	Aerobics:Zumba	02:00p - 02:50p	MW	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL
12945	02	Aerobics:Zumba	02:00p - 02:50p	TR	1	Hamilton, L	32	PC / GYM / 208	60	Full Term	CL
13496	03	Aerobics:Zumba	10:00a - 11:50a	F	1	Moon, A	28	PC / GYM / 208	60	Full Term	CL
14821	04	Aerobics:Zumba	10:00a - 10:50a	TR	1	Hamilton, L	28	PC / GYM / 208	60	Full Term	CL

### PEAC 1131J

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12946	01	Aerobics:Nutr and Weight Mgt	02:00p - 02:50p	TR	1	Curtis, C	28	PC / GYM / 237	60	Full Term	CL

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College of Education

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Department: Sport Science/Physical Ed

## PEAC 1131N

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12947	01 Aerobics:Cardio Hip Hop	01:00p - 01:50p	MW	1	Curtis, C	28	PC / GYM / 237	60	Full Term	CL

## PEAC 1132

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14820	01 Individualized PE	08:00a - 08:50a	F	1	Rider, C	25	PC / GYM / 237	60	Early 8	CL
11702	02 Individualized PE	08:00a - 08:50a	F	1	Rider, C	25	PC / GYM / 237	60	Late 8	CL

## PEAC 1132A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11705	01 Spinning	07:00a - 07:50a	TR	1	Moon, A	20	PC / REC / 287	60	Full Term	CL
11707	02 Spinning	08:00a - 08:50a	MW	1	Wathne, K	20	PC / REC / 287	60	Full Term	CL
11709	03 Spinning	08:00a - 08:50a	TR	1	Chambers, C	20	PC / REC / 287	60	Full Term	CL
11710	04 Spinning	09:00a - 09:50a	MW	1	Yost, L	20	PC / REC / 287	60	Full Term	CL
11712	05 Spinning	09:00a - 09:50a	TR	1	Yost, L	20	PC / REC / 287	60	Full Term	CL
11714	06 Spinning	10:00a - 10:50a	MW	1	Curtis, C	20	PC / REC / 287	60	Full Term	CL
11716	07 Spinning	10:00a - 10:50a	TR	1	Moon, A	20	PC / REC / 287	60	Full Term	CL
11718	08 Spinning	11:00a - 11:50a	MW	1	Wotowey, J	20	PC / REC / 287	60	Full Term	CL
11719	09 Spinning	12:00p - 12:50p	MW	1	Moon, A	20	PC / REC / 287	60	Full Term	CL
11721	10 Spinning	01:00p - 01:50p	TR	1	Morrison, H	20	PC / REC / 287	60	Full Term	CL
13161	11 Spinning	02:00p - 02:50p	TR	1	Nield, T	20	PC / REC / 287	60	Full Term	CL
14822	12 Spinning	04:00p - 04:50p	MW	1	Nield, T	20	PC / REC / 287	60	Full Term	CL
14823	13 Spinning	07:00a - 07:50a	MW	1	Nield, T	20	PC / REC / 287	60	Late 8	CL

## PEAC 1133

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11723	01 Jogging/Personal Fitness	04:00p - 04:50p	MW	1	Rider, C	20	PC / GYM / 302	60	Early 8	CL
11724	02 Jogging/Personal Fitness	04:00p - 04:50p	MW	1	Vincen-Brown, R	20	PC / GYM / 302	60	Late 8	CL
11725	03 Jogging/Personal Fitness	10:00a - 11:30a	M	1	Maughan, B	25	IF / TAB / 200	60	Early 8	CL
11727	04 Jogging/Personal Fitness	10:00a - 11:30a	M	1	Maughan, B	25	IF / TAB / 200	60	Late 8	CL

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PEAC 1134A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11729 01	Beginning Weight Training	08:00a - 08:50a	MW	1	Marchand, C	24	PC / REC / 213	60	Full Term	CL
11731 02	Beginning Weight Training	08:00a - 09:15a	TR	1	Rider, C	24	PC / REC / 213	60	Late 8	CL

## PEAC 1134B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11732 01	Intermediate Weight Training	09:00a - 09:50a	MW	1	Robinson, S	24	PC / REC / 213	60	Full Term	CL
11734 02	Intermediate Weight Training	10:00a - 10:50a	TR	1	Jones, B	24	PC / REC / 213	60	Full Term	CL

## PEAC 1137

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14824 01	Marathon Training	08:00a - 08:50a	TR	1	Yost, L	20	PC / GYM / 237	60	Full Term	CL

## PEAC 1138

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11736 01	Kendo	07:00p - 08:50p	T	1	Shiosaki, N	20	PC / GYM / 237	60	Full Term	CL

## PEAC 1139A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11740 01	Beginning Fencing	04:00p - 04:50p	MW	1	Leavitt, P	24	PC / GYM / 237	60	Full Term	CL

## PEAC 1139B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15243 01	Intermediate Fencing	05:00p - 05:50p	MW	1	Leavitt, P	24	PC / GYM / 237	60	Full Term	CL

## PEAC 1140A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11742 01	Beginning Billiards	09:00a - 09:50a	MW	1	Lindsay, S	30	PC / PSUB / 124	45	Full Term	CL
11743 02	Beginning Billiards	09:00a - 09:50a	TR	1	Lindsay, S	30	PC / PSUB / 124	45	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PEAC 1140B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11744 01	Intermediate Billiards	02:00p - 03:50p	T	1	Lindsay, S	30	PC / PSUB / 124	45	Full Term	CL

## PEAC 1141A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11745 01	Fundamentals of Bowling	10:00a - 10:50a	MW	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL
11746 02	Fundamentals of Bowling	10:00a - 10:50a	TR	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL
11747 03	Fundamentals of Bowling	11:00a - 11:50a	MW	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL
11748 04	Fundamentals of Bowling	11:00a - 11:50a	TR	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL

## PEAC 1141B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11750 01	Intermediate Bowling	02:00p - 03:50p	M	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL

## PEAC 1141C

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11751 01	Advanced Team Bowling	02:00p - 03:50p	F	1	Lindsay, S	30	PC / PSUB / 125	45	Full Term	CL

## PEAC 1142A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11752 01	Beginning Golf	02:00p - 03:30p	MW	1	Ostrom, E	20	PC / FIELD / BARTZ	65	Early 8	CL

## PEAC 1142B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11754 01	Intermediate Golf	02:00p - 03:30p	TR	1	Ostrom, E	11	PC / FIELD / BARTZ	110	Early 8	CL

## PEAC 1143A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11755 01	Judo	12:30p - 01:50p	MW	1	Collier, M	28	PC / GYM / 236	60	Full Term	CL
14825 02	Judo	04:00p - 05:30p	MW	1	Sheeley, N	28	PC / GYM / 236	60	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PEAC 1144

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11756	01 Tae Kwondo	06:00p - 07:30p	TR	1	Tolman, G	24	PC / GYM / 208	60	Full Term	CL
14826	02 Tae Kwondo	07:00p - 08:15p	M	1	Fogg, J	24	IF / OFFIF /	60	Full Term	CL

## PEAC 1146

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11757	01 Archery	04:00p - 05:15p	TR	1	Rider, C	20	PC / FIELD / BARTZ	60	Early 8	CL

## PEAC 1146B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11759	01 Archery-Bowhunter Education	03:00p - 03:50p	TR	1	Bruderer, R	30	PC / GYM / 302	60	Late 8	CL

## PEAC 1149A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11774	01 Tai Chi	04:00p - 04:50p	TR	1	Norton, M	24	PC / GYM / 237	60	Full Term	CL

## PEAC 1150A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11775	01 Beginning Racquetball	10:00a - 10:50a	MW	1	Robinson, S	20	PC / REC / 280	60	Full Term	CL

## PEAC 1150B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11776	01 Intermediate Racquetball	09:00a - 09:50a	MW	1	Ostrom, E	20	PC / REC / 280	60	Late 8	CL

## PEAC 1151A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11777	01 Beginning Tennis	09:00a - 09:50a	TR	1	Marchand, C	18	PC / REC / 280	60	Full Term	CL

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College of Education

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## PEAC 1152A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11778 01	Beginning Badminton	10:00a - 10:50a	TR	1	Robinson, S	16	PC / GYM / 200	60	Late 8	CL

## PEAC 1154

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11779 01	Table Tennis	01:00p - 01:50p	MW	1	Robinson, S	16	PC / GYM / 112	60	Late 8	CL
14827 02	Table Tennis	02:00p - 02:50p	TR	1	Vincen-Brown, R	16	PC / GYM / 112	60	Early 8	CL

## PEAC 1155B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11780 01	Intermediate Soccer	11:00a - 11:50a	TR	1	Marchand, C	24	PC / GYM / 200	60	Late 8	CL
13490 02	Intermediate Soccer	11:00a - 11:50a	TR	1	Marchand, C	24	PC / FIELD / CADET	60	Early 8	CL

## PEAC 1156B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11781 01	Intermediate Basketball	10:00a - 10:50a	MW	1	Jones, B	20	PC / GYM / 200	60	Late 8	CL
11782 02	Intermediate Basketball	11:00a - 11:50a	TR	1	Rider, C	20	PC / GYM / 200	60	Early 8	CL
11783 03	Intermediate Basketball	10:00a - 11:30a	F	1	Robinson, S	20	PC / GYM / 200	60	Full Term	CL

## PEAC 1157B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14828 01	Intermediate Volleyball	10:00a - 10:50a	TR	1	Ostrom, E	20	PC / GYM / 200	60	Early 8	CL

## PEAC 1158

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14829 01	Softball	04:00p - 05:15p	MW	1	Ostrom, E	30	PC / FIELD / BARTZ	60	Early 8	CL

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College of Education

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## PEAC 1159

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14830 01	Ultimate Frisbee	02:00p - 03:15p	MW	1	Marchand, C	20	PC / FIELD / SPORT	60	Early 8	CL

## PEAC 1163

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11546 01	Backpacking	06:00p - 08:50p	MTSU	1	Joyce, P	12	PC / /	105	Early 8	CL

## PEAC 1165

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11550 01	Backcountry GPS Navigation	06:00p - 08:50p	TSU	1	Dayley, J	20	PC / /	95	Early 8	CL

## PEAC 1167

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14831 01	Kayak Touring	06:00p - 08:50p	MWSU	1	Ellis, R	10	PC / PSUB / OAC	130	Early 8	CL

## PEAC 1168

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14832 01	Day Hiking	04:00p - 05:50p	R	1	Perry, A	20	PC / GYM / 112	60	Early 8	CL

## PEAC 1169

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14088 01	Touch Rugby	03:00p - 04:15p	TR	1	Bridge, R	20	PC / FIELD / CADET	60	Early 8	CL

## PEAC 1170A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11551 01	Beginning Swimming	08:00a - 08:50a	TR	1	Vincen-Brown, R	15	PC / GYM / 210	60	Full Term	CL
11552 02	Beginning Swimming	10:00a - 10:50a	TR	1	Vincen-Brown, R	16	PC / GYM / 210	60	Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Education

Division: College of Education

Department: Sport Science/Physical Ed

## PEAC 1170B

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11553	01 Intermediate Swimming	09:00a - 09:50a	MW	1	Vincen-Brown, R	15	PC / GYM / 210	60	Full Term	CL

## PEAC 1173

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11554	01 Skin and SCUBA Diving Cert	06:00p - 08:50p	M	2	Hampsten, J	12	PC / OFFPC /	200	Early 8	CL
11555	02 Skin and SCUBA Diving Cert	03:00p - 05:50p	T	2	Hampsten, J	12	PC / OFFPC /	200	Early 8	CL
11556	03 Skin and SCUBA Diving Cert	06:00p - 08:50p	R	2	Hampsten, J	12	PC / OFFPC /	200	Early 8	CL
11557	04 Skin and SCUBA Diving Cert	02:00p - 04:50p	F	2	Hampsten, J	12	PC / OFFPC /	200	Early 8	CL
11558	05 Skin and SCUBA Diving Cert	06:00p - 08:50p	M	2	Hampsten, J	12	PC / OFFPC /	200	Late 8	CL
11559	06 Skin and SCUBA Diving Cert	03:00p - 05:50p	T	2	Hampsten, J	12	PC / OFFPC /	200	Late 8	CL
11560	07 Skin and SCUBA Diving Cert	06:00p - 08:50p	R	2	Hampsten, J	12	PC / OFFPC /	200	Late 8	CL
11561	08 Skin and SCUBA Diving Cert	02:00p - 04:50p	F	2	Hampsten, J	12	PC / OFFPC /	200	Late 8	CL
11562	09 Skin and SCUBA Diving Cert	06:00p - 10:30p	W	2	Christensen, B	20	IF / OFFIF / IF	200	Early 8	CL
11563	10 Skin and SCUBA Diving Cert	06:00p - 10:30p	W	2	Christensen, B	20	IF / OFFIF / IF	200	Late 8	CL

## PEAC 1174

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11564	01 Adv Open Water SCUBA Diving	06:00p - 08:00p	T	2	Christensen, B	12	IF / OFFIF / IF	200	Late 8	CL
11564	01 Adv Open Water SCUBA Diving	08:30p - 10:30p	W	2	Christensen, B	12	IF / OFFIF / IF	200	Late 8	CL

## PEAC 1175A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11565	01 Beginning Kayaking	05:00p - 05:50p	T	1	Dayley, J	16	PC / GYM / 210	130	Full Term	CL
11566	02 Beginning Kayaking	06:00p - 06:50p	T	1	Dayley, J	16	PC / GYM / 210	130	Full Term	CL

## PEAC 1176A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11567	01 Beginning Rock Climbing	01:00p - 03:50p	T	1	Joyce, P	18	PC / REC / 292	100	Early 8	CL

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## College of Education

Division: College of Education

Department: Sport Science/Physical Ed

### PEAC 1179

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11568	01	Diver Stress and Rescue	06:00p - 10:30p	W	2	Christensen, B	6	IF / OFFIF / IF	145	Early 8	CL

### PEAC 1181

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12356	01	Mountain Biking	01:00p - 03:50p	W	1	Dayley, J	15	PC / PSUB / OAC	90	Early 8	CL

### PEAC 1182A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11569	01	Beginning Dutch Oven Cooking	05:00p - 07:50p	W	1	Joyce, P	50	PC / PSUB / OAC	50	Early 8	CL
11570	02	Beginning Dutch Oven Cooking	06:30p - 08:30p	T	1	Thomson, S	24	IF / OFFIF / FRMN	50	Early 8	CL

### PEAC 1186A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11572	01	Beginning Fly Fishing	06:00p - 07:30p	T	1	Phelps, J	20	PC / FIELD / CADET	75	Early 8	CL

### PEAC 1187A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11573	01	Beginning Fly Tying	06:00p - 07:30p	W	1	Larsen, L	20	PC / GYM / 112	60	Late 8	CL

### PEAC 1190

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11574	01	Vars Ath:Athletes	03:00p - 05:00p	MTWR	1	Steuart, M	300	PC / HOLT / ARENA		Full Term	CL
11575	03	Vars Ath:Elite Strength	07:00a - 08:30a	MTWRF	1	Campbell, R	40	PC / HOLT / ARENA		Full Term	CL
11576	04	Vars Ath:Bengal Dance	07:00p - 09:50p	MW	1	Manchan, K	14	PC / REC / 277		Full Term	CL
11577	05	Vars Ath:Bengal Cheer	06:00p - 09:00p	MTW	1	Stucki, M	18	PC / REC / 280		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Education**  
**Division: College of Education**  
**Department: Sport Science/Physical Ed**

**PEAC 1191A**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12423 01	Basic Horsemanship	04:00p - 06:50p	M	1	Angle, J	16	PC / PSUB / OAC	135	Early 8	CL

**PEAC 1191B**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11578 01	Intermediate Horsemanship	04:00p - 06:50p	M	1	Angle, J	16	PC / PSUB / OAC	135	Late 8	CL

**PEAC 1195A**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13491 01	Beginning Disc Golf	03:00p - 04:30p	MW	1	Robinson, S	16	PC / FIELD / CADET	60	Early 8	CL

**PEAC 1197**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11579 01	Handball	01:00p - 02:30p	MW	1	Phelps, J	16	PC / REC / 280	60	Late 8	CL

**PEAC 1199**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14883 01	Interval Cross Training	11:00a - 11:50a	TR	6	Curtis, C	24	PC / GYM / 237	60	Full Term	CL
14882 02	Hunter Education Certification	04:00p - 05:50p	T	1	Foster, E	30	PC / GYM / 302	60	Late 8	CL
14881 03	Self Defense	06:00p - 06:50p	MW	1	Tolman, K	24	PC / GYM / 236	60	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

**CE 1105**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12584	01	Engineering Graphics	02:00p - 03:50p	TR	2	Gossett, W	30	PC / LEL / 234	85	Full Term	CL
15593	02	Engineering Graphics	04:30p - 06:20p	TR	2	Gossett, W	20	PC / LEL / 231	85	Full Term	CL

**CE 1120**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12585	01	Introduction to Engineering	11:00a - 11:50a	MW	2	Sato, C	100	PC / REND / 203	5	Full Term	CL

**CE 2200**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14971	01	Civil Engineering Tools	03:00p - 03:50p	R	1	Savage, B	30	PC / REND / 241		Full Term	CL

**CE 2210**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12586	01	Engineering Statics	08:00a - 08:50a	MWF	3	Gale, J	30	PC / LIBR / 36		Full Term	VS
12587	02	Engineering Statics	08:00a - 08:50a	MWF	3	Gale, J	10	IF / CHE / 313		Full Term	VS
14972	03	Engineering Statics	09:00a - 09:50a	MWF	3	Gale, J	30	PC / LIBR / 3G		Full Term	VS
14973	04	Engineering Statics	09:00a - 09:50a	MWF	3	Gale, J	10	IF / CHE / 303		Full Term	VS

**CE 3301**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10939	01	Surveying	04:00p - 06:30p	TR	3	Vahsholtz, J	24	PC / LEL / 234	20	Full Term	CL

**CE 3337**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14974	01	Geotechnical Engineering Lab	09:30a - 12:30p	R	1	Mahar, J	12	PC / LEL / 117		Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

## CE 3360

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12588	01	Engineering Economics	02:30p - 03:20p	TR	2	Leung, S	38	PC / REND / 103		Full Term	CL
15252	02	Engineering Economics	02:30p - 03:45p	TR	2	Mahar, J	10	IF / CHE / 313		Full Term	CL

## CE 3361

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12590	01	Engineering Economics and Mgmt	02:30p - 03:45p	TR	3	Mahar, J	30	PC / LIBR / 36		Full Term	VS
12591	02	Engineering Economics and Mgmt	02:30p - 03:45p	TR	3	Mahar, J	10	IF / CHE / 313		Full Term	VS

## CE 3362

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10940	01	Structural Analysis	01:00p - 01:50p	MWF	3	Ebrahimpour, A	25	PC / REND / 103	25	Full Term	CL

## CE 3366

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14975	01	Civil Engineering Materials	10:00a - 10:50a	MW	2	Sorensen, A	30	PC / BA / 305		Full Term	CL

## CE 3367

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14976	01	Civil Engineering Material Lab	10:00a - 12:50p	T	1	Sorensen, A	16	PC / LEL / 117		Full Term	LB

## CE 4434

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10941	01	Geotechnical Design	08:00a - 09:15a	TR	3	Mahar, J	20	PC / LIBR / 13		Full Term	VS
12592	02	Geotechnical Design	08:00a - 09:15a	TR	3	Mahar, J	10	IF / CHE / 303		Full Term	VS

## CE 4435

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10942	01	Hydraulic Design	09:00a - 09:50a	MWF	3	Savage, B	20	PC / REND / 119	25	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

**CE 4460**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13900	01	Project Management	07:00p - 09:30p	W	3	Mahar, J	30	PC / LIBR / 16		Full Term	VS
14977	02	Project Management	07:00p - 09:30p	W	3	Mahar, J	20	IF / CHE / 208		Full Term	VS

**CE 4465**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14978	01	Prestressed Concrete Structr	-		3	Sorensen, A	20	PC / /		Full Term	CL

**CE 4466**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12593	01	Design of Wood Structures	01:00p - 02:15p	TR	3	Ebrahimpour, A	15	PC / REND / 225		Full Term	CL

**CE 4481**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13539	02	IP:Project Management	-		3	Mahar, J	5	PC / /		Full Term	OT

**CE 4496A**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12594	01	Project Design I	11:00a - 11:50a	MWF	3	Ebrahimpour, A	13	PC / LIBR / 32		Full Term	VS
12595	02	Project Design I	11:00a - 11:50a	MWF	3	Ebrahimpour, A	5	IF / CHE / 314		Full Term	VS

**CE 5534**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10943	01	Geotechnical Design	08:00a - 09:15a	TR	3	Mahar, J	5	PC / LIBR / 13		Full Term	VS
12596	02	Geotechnical Design	08:00a - 09:15a	TR	3	Mahar, J	5	IF / CHE / 303		Full Term	VS

**CE 5535**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10944	01	Hydraulic Design	09:00a - 09:50a	MWF	3	Savage, B	15	PC / REND / 119	25	Full Term	CL

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

## CE 5560

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13901	01	Project Management	07:00p - 09:30p	W	3	Mahar, J	10	PC / LIBR / 16		Full Term	VS
14979	02	Project Management	07:00p - 09:30p	W	3	Mahar, J	10	IF / CHE / 208		Full Term	VS

## CE 5565

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14980	01	Prestressed Concrete Structure	-		3	Sorensen, A	20	PC / /		Full Term	CL

## CE 5566

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12597	01	Design of Wood Structures	01:00p - 02:15p	TR	3	Ebrahimpour, A	5	PC / REND / 225		Full Term	CL

## CE 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12409	01	Thesis	-		6	Ebrahimpour, A	7	PC / /		Full Term	OT
12410	02	Thesis	-		6	Mahar, J	5	PC / /		Full Term	OT
12411	03	Thesis	-		6	Savage, B	5	PC / /		Full Term	OT
13324	04	Thesis	-		6	Sorensen, A	5	PC / /		Full Term	OT

## CE 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10948	01	Advanced Topics	-		3	Ebrahimpour, A	5	PC / /		Full Term	CL
12598	02	Advanced Topics	-		3	Mahar, J	5	PC / /		Full Term	CL
14981	03	ST: Intro Computational Fluids	02:00p - 02:50p	MWF	3	Savage, B	10	PC / REND / 107		Full Term	CL
13791	04	Advanced Topics	-		3	Sorensen, A	5	PC / /		Full Term	CL

## CE 6660

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12993	01	Special Project	-		3	Savage, B	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

## CE 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12599	01	Doctoral Dissertation	-		24	Ebrahimpour, A	5	PC / /		Full Term	OT
15174	02	Doctoral Dissertation	-		24	Sorensen, A	5	PC / /		Full Term	OT

## ENGR 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15571	01	Thesis	-		9	Stuffle, R	1	PC / /		Full Term	OT
11067	02	Thesis	-		9	Chiu, S	5	PC / /		Full Term	OT
11075	03	Thesis	-		9	Burgett, E	25	PC / /		Full Term	OT
11069	05	Thesis	-		9	Mousavinezhad, S	10	PC / /		Full Term	OT
11070	06	Thesis	-		9	Ellis, M	5	PC / /		Full Term	OT
11071	07	Thesis	-		9	Imel, G	5	PC / /		Full Term	OT
11072	08	Thesis	-		9	Dunzik-Gougar, M	5	PC / /		Full Term	OT
11073	09	Thesis	-		9	Kunze, J	5	PC / /		Full Term	OT
15067	11	Thesis	-		9	Pope, C	25	PC / /		Full Term	OT

## ENGR 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11080	01	Seminar	12:00p - 12:50p	F	1	Leung, S	20	PC / LIBR / 7		Full Term	VS
11081	02	Seminar	12:00p - 12:50p	F	1	Leung, S	10	IF / CHE / 311		Full Term	VS
15281	03	ST:Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	10	PC / LIBR / 3G		Full Term	VS
15282	04	ST:Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	5	IF / CHE / 303		Full Term	VS
15283	05	ST:Nuclear Seminar	-		1	Imel, G	5	PC / WEB / COURSE 35		Full Term	WC

## ENGR 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13479	01	SP:HIL Embedded Controllers	-		3	Chiu, S	1	PC / /		Full Term	OT
11086	03	Special Problems	-		3	Imel, G	5	PC / /		Full Term	OT
13826	05	Special Problems	-		3	Burgett, E	5	PC / /		Full Term	OT
11088	07	Special Problems	-		3	Kunze, J	4	PC / /		Full Term	OT
11089	08	Special Problems	-		3	Mousavinezhad, S	4	PC / /		Full Term	OT

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

**ENGR 6655**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11090 01	Environmental Topics	12:00p - 12:50p	F	1	Leung, S	10	PC / LIBR / 7		Full Term	VS

**ENGR 6660**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13081 01	Special Project	-		9	Kunze, J	5	PC / /		Full Term	OT
12487 03	Special Project	-		9	Chiu, S	5	PC / /		Full Term	OT

**ENGR 6670**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15570 02	Industrial Practice	-		1	Stuffle, R	3	PC / /		Full Term	OT

**ENVE 4410**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11092 01	Intro to Environmental Engr	04:00p - 05:15p	TR	3	Sato, C	20	PC / LIBR / 3G		Full Term	VS
11093 02	Intro to Environmental Engr	04:00p - 05:15p	TR	3	Sato, C	10	IF / CHE / 303		Full Term	VS

**ENVE 4499**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13798 01	Intro Nanotech and Surface Sci	05:30p - 08:00p	R	3	Leung, S	5	PC / REND / 104		Full Term	CL

**ENVE 5510**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11094 01	Intro to Environmental Engr	04:00p - 05:15p	TR	3	Sato, C	10	PC / LIBR / 3G		Full Term	VS
11095 02	Intro to Environmental Engr	04:00p - 05:15p	TR	3	Sato, C	10	IF / CHE / 303		Full Term	VS

**ENVE 5599**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13793 01	Intro Nanotech and Surface Sci	05:30p - 08:00p	R	3	Leung, S	10	PC / REND / 104		Full Term	CL

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CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Civil & Environmental Engr**

**ENVE 6616**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11096	01	Biological Treat of Wastewater	05:30p - 08:00p	M	3	Sato, C	10	PC / REND / 108		Full Term	CL

**ENVE 6650**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12412	01	Thesis	-		6	Leung, S	5	PC / /		Full Term	OT
12413	02	Thesis	-		6	Sato, C	5	PC / /		Full Term	OT

**ENVE 6652**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12614	01	Advanced Topics	-		3	Leung, S	5	PC / /		Full Term	OT
12615	02	Advanced Topics	-		3	Sato, C	5	PC / /		Full Term	OT

**ENVE 6660**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12616	01	Special Project	-		3	Leung, S	5	PC / /		Full Term	OT
12617	02	Special Project	-		3	Sato, C	5	PC / /		Full Term	OT

**ENVE 6699**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13090	01	Independent Study	-		6	Leung, S	2	PC / /		Full Term	CL

**ENVE 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12414	01	Doctoral Dissertation	-		24	Leung, S	5	PC / /		Full Term	OT
12415	02	Doctoral Dissertation	-		24	Sato, C	5	PC / /		Full Term	OT

**Department: Electrical Engineering**

**Codes / Goal:**

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Electrical Engineering**

## EE 2240

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10969	01	Intro to Electrical Circuits	08:00a - 09:15a	TR	3	Stuffle, R	50	PC / LIBR / 32		Full Term	VS
10975	02	Intro to Electrical Circuits	08:00a - 09:15a	TR	3	Stuffle, R	20	IF / CHE / 314		Full Term	VS
14982	03	Intro to Electrical Circuits	09:30a - 10:45a	TR	3	Mousavinezhad, S	30	PC / REND / 209		Full Term	CL

## EE 2274

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10977	01	Intro to Digital Systems	11:00a - 11:50a	MWF	3	Chiu, S	40	PC / LIBR / 16		Full Term	VS
10980	02	Intro to Digital Systems	11:00a - 11:50a	MWF	3	Chiu, S	15	IF / CHE / 303		Full Term	VS

## EE 2275

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10982	01	Intro to Digital Systems Lab	02:00p - 04:50p	W	1	Chiu, S	40	PC / REND / 209	35	Full Term	LB

## EE 3325

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10986	01	Electromagnetics	12:00p - 12:50p	MWF	3	Ellis, M	30	PC / LIBR / 3G		Full Term	VS
10987	02	Electromagnetics	12:00p - 12:50p	MWF	3	Ellis, M	10	IF / CHE / 303		Full Term	VS

## EE 3340

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14983	01	Fundamentals of Elect Devices	09:30a - 10:45a	TR	3	Ellis, M	30	PC / BA / 211		Full Term	CL

## EE 3342

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14984	01	Fundamentals of Elect Dev Lab	03:00p - 05:30p	R	1	Ellis, M	16	PC / LEL / 9	35	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Electrical Engineering**

**EE 3345**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10988	01	Signals and Systems	02:30p - 03:45p	TR	3	Mousavinezhad, S	30	PC / LIBR / 7	30	Full Term	VS
14021	02	Signals and Systems	02:30p - 03:45p	TR	3	Mousavinezhad, S	10	IF / CHE / 311	30	Full Term	VS

**EE 4400**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10992	01	Senior Seminar	12:00p - 12:50p	F	1	Stuffle, R	25	PC / LIBR / 32		Full Term	VS
10994	02	Senior Seminar	12:00p - 12:50p	F	1	Stuffle, R	15	IF / CHE / 314		Full Term	VS

**EE 4429**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10995	01	Advanced Electronics	12:00p - 12:50p	MW	2	Chiu, S	23	PC / LIBR / 32		Full Term	VS
10998	02	Advanced Electronics	12:00p - 12:50p	MW	2	Chiu, S	10	IF / CHE / 314		Full Term	VS

**EE 4429L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11000	01	Advanced Electronics Lab	03:00p - 05:30p	T	1	Chiu, S	16	PC / LEL / 9	75	Full Term	LB

**EE 4432**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11002	01	Introduction to VLSI Design	05:00p - 06:15p	WR	3	Chiu, S	15	PC / REND / 117	80	Full Term	CL

**EE 4472**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11003	01	Electrical Machines and Power	02:00p - 02:50p	MWF	3	Ellis, M	15	PC / REND / 225		Full Term	WS

**EE 4472L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11006	01	Elect Machines and Power Lab	11:00a - 01:30p	T	1	Ellis, M	12	PC / COL / 116	25	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Electrical Engineering**

**EE 4474**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12602	01	Advanced Circuit Theory	01:00p - 01:50p	MWF	3	Mousavinezhad, S	20	PC / LIBR / 32		Full Term	VS
12603	02	Advanced Circuit Theory	01:00p - 01:50p	MWF	3	Mousavinezhad, S	10	IF / CHE / 314		Full Term	VS

**EE 4478**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14986	01	Semiconductor Devices	-		3	Hunter, S	15	PC / WEB / COURSE	35	Full Term	WC

**EE 5529**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11009	01	Advanced Electronics	12:00p - 12:50p	MW	2	Chiu, S	7	PC / LIBR / 32		Full Term	VS
11013	02	Advanced Electronics	12:00p - 12:50p	MW	2	Chiu, S	5	IF / CHE / 314		Full Term	VS

**EE 5529L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11014	01	Advanced Electronics Lab	03:00p - 05:30p	T	1	Chiu, S	4	PC / LEL / 9	75	Full Term	LB

**EE 5532**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11016	01	Introduction to VLSI Design	05:00p - 06:15p	WR	3	Chiu, S	10	PC / REND / 117	80	Full Term	CL

**EE 5574**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12606	01	Advanced Circuit Theory	01:00p - 01:50p	MWF	3	Mousavinezhad, S	5	PC / LIBR / 32		Full Term	VS
12608	02	Advanced Circuit Theory	01:00p - 01:50p	MWF	3	Mousavinezhad, S	5	IF / CHE / 314		Full Term	VS

**EE 5578**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14987	01	Semiconductor Devices	-		3	Hunter, S	15	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Electrical Engineering**

**EE 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12463	01	Doctoral Dissertation	-		24	Stuffle, R	10	PC / /		Full Term	OT
12609	02	Doctoral Dissertation	-		24	Mousavinezhad, S	5	PC / /		Full Term	OT
12991	04	Doctoral Dissertation	-		24	Chiu, S	2	PC / /		Full Term	OT

**Department: Informatics and Comp Science**

**CS 1181**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10923	01	Computer Sci and Programming I	09:00a - 09:50a	MWF	3	Naas, P	50	PC / LIBR / 32	25	Full Term	VS
10925	02	Computer Sci and Programming I	09:00a - 09:50a	MWF	3	Naas, P	25	IF / CHE / 314	25	Full Term	VS
10926	03	Computer Sci and Programming I	-		3	Naas, P	45	PC / WEB / COURSE	35	Full Term	WC
14154	04	Computer Sci and Programming I	01:00p - 02:15p	TR	3	Holmes, J	60	PC / REND / 111	25	Full Term	CL
15490	05	Computer Sci and Programming I	02:30p - 03:45p	TR	3	Kordzadeh, N	20	PC / BA / 503	25	Full Term	CL

**CS 1182**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14334	01	Comp Sci and Programming II	11:00a - 12:15p	TR	3	Naas, P	50	PC / VOART / 117	25	Full Term	VS
14335	02	Comp Sci and Programming II	11:00a - 12:15p	TR	3	Naas, P	20	IF / CHE / 311	25	Full Term	VS
14336	03	Comp Sci and Programming II	-		3	Naas, P	30	PC / WEB / COURSE	35	Full Term	WC

**CS 2275**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14337	01	Comp Organization and Assembly	09:30a - 10:45a	TR	3	Kantabutra, V	50	PC / LIBR / 32		Full Term	VS
14338	02	Comp Organization and Assembly	09:30a - 10:45a	TR	3	Kantabutra, V	20	IF / CHE / 314		Full Term	VS
14339	03	Comp Organization and Assembly	-		3	Kantabutra, V	30	PC / WEB / COURSE	35	Full Term	WC

**CS 2282**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10928	01	Advanced Programming	11:00a - 12:15p	TR	3	Beard, D	40	PC / LIBR / 16		Full Term	VS
10930	02	Advanced Programming	11:00a - 12:15p	TR	3	Beard, D	20	IF / CHE / 208		Full Term	VS
14340	03	Advanced Programming	-		3	Beard, D	30	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Informatics and Comp Science**

**CS 4481**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13115	01	Prog Lang Theory Compilers	01:00p - 02:15p	TR	3	Kantabutra, V	30	PC / LIBR / 16		Full Term	VS
14341	02	Prog Lang Theory Compilers	01:00p - 02:15p	TR	3	Kantabutra, V	10	IF / CHE / 208		Full Term	VS
14342	03	Prog Lang Theory Compilers	-		3	Kantabutra, V	20	PC / WEB / COURSE	35	Full Term	WC

**CS 4488**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13612	01	Advanced Software Eng Project	08:00a - 08:50a	MWF	3	Schou, C	30	PC / BA / 412		Full Term	CL

**CS 4499**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14343	01	Image Processing/Algorithms	02:30p - 03:45p	TR	3	Beard, D	27	PC / LIBR / 3G		Full Term	VS
14344	02	Image Processing/Algorithms	02:30p - 03:45p	TR	3	Beard, D	15	IF / CHE / 303		Full Term	VS

**CS 5581**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13116	01	Prog Lang Theory Compilers	01:00p - 02:15p	TR	3	Kantabutra, V	3	PC / LIBR / 16		Full Term	VS
14345	02	Prog Lang Theory Compilers	01:00p - 02:15p	TR	3	Kantabutra, V	3	IF / CHE / 208		Full Term	VS

**CS 5599**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14346	01	Image Processing/Algorithms	02:30p - 03:45p	TR	3	Beard, D	3	PC / LIBR / 3G		Full Term	VS
14347	02	Image Processing/Algorithms	02:30p - 03:45p	TR	3	Beard, D	3	IF / CHE / 303		Full Term	VS

**Department: Mechanical Engineering**

**MCE 6642**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11097	01	Advanced Control Systems	-		3	Bosworth, K	2	PC / /	30	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Mechanical Engineering**

## MCE 6643

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15587	01	Advanced Measurement Methods	01:00p - 03:30p	F	3	Rieger, C	15	PC / LEL / 110	30	Full Term	CL
15587	01	Advanced Measurement Methods	07:00p - 08:30p	R	3	Rieger, C	15	PC / REND / 103	30	Full Term	CL

## MCE 6649

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14989	01	Robotics and Automation	09:00a - 09:50a	MWF	3	Perez, A	20	PC / LEL / 231	30	Full Term	CL

## MCE 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12618	01	Thesis	-		9	Perez, A	5	PC / /		Full Term	OT
12619	02	Thesis	-		9	Bosworth, K	5	PC / /		Full Term	OT
12620	03	Thesis	-		9	Schoen, M	5	PC / /		Full Term	OT

## MCE 6660

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13082	01	Special Project	-		9	Schoen, M	1	PC / /		Full Term	OT

## MCE 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12621	01	Doctoral Dissertation	-		24	Perez, A	5	PC / /		Full Term	OT
12622	02	Doctoral Dissertation	-		24	Bosworth, K	5	PC / /		Full Term	OT
12623	03	Doctoral Dissertation	-		24	Schoen, M	5	PC / /		Full Term	OT

## ME 1105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11098	01	Solid Modeling	02:00p - 03:50p	MW	2		30	PC / LEL / 234	20	Full Term	LL
13328	02	Solid Modeling	02:00p - 03:50p	MW	2		20	PC / LEL / 231	20	Full Term	LL
14991	03	Solid Modeling	02:00p - 03:50p	TR	2		15	IF / CHE / 202	20	Full Term	LL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

College of Science Eng  
 Division: College of Science Eng  
 Department: Mechanical Engineering

## ME 1165

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12624	01	Structured Programming	01:00p - 01:50p	MW	2		30	PC / LEL / 234	20	Full Term	LL
12625	02	Structured Programming	01:00p - 01:50p	MW	2		20	PC / LEL / 231	20	Full Term	LL
14992	03	Structured Programming	01:00p - 01:50p	TR	2		15	IF / CHE / 202	20	Full Term	LL

## ME 2220

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12626	01	Engineering Dynamics	10:00a - 10:50a	MWF	3	Wabrek, R	35	PC / REND / 123	20	Full Term	CL
12627	02	Engineering Dynamics	09:30a - 10:45a	TR	3		15	IF / CHE / 308	20	Full Term	CL

## ME 2222

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13799	01	Mechanical Engineer Materials	08:00a - 08:50a	MWF	3	Wabrek, R	30	PC / LIBR / 3G	25	Full Term	VS
14993	02	Mechanical Engineer Materials	08:00a - 08:50a	MWF	3	Wabrek, R	15	IF / CHE / 303	25	Full Term	VS

## ME 3307

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12628	01	Thermodynamics	11:00a - 12:15p	TR	3	Hofle, M	33	PC / LIBR / 13		Full Term	VS
14994	02	Thermodynamics	11:00a - 12:15p	TR	3	Hofle, M	15	IF / CHE / 303		Full Term	VS

## ME 3320

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11099	01	Kinematics and Dynmcs of Mach	09:30a - 10:45a	TR	3	Hofle, M	35	PC / REND / 117	20	Full Term	CL

## ME 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13518	01	Fluid Mechanics	11:00a - 11:50a	MWF	3	Williams, B	35	PC / LIBR / 36		Full Term	VS
13800	02	Fluid Mechanics	11:00a - 11:50a	MWF	3	Williams, B	15	IF / CHE / 313		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: College of Science Eng  
 Department: Mechanical Engineering

## ME 3350

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12629	01	Mechanics of Materials	01:00p - 01:50p	MWF	3	Wabrek, R	35	PC / LIBR / 36		Full Term	VS
12630	02	Mechanics of Materials	01:00p - 01:50p	MWF	3	Wabrek, R	15	IF / CHE / 313		Full Term	VS

## ME 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14996	01	Model Theory	09:30a - 10:45a	MW	3	Bosworth, K	20	PC / LEL / 234		Full Term	CL

## ME 4416

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11101	01	Thermal Power Cycles	02:00p - 02:50p	MWF	3	Williams, B	35	PC / LIBR / 36		Full Term	VS
14997	02	Thermal Power Cycles	02:00p - 02:50p	MWF	3	Williams, B	15	IF / CHE / 313		Full Term	VS

## ME 4443

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13801	01	Thermal Fluids Lab	08:30a - 10:50a	T	1	Wilson, K	12	PC / LEL / 110	75	Full Term	LB
13802	02	Thermal Fluids Lab	08:30a - 10:50a	R	1	Wilson, K	12	PC / LEL / 110	75	Full Term	LB
15383	03	Thermal Fluids Lab	01:30p - 03:50p	R	1	Wilson, K	12	PC / LEL / 110	75	Full Term	LB

## ME 4463

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14998	01	Mechanical Systems Design	11:00a - 12:15p	TR	3	Perez, A	33	PC / REND / 119	25	Full Term	CL

## ME 4473

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13804	01	Mechanical Control Systems	12:00p - 12:50p	MWF	3	Walters, T	35	PC / LIBR / 36	50	Full Term	VS
14999	02	Mechanical Control Systems	12:00p - 12:50p	MWF	3	Walters, T	15	IF / CHE / 313	50	Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: College of Science Eng  
 Department: Mechanical Engineering

## ME 4496A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15035	01	Project Design I	11:00a - 11:50a	MWF	3	Hofle, M	30	PC / LIBR / 32	50	Full Term	VS
15036	02	Project Design I	11:00a - 11:50a	MWF	3	Hofle, M	15	IF / CHE / 314	50	Full Term	VS

## ME 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15049	01	Model Theory	09:30a - 10:45a	MW	3	Bosworth, K	5	PC / LEL / 234		Full Term	CL

## ME 5573

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13807	01	Mechanical Control Systems	12:00p - 12:50p	MWF	3	Walters, T	5	PC / LIBR / 36	50	Full Term	VS
15000	02	Mechanical Control Systems	12:00p - 12:50p	MWF	3	Walters, T	5	IF / CHE / 313	50	Full Term	VS

## ME 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15001	01	Thermal Power Cycles	02:00p - 02:50p	MWF	3	Williams, B	5	PC / LIBR / 36		Full Term	VS
15002	02	Thermal Power Cycles	02:00p - 02:50p	MWF	3	Williams, B	5	IF / CHE / 313		Full Term	VS
15003	03	Mechanical Systems Design	11:00a - 12:15p	TR	3	Perez, A	5	PC / LEL / 110		Full Term	CL

## ME 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15588	01	Transport Phenomena	-		3	Williams, B	1	PC / /	20	Full Term	OT

## ME 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12634	01	Thesis	-		9	Perez, A	5	PC / /		Full Term	OT
12635	02	Thesis	-		9	Williams, B	5	PC / /		Full Term	OT
12636	03	Thesis	-		9	Schoen, M	5	PC / /		Full Term	OT
13334	04	Thesis	-		9	Bosworth, K	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: College of Science Eng  
 Department: Mechanical Engineering

## ME 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12637	01	Doctoral Dissertation	-		24	Perez, A	5	PC / /		Full Term	OT
12638	02	Doctoral Dissertation	-		24	Williams, B	5	PC / /		Full Term	OT
12639	03	Doctoral Dissertation	-		24	Schoen, M	5	PC / /		Full Term	OT
13336	05	Doctoral Dissertation	-		24	Bosworth, K	5	PC / /		Full Term	OT

## Department: Nuclear Engr and Health Phys

### HPHY 4417

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14445	01	Ind Vent and Aerosol Physics	07:00p - 09:50p	R	3	Harris, J	15	PC / LIBR / 7	30	Full Term	VS
14447	02	Ind Vent and Aerosol Physics	07:00p - 09:50p	R	3	Harris, J	14	IF / CHE / 311	30	Full Term	VS
14448	03	Ind Vent and Aerosol Physics	-		3	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

### HPHY 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12654	01	Radiation Physics I	05:30p - 06:45p	TR	3	Brey, R	15	PC / LIBR / 32	30	Full Term	VS
12655	02	Radiation Physics I	05:30p - 06:45p	TR	3	Brey, R	14	IF / CHE / 314	30	Full Term	VS
13546	03	Radiation Physics I	-		3	Brey, R	5	PC / WEB / COURSE	35	Full Term	WC

### HPHY 4433

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12658	01	External Dosimetry	05:30p - 06:45p	MW	3	Brey, R	10	PC / LIBR / 16	30	Full Term	VS
14224	02	External Dosimetry	05:30p - 06:45p	MW	3	Brey, R	5	IF / CHE / 314	30	Full Term	VS
14449	03	External Dosimetry	-		3	Brey, R	5	PC / WEB / COURSE	35	Full Term	WC

### HPHY 4455

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12659	01	Topics in Health Physics I	02:00p - 03:50p	W	2	Harris, J	10	PC / LIBR / 7	30	Full Term	VS
12660	02	Topics in Health Physics I	02:00p - 03:50p	W	2	Harris, J	10	IF / CHE / 311	30	Full Term	VS
13547	03	Topics in Health Physics I	-		2	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Nuclear Engr and Health Phys**

## HPHY 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12663	01	Health Physics Capstone Course	-		3	Brey, R	10	PC / /	30	Full Term	CL
12665	03	Health Physics Capstone Course	-		3	Harris, J	10	PC / /	30	Full Term	CL

## HPHY 4488

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14450	01	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	10	PC / LIBR / 32		Full Term	VS
14451	02	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	5	IF / CHE / 314		Full Term	VS
15217	03	Advanced Radiobiology	-		3	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

## HPHY 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13026	02	Special Problems Hlth Physics	-		6	Brey, R	5	PC / /		Full Term	CL
13570	03	Special Problems Hlth Physics	-		6	Harris, J	5	PC / /		Full Term	CL

## HPHY 5517

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14452	01	Ind Vent and Aerosol Physics	07:00p - 09:50p	R	3	Harris, J	10	PC / LIBR / 7	30	Full Term	VS
14453	02	Ind Vent and Aerosol Physics	07:00p - 09:50p	R	3	Harris, J	10	IF / CHE / 311	30	Full Term	VS
14454	03	Ind Vent and Aerosol Physics	-		3	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

## HPHY 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12656	01	Radiation Physics I	05:30p - 06:45p	TR	3	Brey, R	10	PC / LIBR / 32	30	Full Term	VS
12657	02	Radiation Physics I	05:30p - 06:45p	TR	3	Brey, R	10	IF / CHE / 314	30	Full Term	VS
13548	03	Radiation Physics I	-		3	Brey, R	5	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Nuclear Engr and Health Phys**

## HPHY 5533

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13098	01	External Dosimetry	05:30p - 06:45p	MW	3	Brey, R	10	PC / LIBR / 16	30	Full Term	VS
14225	02	External Dosimetry	05:30p - 06:45p	MW	3	Brey, R	5	IF / CHE / 314	30	Full Term	VS
14457	03	External Dosimetry	-		3	Brey, R	5	PC / WEB / COURSE	35	Full Term	WC

## HPHY 5555

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12661	01	Topics in Health Physics I	02:00p - 03:50p	W	2	Harris, J	10	PC / LIBR / 7	30	Full Term	VS
12662	02	Topics in Health Physics I	02:00p - 03:50p	W	2	Harris, J	10	IF / CHE / 311	30	Full Term	VS
13549	03	Topics in Health Physics I	-		2	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

## HPHY 5588

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14458	01	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	3	PC / LIBR / 32		Full Term	VS
14459	02	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	2	IF / CHE / 314		Full Term	VS
15218	03	Advanced Radiobiology	-		3	Harris, J	5	PC / WEB / COURSE	35	Full Term	WC

## HPHY 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13027	02	Special Problems Hlth Physics	-		6	Brey, R	5	PC / /		Full Term	CL
13571	03	Special Problems Hlth Physics	-		6	Harris, J	5	PC / /		Full Term	CL

## HPHY 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12994	01	Thesis	-		12	Gesell, T	10	PC / /		Full Term	OT
12995	02	Thesis	-		12	Brey, R	10	PC / /		Full Term	OT
12996	03	Thesis	-		12	Harris, J	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: College of Science Eng

Department: Nuclear Engr and Health Phys

## HPHY 6699

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15224	01	Special Problems Hlth Physics	-		3	Brey, R	10	PC / /		Full Term	CL
15225	02	Special Problems Hlth Physics	-		3	Harris, J	10	PC / /		Full Term	CL

## HPHY 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12997	01	Doctoral Dissertation	-		12	Gesell, T	10	PC / /		Full Term	OT
12998	02	Doctoral Dissertation	-		12	Brey, R	10	PC / /		Full Term	OT
12999	03	Doctoral Dissertation	-		12	Harris, J	10	PC / /		Full Term	OT

## NE 1120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13337	01	Intro to Nuclear Engineering	04:00p - 04:50p	W	1	Dunzik-Gougar, M	30	PC / LIBR / 3G		Full Term	VS
13338	02	Intro to Nuclear Engineering	04:00p - 04:50p	W	1	Dunzik-Gougar, M	24	IF / CHE / 303		Full Term	VS
13572	03	Intro to Nuclear Engineering	-		1	Dunzik-Gougar, M	5	PC / WEB / COURSE 35		Full Term	WC

## NE 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12641	01	Nuclear Engineering II	04:00p - 05:15p	TR	3	Imel, G	15	PC / LIBR / 36		Full Term	VS
12642	02	Nuclear Engineering II	04:00p - 05:15p	TR	3	Imel, G	10	IF / CHE / 313		Full Term	VS
13573	03	Nuclear Engineering II	-		3	Imel, G	5	PC / WEB / COURSE 35		Full Term	WC

## NE 3399

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13498	02	Research Special Projects	-		6	Dunzik-Gougar, M	5	IF / /		Full Term	OT

## NE 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12643	01	Reactor Physics	05:00p - 06:15p	MW	3	Pope, C	10	PC / LIBR / 3G		Full Term	VS
12644	02	Reactor Physics	05:00p - 06:15p	MW	3	Pope, C	10	IF / CHE / 303		Full Term	VS
13574	03	Reactor Physics	-		3	Pope, C	5	PC / WEB / COURSE 35		Full Term	WC

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Nuclear Engr and Health Phys**

**NE 4451**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13810	01	Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	10	PC / LIBR / 3G		Full Term	VS
13811	02	Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	5	IF / CHE / 303		Full Term	VS
13812	03	Nuclear Seminar	-		1	Imel, G	5	PC / WEB / COURSE	35	Full Term	WC

**NE 4496A**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12645	01	Project Design I	04:00p - 04:50p	W	1	Pope, C	10	PC / LIBR / 7	50	Full Term	VS
12646	02	Project Design I	04:00p - 04:50p	W	1	Pope, C	10	IF / CHE / 311	50	Full Term	VS

**NE 4499**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15004	01	Mthds/Pract in Critical Safety	07:00p - 08:15p	TR	3	Pope, C	10	PC / LIBR / 3G		Full Term	VS
15005	02	Mthds/Pract in Critical Safety	07:00p - 08:15p	TR	3	Pope, C	10	IF / CHE / 303		Full Term	VS
15006	03	Mthds/Pract in Critical Safety	-		3	Pope, C	10	PC / WEB / COURSE	35	Full Term	WC

**NE 5521**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11103	01	Math Methods in Nuc Eng	02:00p - 03:15p	MW	3		20	PC / LIBR / 3G		Full Term	VS
11104	02	Math Methods in Nuc Eng	02:00p - 03:15p	MW	3		20	IF / CHE / 303		Full Term	VS
13577	03	Math Methods in Nuc Eng	-		3		5	PC / WEB / COURSE	35	Full Term	WC

**NE 5545**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12647	01	Reactor Physics	05:00p - 06:15p	MW	3	Pope, C	10	PC / LIBR / 3G		Full Term	VS
12648	02	Reactor Physics	05:00p - 06:15p	MW	3	Pope, C	10	IF / CHE / 303		Full Term	VS
13575	03	Reactor Physics	-		3	Pope, C	5	PC / WEB / COURSE	35	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: College of Science Eng**  
**Department: Nuclear Engr and Health Phys**

## NE 5551

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13813	01	Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	10	PC / LIBR / 3G		Full Term	VS
13814	02	Nuclear Seminar	04:00p - 04:50p	M	1	Imel, G	5	IF / CHE / 303		Full Term	VS
13815	03	Nuclear Seminar	-		1	Imel, G	5	PC / WEB / COURSE	35	Full Term	WC

## NE 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15021	01	Mthds/Pract in Critical Safety	07:00p - 08:15p	TR	3	Pope, C	10	PC / LIBR / 3G		Full Term	VS
15022	02	Mthds/Pract in Critical Safety	07:00p - 08:15p	TR	3	Pope, C	10	IF / CHE / 303		Full Term	VS
15023	03	Mthds/Pract in Critical Safety	-		3	Pope, C	10	PC / WEB / COURSE	35	Full Term	WC

## NSEN 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15277	01	Nuclear Engr Experiments	02:00p - 04:50p	M	3	Kunze, J	10	PC / LEL / 19	50	Full Term	LB

## NSEN 6603

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13817	01	Thermal Hydraulics	06:30p - 07:45p	MW	3	Schultz, R	20	PC / LIBR / 3G		Full Term	VS
13818	02	Thermal Hydraulics	06:30p - 07:45p	MW	3	Schultz, R	8	IF / CHE / 303		Full Term	VS
13819	03	Thermal Hydraulics	-		3	Schultz, R	10	PC / WEB / COURSE	35	Full Term	WC

## NSEN 6618

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11112	01	Radioactive Waste Management	01:00p - 03:50p	F	3	Dunzik-Gougar, M	10	PC / LIBR / 3G		Full Term	VS
11110	02	Radioactive Waste Management	01:00p - 03:50p	F	3	Dunzik-Gougar, M	10	IF / CHE / 303		Full Term	VS
13578	03	Radioactive Waste Management	-		3	Dunzik-Gougar, M	5	PC / WEB / COURSE	35	Full Term	WC

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## College of Science Eng

Division: College of Science Eng

Department: Nuclear Engr and Health Phys

### NSEN 6684

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11113	01	Nuclear Engineering Basics	05:30p - 06:45p	TR	3	Gougar, H	11	PC / LIBR / 36		Full Term	VS
11115	02	Nuclear Engineering Basics	05:30p - 06:45p	TR	3	Gougar, H	7	IF / CHE / 313		Full Term	VS
13579	03	Nuclear Engineering Basics	-		3	Gougar, H	5	PC / WEB / COURSE	35	Full Term	WC

### NSEN 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12357	01	Doctoral Dissertation	-		24	Imel, G	5	PC / /		Full Term	OT
12358	02	Doctoral Dissertation	-		24	Williams, B	3	PC / /		Full Term	OT
15066	03	Doctoral Dissertation	-		24	Pope, C	25	PC / /		Full Term	OT
12359	04	Doctoral Dissertation	-		24	Dunzik-Gougar, M	3	PC / /		Full Term	OT
15197	05	Doctoral Dissertation	-		24	Harris, J	10	PC / /		Full Term	OT
12651	06	Doctoral Dissertation	-		24	Burgett, E	25	PC / /		Full Term	OT
12652	07	Doctoral Dissertation	-		24	Kunze, J	5	PC / /		Full Term	OT

Division: Div. Natural and Physical Scie

Department: Biological Science

### BIOL 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10203	01	Concepts Biol Human Concerns	11:00a - 11:50a	MWF	4	Shurley, J	136	PC / LC / 10		Full Term	WS
10204	02	Concepts Biol Human Concerns	07:00p - 09:50p	T	4	Shurley, J	60	PC / LC / 10		Full Term	WS
10205	03	Concepts Biol Human Concerns	09:30a - 10:45a	TR	4	Frank, B	48	IF / CHE / 217		Full Term	WS

### BIOL 1100L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10556	01	Concepts Biol Human Conc Lab	12:00p - 01:50p	W	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10557	02	Concepts Biol Human Conc Lab	02:00p - 03:50p	W	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10558	03	Concepts Biol Human Conc Lab	04:00p - 05:50p	W	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10559	04	Concepts Biol Human Conc Lab	06:00p - 07:50p	W	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10560	05	Concepts Biol Human Conc Lab	10:00a - 11:50a	R	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10562	06	Concepts Biol Human Conc Lab	12:00p - 01:50p	R	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB

### Codes / Goal:

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Please notify the Registrar's Office if the above information is incorrect

Information Source: Production ODS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Biological Science**

## BIOL 1100L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10564	07	Concepts Biol Human Conc Lab	02:00p - 03:50p	R	0	Fultz, J	28	PC / LS / 122	60	Full Term	LB
10566	08	Concepts Biol Human Conc Lab	11:00a - 12:50p	R	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10567	09	Concepts Biol Human Conc Lab	01:30p - 03:20p	R	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB

## BIOL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10206	01	Biology I	09:30a - 10:45a	TR	4	Loxterman, J	230	PC / LC / 10		Full Term	WS
13687	02	Biology I	05:30p - 06:45p	TR	4	Abbruzzese, J	110	PC / LC / 10		Full Term	WS
10207	03	Biology I	-		4	Abbruzzese, J	60	PC / WEB / COURSE 35		Full Term	WC
10208	04	Biology I	09:30a - 10:45a	TR	4	Black, C	90	IF / CHE / 211		Full Term	WS
10209	05	Biology I	07:00p - 09:50p	R	4	Black, C	45	IF / CHE / 213		Full Term	WS
10569	H1	Biology I Honors	09:00a - 09:50a	MWF	4	Hill, J	44	PC / REND / 111		Full Term	CL
15609	ZA	Biology I	11:37a - 01:01p	MWF	4	Trople, D	50	HS / HSREG3 /		High	CL
15611	ZB	Biology I	01:08p - 02:30p	MWF	4	Trople, D	50	HS / HSREG3 /		High	CL
15668	ZC	Biology I	11:12a - 12:27p	MTWRF	4	Mitton, T	50	HS / HSREG5 /		High	CL
15669	ZE	Biology I	10:45a - 11:55a	MTWR	4	Davids, T	50	HS / HSREG5 /		High	CL
15670	ZF	Biology I	08:00a - 09:35a	TR	4	Pope, M	50	HS / HSREG5 /		High	CL
15504	ZH	Biology I	08:30a - 09:40a	MTWRF	4	Call, R	50	HS / HSREG6 /		High	CL
15506	ZI	Biology I	09:45a - 10:55a	MTWRF	4	Call, R	50	HS / HSREG6 /		High	CL

## BIOL 1101L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10574	01	Biology I Lab	08:00a - 10:50a	T	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10576	02	Biology I Lab	11:00a - 01:50p	T	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10579	03	Biology I Lab	02:00p - 04:50p	T	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10581	04	Biology I Lab	07:00p - 09:50p	T	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10583	05	Biology I Lab	08:00a - 10:50a	W	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10584	06	Biology I Lab	11:00a - 01:50p	W	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
13364	07	Biology I Lab	02:00p - 04:50p	W	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10589	08	Biology I Lab	06:00p - 08:50p	W	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Biological Science

## BIOL 1101L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10591	09 Biology I Lab	08:00a - 10:50a	R	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10592	10 Biology I Lab	11:00a - 01:50p	R	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10593	11 Biology I Lab	07:00p - 09:50p	R	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10594	12 Biology I Lab	08:00a - 10:50a	F	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10595	13 Biology I Lab	11:00a - 01:50p	F	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10596	14 Biology I Lab	02:00p - 04:50p	F	0	Fultz, J	28	PC / LS / 263	60	Full Term	LB
10598	15 Biology I Lab	01:00p - 03:50p	T	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10600	16 Biology I Lab	04:00p - 06:50p	T	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10602	17 Biology I Lab	07:00p - 09:50p	T	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10604	18 Biology I Lab	10:00a - 12:50p	W	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10606	19 Biology I Lab	01:00p - 03:50p	W	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10609	20 Biology I Lab	07:00p - 09:50p	W	0	Fultz, J	24	IF / CHE / 107	60	Full Term	LB
10586	H1 Biology I Lab Honors	01:00p - 02:15p	TR	0	Hill, J	44	PC / PLSCI / 114	60	Full Term	LB
15610	ZA Biology I Lab	11:37a - 01:01p	MWF	0	Trople, D	50	HS / HSREG3 /		High	LB
15612	ZB Biology I Lab	01:08p - 02:30p	MWF	0	Trople, D	50	HS / HSREG3 /		High	LB
15671	ZC Biology I Lab	11:12a - 12:27p	MTWRF	0	Mitton, T	50	HS / HSREG5 /		High	LB
15672	ZE Biology I Lab	10:45a - 11:55a	MTWR	0	Dauids, T	50	HS / HSREG5 /		High	LB
15673	ZF Biology I Lab	10:00a - 11:35a	MW	0	Pope, M	50	HS / HSREG5 /	60	High	LB
15505	ZH Biology I Lab	08:30a - 09:40a	MTWRF	0	Call, R	50	HS / HSREG6 /		High	LB
15507	ZI Biology I Lab	09:45a - 10:55a	MTWRF	0	Call, R	50	HS / HSREG6 /		High	LB

## BIOL 1102

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10211	01 Biology II	09:30a - 10:45a	TR	4	Peterson, C	72	PC / PLSCI / 114		Full Term	CL

## BIOL 1102L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10621	01 Biology II Lab	11:00a - 01:50p	R	0	Fultz, J	24	PC / LS / 261	60	Full Term	LB
10624	02 Biology II Lab	02:30p - 05:20p	R	0	Fultz, J	24	PC / LS / 261	60	Full Term	LB
13374	03 Biology II Lab	06:00p - 08:50p	R	0	Fultz, J	24	PC / LS / 261	60	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Biological Science

## BIOL 2206

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14723	01	Cell Biology	08:00a - 09:15a	TR	3	Cretkos, C	40	PC / PLSCI / 114		Full Term	CL

## BIOL 2207

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14724	01	Cell Biology Laboratory	02:30p - 05:20p	T	1	Pfau Mcclellan, J	20	PC / LS / 261	60	Full Term	LB
14725	02	Cell Biology Laboratory	06:00p - 08:50p	T	1	Pfau Mcclellan, J	20	PC / LS / 261	60	Full Term	LB

## BIOL 2209

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10215	01	General Ecology	10:00a - 10:50a	MWF	4	Aho, K	60	PC / PLSCI / 114		Full Term	CL
10218	02	General Ecology	09:30a - 10:45a	MW	4	Black, C	24	IF / CHE / 310		Full Term	CL

## BIOL 2209L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10625	01	General Ecology Laboratory	02:00p - 04:50p	M	0	Aho, K	20	PC / LS / 262	60	Full Term	LB
10626	02	General Ecology Laboratory	09:00a - 11:50a	T	0	Aho, K	20	PC / LS / 262	60	Full Term	LB
10627	03	General Ecology Laboratory	02:30p - 05:20p	T	0	Aho, K	20	PC / LS / 262	60	Full Term	LB
10628	05	General Ecology Laboratory	09:00a - 11:50a	F	0	Black, C	24	IF / CHE / 107	60	Full Term	LB

## BIOL 2213

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13375	01	Fall Flora	06:00p - 08:50p	W	2	Williams, C	25	PC / PLSCI / 117	60	Full Term	CL

## BIOL 2221

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10223	01	Introductory Microbiology	09:00a - 09:50a	MWF	3	Scalarone, G	114	PC / PLSCI / 114		Full Term	CL

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Biological Science

## BIOL 2221L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10629	01 Introductory Microbiology Lab	09:00a - 11:50a	T	1	Scalarone, G	16	PC / LS / 152	60	Full Term	LB
10630	02 Introductory Microbiology Lab	02:00p - 04:50p	W	1	Scalarone, G	16	PC / LS / 152	60	Full Term	LB
10632	03 Introductory Microbiology Lab	09:00a - 11:50a	R	1	Scalarone, G	16	PC / LS / 152	60	Full Term	LB
10633	04 Introductory Microbiology Lab	07:00p - 09:50p	T	1	Scalarone, G	16	PC / LS / 152	60	Full Term	LB
12533	05 Introductory Microbiology Lab	07:00p - 09:50p	R	1	Scalarone, G	16	PC / LS / 152	60	Full Term	LB

## BIOL 2235

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10224	01 General Microbiology	09:00a - 09:50a	MWF	3	Winston, V	60	PC / REND / 113		Full Term	CL

## BIOL 2235L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10634	01 General Microbiology Lab	07:00p - 08:30p	TR	1	Winston, V	20	PC / LS / 139	60	Full Term	LB
10635	02 General Microbiology Lab	11:00a - 12:30p	TR	1	Winston, V	20	PC / LS / 139	60	Full Term	LB
10637	03 General Microbiology Lab	09:00a - 10:30a	TR	1	Winston, V	20	PC / LS / 139	60	Full Term	LB

## BIOL 2280

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13688	01 AMOEBA	01:00p - 02:15p	TR	2	Hill, J	6	PC / PLSCI / 117		Full Term	CL

## BIOL 2299

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12977	01 Biology Lab	-		1	Fultz, J	2	PC / /		Full Term	LB

## BIOL 3301

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10226	01 Anatomy and Physiology	08:00a - 08:50a	MWF	4	Pfau Mcclellan, J	250	PC / ED / 243		Full Term	WS
10229	02 Anatomy and Physiology	09:30a - 10:45a	TR	4	Bearden, S	218	PC / REND / 203		Full Term	WS
10232	03 Anatomy and Physiology	01:00p - 02:15p	MW	4	Frank, B	59	IF / CHE / 210		Full Term	WS
10234	04 Anatomy and Physiology	-		4	Bunde, C	150	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Biological Science

## BIOL 3301L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10638	01	Anatomy and Physiology Lab	09:00a - 11:50a	T	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10640	02	Anatomy and Physiology Lab	09:00a - 11:50a	T	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10642	03	Anatomy and Physiology Lab	01:00p - 03:50p	T	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10644	04	Anatomy and Physiology Lab	01:00p - 03:50p	T	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10645	05	Anatomy and Physiology Lab	01:00p - 03:50p	T	0	Crandall, A	24	PC / LS / 243	60	Full Term	LB
10647	06	Anatomy and Physiology Lab	01:00p - 03:50p	T	0	Crandall, A	24	PC / LS / 243	60	Full Term	LB
10650	07	Anatomy and Physiology Lab	07:00p - 09:50p	T	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10651	08	Anatomy and Physiology Lab	11:00a - 01:50p	W	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10652	09	Anatomy and Physiology Lab	11:00a - 01:50p	W	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10653	10	Anatomy and Physiology Lab	11:00a - 01:50p	W	0	Crandall, A	24	PC / LS / 243	60	Full Term	LB
10654	11	Anatomy and Physiology Lab	11:00a - 01:50p	W	0	Crandall, A	24	PC / LS / 243	60	Full Term	LB
10655	12	Anatomy and Physiology Lab	02:00p - 04:50p	W	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10656	13	Anatomy and Physiology Lab	02:00p - 04:50p	W	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10657	14	Anatomy and Physiology Lab	07:00p - 09:50p	W	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10658	15	Anatomy and Physiology Lab	09:00a - 11:50a	R	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10659	16	Anatomy and Physiology Lab	01:00p - 03:50p	R	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10660	17	Anatomy and Physiology Lab	07:00p - 09:50p	R	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10667	18	Anatomy and Physiology Lab	02:00p - 04:50p	F	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10670	19	Anatomy and Physiology Lab	09:00a - 11:50a	S	0	Crandall, A	24	PC / LS / 247	60	Full Term	LB
10672	20	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC
10674	21	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC
10677	22	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC
10678	23	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC
10679	24	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC
10680	25	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Biological Science

## BIOL 3302

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15026	01	Anatomy and Physiology	-		4	Bunde, C	150	PC / WEB / COURSE	35	Full Term	WC

## BIOL 3302L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15027	01	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC
15028	02	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC
15029	03	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC
15030	04	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC
15031	05	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC
15032	06	Anatomy and Physiology Lab	-		0	Bunde, C	25	PC / WEB / COURSE	35	Full Term	WC

## BIOL 3305

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10236	01	Introduction to Pathobiology	-		3	Bunde, C	200	PC / WEB / COURSE	35	Full Term	WC

## BIOL 3316

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10239	01	Biometry Laboratory	01:00p - 03:50p	M	1	Aho, K	24	PC / LS / 205		Full Term	LB
12465	02	Biometry Laboratory	01:00p - 03:50p	W	1	Aho, K	24	PC / LS / 205		Full Term	LB
15194	03	Biometry Laboratory	01:00p - 03:50p	F	1	Hill, R	10	IF / CHE / 202		Full Term	LB

## BIOL 3358

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10241	01	Genetics	01:00p - 02:15p	TR	3	Kelchner, S	70	PC / VOART / 117		Full Term	VS
10242	02	Genetics	01:00p - 02:15p	TR	3	Kelchner, S	24	IF / CHE / 303		Full Term	VS
12464	03	Genetics	01:00p - 02:15p	TR	3	Kelchner, S	10	MD / MERID / 508		Full Term	VS
13002	04	Genetics	01:00p - 02:15p	TR	3	Kelchner, S	5	TF / EVRGN / C89		Full Term	VS

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**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Biological Science**

**BIOL 4400**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15212	01	Oral Histology and Embryology	01:00p - 02:50p	R	3	Pilarski, J	2	PC / DA / 132		Full Term	CL

**BIOL 4400L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15213	01	Oral Hist and Embryo Lab	03:00p - 04:00p	R	0	Pilarski, J	2	PC / LS / 251	60	Full Term	LB

**BIOL 4405**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15033	01	Plant Form and Function	09:30a - 10:45a	TR	3	Reinhardt, K	20	PC / PLSCI / 117		Full Term	CL

**BIOL 4405L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15034	01	Plant Form and Function Lab	11:00a - 12:15p	TR	1	Reinhardt, K	20	PC / PLSCI / 117	60	Full Term	LB

**BIOL 4413**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10253	01	Biology Teaching Methods	12:00p - 03:50p	W	3	Heinrich, K	18	PC / PLSCI / 117	60	Full Term	WS

**BIOL 4417**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10255	01	Organic Evolution	10:00a - 10:50a	MWF	3	Thomas, M	35	PC / LC / 15/17		Full Term	CL

**BIOL 4418**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10257	01	ST:Ecotopics GIS	03:00p - 03:50p	R	1	Peterson, C	16	PC / LS / 271		Full Term	CL

**BIOL 4419**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10259	01	Mammalian Histology	01:00p - 01:50p	MF	4	Cretkos, C	15	PC / LS / 261		Full Term	CL

**Codes / Goal:**

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Biological Science

## BIOL 4419L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10697 01	Mammalian Histology Lab	02:00p - 04:50p	F	0	Cretekos, C	15	PC / LS / 261	60	Full Term	LB

## BIOL 4423

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10260 01	General Parasitology	09:00a - 09:50a	MWF	3	Shurley, J	25	PC / PLSCI / 117		Full Term	CL

## BIOL 4431

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13377 01	General Entomology	11:00a - 11:50a	MWF	3	Cornell, J	15	PC / LS / 237		Full Term	CL

## BIOL 4431L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13378 01	Gen Entomology Lab	02:00p - 04:50p	W	1	Cornell, J	15	PC / LS / 237	60	Full Term	LB

## BIOL 4432

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10261 01	Biochemistry	04:00p - 05:15p	MW	3	Sheridan, P	35	PC / LIBR / 16		Full Term	VS
12534 02	Biochemistry	04:00p - 05:15p	MW	3	Sheridan, P	24	IF / CHE / 314		Full Term	VS
10262 03	Biochemistry	04:00p - 05:15p	MW	3	Sheridan, P	15	MD / MERID / 697		Full Term	VS
10263 04	Biochemistry	04:00p - 05:15p	MW	3	Sheridan, P	15	TF / EVRGN / C91		Full Term	VS

## BIOL 4433

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10264 01	Microbial Physiology	01:00p - 02:15p	TR	3	Magnuson, T	30	PC / REND / 209		Full Term	WS

## BIOL 4433L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10698 01	Microbial Physiology Lab	02:30p - 04:50p	T	1	Magnuson, T	14	PC / LS / 139	60	Full Term	LB
10700 02	Microbial Physiology Lab	02:30p - 04:50p	R	1	Magnuson, T	14	PC / LS / 139	60	Full Term	LB

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College of Science Eng  
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## BIOL 4437

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13693	01	Experimental Biochemistry	09:00a - 11:50a	T	1	Sheridan, P	16	PC / LS / 153	80	Full Term	LB
13694	02	Experimental Biochemistry	09:00a - 11:50a	R	1	Sheridan, P	16	PC / LS / 153	80	Full Term	LB

## BIOL 4443

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15041	01	Endocrinology	11:00a - 12:15p	TR	3	Frank, B	24	IF / CHE / 308		Full Term	CL

## BIOL 4444

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10265	01	Cell and Molecular Biology	08:00a - 08:50a	MTRF	4	Benson, M	29	PC / LC / 15/17		Full Term	CL

## BIOL 4444L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10702	01	Cell and Molecular Biology Lab	01:00p - 03:50p	W	1	Benson, M	14	PC / LS / 139	100	Full Term	LB
13014	02	Cell and Molecular Biology Lab	01:00p - 03:50p	M	1	Benson, M	14	PC / LS / 139	100	Full Term	LB

## BIOL 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10266	01	Biochemistry I	09:00a - 09:50a	MWF	3	Evilia, C	20	PC / PSC / 240		Full Term	CL

## BIOL 4449

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13380	01	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	15	PC / LH / 123		Full Term	VS
13380	01	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	15	PC / LH / 123		Full Term	VS
13464	02	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	10	IF / CHE / 311		Full Term	VS
13464	02	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	10	IF / CHE / 311		Full Term	VS
10268	03	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	20	MD / MERID / 735		Full Term	VS
10268	03	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	20	MD / MERID / 735		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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**Department: Biological Science**

**BIOL 4451**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10270 01	Immunology	12:00p - 12:50p	MWF	3	Scalarone, G	60	PC / LC / 15/17		Full Term	CL

**BIOL 4451L**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10705 01	Immunology Laboratory	09:00a - 11:50a	R	1	Shurley, J	18	PC / LS / 151	60	Full Term	LB
10704 02	Immunology Laboratory	02:00p - 04:50p	W	1	Shurley, J	19	PC / LS / 151	60	Full Term	LB

**BIOL 4454**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10272 01	Advanced Immunology	01:00p - 02:15p	TR	3	Scalarone, G	6	PC / LS / 322	60	Full Term	CL

**BIOL 4462**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15042 01	Freshwater Ecology	01:00p - 01:50p	MWF	3	Baxter, C	20	PC / LS / 237		Full Term	CL

**BIOL 4462L**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15043 01	Freshwater Ecology Lab	02:00p - 04:50p	W	1	Baxter, C	20	PC / LS / 262	60	Full Term	LB

**BIOL 4463**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10273 01	Human Pathophysiology	01:00p - 02:15p	TR	4	Groome, J	3	PC / REDHL / 217	60	Full Term	VS

**BIOL 4463L**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10706 01	Human Pathophysiology Lab	09:00a - 11:50a	R	0	Groome, J	3	PC / REDHL / 217		Full Term	VS

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College of Science Eng  
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## BIOL 4464

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10275	01	Lectures in Human Physiology	08:00a - 08:50a	MTWF	4	Anderson, C	10	PC / VOART / 117		Full Term	VS

## BIOL 4471

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15044	01	Fundamentals of Biol Imaging	01:00p - 02:15p	TR	3	Bearden, S	7	PC / LS / 237	100	Full Term	LL

## BIOL 4474

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10277	01	Human Anatomy OT and PT	09:00a - 10:25a	MW	5	Meldrum, D	6	PC / LC / 10		Full Term	CL

## BIOL 4474L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10707	01	Human Anatomy OT and PT Lab	10:30a - 01:20p	MW	0	Meldrum, D	6	PC / LS / 250	60	Full Term	LB

## BIOL 4475

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10278	01	General Virology	11:00a - 11:50a	MWF	3	Winston, V	40	PC / LC / 15/17		Full Term	CL

## BIOL 4480

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13701	01	AMOEBIA	01:00p - 02:15p	TR	2	Hill, J	2	PC / PLSCI / 117		Full Term	CL

## BIOL 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10282	01	Independent Problems	-		4	Aho, K	5	PC / /	60	Full Term	OT
10284	02	Independent Problems	-		4	Anderson, C	5	PC / /	60	Full Term	OT
13553	03	Independent Problems	-		4	Austin, M	5	PC / /	60	Full Term	OT
10286	04	Independent Problems	-		4	Baxter, C	5	PC / /	60	Full Term	OT
10288	05	Independent Problems	-		4	Bearden, S	5	PC / /	60	Full Term	OT
13554	06	Independent Problems	-		4	Benson, M	5	PC / /	60	Full Term	OT

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## BIOL 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10289	07	Independent Problems	-		4	Bowyer, R	5	PC / /	60	Full Term	OT
10291	08	Independent Problems	-		4	Cretekos, C	5	PC / /	60	Full Term	OT
10292	09	Independent Problems	-		4	Delehanty, D	5	PC / /	60	Full Term	OT
10295	10	Independent Problems	-		4	Evilia, C	5	PC / /	60	Full Term	OT
10297	11	Independent Problems	-		4	Finney, B	5	PC / /	60	Full Term	OT
12535	12	Independent Problems	-		4	Galindo, S	5	PC / /	60	Full Term	OT
10299	13	Independent Problems	-		4	Groome, J	5	PC / /	60	Full Term	OT
10300	14	Independent Problems	-		4	Hill, J	5	PC / /	60	Full Term	OT
10302	15	Independent Problems	-		4	Keeley, E	5	PC / /	60	Full Term	OT
10303	16	Independent Problems	-		4	Kelchner, S	5	PC / /	60	Full Term	OT
10307	17	Independent Problems	-		4	Lohse, K	5	PC / /	60	Full Term	OT
10309	18	Independent Problems	-		4	Loxterman, J	5	PC / /	60	Full Term	OT
10310	19	Independent Problems	-		4	Magnuson, T	5	PC / /	60	Full Term	OT
10312	20	Independent Problems	-		4	Meldrum, D	5	PC / /	60	Full Term	OT
10314	21	Independent Problems	-		4	Peterson, C	5	PC / /	60	Full Term	OT
10315	22	Independent Problems	-		4	Pfau Mcclellan, J	5	PC / /	60	Full Term	OT
10317	23	Independent Problems	-		4	Pilarski, J	5	PC / /	60	Full Term	OT
13555	24	Independent Problems	-		4	Reinhardt, K	5	PC / /	60	Full Term	OT
10319	25	Independent Problems	-		4	Rodnick, K	5	PC / /	60	Full Term	OT
10321	26	Independent Problems	-		4	Rose, W	5	PC / /	60	Full Term	OT
10323	27	Independent Problems	-		4	Scalarone, G	5	PC / /	60	Full Term	OT
13383	28	Independent Problems	-		4	Sheridan, P	5	PC / /	60	Full Term	OT
10325	29	Independent Problems	-		4	Smith, R	5	PC / /	60	Full Term	OT
10327	30	Independent Problems	-		4	Thomas, M	5	PC / /	60	Full Term	OT
10328	31	Independent Problems	-		4	Weber, C	5	PC / /	60	Full Term	OT
10329	32	Independent Problems	-		4	Williams, C	5	PC / /	60	Full Term	OT
10331	33	Independent Problems	-		4	Winston, V	5	PC / /	60	Full Term	OT
13384	34	Independent Problems	-		4	Frank, B	10	IF / /	60	Full Term	OT
12539	35	Independent Problems	-		4	Holte, K	5	PC / /	60	Full Term	OT

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## BIOL 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13471	36	Independent Problems	-		4	Shurley, J	5	PC / /	60	Full Term	OT
15602	37	Independent Problems	-		4	Black, C	10	IF / /	60	Full Term	OT

## BIOL 4486

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10338	01	Human Systemic Physiology	08:00a - 08:50a	MTWF	5	Rodnick, K	12	PC / VOART / 117		Full Term	CL

## BIOL 4486L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10709	01	Human Systemic Physiology Lab	09:00a - 11:50a	F	0	Rodnick, K	6	PC / LS / 243	60	Full Term	LB
10711	02	Human Systemic Physiology Lab	01:00p - 03:50p	F	0	Rodnick, K	6	PC / LS / 243	60	Full Term	LB

## BIOL 4488

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15045	01	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	5	PC / LIBR / 32		Full Term	VS

## BIOL 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10343	01	Seminar	03:00p - 03:50p	R	1	Groome, J	12	PC / LS / 270		Full Term	OT
10345	02	Seminar	11:00a - 11:50a	R	1	Reinhardt, K	12	PC / LS / 271		Full Term	OT
13698	03	Seminar	09:00a - 09:50a	W	1	Bowyer, R	12	PC / LS / 270		Full Term	OT
13699	04	Seminar	01:00p - 01:50p	W	1	Hill, J	12	PC / LS / 271		Full Term	OT
15046	05	Seminar	01:00p - 01:50p	T	1	Thomas, M	12	PC / LS / 271		Full Term	OT
10346	06	Seminar	03:00p - 03:50p	T	1	Black, C	12	IF / CHE / 308		Full Term	OT

## BIOL 4493

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10348	01	Senior Thesis	-		4	Austin, M	5	PC / /		Full Term	OT

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## BIOL 4494

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10349	01	Seminar in Microbiology	12:00p - 12:50p	M	1	Weber, C	12	PC / LS / 271		Full Term	OT

## BIOL 4495

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15047	01	Animal Behavior	02:30p - 05:20p	T	4	Delehanty, D	12	PC / LS / 240	60	Full Term	CL
15047	01	Animal Behavior	01:00p - 02:15p	TR	4	Delehanty, D	12	PC / LS / 240	60	Full Term	CL

## BIOL 4498

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12540	01	Seminar in Biochemistry	12:00p - 12:50p	R	1	Sheridan, P	12	PC / LS / 205		Full Term	CL

## BIOL 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13580	03	UGTA Seminar	02:00p - 03:30p	M	1	Loxterman, J	5	PC / LS / 271		Full Term	CL
15048	04	Soils/Critical Zone Processes	09:00a - 09:50a	W	4	Lohse, K	8	PC / LS / 271	100	Full Term	CL
15048	04	Soils/Critical Zone Processes	11:00a - 12:50p	F	4	Lohse, K	8	PC / PLSCI / 117	100	Full Term	CL
15048	04	Soils/Critical Zone Processes	01:00p - 03:50p	F	4	Lohse, K	8	PC / PLSCI / 117	100	Full Term	CL
15190	05	Evolutionary Development	09:00a - 09:50a	MWF	3	Cretkos, C	20	PC / LC / 15/17		Full Term	CL

## BIOL 5500

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12978	01	Oral Histology and Embryology	01:00p - 02:50p	R	3	Pilarski, J	8	PC / DA / 132		Full Term	CL

## BIOL 5500L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13041	01	Oral Hist and Embry Lab	03:00p - 04:50p	R	0	Pilarski, J	8	PC / LS / 251	60	Full Term	LB

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## BIOL 5505

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15050	01	Plant Form and Function	09:30a - 10:45a	TR	3	Reinhardt, K	4	PC / PLSCI / 117		Full Term	CL

## BIOL 5505L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15051	01	Plant Form and Function Lab	11:00a - 12:15p	TR	1	Reinhardt, K	4	PC / PLSCI / 117	60	Full Term	LB

## BIOL 5513

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10361	01	Biology Teaching Methods	12:00p - 03:50p	W	3	Heinrich, K	6	PC / PLSCI / 117	60	Full Term	WS

## BIOL 5514

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12422	01	Grad Teaching Asst Seminar	02:00p - 03:30p	M	2	Loxterman, J	15	PC / LS / 271		Full Term	CL

## BIOL 5517

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10363	01	Organic Evolution	10:00a - 10:50a	MWF	3	Thomas, M	5	PC / LC / 15/17		Full Term	CL

## BIOL 5518

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10366	01	ST:Ecotopics GIS	03:00p - 03:50p	R	1	Peterson, C	4	PC / LS / 271		Full Term	CL

## BIOL 5519

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10367	01	Mammalian Histology	01:00p - 01:50p	MF	4	Cretkos, C	11	PC / LS / 261		Full Term	CL

## BIOL 5519L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10717	01	Mammalian Histology Lab	02:00p - 04:50p	F	0	Cretkos, C	11	PC / LS / 261	60	Full Term	LB

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## BIOL 5523

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10369	01	General Parasitology	09:00a - 09:50a	MWF	3	Shurley, J	5	PC / PLSCI / 117		Full Term	CL

## BIOL 5529

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10373	01	Regional Anatomy and Histology	03:00p - 04:50p	M	4	Meldrum, D	31	PC / REDHL / 217		Full Term	VS
10373	01	Regional Anatomy and Histology	09:00a - 09:50a	T	4	Meldrum, D	31	PC / REDHL / 217		Full Term	VS
10374	02	Regional Anatomy and Histology	09:00a - 09:50a	T	4	Meldrum, D	30	MD / MERID / 771		Full Term	VS
10374	02	Regional Anatomy and Histology	03:00p - 04:50p	M	4	Meldrum, D	30	MD / MERID / 771		Full Term	VS
15159	03	Regional Anatomy and Histology	09:00a - 09:50a	T	4	Meldrum, D	12	MD / OFFMD /		Full Term	VS
15159	03	Regional Anatomy and Histology	03:00p - 04:50p	M	4	Meldrum, D	12	MD / OFFMD /		Full Term	VS

## BIOL 5529L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10721	01	Regional Anat and Hist Lab	10:00a - 11:50a	T	0	Meldrum, D	31	PC / REDHL / 217		Full Term	VS
10723	02	Regional Anat and Hist Lab	10:00a - 11:50a	T	0	Meldrum, D	30	MD / MERID / 771		Full Term	VS
15203	03	Regional Anat and Hist Lab	10:00a - 11:50a	T	0	Meldrum, D	12	MD / OFFMD /		Full Term	VS

## BIOL 5531

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13395	01	General Entomology	11:00a - 11:50a	MWF	3	Cornell, J	5	PC / LS / 237		Full Term	CL

## BIOL 5531L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13396	01	General Entomology Lab	02:00p - 04:50p	W	1	Cornell, J	5	PC / LS / 237	60	Full Term	LB

## BIOL 5532

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10377	01	Biochemistry	04:00p - 05:15p	MW	3	Sheridan, P	5	PC / LIBR / 16		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Biological Science**

**BIOL 5533**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10380	01	Microbial Physiology	01:00p - 02:15p	TR	3	Magnuson, T	5	PC / REND / 209		Full Term	WS

**BIOL 5533L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10725	01	Microbial Physiology Lab	02:30p - 04:50p	T	1	Magnuson, T	10	PC / LS / 139	60	Full Term	LB
10727	02	Microbial Physiology Lab	02:30p - 04:50p	R	1	Magnuson, T	10	PC / LS / 139	60	Full Term	LB

**BIOL 5540**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15488	01	Human Gross Anatomy	08:00a - 12:00p	MTWRF	4	Stephens, T	10	PC / LS / 250		Non-	CL

**BIOL 5540L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15489	01	Human Gross Anatomy Lab	01:00p - 05:00p	MTWRF	0	Stephens, T	10	PC / LS / 250	60	Non-	LB

**BIOL 5544**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10389	01	Cell and Molecular Biology	08:00a - 08:50a	MTRF	4	Benson, M	6	PC / LC / 15/17		Full Term	CL

**BIOL 5544L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10731	01	Cell and Molecular Biology Lab	01:00p - 03:50p	W	1	Benson, M	3	PC / LS / 139	100	Full Term	LB
13015	02	Cell and Molecular Biology Lab	01:00p - 03:50p	M	1	Benson, M	2	PC / LS / 139	100	Full Term	LB

**BIOL 5545**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10390	01	Biochemistry I	09:00a - 09:50a	MWF	3	Evilia, C	2	PC / PSC / 240		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Biological Science

## BIOL 5549

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13551	02	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	10	IF / HCE / 6133		Full Term	VS
13551	02	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	10	IF / HCE / 6133		Full Term	VS

## BIOL 5550

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13040	01	Head and Neck Anatomy	09:00a - 10:50a	T	4	Pilarski, J	8	PC / DA / 132		Full Term	CL
13040	01	Head and Neck Anatomy	01:00p - 01:50p	W	4	Pilarski, J	8	PC / DA / 132		Full Term	CL

## BIOL 5550L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13042	01	Head and Neck Anatomy Lab	02:00p - 04:50p	M	0	Pilarski, J	8	PC / LS / 251	60	Full Term	LB

## BIOL 5551

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10398	01	Immunology	12:00p - 12:50p	MWF	3	Scalarone, G	5	PC / LC / 15/17		Full Term	CL

## BIOL 5551L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10737	01	Immunology Laboratory	09:00a - 11:50a	R	1	Scalarone, G	1	PC / LS / 151	60	Full Term	LB

## BIOL 5554

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15210	01	Advanced Immunology	01:00p - 02:15p	TR	3	Scalarone, G	4	PC / LS / 322	60	Full Term	CL

## BIOL 5562

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15106	01	Freshwater Ecology	01:00p - 01:50p	MWF	3	Baxter, C	5	PC / LS / 237		Full Term	CL

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Department: Biological Science

## BIOL 5562L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15107	01	Freshwater Ecology Lab	02:00p - 04:50p	W	1	Baxter, C	5	PC / LS / 262	60	Full Term	LB

## BIOL 5563

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10401	01	Human Pathophysiology	01:00p - 02:15p	TR	4	Groome, J	33	PC / REDHL / 217	60	Full Term	VS
10404	02	Human Pathophysiology	01:00p - 02:15p	TR	4	Groome, J	30	MD / MERID / 771	60	Full Term	VS
15160	03	Human Pathophysiology	01:00p - 02:15p	TR	4	Groome, J	12	MD / OFFMD /	60	Full Term	VS

## BIOL 5563L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10738	01	Human Pathophysiology Lab	09:00a - 11:50a	R	0	Groome, J	33	PC / REDHL / 217		Full Term	VS
10740	02	Human Pathophysiology Lab	09:00a - 11:50a	R	0	Groome, J	30	MD / MERID / 771		Full Term	VS
15204	03	Human Pathophysiology Lab	09:00a - 11:50a	R	0	Groome, J	12	MD / OFFMD /		Full Term	VS

## BIOL 5564

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10406	01	Lectures in Human Physiology	08:00a - 08:50a	MTWF	4	Anderson, C	30	PC / REDHL / 217		Full Term	VS
10409	02	Lectures in Human Physiology	08:00a - 08:50a	MTWF	4	Anderson, C	30	MD / MERID / 771		Full Term	VS
15161	03	Lectures in Human Physiology	08:00a - 08:50a	MTWF	4	Anderson, C	12	MD / OFFMD /		Full Term	VS
15499	04	Lectures in Human Physiology	08:00a - 08:50a	MTWF	4	Anderson, C	12	PC / VOART / 117		Full Term	VS

## BIOL 5569

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10411	01	Special Topics in Microbiology	-		4	Winston, V	12	PC / /		Full Term	OT

## BIOL 5571

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15108	01	Biological Imaging	01:00p - 02:15p	TR	3	Bearden, S	9	PC / LS / 237	100	Full Term	LL

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College of Science Eng

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## BIOL 5574

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13003	01	Human Anatomy OT and PT	09:00a - 10:25a	MW	5	Meldrum, D	34	PC / LC / 10		Full Term	CL

## BIOL 5574L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10742	01	Human Anatomy OT and PT Lab	10:30a - 01:20p	MW	0	Meldrum, D	34	PC / LS / 251	60	Full Term	LB

## BIOL 5575

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10414	01	General Virology	11:00a - 11:50a	MWF	3	Winston, V	10	PC / LC / 15/17		Full Term	CL

## BIOL 5580

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13750	01	Mentored Research Alliance	01:00p - 02:15p	TR	2	Hill, J	2	PC / PLSCI / 117		Full Term	LL
15582	02	Mentored Research Alliance	-		2	Weber, C	5	PC / /		Full Term	LL

## BIOL 5581

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10419	01	Independent Problems	-		4	Aho, K	5	PC / /	60	Full Term	OT
10421	02	Independent Problems	-		4	Anderson, C	5	PC / /	60	Full Term	OT
13556	03	Independent Problems	-		4	Austin, M	5	PC / /	60	Full Term	OT
10423	04	Independent Problems	-		4	Baxter, C	5	PC / /	60	Full Term	OT
10425	05	Independent Problems	-		4	Bearden, S	5	PC / /	60	Full Term	OT
13557	06	Independent Problems	-		4	Benson, M	5	PC / /	60	Full Term	OT
10426	07	Independent Problems	-		4	Bowyer, R	5	PC / /	60	Full Term	OT
10427	08	Independent Problems	-		4	Cretkos, C	5	PC / /	60	Full Term	OT
10428	09	Independent Problems	-		4	Delehanty, D	5	PC / /	60	Full Term	OT
10429	10	Independent Problems	-		4	Evilia, C	5	PC / /	60	Full Term	OT
10430	11	Independent Problems	-		4	Finney, B	5	PC / /	60	Full Term	OT
12542	12	Independent Problems	-		4	Galindo, S	5	PC / /	60	Full Term	OT
10431	13	Independent Problems	-		4	Groome, J	5	PC / /	60	Full Term	OT

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College of Science Eng

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Department: Biological Science

## BIOL 5581

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10432	14	Independent Problems	-		4	Hill, J	5	PC / /	60	Full Term	OT
10434	15	Independent Problems	-		4	Keeley, E	5	PC / /	60	Full Term	OT
10435	16	Independent Problems	-		4	Kelchner, S	5	PC / /	60	Full Term	OT
10436	17	Independent Problems	-		4	Lohse, K	5	PC / /	60	Full Term	OT
10437	18	Independent Problems	-		4	Loxterman, J	5	PC / /	60	Full Term	OT
10439	19	Independent Problems	-		4	Magnuson, T	5	PC / /	60	Full Term	OT
10441	20	Independent Problems	-		4	Meldrum, D	5	PC / /	60	Full Term	OT
10442	21	Independent Problems	-		4	Peterson, C	5	PC / /	60	Full Term	OT
10443	22	Independent Problems	-		4	Pfau Mcclellan, J	5	PC / /	60	Full Term	OT
10444	23	Independent Problems	-		4	Pilarski, J	5	PC / /	60	Full Term	OT
13558	24	Independent Problems	-		4	Reinhardt, K	5	PC / /	60	Full Term	OT
10445	25	Independent Problems	-		4	Rodnick, K	5	PC / /	60	Full Term	OT
10446	26	Independent Problems	-		4	Rose, W	5	PC / /	60	Full Term	OT
10447	27	Independent Problems	-		4	Scalarone, G	5	PC / /	60	Full Term	OT
13381	28	Independent Problems	-		4	Sheridan, P	5	PC / /	60	Full Term	OT
10449	29	Independent Problems	-		4	Smith, R	5	PC / /	60	Full Term	OT
10451	30	Independent Problems	-		4	Thomas, M	5	PC / /	60	Full Term	OT
10452	31	Independent Problems	-		4	Weber, C	5	PC / /	60	Full Term	OT
10453	32	Independent Problems	-		4	Williams, C	5	PC / /	60	Full Term	OT
10454	33	Independent Problems	-		4	Winston, V	5	PC / /	60	Full Term	OT

## BIOL 5586

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10463	01	Human Systemic Physiology	08:00a - 08:50a	MTWTF	5	Rodnick, K	36	PC / VOART / 117		Full Term	CL

## BIOL 5586L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10743	01	Human Systemic Physiology Lab	09:00a - 11:50a	F	0	Rodnick, K	18	PC / LS / 243	60	Full Term	LB
10744	02	Human Systemic Physiology Lab	01:00p - 03:50p	F	0	Rodnick, K	18	PC / LS / 243	60	Full Term	LB

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College of Science Eng

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Department: Biological Science

## BIOL 5588

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15054	01	Advanced Radiobiology	07:00p - 09:50p	T	3	Harris, J	3	PC / LIBR / 32		Full Term	VS

## BIOL 5595

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15055	01	Animal Behavior	02:30p - 05:20p	T	4	Delehanty, D	5	PC / LS / 240	60	Full Term	LL
15055	01	Animal Behavior	01:00p - 02:15p	TR	4	Delehanty, D	5	PC / LS / 240	60	Full Term	LL

## BIOL 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15172	04	Soils/Critical Zone Processes	11:00a - 12:50p	F	4	Lohse, K	4	PC / PLSCI / 117	100	Full Term	CL
15172	04	Soils/Critical Zone Processes	09:00a - 09:50a	W	4	Lohse, K	4	PC / LS / 271	100	Full Term	CL
15172	04	Soils/Critical Zone Processes	01:00p - 03:50p	F	4	Lohse, K	4	PC / PLSCI / 117	100	Full Term	CL
15109	05	Evolutionary Development	09:00a - 09:50a	MWF	3	Cretekos, C	4	PC / LC / 15/17		Full Term	CL

## BIOL 6606

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12543	01	Scientific Writing	01:00p - 04:50p	W	3	Bowyer, R	10	PC / LS / 270		Full Term	CL

## BIOL 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10468	01	Graduate Problems	-		9	Aho, K	10	PC / /		Full Term	OT
10469	02	Graduate Problems	-		9	Anderson, C	10	PC / /		Full Term	OT
13559	03	Graduate Problems	-		9	Austin, M	5	PC / /		Full Term	OT
10470	04	Graduate Problems	-		9	Baxter, C	10	PC / /		Full Term	OT
10471	05	Graduate Problems	-		9	Bearden, S	10	PC / /		Full Term	OT
13560	06	Graduate Problems	-		9	Benson, M	5	PC / /		Full Term	OT
10472	07	Graduate Problems	-		9	Bowyer, R	5	PC / /		Full Term	OT
10473	08	Graduate Problems	-		9	Cretekos, C	10	PC / /		Full Term	OT
10474	09	Graduate Problems	-		9	Delehanty, D	10	PC / /		Full Term	OT
10475	10	Graduate Problems	-		9	Evilia, C	6	PC / /		Full Term	OT

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**Department: Biological Science**

## BIOL 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10476	11	Graduate Problems	-		9	Finney, B	5	PC / /		Full Term	OT
10477	13	Graduate Problems	-		9	Groome, J	5	PC / /		Full Term	OT
10478	14	Graduate Problems	-		9	Hill, J	10	PC / /		Full Term	OT
10479	15	Graduate Problems	-		9	Keeley, E	5	PC / /		Full Term	OT
10480	16	Graduate Problems	-		9	Kelchner, S	5	PC / /		Full Term	OT
10481	17	Graduate Problems	-		9	Lohse, K	10	PC / /		Full Term	OT
10482	18	Graduate Problems	-		9	Loxterman, J	5	PC / /		Full Term	OT
10483	19	Graduate Problems	-		9	Magnuson, T	10	PC / /		Full Term	OT
10484	20	Graduate Problems	-		9	Meldrum, D	10	PC / /		Full Term	OT
10485	21	Graduate Problems	-		9	Peterson, C	5	PC / /		Full Term	OT
10486	22	Graduate Problems	-		9	Pfau Mcclellan, J	10	PC / /		Full Term	OT
10487	23	Graduate Problems	-		9	Pilarski, J	5	PC / /		Full Term	OT
13561	24	Graduate Problems	-		9	Reinhardt, K	5	PC / /		Full Term	OT
12544	25	Graduate Problems	-		9	Rodnick, K	5	PC / /		Full Term	OT
10488	26	Graduate Problems	-		9	Rose, W	5	PC / /		Full Term	OT
10489	27	Graduate Problems	-		9	Scalarone, G	5	PC / /		Full Term	OT
13385	28	Graduate Problems	-		9	Sheridan, P	10	PC / /		Full Term	OT
10490	29	Graduate Problems	-		9	Smith, R	10	PC / /		Full Term	OT
10491	30	Graduate Problems	-		9	Thomas, M	10	PC / /		Full Term	OT
10492	31	Graduate Problems	-		9	Weber, C	10	PC / /		Full Term	OT
10493	32	Graduate Problems	-		9	Williams, C	10	PC / /		Full Term	OT
10494	33	Graduate Problems	-		9	Winston, V	10	PC / /		Full Term	OT

## BIOL 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10495	01	Thesis	-		6	Aho, K	10	PC / /		Full Term	OT
10496	02	Thesis	-		6	Anderson, C	5	PC / /		Full Term	OT
13562	03	Thesis	-		6	Austin, M	5	PC / /		Full Term	OT
10497	04	Thesis	-		6	Baxter, C	5	PC / /		Full Term	OT
10498	05	Thesis	-		6	Bearden, S	5	PC / /		Full Term	OT

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## BIOL 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13563	06	Thesis	-		6	Benson, M	5	PC / /		Full Term	OT
10499	07	Thesis	-		6	Bowyer, R	5	PC / /		Full Term	OT
10500	08	Thesis	-		6	Cretekos, C	5	PC / /		Full Term	OT
10501	09	Thesis	-		6	Delehanty, D	10	PC / /		Full Term	OT
10502	10	Thesis	-		6	Evilia, C	5	PC / /		Full Term	OT
10503	11	Thesis	-		6	Finney, B	5	PC / /		Full Term	OT
10504	13	Thesis	-		6	Groome, J	5	PC / /		Full Term	OT
10505	14	Thesis	-		6	Hill, J	10	PC / /		Full Term	OT
10506	15	Thesis	-		6	Keeley, E	10	PC / /		Full Term	OT
10507	16	Thesis	-		6	Kelchner, S	5	PC / /		Full Term	OT
10508	17	Thesis	-		6	Lohse, K	5	PC / /		Full Term	OT
10509	18	Thesis	-		6	Loxterman, J	10	PC / /		Full Term	OT
10510	19	Thesis	-		6	Magnuson, T	10	PC / /		Full Term	OT
10511	20	Thesis	-		6	Meldrum, D	5	PC / /		Full Term	OT
12545	21	Thesis	-		6	Peterson, C	5	PC / /		Full Term	OT
10512	22	Thesis	-		6	Pfau Mcclellan, J	5	PC / /		Full Term	OT
10513	23	Thesis	-		6	Pilarski, J	5	PC / /		Full Term	OT
13564	24	Thesis	-		6	Reinhardt, K	5	PC / /		Full Term	OT
12546	25	Thesis	-		6	Rodnick, K	10	PC / /		Full Term	OT
10514	26	Thesis	-		6	Rose, W	10	PC / /		Full Term	OT
10515	27	Thesis	-		6	Scalarone, G	6	PC / /		Full Term	OT
13387	28	Thesis	-		6	Sheridan, P	10	PC / /		Full Term	OT
10516	29	Thesis	-		6	Smith, R	10	PC / /		Full Term	OT
10517	30	Thesis	-		6	Thomas, M	10	PC / /		Full Term	OT
10518	31	Thesis	-		6	Weber, C	10	PC / /		Full Term	OT
10519	32	Thesis	-		6	Williams, C	10	PC / /		Full Term	OT
10520	33	Thesis	-		6	Winston, V	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Biological Science

## BIOL 6652

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10521	01	Advanced Studies in Physiology	09:00a - 09:50a	T	6	Bearden, S	5	PC / /		Full Term	OT

## BIOL 6659

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15110	01	Advanced Studies in Genetics	-		3	Benson, M	5	PC / /		Full Term	OT

## BIOL 6670

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15111	01	ST:Genome Annotation Prokaryot	10:00a - 11:50a	MW	3	Sheridan, P	12	PC / LS / 205		Full Term	OT
13060	02	ST:Fermentation Fundamentals	02:00p - 06:00p	F	3	Sheridan, P	12	PC / /		Full Term	OT

## BIOL 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10522	01	Seminar	12:00p - 12:50p	R	1	Delehanty, D	50	PC / LC / 10		Full Term	OT

## BIOL 6692

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12547	01	ST:Ethics/Phil of Hunt/Fishing	01:00p - 01:50p	T	1	Bowyer, R	10	PC / LS / 270		Full Term	OT
14226	02	ST:Watershed Biogeochemistry	04:00p - 04:50p	W	1	Reinhardt, K	10	PC / PS /		Full Term	OT
13388	03	ST:Genome Evolution	-		1	Cretkos, C	10	PC / /		Full Term	OT
15056	04	ST:Animal Mating Systems	-		1	Delehanty, D	10	PC / /		Full Term	OT

## BIOL 6693

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10523	01	Seminar in College Teaching	03:00p - 04:50p	M	2	Thomas, M	15	PC / LS / 270		Full Term	CL

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**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Biological Science**

**BIOL 6695**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10524	01	Seminar in Microbiology	12:00p - 12:50p	M	3	Benson, M	15	PC / LS / 270		Full Term	CL

**BIOL 7700**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10525	01	Supervised Teaching Internship	-		9	Smith, R	15	PC / /		Full Term	OT

**BIOL 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10526	01	Doctor's Dissertation	-		12	Aho, K	5	PC / /		Full Term	OT
10527	02	Doctor's Dissertation	-		12	Anderson, C	5	PC / /		Full Term	OT
13565	03	Doctor's Dissertation	-		12	Austin, M	5	PC / /		Full Term	OT
10528	04	Doctor's Dissertation	-		12	Baxter, C	10	PC / /		Full Term	OT
10529	05	Doctor's Dissertation	-		12	Bearden, S	10	PC / /		Full Term	OT
13566	06	Doctor's Dissertation	-		12	Benson, M	5	PC / /		Full Term	OT
10530	07	Doctor's Dissertation	-		12	Bowyer, R	5	PC / /		Full Term	OT
10531	08	Doctor's Dissertation	-		12	Cretekos, C	5	PC / /		Full Term	OT
10532	09	Doctor's Dissertation	-		12	Delehanty, D	5	PC / /		Full Term	OT
10533	10	Doctor's Dissertation	-		12	Evilia, C	10	PC / /		Full Term	OT
12548	11	Doctor's Dissertation	-		12	Finney, B	10	PC / /		Full Term	OT
10534	13	Doctor's Dissertation	-		12	Groome, J	10	PC / /		Full Term	OT
10535	14	Doctor's Dissertation	-		12	Hill, J	10	PC / /		Full Term	OT
10536	15	Doctor's Dissertation	-		12	Keeley, E	5	PC / /		Full Term	OT
10537	16	Doctor's Dissertation	-		12	Kelchner, S	5	PC / /		Full Term	OT
10538	17	Doctor's Dissertation	-		12	Lohse, K	5	PC / /		Full Term	OT
10539	18	Doctor's Dissertation	-		12	Loxterman, J	10	PC / /		Full Term	OT
10540	19	Doctor's Dissertation	-		12	Magnuson, T	5	PC / /		Full Term	OT
10541	20	Doctor's Dissertation	-		12	Meldrum, D	5	PC / /		Full Term	OT
12549	21	Doctor's Dissertation	-		12	Peterson, C	5	PC / /		Full Term	OT
10542	22	Doctor's Dissertation	-		12	Pfau McClellan, J	5	PC / /		Full Term	OT
10543	23	Doctor's Dissertation	-		12	Pilarski, J	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## College of Science Eng

Division: Div. Natural and Physical Scie

Department: Biological Science

### BIOL 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13567	24	Doctor's Dissertation	-		12	Reinhardt, K	5	PC / /		Full Term	OT
12550	25	Doctor's Dissertation	-		12	Rodnick, K	5	PC / /		Full Term	OT
10544	26	Doctor's Dissertation	-		12	Rose, W	5	PC / /		Full Term	OT
10545	27	Doctor's Dissertation	-		12	Scalarone, G	5	PC / /		Full Term	OT
13389	28	Doctor's Dissertation	-		12	Sheridan, P	5	PC / /		Full Term	OT
10546	29	Doctor's Dissertation	-		12	Smith, R	5	PC / /		Full Term	OT
10547	30	Doctor's Dissertation	-		12	Thomas, M	5	PC / /		Full Term	OT
10548	31	Doctor's Dissertation	-		12	Weber, C	5	PC / /		Full Term	OT
10549	32	Doctor's Dissertation	-		12	Williams, C	5	PC / /		Full Term	OT
10550	33	Doctor's Dissertation	-		12	Winston, V	5	PC / /		Full Term	OT

## Department: Chemistry

### CHEM 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14709	01	Architecture of Matter	02:00p - 04:50p	M	4	Morris, T	22	PC / PSC / 148	50	Full Term	LL
14709	01	Architecture of Matter	02:30p - 03:45p	TR	4	Morris, T	22	PC / PSC / 240	50	Full Term	LL
14712	02	Architecture of Matter	02:30p - 03:45p	TR	4	Morris, T	22	PC / PSC / 240	50	Full Term	LL
14712	02	Architecture of Matter	02:00p - 04:50p	M	4	Morris, T	22	PC / PSC / 149	50	Full Term	LL
15162	10	Architecture of Matter	-		4	Gonzalez-Aller, C	40	IF / WEB / COURSE	35	Full Term	WC
15508	ZA	Architecture of Matter	01:00p - 02:20p	MTWRF	4	Tucker, G	50	HS / HSREG6 /		High	CL

### CHEM 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10685	01	Intro to General Chemistry	11:00a - 12:15p	TR	3	Rosentreter, R	175	PC / PSC / 140		Full Term	CL
10687	04	Intro to General Chemistry	-		3	Halpenny-Weathersby, A	40	PC / WEB / COURSE	35	Full Term	WC
10686	10	Intro to General Chemistry	02:30p - 03:45p	TR	3	Halpenny-Weathersby, A	70	IF / CHE / 210		Full Term	CL

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Chemistry

## CHEM 1102

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10688 01	Intro to Org and BioChem	09:30a - 10:45a	TR	3	Rosentreter, R	100	PC / PSC / 140		Full Term	CL
13246 02	Intro to Org and BioChem	11:00a - 12:15p	TR	3	Halpenny-Weathersby, A	20	IF / CHE / 210		Full Term	CL

## CHEM 1103

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10689 01	Intro Gen Org BioChem Lab	12:30p - 03:00p	T	1	Rosentreter, R	24	PC / PSC / 252	80	Full Term	LB
12451 02	Intro Gen Org BioChem Lab	11:00a - 01:30p	W	1	Rosentreter, R	24	PC / PSC / 252	80	Full Term	LB
12454 03	Intro Gen Org BioChem Lab	12:30p - 03:00p	R	1	Rosentreter, R	24	PC / PSC / 252	80	Full Term	LB
13249 10	Intro Gen Org BioChem Lab	11:00a - 01:50p	M	1	Halpenny-Weathersby, A	20	IF / CHE / 109	80	Full Term	LB
10691 4	Intro Gen Org BioChem Lab	11:00a - 01:30p	F	1	Rosentreter, R	20	PC / PSC / 252	80	Full Term	LB

## CHEM 1111

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10692 01	General Chemistry I	03:00p - 04:50p	WF	4	Bennett, B	67	PC / PSC / 140		Full Term	CL
10693 02	General Chemistry I	01:00p - 02:50p	MW	4	Goss, L	67	PC / PSC / 140		Full Term	CL
14135 03	General Chemistry I	10:00a - 10:50a	MTWF	4	Morris, T	67	PC / PSC / 144		Full Term	CL
10694 04	General Chemistry I	08:00a - 08:50a	MTWF	4	Quarder, H	67	PC / PSC / 144		Full Term	CL
10695 13	General Chemistry I	11:00a - 12:50p	TR	4	Jolley, S	60	IF / CHE / 211		Full Term	CL
10799 H1	General Chemistry I Honors	03:00p - 04:50p	WF	4	Kalivas, J	46	PC / PSC / 144		Full Term	CL

## CHEM 1111L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10779 01	General Chemistry I Lab	12:00p - 02:50p	T	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
10785 02	General Chemistry I Lab	03:00p - 05:50p	T	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
14136 03	General Chemistry I Lab	12:00p - 02:50p	W	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
10793 04	General Chemistry I Lab	03:00p - 05:50p	W	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
10786 05	General Chemistry I Lab	08:00a - 10:50a	R	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
10787 06	General Chemistry I Lab	08:00a - 10:50a	R	1	Quarder, H	23	PC / PSC / 149	80	Full Term	LB
10790 07	General Chemistry I Lab	11:00a - 01:50p	R	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
10791 08	General Chemistry I Lab	11:00a - 01:50p	R	1	Morris, T	23	PC / PSC / 149	80	Full Term	LB

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College of Science Eng  
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 Department: Chemistry

## CHEM 1111L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10780	09 General Chemistry I Lab	02:30p - 05:20p	R	1	Quarder, H	24	PC / PSC / 149	80	Full Term	LB
10792	10 General Chemistry I Lab	11:00a - 01:50p	F	1	Quarder, H	23	PC / PSC / 148	80	Full Term	LB
13261	11 General Chemistry I Lab	02:00p - 04:50p	F	1	Goss, L	23	PC / PSC / 148	80	Full Term	LB
15479	12 General Chemistry I Lab	12:00p - 02:50p	W	1	Morris, T	23	PC / PSC / 149	80	Full Term	LB
10794	13 General Chemistry I Lab	01:00p - 03:50p	T	1	Jolley, S	20	IF / CHE / 109	80	Full Term	LB
14144	14 General Chemistry I Lab	08:00a - 10:50a	R	1	Jolley, S	20	IF / CHE / 109	80	Full Term	LB
10795	15 General Chemistry I Lab	04:00p - 06:50p	T	1	Jolley, S	20	IF / CHE / 109	80	Full Term	LB
15601	16 General Chemistry I Lab	07:00p - 09:50p	R	1	Jolley, S	20	IF / CHE / 109	80	Full Term	LB
10773	H1 General Chemistry I Lab Honors	02:30p - 05:20p	R	1	Holland, A	23	PC / PSC / 148	80	Full Term	LB
15163	H2 General Chemistry I Lab Honors	02:30p - 05:20p	T	1	Evilia, C	23	PC / PSC / 149	80	Full Term	LB

## CHEM 1112

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10696	01 General Chemistry II	02:00p - 03:15p	MW	3	Evilia, C	55	PC / PSC / 240		Full Term	CL

## CHEM 1112L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10796	01 General Chemistry II Lab	09:00a - 11:50a	T	1	Quarder, H	22	PC / PSC / 148	80	Full Term	LB
10797	02 General Chemistry II Lab	09:00a - 11:50a	W	1	Quarder, H	22	PC / PSC / 148	80	Full Term	LB

## CHEM 1199

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13502	02 S-STEM Seminar	-		1	Holman, R	15	PC / /		Full Term	CL

## CHEM 2211

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10699	01 Inorganic Chemistry I	08:00a - 09:15a	TR	3	Holland, A	30	PC / PSC / 240		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Chemistry

## CHEM 2213

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10701 01	Inorganic Chemistry I Lab	02:00p - 04:50p	T	1	Bennett, B	20	PC / PSC / 251	80	Full Term	LB

## CHEM 3301

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10703 01	Organic Chemistry I	05:00p - 05:50p	W	3	De Jesus, K	62	PC / PSC / 144		Full Term	CL
10703 01	Organic Chemistry I	09:00a - 09:50a	MWF	3	De Jesus, K	62	PC / PSC / 144		Full Term	CL
13445 02	Organic Chemistry I	05:00p - 07:50p	M	3	Holland, A	62	PC / PSC / 144		Full Term	CL
13445 02	Organic Chemistry I	02:00p - 02:50p	MWF	3	Holland, A	62	PC / PSC / 144		Full Term	CL
10710 03	Organic Chemistry I	11:00a - 12:15p	TR	3	Holman, R	56	PC / PSC / 144		Full Term	CL
10710 03	Organic Chemistry I	04:00p - 04:50p	W	3	Holman, R	56	PC / PSC / 240		Full Term	CL
10708 10	Organic Chemistry I	09:30a - 10:45a	TR	3	Jolley, S	41	IF / CHE / 210		Full Term	CL

## CHEM 3303

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10713 01	Organic Chemistry Lab	09:00a - 11:50a	T	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
10714 02	Organic Chemistry Lab	02:00p - 04:50p	T	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
13276 03	Organic Chemistry Lab	02:00p - 04:50p	W	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
14213 04	Organic Chemistry Lab	02:00p - 04:50p	R	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
10712 05	Organic Chemistry Lab	02:00p - 04:50p	F	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
10715 06	Organic Chemistry Lab	02:00p - 04:50p	R	1	De Jesus, K	15	PC / PSC / 251	80	Full Term	LB
15221 07	Organic Chemistry Lab	09:00a - 11:50a	R	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
15256 08	Organic Chemistry Lab	03:00p - 05:50p	M	1	Omar, E	20	PC / PSC / 250	80	Full Term	LB
10718 10	Organic Chemistry Lab	09:00a - 11:50a	W	1	Omar, E	12	IF / CHE / 109	80	Full Term	LB
10719 11	Organic Chemistry Lab	01:00p - 03:50p	W	1	Omar, E	12	IF / CHE / 109	80	Full Term	LB
14146 12	Organic Chemistry Lab	01:00p - 03:50p	R	1	Omar, E	12	IF / CHE / 109	80	Full Term	LB

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College of Science Eng  
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 Department: Chemistry

## CHEM 3311

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13277	01 Introduction to Research	-		2	Bennett, B	4	PC / /		Full Term	OT
12499	02 Introduction to Research	-		2	Davis, T	4	PC / /		Full Term	OT
15205	03 Introduction to Research	-		2	De Jesus, K	4	PC / /		Full Term	OT
13278	04 Introduction to Research	-		2	Evilia, C	4	PC / /		Full Term	OT
10720	05 Introduction to Research	-		2	Goss, L	5	PC / /		Full Term	OT
10722	06 Introduction to Research	-		2	Holland, A	7	PC / /		Full Term	OT
10724	07 Introduction to Research	-		2	Holman, R	5	PC / /		Full Term	OT
13019	08 Introduction to Research	-		2	Kalivas, J	5	PC / /		Full Term	OT
10726	09 Introduction to Research	-		2	Pak, J	5	PC / /		Full Term	OT
10728	10 Introduction to Research	-		2	Rodriguez, R	5	PC / /		Full Term	OT
12557	11 Introduction to Research	-		2	Rosentreter, J	5	PC / /		Full Term	OT

## CHEM 3331

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10729	01 Instrumental Analysis	09:30a - 10:50a	TR	2	Kalivas, J	20	PC / PSC / 241		Full Term	CL

## CHEM 3341

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10730	01 Topics in Physical Chemistry	01:00p - 02:15p	TR	3	Rodriguez, R	27	PC / PSC / 241		Full Term	CL

## CHEM 3351

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10732	01 Physical Chemistry	10:00a - 11:20a	MWF	3	Goss, L	20	PC / PSC / 241		Full Term	CL

## CHEM 3365

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10733	01 Synthetic Methods	09:00a - 09:50a	MWF	2	Pak, J	20	PC / PSC / 241		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Chemistry

## CHEM 3366

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13613 01	Synthetic Methods Laboratory	02:00p - 04:50p	MF	2	Pak, J	20	PC / PSC / 251	80	Full Term	LB

## CHEM 3391

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10734 01	Seminar	01:00p - 01:50p	F	1	Bennett, B	12	PC / PSC / 144		Full Term	CL

## CHEM 4400

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14138 01	Practicum in Physical Science	-		2	Omar, E	6	PC / /		Full Term	CL

## CHEM 4433

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10735 01	Environmental Chemistry	02:00p - 03:40p	W	2	Rosentreter, J	16	PC / PSC / 241		Full Term	CL

## CHEM 4437

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10736 01	Environmental Chemistry Lab	02:00p - 04:50p	F	1	Rosentreter, J	16	PC / PSC / 252	80	Full Term	LB

## CHEM 4445

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10739 01	Biochemistry I	09:00a - 09:50a	MWF	3	Evilia, C	20	PC / PSC / 240		Full Term	CL

## CHEM 4453

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10741 01	Experimental Physical Chem	09:00a - 11:50a	TR	2	Rodriguez, R	10	PC / PSC / 252	80	Full Term	CL

## CHEM 4481

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10745 01	Independent Problems in Chem	-		4	Bennett, B	5	PC / /		Full Term	CL
10746 02	Independent Problems in Chem	-		4	Davis, T	5	PC / /		Full Term	CL
15206 03	Independent Problems in Chem	-		4	De Jesus, K	5	PC / /		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Chemistry**

## CHEM 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10748	04	Independent Problems in Chem	-		4	Evilia, C	5	PC / /		Full Term	CL
10749	05	Independent Problems in Chem	-		4	Goss, L	5	PC / /		Full Term	CL
10750	06	Independent Problems in Chem	-		4	Holland, A	5	PC / /		Full Term	CL
13012	07	Independent Problems in Chem	-		4	Holman, R	5	PC / /		Full Term	CL
13282	08	Independent Problems in Chem	-		4	Kalivas, J	5	PC / /		Full Term	CL
10751	09	Independent Problems in Chem	-		4	Pak, J	5	PC / /		Full Term	CL
10752	10	Independent Problems in Chem	-		4	Rodriguez, R	5	PC / /		Full Term	CL
10753	11	Independent Problems in Chem	-		4	Rosentreter, J	5	PC / /		Full Term	CL

## CHEM 4485

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10754	01	Senior Research	-		4	Bennett, B	5	PC / /		Full Term	OT
10755	02	Senior Research	-		4	Davis, T	5	PC / /		Full Term	OT
15207	03	Senior Research	-		4	De Jesus, K	5	PC / /		Full Term	OT
10756	04	Senior Research	-		4	Evilia, C	5	PC / /		Full Term	OT
12500	05	Senior Research	-		4	Goss, L	5	PC / /		Full Term	OT
10757	06	Senior Research	-		4	Holland, A	5	PC / /		Full Term	OT
13286	07	Senior Research	-		4	Holman, R	5	PC / /		Full Term	OT
10758	08	Senior Research	-		4	Kalivas, J	5	PC / /		Full Term	OT
13287	09	Senior Research	-		4	Pak, J	5	PC / /		Full Term	OT
13288	10	Senior Research	-		4	Rodriguez, R	5	PC / /		Full Term	OT
13289	11	Senior Research	-		4	Rosentreter, J	5	PC / /		Full Term	OT

## CHEM 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10759	01	Seminar	01:00p - 01:50p	F	1	Bennett, B	10	PC / PSC / 144		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

College of Science Eng

Division: Div. Natural and Physical Scie

Department: Chemistry

## CHEM 5500

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14139 01	Practicum in Physical Science	-		2	Omar, E	6	PC / /		Full Term	OT

## CHEM 5533

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10760 01	Environmental Chemistry	02:00p - 03:40p	W	2	Rosentreter, J	9	PC / PSC / 241		Full Term	CL

## CHEM 5537

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10761 01	Environmental Chemistry Lab	02:00p - 04:50p	F	1	Rosentreter, J	8	PC / PSC / 252	80	Full Term	LB

## CHEM 5545

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13485 01	Biochemistry I	09:00a - 09:50a	MWF	3	Evilia, C	3	PC / PSC / 240		Full Term	CL

## CHEM 5581

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13509 01	Independent Problems in Chem	-		4	Rodriguez, R	3	PC / /		Full Term	CL
15398 02	Independent Problems in Chem	-		4	Evilia, C	3	PC / /		Full Term	CL
15399 03	Independent Problems in Chem	-		4	Holland, A	3	PC / /		Full Term	CL
15400 04	Independent Problems in Chem	-		4	Holman, R	3	PC / /		Full Term	CL

## CHEM 6601

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10762 01	Seminar	01:00p - 01:50p	F	1	Bennett, B	9	PC / PSC / 144		Full Term	OT

## CHEM 6630

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14716 01	Advanced Analytical Chem	11:00a - 12:40p	F	3	Rosentreter, J	16	PC / REND / 228		Full Term	CL
14716 01	Advanced Analytical Chem	11:00a - 11:50a	W	3	Rosentreter, J	16	PC / REND / 228		Full Term	CL

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Chemistry

## CHEM 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10763	01	Master's Research	-		6	Bennett, B	5	PC / /		Full Term	OT
10764	02	Master's Research	-		6	Davis, T	5	PC / /		Full Term	OT
15208	03	Master's Research	-		6	De Jesus, K	5	PC / /		Full Term	OT
12446	04	Master's Research	-		6	Evilia, C	5	PC / /		Full Term	OT
10766	05	Master's Research	-		6	Goss, L	5	PC / /		Full Term	OT
10767	06	Master's Research	-		6	Holland, A	5	PC / /		Full Term	OT
13054	07	Master's Research	-		6	Holman, R	2	PC / /		Full Term	OT
13290	08	Master's Research	-		6	Kalivas, J	5	PC / /		Full Term	OT
13291	09	Master's Research	-		6	Pak, J	5	PC / /		Full Term	OT
13292	10	Master's Research	-		6	Rodriguez, R	5	PC / /		Full Term	OT
10768	11	Master's Research	-		6	Rosentreter, J	5	PC / /		Full Term	OT

## CHEM 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10770	01	Research Techniques in Chem	-		6	Rodriguez, R	5	PC / /		Full Term	OT
12488	02	Research Techniques in Chem	-		6	Holland, A	5	PC / /		Full Term	OT
13614	03	Research Techniques in Chem	-		6	Pak, J	5	PC / /		Full Term	OT

## CHEM 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10771	01	Thesis	-		10	Holman, R	5	PC / /		Full Term	OT
12508	02	Thesis	-		10	Evilia, C	5	PC / /		Full Term	OT
12560	03	Thesis	-		10	Goss, L	5	PC / /		Full Term	OT
13293	04	Thesis	-		10	Rodriguez, R	5	PC / /		Full Term	OT
13615	05	Thesis	-		10	Pak, J	5	PC / /		Full Term	OT

Department: Geoscience

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 1100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11107	01	The Dynamic Earth	11:00a - 12:15p	TR	3	Crosby, B	150	PC / REND / 203	35	Full Term	CL

## GEOL 1100L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11191	01	The Dynamic Earth Lab	02:00p - 04:50p	M	1	Tapanila, L	25	PC / PS / 219	50	Full Term	LB
11193	02	The Dynamic Earth Lab	02:00p - 04:50p	T	1	Tapanila, L	25	PC / PS / 219	50	Full Term	LB
11194	03	The Dynamic Earth Lab	02:00p - 04:50p	W	1	Tapanila, L	25	PC / PS / 219	50	Full Term	LB
11196	04	The Dynamic Earth Lab	07:00p - 09:50p	W	1	Tapanila, L	25	PC / PS / 219	50	Full Term	LB

## GEOL 1101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11108	01	Physical Geology	09:00a - 09:50a	MWF	3	Kobs, S	125	PC / REND / 203	35	Full Term	CL
11109	02	Physical Geology	05:15p - 06:30p	MW	3	Tapanila, L	50	IF / CHE / 214	35	Full Term	CL
13829	03	Physical Geology	07:00p - 09:50p	T	3	Rodgers, D	35	PC / REND / 223	35	Full Term	CL

## GEOL 1101L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11198	01	Physical Geology Lab	02:00p - 04:50p	M	1	Tapanila, L	25	PC / PS / 220	50	Full Term	LB
11200	02	Physical Geology Lab	07:00p - 09:50p	W	1	Tapanila, L	25	PC / PS / 220	50	Full Term	LB
11202	03	Physical Geology Lab	02:00p - 04:50p	T	1	Tapanila, L	25	PC / PS / 220	50	Full Term	LB
11204	06	Physical Geology Lab	07:00p - 09:50p	W	1	Armstrong, T	25	IF / CHE / 214	50	Full Term	LB

## GEOL 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11111	01	Physical Geol Scientists Lab	02:00p - 04:50p	W	1	Pearson, D	25	PC / PS / 220	80	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 2210

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11114 01	Earth in Space and Time	02:00p - 04:50p	TR	3	Tapanila, L	18	PC / PS / 218	75	Full Term	CL

## GEOL 2282

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11116 01	Undergraduate Lab Experience	-		3	Link, P	12	PC / /	50	Full Term	LB

## GEOL 3313

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11117 01	Earth Materials I	02:00p - 04:50p	TR	3	McCurry, M	25	PC / PS / 221	70	Full Term	CL

## GEOL 4400

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14610 01	Practicum in Geol Teaching	02:00p - 04:50p	M	1	Tapanila, L	20	PC / PS / 216	40	Full Term	LB

## GEOL 4403

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11118 01	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	26	PC / LIBR / 13	90	Full Term	VS
11119 02	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	5	IF / CHE / 104	90	Full Term	VS
14614 03	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	5	MD / MERID / 697	90	Full Term	VS

## GEOL 4403L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11205 01	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	13	PC / GRAV / 19		Full Term	VS
11206 02	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS
14615 03	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	8	MD / MERID / 508		Full Term	VS
11207 04	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	10	PC / GRAV / 19		Full Term	VS
13472 05	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS
14617 06	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	8	MD / MERID / 509		Full Term	VS
14618 07	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	10	PC / GRAV / 19		Full Term	VS
14619 08	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
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 Department: Geoscience

## GEOL 4403L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14620 09	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	8	MD / MERID / 509		Full Term	VS

## GEOL 4406

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11120 01	Environmental Geology	11:00a - 12:30p	TR	3	Thackray, G	25	PC / PS / 220	40	Full Term	CL

## GEOL 4407

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14623 01	GPS Applications in Research	02:00p - 04:50p	T	3	Bottenberg, H	8	PC / GRAV / 19	80	Full Term	VS
14624 02	GPS Applications in Research	02:00p - 04:50p	T	3	Bottenberg, H	8	IF / CHE / 104	80	Full Term	VS

## GEOL 4408

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11121 01	GeoTechnology Seminar	01:00p - 02:25p	M	2	Delparte, D	8	PC / PS / 232	50	Full Term	VS
11122 02	GeoTechnology Seminar	01:00p - 02:25p	M	2	Delparte, D	8	IF / CHE / 104	50	Full Term	VS

## GEOL 4409

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14627 01	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	8	PC / LIBR / 16	95	Full Term	VS
14627 01	Remote Sensing	09:00a - 10:50a	F	3	Bottenberg, H	8	PC / PS / 232	95	Full Term	VS
14628 02	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
14628 02	Remote Sensing	09:00a - 10:50a	F	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
15037 03	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	8	PC / LIBR / 16	95	Full Term	VS
15037 03	Remote Sensing	11:00a - 12:50p	R	3	Bottenberg, H	8	PC / PS / 232	95	Full Term	VS
15038 04	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
15038 04	Remote Sensing	11:00a - 12:50p	R	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Geoscience

## GEOL 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14629	01	Science in American Society	07:00p - 09:00p	R	2	Link, P	15	PC / LIBR / 32	25	Full Term	VS
14630	02	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	IF / CHE / 314	25	Full Term	VS
14631	03	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	MD / MERID / 689	25	Full Term	VS
14632	04	Science in American Society	07:00p - 09:00p	R	2	Link, P	6	TF / EVRGN / C91	25	Full Term	VS

## GEOL 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14634	01	Quaternary Global Change	10:00a - 11:30a	MW	3	Thackray, G	20	PC / PS / 220	50	Full Term	CL

## GEOL 4427

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14636	01	Information Technology for GIS	08:30a - 11:00a	T	3	Weber, K	7	PC / GRAV / 19	80	Full Term	VS
14637	02	Information Technology for GIS	08:30a - 11:00a	T	3	Weber, K	4	IF / CHE / 104	80	Full Term	VS

## GEOL 4428

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14639	01	Programming for GIS	02:30p - 05:15p	M	3	Kobs, S	5	PC / PS / 232	80	Full Term	CL

## GEOL 4431

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14640	01	Geobiology and History of Life	10:00a - 11:15a	W	4	Tapanila, L	21	PC / PS / 218		Full Term	CL
14640	01	Geobiology and History of Life	09:30a - 10:45a	F	4	Tapanila, L	21	PC / PS / 218		Full Term	CL

## GEOL 4431L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14641	01	Invertebrate Paleontology Lab	02:00p - 04:50p	F	0	Tapanila, L	21	PC / PS / 218	85	Full Term	LB

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 4440

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14642	01	Ore Deposits	11:30a - 12:20p	M	3	Link, P	18	PC / PS / 219	60	Full Term	CL
14642	01	Ore Deposits	11:00a - 01:50p	F	3	Link, P	18	PC / PS / 219	60	Full Term	CL

## GEOL 4452

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11124	01	Sedimentation-Stratigraphy	08:00a - 09:15a	TR	4	Link, P	20	PC / PS / 218		Full Term	CL

## GEOL 4452L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11208	01	Sedimentation Stratigraphy Lab	01:30p - 05:00p	M	0	Link, P	20	PC / PS / 218	100	Full Term	LB

## GEOL 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11125	01	GeoTechnology Internship	-		3	Weber, K	10	PC / /		Full Term	OT
13836	02	GeoTechnology Internship	-		3	Delparte, D	10	PC / /		Full Term	OT
13837	04	GeoTechnology Internship	-		3	Bottenberg, H	10	PC / /		Full Term	OT

## GEOL 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13838	01	Ind Probs and Studies in Geol	-		3	Pearson, D	10	PC / /		Full Term	CL
11127	02	Ind Probs and Studies in Geol	-		3	Crosby, B	10	PC / /		Full Term	CL
11129	04	Ind Probs and Studies in Geol	-		3	Link, P	10	PC / /		Full Term	CL
11130	05	Ind Probs and Studies in Geol	-		3	McCurry, M	10	PC / /		Full Term	CL
11131	06	Ind Probs and Studies in Geol	-		3	Rodgers, D	10	PC / /		Full Term	CL
11132	07	Ind Probs and Studies in Geol	-		3	Tapanila, L	10	PC / /		Full Term	CL
11133	08	Ind Probs and Studies in Geol	-		3	Thackray, G	10	PC / /		Full Term	CL
12449	09	Ind Probs and Studies in Geol	-		3	Weber, K	5	PC / /		Full Term	CL
13195	10	Ind Probs and Studies in Geol	-		3	Kobs, S	5	PC / /		Full Term	CL
13196	11	Ind Probs and Studies in Geol	-		3	Godsey, S	5	PC / /		Full Term	CL
13197	12	Ind Probs and Studies in Geol	-		3	Bottenberg, H	5	PC / /		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Geoscience**

## GEOL 4482

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13839	13 Ind Probs and Studies in Geol	-		3	Delparte, D	5	PC / /		Full Term	CL

## GEOL 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11134	01 Seminar	12:30p - 01:20p	M	1	Link, P	16	PC / PS / 219	120	Full Term	CL

## GEOL 4493

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13840	01 Senior Thesis	-		4	Pearson, D	5	PC / /	35	Full Term	CL
11136	02 Senior Thesis	-		4	Crosby, B	5	IF / /	35	Full Term	CL
11139	04 Senior Thesis	-		4	Link, P	5	PC / /	35	Full Term	CL
11141	05 Senior Thesis	-		4	McCurry, M	5	PC / /	35	Full Term	CL
11142	06 Senior Thesis	-		4	Rodgers, D	5	PC / /	35	Full Term	CL
11143	07 Senior Thesis	-		4	Tapanila, L	5	PC / /	35	Full Term	CL
11144	08 Senior Thesis	-		4	Thackray, G	5	PC / /	35	Full Term	CL
13198	09 Senior Thesis	-		4	Kobs, S	5	PC / /	35	Full Term	CL
13199	10 Senior Thesis	-		4	Godsey, S	5	PC / /	35	Full Term	CL
13200	11 Senior Thesis	-		4	Bottenberg, H	5	PC / /	35	Full Term	CL
13841	12 Senior Thesis	-		4	Delparte, D	5	PC / /	35	Full Term	CL

## GEOL 4499

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11145	01 Undergrad Teaching Experience	-		6	Tapanila, L	15	PC / /		Full Term	CL
14643	02 Soils/Critical Zone Processes	01:00p - 03:50p	F	4	Lohse, K	4	PC / PLSCI / 117	60	Full Term	CL
14643	02 Soils/Critical Zone Processes	09:00a - 09:50a	W	4	Lohse, K	4	PC / LS / 271	60	Full Term	CL
14643	02 Soils/Critical Zone Processes	11:00a - 12:50p	F	4	Lohse, K	4	PC / PLSCI / 117	60	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:05 AM

College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 5503

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11146 01	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	3	PC / LIBR / 13	90	Full Term	VS
12605 02	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	5	IF / CHE / 104	90	Full Term	VS
14646 03	Principles of GIS	11:00a - 11:50a	MWF	3	Bottenberg, H	5	MD / MERID / 697	90	Full Term	VS

## GEOL 5503L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11209 01	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	2	PC / GRAV / 19		Full Term	VS
12607 02	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS
14647 03	Principles of GIS Laboratory	05:00p - 06:30p	T	0	Bottenberg, H	8	MD / MERID / 509		Full Term	VS
11210 04	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	5	PC / GRAV / 19		Full Term	VS
13473 05	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS
14651 06	Principles of GIS Laboratory	02:30p - 04:00p	R	0	Bottenberg, H	8	MD / MERID / 509		Full Term	VS
14652 07	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	5	PC / GRAV / 19		Full Term	VS
14653 08	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	8	IF / CHE / 104		Full Term	VS
14655 09	Principles of GIS Laboratory	04:00p - 05:30p	R	0	Bottenberg, H	8	MD / MERID / 509		Full Term	VS

## GEOL 5506

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11150 01	Environmental Geology	11:00a - 12:30p	TR	3	Thackray, G	5	PC / PS / 220	40	Full Term	CL

## GEOL 5507

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13049 01	GPS Application in Research	02:00p - 04:50p	T	3	Bottenberg, H	8	PC / GRAV / 19	80	Full Term	VS
13050 02	GPS Application in Research	02:00p - 04:50p	T	3	Bottenberg, H	8	IF / CHE / 104	80	Full Term	VS

## GEOL 5508

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11152 01	GeoTechnology Seminar	01:00p - 02:25p	M	2	Delparte, D	8	PC / PS / 232	50	Full Term	VS
11154 02	GeoTechnology Seminar	01:00p - 02:30p	M	2	Delparte, D	8	IF / CHE / 104	50	Full Term	VS

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 5509

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14674	01	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	8	PC / LIBR / 16	95	Full Term	VS
14674	01	Remote Sensing	09:00a - 10:50a	F	3	Bottenberg, H	8	PC / PS / 232	95	Full Term	VS
14675	02	Remote Sensing	09:00a - 10:50a	F	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
14675	02	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
15039	03	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	8	PC / LIBR / 16	95	Full Term	VS
15039	03	Remote Sensing	11:00a - 12:50p	R	3	Bottenberg, H	8	PC / PS / 232	95	Full Term	VS
15040	04	Remote Sensing	09:00a - 09:50a	MW	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS
15040	04	Remote Sensing	11:00a - 12:50p	R	3	Bottenberg, H	4	IF / CHE / 104	95	Full Term	VS

## GEOL 5510

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14676	01	Science in American Society	07:00p - 09:00p	R	2	Link, P	15	PC / LIBR / 32	25	Full Term	VS
14677	02	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	IF / CHE / 314	25	Full Term	VS
14678	03	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	MD / MERID / 689	25	Full Term	VS
14679	04	Science in American Society	07:00p - 09:00p	R	2	Link, P	6	TF / EVRGN / C91	25	Full Term	VS

## GEOL 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14680	01	Quaternary Global Change	10:00a - 11:30a	MW	3	Thackray, G	10	PC / PS / 220	50	Full Term	CL

## GEOL 5527

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11156	01	Information Technology for GIS	08:30a - 11:00a	T	3	Weber, K	8	PC / GRAV / 19	80	Full Term	VS
12461	02	Information Technology for GIS	08:30a - 11:00a	T	3	Weber, K	4	IF / CHE / 104	80	Full Term	VS

## GEOL 5528

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14681	01	Programming for GIS	02:30p - 05:15p	M	3	Kobs, S	11	PC / PS / 232	80	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Science Eng**  
**Division: Div. Natural and Physical Scie**  
**Department: Geoscience**

## GEOL 5531

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14682 01	Geobiology and History of Life	10:00a - 11:15a	W	4	Tapanila, L	4	PC / PS / 218		Full Term	CL
14682 01	Geobiology and History of Life	09:30a - 10:45a	F	4	Tapanila, L	4	PC / PS / 218		Full Term	CL

## GEOL 5531L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14683 01	Invertebrate Paleontology Lab	02:00p - 04:50p	F	0	Tapanila, L	4	PC / PS / 218	85	Full Term	LB

## GEOL 5540

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14684 01	Ore Deposits	11:00a - 01:50p	F	3	Link, P	7	PC / PS / 219	60	Full Term	CL
14684 01	Ore Deposits	11:30a - 12:20p	M	3	Link, P	7	PC / PS / 219	60	Full Term	CL

## GEOL 5552

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11159 01	Sedimentation-Stratigraphy	08:00a - 09:15a	TR	4	Link, P	5	PC / PS / 218		Full Term	CL

## GEOL 5552L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12466 01	Sedimentation Stratigraphy Lab	01:30p - 05:00p	M	0	Link, P	5	PC / PS / 218	100	Full Term	LB

## GEOL 5581

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11161 01	GeoTechnology Internship	-		3	Weber, K	10	PC / /		Full Term	OT
13847 02	GeoTechnology Internship	-		3	Delparte, D	10	PC / /		Full Term	OT
13206 04	GeoTechnology Internship	-		3	Bottenberg, H	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Geoscience

## GEOL 5591

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11164	01	Seminar	12:30p - 01:20p	M	1	Link, P	14	PC / PS / 219	120	Full Term	CL

## GEOL 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15230	01	Pre Thesis	-		6	Pearson, D	5	PC / /		Full Term	OT
14688	02	Soils/Critical Zone Processes	09:00a - 09:50a	W	4	Lohse, K	4	PC / LS / 271	60	Full Term	CL
14688	02	Soils/Critical Zone Processes	01:00p - 03:50p	F	4	Lohse, K	4	PC / PLSCI / 117	60	Full Term	CL
14688	02	Soils/Critical Zone Processes	11:00a - 12:50p	F	4	Lohse, K	4	PC / PLSCI / 117	60	Full Term	CL
13034	04	Water Seminar	11:00a - 12:15p	T	6	Godsey, S	20	PC / PS / 232	60	Full Term	WS
13954	05	Graduate Teaching Practicum	-		2	Tapanila, L	10	PC / /		Full Term	CL
15231	06	Pre Thesis	-		6	Crosby, B	10	PC / /		Full Term	OT
15232	07	Pre Thesis	-		6	Link, P	10	PC / /		Full Term	OT
15233	08	Pre Thesis	-		6	McCurry, M	10	PC / /		Full Term	OT
15234	09	Pre Thesis	-		6	Rodgers, D	10	PC / /		Full Term	OT
15235	10	Pre Thesis	-		6	Tapanila, L	10	PC / /		Full Term	OT
15236	11	Pre Thesis	-		6	Thackray, G	10	PC / /		Full Term	OT
15237	12	Pre Thesis	-		6	Delparte, D	5	PC / /		Full Term	OT
15238	13	Pre Thesis	-		6	Delparte, D	5	PC / /		Full Term	OT
15239	14	Pre Thesis	-		6	Godsey, S	5	PC / /		Full Term	OT
15240	15	Pre Thesis	-		6	Lohse, K	10	PC / /		Full Term	OT
15241	16	Pre Thesis	-		6	Finney, B	10	PC / /		Full Term	OT

## GEOL 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11165	01	Advanced Physical Geology	08:00a - 09:15a	TR	2	Crosby, B	15	PC / PS / 216	30	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Geoscience

## GEOLOGY 6607

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13031	01	Spatial Analysis	09:30a - 10:45a	TR	3	Godsey, S	16	PC / PS / 232	70	Full Term	CL

## GEOLOGY 6621

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14687	01	Advanced Structural Geology	08:30a - 09:50a	MW	3	Pearson, D	20	PC / PS / 221	85	Full Term	CL

## GEOLOGY 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11172	01	Research Problems	-		6	Link, P	10	PC / /	25	Full Term	OT
11173	02	Research Problems	-		6	Crosby, B	10	PC / /	25	Full Term	OT
11174	03	Research Problems	-		6	Thackray, G	10	PC / /	25	Full Term	OT
11175	05	Research Problems	-		6	McCurry, M	10	PC / /	25	Full Term	OT
11176	06	Research Problems	-		6	Rodgers, D	10	PC / /	25	Full Term	OT
11177	07	Research Problems	-		6	Tapanila, L	10	PC / /	25	Full Term	OT
12450	09	Research Problems	-		6	Weber, K	5	PC / /	25	Full Term	OT
13208	12	Research Problems	-		6	Kobs, S	5	PC / /	25	Full Term	OT
13209	13	Research Problems	-		6	Godsey, S	5	PC / /	25	Full Term	OT
13211	14	Research Problems	-		6	Bottenberg, H	5	PC / /	25	Full Term	OT
13212	15	Research Problems	-		6	Lohse, K	5	PC / /	25	Full Term	OT
13213	16	Research Problems	-		6	Finney, B	5	PC / /	25	Full Term	OT
13848	17	Research Problems	-		6	Pearson, D	5	PC / /	25	Full Term	OT
13849	18	Research Problems	-		6	Delparte, D	5	PC / /	25	Full Term	OT

## GEOLOGY 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13850	01	Thesis	-		9	Pearson, D	5	PC / /	50	Full Term	OT
11179	02	Thesis	-		9	Crosby, B	10	PC / /	50	Full Term	OT
11181	04	Thesis	-		9	Link, P	10	PC / /	50	Full Term	OT
11182	05	Thesis	-		9	McCurry, M	10	PC / /	50	Full Term	OT
11183	06	Thesis	-		9	Rodgers, D	10	PC / /	50	Full Term	OT

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College of Science Eng  
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 Department: Geoscience

## GEOL 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11185	07	Thesis	-		9	Tapanila, L	10	PC / /	50	Full Term	OT
11186	08	Thesis	-		9	Thackray, G	10	PC / /	50	Full Term	OT
12613	09	Thesis	-		9	Delparte, D	10	PC / /	50	Full Term	OT
13214	10	Thesis	-		9	Kobs, S	10	PC / /	50	Full Term	OT
13216	11	Thesis	-		9	Godsey, S	10	PC / /	50	Full Term	OT
13218	12	Thesis	-		9	Bottenberg, H	10	PC / /	50	Full Term	OT
13219	13	Thesis	-		9	Lohse, K	10	PC / /	50	Full Term	OT
13220	14	Thesis	-		9	Finney, B	10	PC / /	50	Full Term	OT

## GEOL 6699

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15242	01	Tectonics Seminar	12:30p - 01:30p	R	1	Pearson, D	10	PC / PS / 216		Full Term	CL

## GEOL 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13851	02	Doctoral Dissertation	-		16	Godsey, S	5	PC / /	50	Full Term	OT
13063	03	Doctoral Dissertation	-		16	Crosby, B	5	PC / /	50	Full Term	OT
13852	04	Doctoral Dissertation	-		16	Kobs, S	5	PC / /	50	Full Term	OT

## Department: Mathematics

### MATH 0015

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11292	01	Arithmetic/Pre-algebra	09:00a - 09:50a	MWF	3	Mayes, W	32	PC / PS / 301	90	Full Term	CL
11292	01	Arithmetic/Pre-algebra	09:00a - 09:50a	MWF	3	Mayes, W	32	PC / PS / 301	5	Full Term	CL
11293	02	Arithmetic/Pre-algebra	11:00a - 11:50a	MWF	3	Mayes, W	40	PC / PS / 304	90	Full Term	CL
11293	02	Arithmetic/Pre-algebra	11:00a - 11:50a	MWF	3	Mayes, W	40	PC / PS / 304	5	Full Term	CL
11294	03	Arithmetic/Pre-algebra	12:00p - 12:50p	MWF	3	Mayes, W	40	PC / PS / 303	90	Full Term	CL
11294	03	Arithmetic/Pre-algebra	12:00p - 12:50p	MWF	3	Mayes, W	40	PC / PS / 303	5	Full Term	CL
11296	04	Arithmetic/Pre-algebra	11:00a - 12:15p	TR	3	Kress, R	40	PC / PS / 303	5	Full Term	CL
11296	04	Arithmetic/Pre-algebra	11:00a - 12:15p	TR	3	Kress, R	40	PC / PS / 303	90	Full Term	CL

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College of Science Eng  
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 Department: Mathematics

## MATH 0015

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11297	05	Arithmetic/Pre-algebra	01:00p - 02:15p	TR	3	Owen, T	40	PC / PS / 302	90	Full Term	CL
11297	05	Arithmetic/Pre-algebra	01:00p - 02:15p	TR	3	Owen, T	40	PC / PS / 302	5	Full Term	CL
11298	06	Arithmetic/Pre-algebra	05:30p - 06:45p	TR	3	Rude, E	40	PC / PS / 303	5	Full Term	CL
11298	06	Arithmetic/Pre-algebra	05:30p - 06:45p	TR	3	Rude, E	40	PC / PS / 303	90	Full Term	CL
15584	07	Arithmetic/Pre-algebra	05:30p - 06:45p	TR	3	Matusek, M	40	PC / PS / 307	5	Full Term	CL
15584	07	Arithmetic/Pre-algebra	05:30p - 06:45p	TR	3	Matusek, M	40	PC / PS / 307	90	Full Term	CL
11303	08	Arithmetic/Pre-algebra	09:30a - 10:45a	MW	3	Dewey, D	45	IF / CHE / 217	5	Full Term	CL
11303	08	Arithmetic/Pre-algebra	09:30a - 10:45a	MW	3	Dewey, D	45	IF / CHE / 217	90	Full Term	CL
12510	10	Arithmetic/Pre-algebra	04:30p - 05:45p	TR	3	Vitale Smith, C	40	IF / CHE / 217	5	Full Term	CL
12510	10	Arithmetic/Pre-algebra	04:30p - 05:45p	TR	3	Vitale Smith, C	40	IF / CHE / 217	90	Full Term	CL

## MATH 0025

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11305	01	Elementary Algebra	08:00a - 08:50a	MWF	3	Schroeder, M	33	PC / PS / 302	90	Full Term	CL
11305	01	Elementary Algebra	08:00a - 08:50a	MWF	3	Schroeder, M	33	PC / PS / 302	5	Full Term	CL
11307	02	Elementary Algebra	08:00a - 09:15a	TR	3	Potter, R	33	PC / PS / 302	5	Full Term	CL
11307	02	Elementary Algebra	08:00a - 09:15a	TR	3	Potter, R	33	PC / PS / 302	90	Full Term	CL
11309	03	Elementary Algebra	09:00a - 09:50a	MWF	3	Kress, R	33	PC / PS / 302	5	Full Term	CL
11309	03	Elementary Algebra	09:00a - 09:50a	MWF	3	Kress, R	33	PC / PS / 302	90	Full Term	CL
11310	04	Elementary Algebra	10:00a - 10:50a	MWF	3	Kress, R	33	PC / PS / 302	90	Full Term	CL
11310	04	Elementary Algebra	10:00a - 10:50a	MWF	3	Kress, R	33	PC / PS / 302	5	Full Term	CL
11311	05	Elementary Algebra	11:00a - 11:50a	MWF	3	Mills, A	33	PC / PS / 302	90	Full Term	CL
11311	05	Elementary Algebra	11:00a - 11:50a	MWF	3	Mills, A	33	PC / PS / 302	5	Full Term	CL
11312	06	Elementary Algebra	11:00a - 12:15p	TR	3	Martin, A	33	PC / PS / 302	90	Full Term	CL
11312	06	Elementary Algebra	11:00a - 12:15p	TR	3	Martin, A	33	PC / PS / 302	5	Full Term	CL
11314	07	Elementary Algebra	12:00p - 12:50p	MWF	3	Chikwanda, P	33	PC / PS / 302	5	Full Term	CL
11314	07	Elementary Algebra	12:00p - 12:50p	MWF	3	Chikwanda, P	33	PC / PS / 302	90	Full Term	CL
11316	08	Elementary Algebra	05:30p - 06:45p	TR	3	Chikwanda, P	33	PC / PS / 302	90	Full Term	CL
11316	08	Elementary Algebra	05:30p - 06:45p	TR	3	Chikwanda, P	33	PC / PS / 302	5	Full Term	CL
11317	09	Elementary Algebra	06:00p - 07:15p	MW	3	Rude, E	33	PC / PS / 303	90	Full Term	CL

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Mathematics

## MATH 0025

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11317	09	Elementary Algebra	06:00p - 07:15p	MW	3	Rude, E	33	PC / PS / 303	5	Full Term	CL
11325	15	Elementary Algebra	09:30a - 10:45a	MW	3	Lundeen, S	50	IF / CHE / 218	90	Full Term	CL
11325	15	Elementary Algebra	09:30a - 10:45a	MW	3	Lundeen, S	50	IF / CHE / 218	5	Full Term	CL
11326	16	Elementary Algebra	11:00a - 12:15p	MW	3	Dewey, D	50	IF / CHE / 215	5	Full Term	CL
11326	16	Elementary Algebra	11:00a - 12:15p	MW	3	Dewey, D	50	IF / CHE / 215	90	Full Term	CL

## MATH 1108

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11331	02	Intermediate Algebra	08:00a - 08:50a	TR	3	Alexander, L	35	PC / REND / 332	50	Full Term	WS
11332	03	Intermediate Algebra	09:00a - 09:50a	MW	3	Mills, A	35	PC / REND / 332	50	Full Term	WS
11336	05	Intermediate Algebra	10:00a - 10:50a	MW	3	Schultz, M	35	PC / REND / 332	50	Full Term	WS
11337	06	Intermediate Algebra	10:00a - 10:50a	TR	3	Potter, R	35	PC / REND / 332	50	Full Term	WS
11339	07	Intermediate Algebra	11:00a - 11:50a	MW	3	Maimaitiyiming, W	35	PC / REND / 332	50	Full Term	WS
11342	09	Intermediate Algebra	12:00p - 12:50p	MW	3	Sayler, A	35	PC / REND / 332	50	Full Term	WS
11345	11	Intermediate Algebra	01:00p - 01:50p	MW	3	Owen, T	35	PC / REND / 332	50	Full Term	WS
11346	12	Intermediate Algebra	01:00p - 01:50p	TR	3	Walker, J	35	PC / REND / 332	50	Full Term	WS
11347	13	Intermediate Algebra	07:00p - 07:50p	MW	3	Park, J	35	PC / REND / 332	50	Full Term	WS
11348	14	Intermediate Algebra	02:00p - 02:50p	TR	3	Walker, J	35	PC / REND / 332	50	Full Term	WS
11349	15	Intermediate Algebra	07:00p - 07:50p	TR	3	Owen, T	35	PC / REND / 332	50	Full Term	WS
11350	16	Intermediate Algebra	09:30a - 10:45a	MW	3	Jones, P	45	IF / CHE / 216	5	Full Term	CL
11351	17	Intermediate Algebra	09:30a - 10:45a	TR	3	Bowen, R	45	IF / CHE / 218	5	Full Term	CL
11352	18	Intermediate Algebra	11:00a - 12:15p	TR	3	Jacobsen, M	45	IF / CHE / 214	5	Full Term	CL
11354	19	Intermediate Algebra	01:00p - 02:15p	MW	3	Bowen, R	45	IF / CHE / 218	5	Full Term	CL
11357	20	Intermediate Algebra	04:30p - 05:45p	TR	3	Harmon, K	45	IF / HCE / 6163	5	Full Term	CL
14129	P1	Intermediate Algebra	08:00a - 08:50a	MWF	3	Mills, A	35	PC / REND / 332	50	Full Term	WS
14130	P2	Intermediate Algebra	09:00a - 09:50a	TRF	3	Alexander, L	35	PC / REND / 332	50	Full Term	WS
14768	P3	Intermediate Algebra	11:00a - 11:50a	TRF	3	Potter, R	35	PC / REND / 332	50	Full Term	WS
14769	P4	Intermediate Algebra	12:00p - 12:50p	TRF	3	Reed, J	35	PC / REND / 332	50	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 1123

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11359	01 Mathematics in Modern Society	08:00a - 08:50a	MWF	3	Engle, L	30	PC / PS / 304	5	Full Term	CL
11363	02 Mathematics in Modern Society	11:00a - 12:15p	TR	3	Walker, J	30	PC / PS / 304	5	Full Term	CL
11366	03 Mathematics in Modern Society	10:00a - 10:50a	MWF	3	Martin, A	30	PC / PS / 304	5	Full Term	CL
11367	04 Mathematics in Modern Society	01:00p - 02:15p	TR	3	Alexander, L	30	PC / PS / 304	5	Full Term	CL
11368	05 Mathematics in Modern Society	12:00p - 12:50p	MWF	3	Alexander, L	30	PC / PS / 304	5	Full Term	CL
11369	06 Mathematics in Modern Society	07:00p - 08:15p	MW	3	Judy, K	40	IF / HCE / 6163	5	Full Term	CL
12283	A1 Mathematics in Modern Society	-		3	Barclay, B	25	PC / WEB / COURSE 35		Full Term	WC
12284	A2 Mathematics in Modern Society	11:00a - 11:50a	MWF	3	Allen, D	25	PC / RFC / 361		Full Term	WS
12479	A3 Mathematics in Modern Society	03:15p - 04:30p	TR	3	Barclay, B	25	PC / RFC / 377		Full Term	WS

## MATH 1130

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12354	01 Finite Mathematics	01:00p - 02:15p	TR	3	Zhu, W	35	PC / LIBR / 36	5	Full Term	VS
12355	02 Finite Mathematics	01:00p - 02:15p	TR	3	Zhu, W	20	IF / CHE / 313	5	Full Term	VS

## MATH 1143

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11370	01 College Algebra	08:00a - 08:50a	MWF	3	Chantry, M	35	PC / PS / 305	5	Full Term	CL
11371	02 College Algebra	09:00a - 09:50a	MWF	3	Walker, J	35	PC / PS / 305	5	Full Term	CL
11372	03 College Algebra	11:00a - 11:50a	MWF	3	Lim, J	35	PC / PS / 305	5	Full Term	CL
11373	04 College Algebra	12:00p - 12:50p	MWF	3	Walker, J	35	PC / PS / 305	5	Full Term	CL
11374	05 College Algebra	01:00p - 01:50p	MWF	3	Qu, Q	35	PC / PS / 305	5	Full Term	CL
11375	06 College Algebra	08:00a - 09:15a	TR	3	Engle, L	35	PC / PS / 305	5	Full Term	CL
11376	07 College Algebra	11:00a - 12:15p	TR	3	Christensen, T	35	PC / PS / 305	5	Full Term	CL
11377	08 College Algebra	01:00p - 02:15p	TR	3	Qu, Q	35	PC / PS / 305	5	Full Term	CL
11378	09 College Algebra	11:00a - 12:15p	MW	3	Bowen, R	50	IF / CHE / 218	5	Full Term	CL
11379	10 College Algebra	11:00a - 12:15p	TR	3	Dewey, D	50	IF / CHE / 218	5	Full Term	CL
11380	11 College Algebra	05:30p - 06:45p	MW	3	Judy, K	50	IF / HCE / 6163	5	Full Term	CL

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College of Science Eng  
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 Department: Mathematics

## MATH 1144

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11381	01	Trigonometry	09:00a - 09:50a	TR	2	Qu, Q	25	PC / PS / 306	5	Full Term	CL
11382	02	Trigonometry	01:00p - 01:50p	TR	2	Payne, T	25	PC / PS / 301	5	Full Term	CL
11383	03	Trigonometry	05:30p - 06:20p	MW	2	Jacobsen, M	30	IF / CHE / 219	5	Full Term	CL

## MATH 1147

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11384	01	Precalculus	09:00a - 09:50a	MTWRF	5	Martin, A	30	PC / PS / 304	5	Full Term	CL
11385	02	Precalculus	10:00a - 10:50a	MTWRF	5	Foster-Greenwood, B	30	PC / PS / 303	5	Full Term	CL
11386	03	Precalculus	12:00p - 12:50p	MTWR	5	Hanin, L	30	PC / PS / 307	5	Full Term	CL
14770	04	Precalculus	11:00a - 12:05p	MTWR	5	Lundeen, S	40	IF / CHE / 217	5	Full Term	CL

## MATH 1153

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11387	01	Introduction to Statistics	08:00a - 08:50a	MWF	3	Khamis, A	40	PC / PS / 308	5	Full Term	CL
11388	02	Introduction to Statistics	09:00a - 09:50a	MWF	3	Gironella, A	40	PC / PS / 308	5	Full Term	CL
11389	03	Introduction to Statistics	10:00a - 10:50a	MWF	3	Christensen, T	40	PC / PS / 308	5	Full Term	CL
11390	04	Introduction to Statistics	11:00a - 11:50a	MWF	3	Christensen, T	40	PC / PS / 308	5	Full Term	CL
11391	05	Introduction to Statistics	01:00p - 01:50p	MWF	3	Reed, J	40	PC / PS / 308	5	Full Term	CL
11392	06	Introduction to Statistics	08:00a - 09:15a	TR	3	Mills, A	40	PC / PS / 308	5	Full Term	CL
11393	07	Introduction to Statistics	11:00a - 12:15p	TR	3	Alexander, L	40	PC / PS / 308	5	Full Term	CL
11394	08	Introduction to Statistics	05:30p - 06:45p	MW	3	Mills, A	40	PC / PS / 308	5	Full Term	CL
11395	09	Introduction to Statistics	11:00a - 12:15p	MW	3	Jones, P	50	IF / CHE / 216	5	Full Term	CL
11396	10	Introduction to Statistics	06:00p - 07:15p	TR	3	Harmon, K	50	IF / CHE / 217	5	Full Term	CL
13629	A1	Introduction to Statistics	01:00p - 01:50p	MWF	3	Barclay, B	25	PC / RFC / 361		Full Term	WS
15547	ZA	Introduction to Statistics	09:19a - 10:19a	MTWRF	3	Wright, K	50	HS / HSREG5 / AM		High	CL
15548	ZC	Introduction to Statistics	08:30a - 09:30a	MTWRF	3	Harmon, K	50	HS / HSREG6 / ID		High	CL
15549	ZD	Introduction to Statistics	09:32a - 09:47a	MTWRF	3	Sanford, T	50	HS / HSREG5 /		High	CL
15516	ZE	Introduction to Statistics	11:12a - 12:27p	MTWRF	3	Sanford, T	50	HS / HSREG5 /		High	CL
15521	ZG	Introduction to Statistics	08:30a - 09:40a	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL
15524	ZH	Introduction to Statistics	09:45a - 10:55a	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 1153

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15527	ZK	Introduction to Statistics	08:00a - 09:30a	MWF	3	Smith, J	50	HS / HSREG6 /		High	CL
15682	ZN	Introduction to Statistics	01:55p - 02:55p	MTWR	3	Millward, R	50	HS / HSREG6 /		High	CL
15531	ZO	Introduction to Statistics	08:00a - 09:30a	TR	3	Smith, J	50	HS / HSREG6 /		High	CL
15532	ZP	Introduction to Statistics	11:05a - 12:15p	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL
15683	ZQ	Introduction to Statistics	03:01p - 04:00p	MTWR	3	Franckowiak, R	50	HS / HSREG5 /		High	CL
15635	ZR	Introduction to Statistics	10:15a - 11:25a	MTWRF	3	Cox, R	50	HS / HSREG6 /		High	CL
15536	ZS	Introduction to Statistics	02:20p - 03:30p	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL
15540	ZU	Introduction to Statistics	02:27p - 03:42p	MTWRF	3	Sanford, T	50	HS / HSREG5 /		High	CL
15545	ZV	Introduction to Statistics	01:05p - 02:15p	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL
15636	ZY	Introduction to Statistics	11:25a - 12:30p	MTWRF	3	Palmer, J	50	HS / HSREG6 /		High	CL

## MATH 1160

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11397	01	Applied Calculus	08:00a - 08:50a	MWF	3	Potter, R	30	PC / PS / 306	5	Full Term	CL
11398	02	Applied Calculus	09:00a - 09:50a	MWF	3	Wolper, J	30	PC / PS / 306	5	Full Term	CL
11399	03	Applied Calculus	10:00a - 10:50a	MWF	3	Wolper, J	30	PC / PS / 305	5	Full Term	CL
11400	04	Applied Calculus	09:30a - 10:45a	TR	3	Reed, J	30	PC / PS / 308	5	Full Term	CL
11401	05	Applied Calculus	05:30p - 06:45p	MW	3	Khamis, A	30	PC / PS / 307	5	Full Term	CL
11402	06	Applied Calculus	11:00a - 12:15p	TR	3	Jones, P	40	IF / CHE / 216	5	Full Term	CL
11403	07	Applied Calculus	07:00p - 08:15p	TR	3	Barclay, B	40	IF / CHE / 222	5	Full Term	CL

## MATH 1170

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11404	01	Calculus I	08:00a - 08:50a	MTWF	4	Foster-Greenwood, B	34	PC / PS / 303	5	Full Term	CL
11405	02	Calculus I	10:00a - 10:50a	MTWF	4	Qu, Q	34	PC / PS / 306	5	Full Term	CL
11406	03	Calculus I	11:00a - 11:50a	MTWF	4	Payne, T	34	PC / PS / 301	5	Full Term	CL
11408	04	Calculus I	05:30p - 06:37p	MWR	4	Christensen, T	34	PC / PS / 304	5	Full Term	CL
13079	05	Calculus I	07:00p - 08:07p	MWR	4	Jacobsen, M	35	IF / CHE / 219	5	Full Term	CL
15585	06	Calculus I	12:00p - 12:50p	MTWF	4	Khamis, A	34	PC / PS / 306	5	Full Term	CL
15550	ZA	Calculus I	09:45a - 10:55a	MTWRF	4	Hart, C	50	HS / HSREG6 /		High	CL

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College of Science Eng  
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 Department: Mathematics

## MATH 1170

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15551	ZB Calculus I	11:05a - 12:15p	MTWRF	4	Hart, C	50	HS / HSREG6 /		High	CL
15685	ZG Calculus I	12:25p - 01:25p	MTWR	4	Millward, R	50	HS / HSREG6 /		High	CL
15684	ZI Calculus I	08:00a - 08:59a	MTWR	4	Franckowiak, R	50	HS / HSREG5 /		High	CL
15553	ZK Calculus I	10:15a - 11:18a	MTWR	4	Keetch, K	45	HS / HSREG6 /		High	CL
15637	ZL Calculus I	12:30p - 02:40p	MWF	4	McArthur, T	33	HS / HSREG6 /		High	CL
15552	ZT Calculus I	09:25a - 10:40a	MTWRF	4	Johnson, T	50	HS / HSREG6 /		High	CL
15638	ZU Calculus I	08:30a - 09:40a	MTWRF	4	Praeder, L	50	HS / HSREG6 /		High	CL
15639	ZV Calculus I	02:30p - 03:40p	MTWRF	4	Praeder, L	50	HS / HSREG6 /		High	CL

## MATH 1175

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11409	01 Calculus II	09:00a - 09:50a	MTWF	4	Chen, Y	37	PC / PS / 303	5	Full Term	CL
11410	02 Calculus II	10:00a - 10:50a	MTWR	4	Zhu, W	37	PC / PS / 307	5	Full Term	CL
11411	03 Calculus II	05:30p - 06:37p	MWR	4	Hanin, L	37	PC / PS / 305	5	Full Term	CL
12509	04 Calculus II	07:00p - 08:07p	MWR	4	Lundeen, S	35	IF / CHE / 218	5	Full Term	CL
15481	05 Calculus II	11:00a - 11:50a	MWRF	4	Owen, T	37	PC / PS / 307	5	Full Term	CL

## MATH 1199

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15057	01 Language of Statistics	11:00a - 11:50a	MWF	3	Reed, J	35	PC / PS / 303		Full Term	CL
15058	02 Language of Statistics	01:00p - 01:50p	MWF	3	Derryberry, D	35	PC / PS / 303		Full Term	CL

## MATH 2240

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11412	01 Linear Algebra	10:00a - 10:50a	MWF	3	Kriloff, C	30	PC / PS / 301	5	Full Term	CL
11413	02 Linear Algebra	11:00a - 11:50a	MWF	3	Stowe, D	30	PC / PS / 306	5	Full Term	CL
11414	03 Linear Algebra	01:00p - 01:50p	MWF	3	Wolper, J	30	PC / PS / 304	5	Full Term	CL
13895	04 Linear Algebra	05:30p - 06:45p	TR	3	Bowen, R	30	IF / CHE / 214	5	Full Term	CL

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 2256

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11415 01	Structure of Arith for EI Ed	09:30a - 10:45a	TR	3	Engle, L	30	PC / PS / 305	5	Full Term	CL
11416 02	Structure of Arith for EI Ed	09:30a - 10:45a	TR	3	Jones, P	30	IF / CHE / 216	5	Full Term	CL

## MATH 2275

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11417 01	Calculus III	08:00a - 08:50a	MTWR	4	Laquer, H	30	PC / PS / 307	5	Full Term	CL
11418 02	Calculus III	07:00p - 08:40p	TR	4	Palmer, B	25	PC / LIBR / 36	5	Full Term	VS
11419 03	Calculus III	07:00p - 08:40p	TR	4	Palmer, B	18	IF / CHE / 313	5	Full Term	VS

## MATH 2287

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11420 01	Foundations of Mathematics	09:30a - 10:45a	TR	3	Bosworth, K	30	PC / PS / 302	5	Full Term	CL

## MATH 3326

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11421 01	Elementary Analysis	10:00a - 10:50a	MWF	3	Zhu, Y	25	PC / PS / 313	5	Full Term	CL

## MATH 3343

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13303 01	Modern Geometry I	11:00a - 11:50a	MWF	3	Fisher, R	25	PC / PS / 324	5	Full Term	CL

## MATH 3350

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11422 01	Statistical Methods	11:00a - 12:15p	TR	3	Derryberry, D	26	PC / PS / 324	5	Full Term	CL
11423 02	Statistical Methods	05:30p - 06:45p	TR	3	Chen, S	26	PC / PS / 324	5	Full Term	CL
14017 03	Statistical Methods	04:00p - 05:15p	TR	3	Jacobsen, M	26	IF / CHE / 219	5	Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 3352

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11424 01	Introduction to Probability	01:00p - 02:15p	TR	3	Gironella, A	35	PC / PS / 308	5	Full Term	CL

## MATH 3360

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11425 01	Differential Equations	09:00a - 09:50a	MWF	3	Stowe, D	30	PC / PS / 307	5	Full Term	CL
13896 02	Differential Equations	09:30a - 10:45a	TR	3	Laquer, H	30	PC / PS / 301	5	Full Term	CL

## MATH 3362

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11426 01	Intro to Complex Variables	11:00a - 12:15p	TR	3	Laquer, H	25	PC / PS / 313	5	Full Term	CL

## MATH 4407

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11427 01	Modern Algebra I	12:00p - 12:50p	MWF	3	Kriloff, C	20	PC / PS / 313	5	Full Term	CL

## MATH 4421

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11428 01	Advanced Engineering Math I	11:00a - 12:15p	TR	3	Palmer, B	25	PC / LIBR / 36	5	Full Term	VS
11429 02	Advanced Engineering Math I	11:00a - 12:15p	TR	3	Palmer, B	15	IF / CHE / 313	5	Full Term	VS

## MATH 4423

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11430 01	Intro to Real Analysis I	03:00p - 04:15p	MW	3	Bosworth, K	20	PC / PS / 307	5	Full Term	CL

## MATH 4441

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11431 01	Intro to Numerical Analysis I	02:30p - 03:45p	TR	3	Zhu, Y	20	PC / PS / 324	5	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 4450

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11432 01	Mathematical Statistics I	01:00p - 02:15p	TR	3	Derryberry, D	20	PC / PS / 307	5	Full Term	CL

## MATH 4457

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13897 01	Applied Regression Analysis	09:30a - 10:45a	TR	3	Gironella, A	16	PC / PS / 324	5	Full Term	CL

## MATH 4481

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14163 02	Directed Readings and Problems	-		1	Derryberry, D	3	PC / /		Full Term	OT

## MATH 4499

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15060 01	Math Methods in Bioinformatics	04:00p - 05:15p	TR	6	Chen, S	16	PC / PS / 324		Full Term	CL

## MATH 5507

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11433 01	Modern Algebra I	12:00p - 12:50p	MWF	3	Kriloff, C	7	PC / PS / 313		Full Term	CL

## MATH 5521

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11434 01	Advanced Engineering Math I	11:00a - 12:15p	TR	3	Palmer, B	12	PC / LIBR / 36		Full Term	VS
11435 02	Advanced Engineering Math I	11:00a - 12:15p	TR	3	Palmer, B	5	IF / CHE / 313		Full Term	VS

## MATH 5523

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11436 01	Intro to Real Analysis I	03:00p - 04:15p	MW	3	Bosworth, K	7	PC / PS / 307		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Mathematics

## MATH 5541

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11437	01	Intro to Numerical Analysis I	02:30p - 03:45p	TR	3	Zhu, Y	6	PC / PS / 324		Full Term	CL

## MATH 5550

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11438	01	Mathematical Statistics I	01:00p - 02:15p	TR	3	Derryberry, D	7	PC / PS / 307		Full Term	CL

## MATH 5557

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13898	01	Applied Regression Analysis	09:30a - 10:45a	TR	3	Gironella, A	10	PC / PS / 324		Full Term	CL

## MATH 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15059	01	Math Methods in Bioinformatics	04:00p - 05:15p	TR	6	Chen, S	10	PC / PS / 324		Full Term	CL

## MATH 6627

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14772	01	Complex Analysis	09:30a - 10:45a	TR	3	Stowe, D	20	PC / PS / 313		Full Term	CL

## MATH 6631

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14773	01	Abstract Algebra	01:00p - 02:15p	TR	3	Chen, Y	20	PC / PS / 313		Full Term	CL

## MATH 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15579	01	Thesis (M.S.)	-		6	Payne, T	1	PC / /		Full Term	OT

## MATH 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15279	01	Directed Reading	-		3	Chen, Y	1	PC / /		Full Term	CL
15583	02	Directed Reading	-		3	Palmer, B	1	PC / /		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng  
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 Department: Mathematics

## MATH 7750

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12459 01	Thesis (D.A.)	-		1	Chen, Y	1	PC / /		Full Term	OT
12493 02	Thesis (D.A.)	-		6	Hanin, L	2	PC / /		Full Term	OT
12506 03	Thesis (D.A.)	-		1	Stowe, D	1	PC / /		Full Term	OT
13043 04	Thesis (D.A.)	-		1	Gryazin, Y	1	PC / /		Full Term	OT
14204 05	Thesis (D.A.)	-		6	Palmer, B	1	PC / /		Full Term	OT
14229 06	Thesis (D.A.)	-		3	Kriloff, C	1	PC / /		Full Term	OT

## Department: Physics

### PHYS 1100

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11785 01	Essentials of Physics	08:00a - 08:50a	MTWF	4	Bernabee, K	90	PC / PS / 108	60	Full Term	WS

### PHYS 1101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11786 01	Elements of Physics	08:00a - 08:50a	MWF	3	Barclay, B	32	PC / RFC / 377		Full Term	WS

### PHYS 1101L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11896 01	Elements of Physics Lab	03:00p - 05:50p	R	1	Hackworth, M	16	PC / PS / 114		Full Term	LB
11897 02	Elements of Physics Lab	06:00p - 08:50p	W	1	Hackworth, M	16	PC / PS / 114		Full Term	LB

### PHYS 1111

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11789 01	General Physics	11:00a - 11:50a	MWF	3	Tatar, E	90	PC / PS / 108	30	Full Term	WS
11791 02	General Physics	01:00p - 01:50p	MWF	3	Tatar, E	90	PC / PS / 108	30	Full Term	WS
11792 03	General Physics	05:30p - 06:45p	TR	3	Bernabee, K	50	IF / CHE / 207	30	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Physics

## PHYS 1113

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11794	01	General Physics I Laboratory	01:00p - 03:50p	M	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11795	02	General Physics I Laboratory	06:00p - 08:50p	M	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11796	03	General Physics I Laboratory	08:00a - 10:50a	T	1	Hackworth, M	16	PC / PS / 127	50	Full Term	LB
11797	04	General Physics I Laboratory	11:00a - 01:50p	T	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11798	05	General Physics I Laboratory	02:00p - 04:50p	T	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11799	06	General Physics I Laboratory	08:00a - 10:50a	W	1	Hackworth, M	16	PC / PS / 127	50	Full Term	LB
11800	07	General Physics I Laboratory	02:00p - 04:50p	W	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11801	08	General Physics I Laboratory	06:00p - 08:50p	W	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11802	09	General Physics I Laboratory	08:00a - 10:50a	R	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB
11803	10	General Physics I Laboratory	02:00p - 04:50p	R	1	Hackworth, M	13	PC / PS / 127	50	Full Term	LB
13078	11	General Physics I Laboratory	12:00p - 02:50p	F	1	Hackworth, M	11	PC / PS / 127	50	Full Term	LB
11804	12	General Physics I Laboratory	07:00p - 09:50p	M	1	Hackworth, M	12	IF / CHE / 209	50	Full Term	LB
11805	13	General Physics I Laboratory	09:00a - 11:50a	R	1	Hackworth, M	12	IF / CHE / 209	50	Full Term	LB
11806	14	General Physics I Laboratory	01:00p - 03:50p	R	1	Hackworth, M	12	IF / CHE / 209	50	Full Term	LB
11807	15	General Physics I Laboratory	06:00p - 08:50p	R	1	Hackworth, M	12	PC / PS / 127	50	Full Term	LB

## PHYS 1152

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11808	01	Descriptive Astronomy	11:00a - 11:50a	MWF	3	Bernabee, K	250	PC / PSC / 140	40	Full Term	WS
11809	02	Descriptive Astronomy	02:00p - 03:15p	MW	3	Bernabee, K	100	IF / CHE / 211	40	Full Term	WS
15642	ZA	Descriptive Astronomy	08:35a - 09:42a	MTWRF	3	Duff, K	50	HS / HSREG5 /		High	CL
15643	ZB	Descriptive Astronomy	09:50a - 11:10a	MTWRF	3	Duff, K	50	HS / HSREG5 /		High	CL

## PHYS 1153

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11810	01	Descriptive Astronomy Lab	01:00p - 03:30p	M	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB
11811	02	Descriptive Astronomy Lab	06:00p - 08:30p	M	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB
11812	04	Descriptive Astronomy Lab	01:00p - 03:30p	T	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB
11813	05	Descriptive Astronomy Lab	06:00p - 08:30p	T	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB
11814	06	Descriptive Astronomy Lab	02:00p - 04:30p	W	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Physics

## PHYS 1153

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11815	08	Descriptive Astronomy Lab	01:00p - 03:30p	F	1	Hackworth, M	16	PC / PS / 128	40	Full Term	LB
11816	11	Descriptive Astronomy Lab	03:30p - 06:00p	M	1	Hackworth, M	16	IF / CHE / 209	40	Full Term	LB
11817	12	Descriptive Astronomy Lab	03:30p - 06:00p	W	1	Hackworth, M	16	IF / CHE / 209	40	Full Term	LB
15644	ZA	Descriptive Astronomy Lab	08:35a - 09:42a	MTWRF	1	Duff, K	50	HS / HSREG5 /		High	LB
15645	ZB	Descriptive Astronomy Lab	09:50a - 11:10a	MTWRF	1	Duff, K	50	HS / HSREG5 /		High	LB

## PHYS 2211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11818	01	Engineering Physics I	10:00a - 10:50a	MTWF	4	Hackworth, M	90	PC / PS / 108	30	Full Term	CL
11819	02	Engineering Physics I	05:00p - 06:50p	MW	4	Hackworth, M	45	IF / CHE / 207	30	Full Term	WS

## PHYS 2212

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11820	01	Engineering Physics II	10:00a - 10:50a	MTWF	4	Dale, D	35	PC / PS / 132	30	Full Term	WS

## PHYS 2213

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11822	01	Engineering Physics I Lab	01:00p - 03:50p	M	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11823	02	Engineering Physics I Lab	06:00p - 08:50p	M	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11824	04	Engineering Physics I Lab	11:00a - 01:50p	T	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11825	05	Engineering Physics I Lab	02:00p - 04:50p	T	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11826	07	Engineering Physics I Lab	02:00p - 04:50p	W	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11827	08	Engineering Physics I Lab	06:00p - 08:50p	W	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11828	09	Engineering Physics I Lab	08:00a - 10:50a	R	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11829	10	Engineering Physics I Lab	02:00p - 04:50p	R	1	Hackworth, M	3	PC / PS / 127	50	Full Term	LB
13080	11	Engineering Physics I Lab	12:00p - 02:50p	F	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB
11830	12	Engineering Physics I Lab	07:00p - 09:50p	M	1	Hackworth, M	4	IF / CHE / 209	50	Full Term	LB
11831	13	Engineering Physics I Lab	09:00a - 11:50a	R	1	Hackworth, M	4	IF / CHE / 209	50	Full Term	LB
11832	14	Engineering Physics I Lab	01:00p - 03:50p	R	1	Hackworth, M	4	IF / CHE / 209	50	Full Term	LB
11833	15	Engineering Physics I Lab	06:00p - 08:50p	R	1	Hackworth, M	4	PC / PS / 127	50	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Physics

## PHYS 3301

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11834	01	Modern Physics	11:00a - 11:50a	MWF	3	McNulty, D	21	PC / PS / 132		Full Term	CL

## PHYS 3313

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11835	01	Intermediate Laboratory I	10:30a - 12:00p	R	2	Hackworth, M	10	PC / PS / 133	250	Full Term	LB

## PHYS 4404

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11838	01	Advanced Modern Physics II	02:00p - 02:50p	MWF	3	McNulty, D	15	PC / PS / 126		Full Term	CL

## PHYS 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11839	01	Advanced Physics Lab I	10:30a - 12:00p	T	2	Hackworth, M	2	PC / PS / 133	250	Full Term	LB
13178	02	Advanced Physics Lab I	-		2	McNulty, D	6	PC / /	250	Full Term	LB

## PHYS 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15150	01	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	PC / LIBR / 32		Full Term	VS
15151	02	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	IF / CHE / 314		Full Term	VS
15152	03	Science in American Society	07:00p - 09:00p	R	2	Link, P	8	TF / EVRGN / C91		Full Term	VS
15153	04	Science in American Society	07:00p - 09:00p	R	2	Link, P	15	MD / MERID / 689		Full Term	VS

## PHYS 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13017	01	Statistical Physics	02:45p - 04:00p	MW	3	Tatar, E	12	PC / PS / 132		Full Term	CL

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College of Science Eng  
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## PHYS 4421

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11841	01	Electricity and Magnetism I	02:45p - 04:00p	TR	3	Dale, D	15	PC / PS / 126		Full Term	CL

## PHYS 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11842	01	Intro Mathematical Physics I	09:00a - 09:50a	MWF	3	Shropshire, S	10	PC / PS / 132		Full Term	CL

## PHYS 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12957	03	Independent Problems	-		3	McNulty, D	5	PC / /		Full Term	OT
12955	04	Independent Problems	-		3	Dale, D	5	PC / /		Full Term	OT
12959	07	Independent Problems	-		3	Forest, T	5	PC / /		Full Term	OT
12960	08	Independent Problems	-		3	Tatar, E	5	PC / /		Full Term	OT
11843	10	Independent Problems	-		3	Hackworth, M	5	PC / /		Full Term	OT

## PHYS 4483

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11844	01	Theoretical Mechanics	10:00a - 11:15a	MWF	4	Forest, T	15	PC / PS / 126		Full Term	CL

## PHYS 4492

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11845	01	Colloquium in Physics	03:45p - 05:15p	M	1	Shropshire, S	40	PC / PS / 108		Full Term	CL

## PHYS 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12971	02	Sim of Particle Interactions	01:00p - 04:00p	W	3	Forest, T	5	PC / PS / 104		Full Term	CL

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College of Science Eng

Division: Div. Natural and Physical Scie

Department: Physics

## PHYS 5504

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13077	01	Advanced Modern Physics	02:00p - 02:50p	MWF	3	McNulty, D	3	PC / PS / 126		Full Term	CL

## PHYS 5510

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15154	01	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	PC / LIBR / 32		Full Term	VS
15155	02	Science in American Society	07:00p - 09:00p	R	2	Link, P	10	IF / CHE / 314		Full Term	VS
15156	03	Science in American Society	07:00p - 09:00p	R	2	Link, P	4	TF / EVRGN / C91		Full Term	VS
15157	04	Science in American Society	07:00p - 09:00p	R	2	Link, P	5	MD / MERID / 689		Full Term	VS

## PHYS 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13018	01	Statistical Physics	02:45p - 04:00p	MW	3	Tatar, E	8	PC / PS / 132		Full Term	CL

## PHYS 5521

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11850	01	Electricity and Magnetism I	02:45p - 04:00p	TR	3	Dale, D	3	PC / PS / 126		Full Term	CL

## PHYS 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11857	01	Intro Mathematical Physics I	09:00a - 09:50a	MWF	3	Shropshire, S	8	PC / PS / 132		Full Term	CL

## PHYS 5583

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11859	01	Theoretical Mechanics	10:00a - 11:15a	MWF	4	Forest, T	3	PC / PS / 126		Full Term	CL

## PHYS 5592

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11861	01	Colloquium in Physics	03:45p - 05:15p	M	1	Shropshire, S	40	PC / PS / 108		Full Term	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Physics

## PHYS 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12489	02	Sim of Particle Interactions	01:00p - 04:00p	W	3	Forest, T	5	PC / PS / 104		Full Term	CL

## PHYS 6602

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15287	01	Theoretical Methods of Physics	09:00a - 10:15a	TR	3	Shropshire, S	10	PC / PS / 126		Full Term	CL

## PHYS 6611

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15123	01	Electricity and Magnetism	05:00p - 06:15p	M	3	Imel, G	10	PC / PS /		Full Term	CL
15123	01	Electricity and Magnetism	01:00p - 02:15p	W	3	Imel, G	10	PC / PS /		Full Term	CL

## PHYS 6624

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11867	01	Quantum Mechanics	11:30a - 12:55p	TR	3	Khandaker, M	15	PC / PS / 132		Full Term	CL

## PHYS 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11868	01	Special Topics in Physics	-		3	Hunt, A	5	PC / /		Full Term	OT
11874	03	Special Topics in Physics	-		3	Forest, T	5	PC / /		Full Term	OT
12429	07	Special Topics in Physics	-		3	Tatar, E	5	PC / /		Full Term	OT
12961	09	Special Topics in Physics	-		3	Dale, D	5	PC / /		Full Term	OT

## PHYS 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13540	01	Thesis	-		10	Harmon, J	5	PC / /		Full Term	OT
15702	02	Thesis	-		10	Imel, G	1	PC / /		Full Term	OT
11879	03	Thesis	-		10	Dale, D	5	PC / /		Full Term	OT
11880	04	Thesis	-		10	Chouffani El Fassi, K	5	PC / /		Full Term	OT
11881	07	Thesis	-		10	Forest, T	5	PC / /		Full Term	OT
11882	09	Thesis	-		10	Hunt, A	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

College of Science Eng  
 Division: Div. Natural and Physical Scie  
 Department: Physics

## PHYS 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11883	10	Thesis	-		10	Tatar, E	5	PC / /		Full Term	OT
11884	11	Thesis	-		10	McNulty, D	5	PC / /		Full Term	OT
13906	13	Thesis	-		10	Khandaker, M	5	PC / /		Full Term	OT

## PHYS 8850

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11885	01	Doctoral Dissertation	-		12	Forest, T	5	PC / /		Full Term	OT
13516	02	Doctoral Dissertation	-		12	Chouffani El Fassi, K	1	PC / /		Full Term	OT
13517	03	Doctoral Dissertation	-		12	Harmon, J	2	PC / /		Full Term	OT
15703	04	Doctoral Dissertation	-		12	Imel, G	1	PC / /		Full Term	OT
11886	05	Doctoral Dissertation	-		12	Dale, D	5	PC / /		Full Term	OT
11887	06	Doctoral Dissertation	-		12	McNulty, D	5	PC / /		Full Term	OT
11888	08	Doctoral Dissertation	-		12	Hunt, A	5	PC / /		Full Term	OT
11889	09	Doctoral Dissertation	-		12	Cole, P	5	PC / /		Full Term	OT
11891	11	Doctoral Dissertation	-		12	Tatar, E	5	PC / /		Full Term	OT
14183	13	Doctoral Dissertation	-		12	Khandaker, M	2	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

College of Technology

Division: College of Technology

Department: Business and Service

## BT 0112

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13119	01	Voice Recognition	01:00p - 02:50p	T	1	Warren, G	24	PC / RFC / 264		Early 8	WS

## BT 0115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13120	01	Practicum	-		3	Larson, D	24	PC / /		Full Term	OT

## BT 0116

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14276	01	Prof Leadership Development	12:00p - 01:00p	T	1	Campbell, M	50	PC / RFC / 264		Full Term	WS

## BT 0118

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13121	01	Business Communications I	01:00p - 02:50p	TR	3	Paul, R	24	PC / RFC / 263		Full Term	WS

## BT 0120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13122	01	Concepts of Accounting	08:00a - 09:50a	MW	3	Warren, G	24	PC / RFC / 263		Full Term	WS

## BT 0121

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13123	01	Digital Input and Transcriptn	08:00a - 09:50a	MW	3	Campbell, M	24	PC / RFC / 270	10	Full Term	WS

## BT 0123

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13124	01	Business Mathematics	10:00a - 11:50a	TR	3	Warren, G	24	PC / RFC / 263		Full Term	WS

## BT 0141

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13125	01	Keyboarding	-		1	Larson, D	24	PC / WEB / COURSE	35	Full Term	WC
13582	02	Keyboarding	03:00p - 03:50p	M	1	Larson, D	24	PC / RFC / 265	10	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: Business and Service

### BT 0144

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13126	01	Document Processing	08:00a - 09:50a	TR	3	Campbell, M	24	PC / RFC / 265	10	Full Term	WS

### BT 0145

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13127	01	Integrated Comp Applications	01:00p - 02:50p	TR	3	Campbell, M	24	PC / RFC / 270	10	Full Term	WS

### BT 0154

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13128	01	Administrative Management	08:00a - 10:00a	TR	3	Mower, B	24	PC / RFC / 270		Full Term	WS

### BT 0170

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13129	01	Introduction to Computers	-		3	Warren, G	30	PC / WEB / COURSE	35	Full Term	WC
13131	03	Introduction to Computers	10:00a - 11:50a	MW	3	Warren, G	24	PC / RFC / 264	10	Full Term	WS
13132	05	Introduction to Computers	05:00p - 07:30p	M	3	Paul, R	40	PC / RFC / 264	10	Full Term	WS

### BT 0171

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13133	01	Computerized Accounting	10:00a - 11:50a	TR	3	Campbell, M	24	PC / RFC / 265	10	Full Term	WS
13601	02	Computerized Accounting	-		3	Campbell, M	24	PC / WEB / COURSE	35	Full Term	WC

### BT 0172

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13134	01	Digital Publishing	10:00a - 11:50a	MW	3	Larson, D	24	PC / RFC / 270	40	Full Term	WS

### BT 0173

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13135	01	Spreadsheets	01:00p - 02:50p	MW	3	Campbell, M	24	PC / RFC / 264	10	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Business and Service**

**BT 0174**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13136	01	Records and Database Mgt	03:00p - 04:30p	TR	3	Larson, D	24	PC / RFC / 270	10	Full Term	WS

**BT 0199**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14281	01	Property/Liability Insurance	11:30a - 01:00p	MW	3	Paul, R	20	PC / RFC / 265		Full Term	WS

**BT 0220**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13137	01	Intro to Entrepreneurship	06:00p - 08:50p	W	3	Paul, R	24	PC / RFC / 270		Full Term	WS

**COSM 0116**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12102	01	Introduction to Cosmetology	08:00a - 05:00p	MTWRF	8	Jackson, S	23	PC / RFC / 116		Full Term	LL

**COSM 0117**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12103	01	Beginning Cosmetology	08:00a - 05:00p	MTWRF	8	Jackson, S	23	PC / RFC / 116	30	Full Term	LL

**COSM 0126**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12104	01	Fundamentals Cosmetology I	08:00a - 08:50a	MWF	8	Fuger, R	18	PC / RFC / 108A	20	Full Term	LL

**COSM 0127**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12105	01	Fundamentals Cosmetology II	09:00a - 05:00p	MTWRF	8	Fuger, R	18	PC / RFC / 115	20	Full Term	LL

**COSM 0236**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12106	01	Advanced Cosmetology I	08:00a - 08:50a	MTWRF	8	Wilde, L	20	PC / RFC / 108B	20	Full Term	LL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

## College of Technology

Division: College of Technology

Department: Business and Service

### COSM 0237

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12107 01	Advanced Cosmetology II	09:00a - 04:50p	MTWRF	8	Fitch, B	20	PC / RFC / 115	20	Full Term	LL

### COSM 0279

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12108 01	Seminar	08:00a - 05:00p	MTWRF	16	Fitch, B	5	PC / /		Full Term	OT

### COSM 0296

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12969 02	Independent Study	08:00a - 05:00p	MTWRF	8	Fitch, B	5	PC / /		Full Term	OT

### COSM 0298

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12109 02	Special Topics	-		8	Fitch, B	5	PC / /		Full Term	CL

### LAW 0170

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12110 01	Detention Procedures I	08:00a - 03:00p	MTWRF	3	Edwards, C	23	PC / LAW / 104		Full Term	CL

### LAW 0171

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12111 11	Cadet Practicum	08:00a - 03:00p	MTRF	3	Edwards, C	23	PC / OFFPC /		Early 8	CL

### LAW 0172

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12112 01	Health and Fitness	08:00a - 03:00p	MTWRF	3	Edwards, C	23	PC / LAW / 104	20	Full Term	CL

### LAW 0174

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12113 01	Human Relations	08:00a - 03:00p	MTWRF	2	Edwards, C	23	PC / LAW / 104		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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College of Technology

Division: College of Technology

Department: Business and Service

## LAWE 0176

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12114	01 Investigations I	08:00a - 03:00p	MTWRF	3	Edwards, C	23	PC / LAW / 104		Full Term	CL

## LAWE 0178

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12115	01 Law I	08:00a - 03:00p	MTWRF	3	Edwards, C	23	PC / LAW / 104		Full Term	CL

## LAWE 0180

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12116	01 Patrol Procedures I	08:00a - 10:00p	MTWRF	3	Edwards, C	23	PC / LAW / 104	235	Full Term	CL

## LAWE 0181

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12117	11 Patrol Procedures II	08:00a - 10:00p	MTWRF	3	Edwards, C	23	PC / LAW / 103	50	Early 8	CL

## LAWE 0183

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12118	11 Detention Procedures III	08:00a - 03:00p	MTWRF	2	Edwards, C	20	PC / LAW / 103		Early 8	CL

## LAWE 0188

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13466	11 Scenario Training	08:00a - 03:00p	MTWRF	1	Edwards, C	20	PC / LAW / 103		Early 8	CL

## LAWE 0200

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12119	01 Law Enforcement Internship I	-		2	Edwards, C	25	PC / /		Full Term	OT

## LAWE 0201

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12120	01 Law Enforcement Internship II	-		3	Edwards, C	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: Business and Service

### LAWE 0296

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12477 01	Independent Study	-		8	Edwards, C	5	PC / /		Full Term	OT

### LAWE 0298

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12121 01	Special Topics	-		8	Edwards, C	6	PC / /		Full Term	CL
12122 02	Special Topics	-		8	Edwards, C	5	PC / /		Full Term	CL

## Department: General Education

### TGE 0100A

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12263 01	Algebra I	09:00a - 09:50a	MTWR	4	Allen, D	25	PC / RFC / 377		Full Term	WS
12264 02	Algebra I	11:00a - 11:50a	MTWR	4	Barclay, B	25	PC / RFC / 381		Full Term	WS
12265 03	Algebra I	03:00p - 03:50p	MTWR	4	Frandsen, C	25	PC / RFC / 380		Full Term	WS
12266 04	Algebra I	05:00p - 06:40p	TR	4	Frandsen, C	25	PC / RFC / 361		Full Term	WS

### TGE 0100M

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12267 01	Math	09:00a - 09:50a	MTWR	4	Frandsen, C	25	PC / RFC / 381		Full Term	WS
12268 02	Math	11:00a - 11:50a	MTWR	4	Frandsen, C	25	PC / RFC / 380		Full Term	WS

### TGE 0100S

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12270 02	Strategies for Learning	09:00a - 09:50a	TR	2	Clarke, M	30	PC / RFC / 361		Full Term	WS
12271 03	Strategies for Learning	11:00a - 11:50a	TR	2	Clarke, M	30	PC / RFC / 361		Full Term	WS

### TGE 0100W

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12274 01	Writing	10:00a - 10:50a	MWF	3	Taylor-Edwards, J	25	PC / RFC / 381		Full Term	WS
12272 02	Writing	12:00p - 12:50p	MWF	3	Taylor-Edwards, J	25	PC / RFC / 381		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: General Education

### TGE 0158

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12260	01	Employment Strategies	-		1	Clarke, M	25	PC / WEB / COURSE	35	Full Term	WC
12261	02	Employment Strategies	02:00p - 02:50p	TR	2	Wilson, M	25	PC / RFC / 379		Full Term	WS

### TGE 0159

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14308	01	Internship Strategies	-		1	Clarke, M	25	PC / WEB / COURSE	35	Full Term	WC

### TGE 1135

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14303	01	Work Place Relations	02:45p - 04:00p	TR	3	Clarke, M	30	PC / RFC / 361		Full Term	WS
14306	02	Work Place Relations	03:00p - 04:15p	MW	3	Clarke, M	30	PC / RFC / 361		Full Term	WS

### TGE 1257

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14309	01	Applied Ethics in Technology	-		3	Lambert, C	25	PC / WEB / COURSE	35	Full Term	WC

## Department: Health Occupations

### ADRN 2220

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12137	01	Health Assessment	-		2	Brumfield, J	36	PC / /	60	Full Term	WS

### ADRN 2220L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12139	01	Health Assessment Lab	-		1	Pearce, J	13	PC / /	40	Full Term	LB
12140	02	Health Assessment Lab	-		1	Brumfield, J	12	PC / /	40	Full Term	LB
12141	03	Health Assessment Lab	-		1	Kubiak, V	12	PC / /	40	Full Term	LB

## Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: Health Occupations

### ADRN 2230

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13138	01	Med and Surgical Nursing III	-		3	Kubiak, V	36	PC / /	110	Full Term	WS

### ADRN 2231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13139	01	Clinical Foundations Nursng IV	-		4	Pearce, J	13	PC / /	125	Full Term	WS
13140	02	Clinical Foundations Nursng IV	-		4	Brumfield, J	13	PC / /	125	Full Term	WS
13141	03	Clinical Foundations Nursng IV	-		4	Kubiak, V	13	PC / /	125	Full Term	WS

### ADRN 2298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12138	01	Independent Study	-		5	Pearce, J	35	PC / /	40	Full Term	WS

### CHLD 0105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12142	01	Intro to Early Childhood Care	02:30p - 05:00p	MTWR	3	Grimes, C	15	PC / RFC / 287	30	Full Term	WS

### CHLD 0110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12143	01	Chld Hlth Safety Nutr and Env	02:30p - 05:00p	MTWR	4	Koplin, A	15	PC / RFC / 287		Full Term	WS

### CHLD 0120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12144	01	Soc Emotionl Dvlpmnt in ECCE	02:30p - 05:00p	MTWR	6	Koplin, A	15	PC / RFC / 287		Full Term	WS

### CHLD 0125

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12145	01	Guidance in ECCE	02:30p - 05:00p	MTWR	3	Grimes, C	15	PC / RFC / 287		Full Term	WS

## Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Health Occupations**

## CHLD 0160

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14266	01	Prof in Family Child Care	07:00p - 09:50p	W	1	Grimes, C	10	PC / LIBR / 6	25	Non-	VS
14267	02	Prof in Family Child Care	07:00p - 09:50p	W	1	Grimes, C	10	IF / CHE / 314	25	Non-	VS

## CHLD 0161

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14268	01	Chld Hlth Safty Fam Ch Care	07:00p - 09:50p	W	1	Koplin, A	10	PC / LIBR / 6		Non-	VS
14269	02	Chld Hlth Safty Fam Ch Care	07:00p - 09:50p	W	1	Koplin, A	10	IF / CHE / 314		Non-	VS

## CHLD 0162

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14270	01	Environ in Family Child Care	07:00p - 09:50p	W	1	Koplin, A	10	PC / LIBR / 6		Non-	VS
14271	02	Environ in Family Child Care	07:00p - 09:50p	W	1	Koplin, A	10	IF / CHE / 314		Non-	VS

## CHLD 0164

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14272	01	Soc Emotion Dev in Family Care	07:00p - 09:50p	W	2	Grimes, C	10	PC / LIBR / 6		Non-	VS
14273	02	Soc Emotion Dev in Family Care	07:00p - 09:50p	W	2	Grimes, C	10	IF / CHE / 314		Non-	VS

## CHLD 0166

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14274	01	Guidance in Early Chldhd Educ	07:00p - 09:50p	W	1	Koplin, A	10	PC / LIBR / 6		Non-	VS
14275	02	Guidance in Early Chldhd Educ	07:00p - 09:50p	W	1	Koplin, A	10	IF / CHE / 314		Non-	VS

## CHLD 0210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12146	01	Advanced Topics in ECCE	07:00p - 09:50p	M	3	Grimes, C	15	PC / LIBR / 7	10	Full Term	VS
13611	02	Advanced Topics in ECCE	07:00p - 09:50p	M	3	Grimes, C	15	IF / CHE / 311	10	Full Term	VS

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Technology  
 Division: College of Technology  
 Department: Health Occupations

## CHLD 0215

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12147	01	Children with Exceptionalities	06:00p - 07:50p	T	2	Koplin, A	15	PC / RFC / 287		Full Term	WS

## CHLD 0250

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12148	01	Capstone Project in ECCE	-		1	Grimes, C	10	PC / /	10	Full Term	OT

## CHLD 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13732	01	Independent Study	-		8	Koplin, A	10	PC / /		Full Term	OT

## HO 0106

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12161	01	Medical Terminology	-		2	Truempler, J	45	PC / WEB / COURSE 35		Full Term	WC
12162	02	Medical Terminology	-		2	Truempler, J	45	PC / WEB / COURSE 35		Full Term	WC

## HO 0107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12163	01	Medical Law and Ethics	-		3	Allred, C	35	PC / WEB / COURSE 35		Full Term	WC
12484	02	Medical Law and Ethics	-		3	Lowry, W	35	PC / WEB / COURSE 35		Full Term	WC

## HO 0111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12164	01	Intro Anatomy and Physiology	11:00a - 12:55p	MF	4	Crandall, A	40	PC / RFC / 285	10	Full Term	CL
12165	02	Intro Anatomy and Physiology	10:00a - 10:50a	MWF	4	Flint, D	50	PC / WEB /	10	Full Term	WS

## HO 0208

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12166	01	Introduction to Pathology	01:00p - 01:50p	MWF	3	Flint, D	40	PC / RFC / 285	10	Full Term	CL
12167	02	Introduction to Pathology	01:00p - 01:50p	MWF	3	Flint, D	35	PC / WEB /	10	Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Health Occupations**

## HO 0209

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12168	01	Principles of Drugs and Uses	08:30a - 10:00a	TR	3	Flint, D	35	PC / RFC / 285	15	Full Term	CL
13478	02	Principles of Drugs and Uses	08:30a - 10:00a	TR	3	Flint, D	25	PC / WEB /	15	Full Term	WS

## HO 0299

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13935	01	Intro Peer Review Journal	09:00a - 10:40a	F	2	Blakeman, D	10	PC / RFC / B107		Full Term	WS

## MSTH 0100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12523	01	Massage Therapy Career Explor	11:00a - 11:50a	T	2	Beck, S	22	PC / OWEN / 253		Full Term	WS

## MSTH 0104

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12177	01	Introduction to Kinesiology	01:00p - 01:50p	MW	3	Head, L	20	PC / REND / 209		Full Term	LL
12177	01	Introduction to Kinesiology	01:00p - 02:50p	F	3	Head, L	20	PC / OWEN / 259		Full Term	LL

## MSTH 0105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12178	01	Therapeutic Massage	09:00a - 09:50a	TR	2	Gower, A	22	PC / OWEN / 259		Full Term	CL

## MSTH 0107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12179	01	Prof Massage Techniques	09:00a - 11:50a	MWF	6	Beck, S	20	PC / OWEN / 259	135	Full Term	LL

## MSTH 0121A

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14439	21	Massage Therapy Lab I	04:30p - 08:00p		1	Gower, A	9	PC / OWEN / 259	55	Late 8	LB
14440	22	Massage Therapy Lab I	04:30p - 08:00p		1	Gower, A	9	PC / OWEN / 259	55	Late 8	LB

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College of Technology  
 Division: College of Technology  
 Department: Health Occupations

## MSTH 0170

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14241	21	Spa Techniques	10:00a - 11:50a	TR	2	Gower, A	20	PC / OWEN / 259	56	Late 8	LL

## MSTH 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12439	01	Independent Study	-		8	Beck, S	5	PC / /		Full Term	OT

## MSTH 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12440	01	Special Topics	-		8	Beck, S	5	PC / /		Full Term	CL

## PTA 0104

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12194	01	Introduction to Kinesiology	01:00p - 01:50p	MW	2	Jernigan, D	20	PC / REND / 209	25	Full Term	LL
12194	01	Introduction to Kinesiology	01:00p - 01:50p	F	2	Jernigan, D	20	PC / OWEN / 257	25	Full Term	LL

## PTA 0105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12195	01	Intro to Physical Therapy	-		1	Lippiello, A	20	PC / /		Full Term	WS

## PTA 0201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12196	01	Procedures II	10:00a - 11:50a	TR	5	Lippiello, A	20	PC / OWEN / 257	75	Full Term	LL
12196	01	Procedures II	02:00p - 03:50p	TR	5	Lippiello, A	20	PC / OWEN / 257	75	Full Term	LL

## PTA 0202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12197	01	Physical Therapy Assessment	09:00a - 10:50a	MWF	4	Jernigan, D	20	PC / OWEN / 257	50	Full Term	LL

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: Health Occupations

### PTA 0298

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12198	01 Special Topics	-		8	Jemigan, D	20	PC / /		Full Term	OT

## Department: Technical

### ADMT 0162

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15084	01 Industrial Health and Safety	10:00a - 12:00p	T	2	Beaty, L	16	PC / ESTEC / 204		Full Term	WS

### ADMT 0242

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15085	02 Process Measures for Mech Eng	01:00p - 02:00p	MW	2	Beaty, L	16	PC / ESTEC / 204		Full Term	LL

### ADMT 0246

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15086	01 Materials and Metallurgy	10:00a - 12:00p	R	2	Beaty, L	16	PC / ESTEC / 204		Full Term	WS

### CADD 0101

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12204	11 Drafting Technology Theory I	-		2	Adams, R	16	PC / /		Early 8	WS

### CADD 0102

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12205	11 Drafting Technology Lab I	08:00a - 03:00p	MTWRF	3	Adams, R	16	PC / VOART / 202	40	Early 8	LB

### CADD 0109

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13589	11 Drafting Applied Mathematics I	09:00a - 09:50a	MWF	2	Adams, R	16	PC / VOART / 202		Early 8	CL

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College of Technology

Division: College of Technology

Department: Technical

## CADD 0111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12206	21	Drafting Technology Theory II	-		2	Adams, R	16	PC / /		Late 8	WS

## CADD 0112

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12207	21	Drafting Technology Lab II	08:00a - 03:00p	MTWRF	3	Adams, R	16	PC / VOART / 202	40	Late 8	LB

## CADD 0119

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13590	21	Drafting Applied Math II	09:00a - 09:50a	MWF	2	Adams, R	16	PC / VOART / 207		Late 8	CL

## CADD 0207

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13591	11	Architectural Design Theory I	-		2	Churba, A	16	PC / /		Early 8	WS

## CADD 0208

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13592	11	Architectural Design Lab I	08:00a - 03:00p	MTWRF	3	Churba, A	16	PC / VOART / 201		Early 8	LB

## CADD 0209

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13593	11	Drafting Applied Mathematics V	09:00a - 09:50a	MWF	2	Churba, A	16	PC / VOART / 201		Early 8	CL

## CADD 0217

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13594	21	Architectural Design Theory II	-		2	Churba, A	16	PC / /		Late 8	WS

## CADD 0218

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13595	21	Architectural Design Lab II	08:00a - 03:00p	MTWRF	3	Churba, A	16	PC / VOART / 201		Late 8	LB

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## College of Technology

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Department: Technical

### CADD 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12432	01	Independent Study	-	MTWRF	8	Churba, A	5	PC / /		Full Term	LL

### CADD 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12433	01	Special Topics	-	MTWRF	8		5	PC / /		Full Term	LL
13596	11	ST:Electrical Drafting	08:00a - 03:00p	MTWRF	7	Churba, A	5	PC / VOART / 201		Early 8	LL

### CET 0110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12208	01	Applied Mathematics I	10:45a - 12:25p	MW	4	Leavitt, D	13	PC / RFC / 130		Full Term	LL
12208	01	Applied Mathematics I	09:00a - 10:40a	F	4	Leavitt, D	13	PC / RFC / 130		Full Term	LL

### CET 0111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12209	01	Drawing with CAD	01:00p - 03:15p	TR	3	Leavitt, D	13	PC / RFC / 130	20	Full Term	WS

### CET 0112

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12210	01	Beginning Surveying	08:00a - 11:50a	TR	5	Evans, G	13	PC / RFC / 130	20	Full Term	LL

### CET 0115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12211	01	Materials Test and Specs I	09:00a - 10:20a	MW	2	Leavitt, D	13	PC / RFC / 129	20	Full Term	LL

### CET 0211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12212	01	Utility Design and Construct	12:30p - 02:30p	TR	3	Vahsholtz, J	13	PC / RFC / 126		Full Term	LL

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## CET 0215

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12213	01	Materials Test and Specs III	09:00a - 11:30a	TR	3	Leavitt, D	13	PC / RFC / 129	20	Full Term	LL

## CET 0216

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12215	01	Route Survey and Design	09:00a - 11:50a	MWF	6	Vahsholtz, J	10	PC / RFC / 126	20	Full Term	LL

## CET 0217

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12216	01	State Plane Coordinates	01:00p - 02:40p	MWF	4	Vahsholtz, J	13	PC / RFC / 126	20	Full Term	LL

## CET 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12214	01	Special Topics	-		8	Leavitt, D	5	PC / /		Full Term	CL

## EMGT 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12149	01	Leadership and Influence	07:00p - 09:50p	W	3	Wills, K	25	MD / WEB / COURSE35		Full Term	WC

## EMGT 1121

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12150	01	Principles of Emergency Mngmnt	07:00p - 09:50p	M	3	Powell, R	25	MD / WEB / COURSE35		Full Term	WC

## EMGT 2221

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13668	01	Emergency Mgmnt Operations	07:00p - 09:50p	M	3	Wills, K	25	MD / WEB / COURSE35		Full Term	WC

## EMGT 2222

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13669	01	Emergency Planning	07:00p - 09:50p	T	3	Thompson, R	25	MD / WEB / COURSE35		Full Term	WC

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**Department: Technical**

**EMGT 2223**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13442	01	Mitigation for Emergency Mgrs	07:00p - 09:50p	R	3	Littrell, R	25	MD / WEB / COURSE	35	Full Term	WC

**EMGT 2296**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13497	01	Independent Study	-		3	Mikitish, M	5	MD / /		Full Term	OT

**EMGT 3304**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14752	01	Integrated Systems Emerg Mgmt	07:00p - 09:50p	M	3	Freed, J	25	MD / WEB / COURSE	35	Full Term	WC

**EMGT 3305**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14753	01	Political and Policy Basis	07:00p - 09:50p	T	3	Southard, L	25	MD / WEB / COURSE	35	Full Term	WC

**EMGT 3326**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14755	01	International Disasters	07:00p - 09:50p	R	3	Hanneman, D	25	MD / WEB / COURSE	35	Full Term	WC

**EMGT 4401**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14757	01	Research and Analysis	07:00p - 09:50p	W	3	Jackson, D	25	MD / WEB / COURSE	35	Full Term	WC

**EMGT 4403**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14107	01	Internship	-		6	Mikitish, M	5	MD / WEB / COURSE	35	Full Term	WC

**ESET 0100**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12125	01	Engineering Tech Orientation	12:00p - 12:50p	T	1	Fort, M	40	PC / ESTEC / 203		Full Term	WS
13035	02	Engineering Tech Orientation	12:00p - 12:50p	R	1	Fort, M	40	PC / ESTEC / 203		Full Term	WS

**Codes / Goal:**

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# ISU Class Schedule Report, Fall 2014

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College of Technology

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Department: Technical

## ESET 0101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12480	01	Electrical Circuits I	02:00p - 02:50p	MTWF	5	Tauscher, M	16	PC / TT / 317		Full Term	CL
12480	01	Electrical Circuits I	11:00a - 11:50a	R	5	Tauscher, M	16	PC / TT / 317		Full Term	CL
12126	02	Electrical Circuits I	02:00p - 02:50p	MTWF	5	Maclure, S	16	PC / TT / 316		Full Term	CL
12126	02	Electrical Circuits I	11:00a - 11:50a	R	5	Maclure, S	16	PC / TT / 316		Full Term	CL

## ESET 0101L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12481	01	Electrical Circuits I Lab	08:00a - 10:50a	MTWRF	5	Tauscher, M	16	PC / TT / 317	85	Full Term	LB
12131	02	Electrical Circuits I Lab	08:00a - 10:50a	MTWRF	5	Maclure, S	16	PC / TT / 316	85	Full Term	LB

## ESET 0102

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12426	01	Electrical Circuits II	10:00a - 10:50a	MTWRF	5	Shepherd, D	16	PC / TT / 317		Full Term	CL
12482	02	Electrical Circuits II	10:00a - 10:50a	MTWRF	5	Larson, S	16	PC / TT / 316		Full Term	CL
14593	03	Electrical Circuits II	08:00a - 08:50a	MTWRF	5	Fort, M	16	PC / ESTEC / 203		Full Term	CL

## ESET 0102L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12427	01	Electrical Circuits II Lab	11:00a - 11:50a	MTWRF	5	Shepherd, D	16	PC / TT / 317	50	Full Term	LB
12427	01	Electrical Circuits II Lab	01:00p - 02:50p	MTWRF	5	Shepherd, D	16	PC / TT / 317	50	Full Term	LB
12483	02	Electrical Circuits II Lab	01:00p - 02:50p	MTWRF	5	Larson, S	16	PC / TT / 316	50	Full Term	LB
12483	02	Electrical Circuits II Lab	11:00a - 11:50a	MTWRF	5	Larson, S	16	PC / TT / 316	50	Full Term	LB
14594	03	Electrical Circuits II Lab	01:00p - 03:50p	MTWRF	5	Fort, M	16	PC / ESTEC / 207	50	Full Term	LB

## ESET 0141

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13215	01	Applied Mathematics I	01:00p - 01:50p	MTWF	4	Tauscher, M	16	PC / TT / 317		Full Term	CL
13201	02	Applied Mathematics I	01:00p - 01:50p	MTWF	4	Maclure, S	16	PC / TT / 316		Full Term	CL

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**Department: Technical**

## ESET 0142

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13202	01	Applied Mathematics II	09:00a - 09:50a	MTWF	4	Shepherd, D	16	PC / TT / 317		Full Term	CL
13217	02	Applied Mathematics II	09:00a - 09:50a	MTWF	4	Larson, S	16	PC / TT / 316		Full Term	CL
14595	03	Applied Mathematics II	09:00a - 09:50a	MTWR	4	Fort, M	16	PC / ESTEC / 203		Full Term	CL

## ESET 0151

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14174	01	Nucl Indstry Fundmntl Concepts	10:00a - 10:50a	MTWR	4	Fort, M	16	PC / ESTEC / 203		Full Term	CL

## ESET 0151L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14175	01	Nucl Indstry Fund Concepts Lab	09:00a - 11:50a	F	1	Fort, M	16	PC / ESTEC / 203	10	Full Term	LB

## ESET 0212

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12127	01	Electrical Sys Doc and Stnds	12:00p - 12:50p	F	1	Fort, M	30	PC / ESTEC / 203		Full Term	CL

## ESET 0220

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12128	01	Therml Cycles and Heat Transfr	12:00p - 12:50p	MW	2	Fort, M	60	PC / ESTEC / 203		Full Term	WS

## ESET 0231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14596	01	Microcontrollers	01:00p - 01:50p	MF	2	Fort, M	16	PC / ESTEC / 203		Full Term	CL

## ESET 0231L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14597	01	Microcontrollers Lab	02:00p - 04:50p	M	1	Fort, M	16	PC / ESTEC / 101	10	Full Term	LB

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**College of Technology**  
**Division: College of Technology**  
**Department: Technical**

**ESET 0232**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14598	01	Electrical Machines	01:00p - 01:50p	TWR	3	Fort, M	16	PC / ESTEC / 203		Full Term	CL

**ESET 0232L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14599	01	Electrical Machines Lab	02:00p - 04:50p	TWR	3	Fort, M	16	PC / ESTEC / 101	30	Full Term	LB

**ESET 0240**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14600	01	Pumps	08:00a - 08:50a	MWF	3	Smith, E	16	PC / ESTEC / 204		Full Term	CL

**ESET 0240L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14601	01	Pump Applications Lab	09:00a - 12:00p	MWF	3	Smith, E	16	PC / ESTEC / 101	30	Full Term	LB

**ESET 0241**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14602	01	Valves and Piping	08:30a - 10:00a	TR	3	Smith, E	16	PC / ESTEC / 204		Full Term	CL

**ESET 0241L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14603	01	Valves and Piping Apps Lab	12:00p - 03:00p	TR	2	Smith, E	16	PC / ESTEC / 101	20	Full Term	LB

**ESET 0242**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14604	01	Proc Meas for Mech Engr Tech	01:00p - 02:00p	MWF	2	Smith, E	16	PC / ESTEC / 204		Full Term	LL

**ESET 0290**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12129	01	Energy Systems Theory I	09:00a - 10:50a	MTWR	8	Snarr, T	24	PC / ESTEC / 201		Full Term	CL

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College of Technology

Division: College of Technology

Department: Technical

## ESET 0290L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12132	01	Energy Systems Laboratory I	12:00p - 03:45p	MW	5	Snarr, T	24	PC / ESTEC / 101	60	Full Term	LB
12132	01	Energy Systems Laboratory I	11:00a - 02:45p	TR	5	Snarr, T	24	PC / ESTEC / 101	60	Full Term	LB

## ESET 0292

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12130	01	Electrical Engr Tech I	11:00a - 11:50a	MW	7	Fort, M	18	PC / ESTEC / 203		Full Term	CL
12130	01	Electrical Engr Tech I	01:00p - 01:50p	MTWRF	7	Fort, M	18	PC / ESTEC / 203		Full Term	CL

## ESET 0292L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12133	01	Electrical Engr Tech I Lab	02:00p - 04:50p	MTWRF	5	Fort, M	18	PC / ESTEC / 101	50	Full Term	LB

## ESET 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12434	01	Independent Study	-		8	Beaty, L	5	PC / /		Full Term	OT

## ESET 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12435	01	Special Topics	-		8	Perschon, J	5	PC / /		Full Term	CL

## FSA 1103

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12151	01	Fire Prevention	07:00p - 08:50p	M	2	Butterfield, C	25	MD / WEB / COURSE35		Full Term	WC

## FSA 1106

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12152	01	Principles of Emergency Svcs	07:00p - 08:50p	R	2	Kronenberger, R	25	MD / WEB / COURSE35		Full Term	WC

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**FSA 2201**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14759	01	Fire Administration	07:00p - 08:50p	W	2	Hanneman, D	25	MD / WEB / COURSE	35	Full Term	WC

**FSA 2202**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12153	01	Legal Aspects of Emrgncy Svcs	07:00p - 08:50p	T	2	Aberbach, C	25	MD / WEB / COURSE	35	Full Term	WC

**FSA 3333**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14761	01	Application of Fire Research	07:00p - 09:50p	W	3	Irwin, M	25	MD / WEB / COURSE	35	Full Term	WC

**FSA 3335**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14763	01	Emergency Med Serv Admin	07:00p - 09:50p	M	3	Butterfield, C	25	MD / WEB / COURSE	35	Full Term	WC

**FSA 3336**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14765	01	Managerial Iss of Haz Matls	07:00p - 09:50p	T	3	Wendelsdorf, M	25	MD / WEB / COURSE	35	Full Term	WC

**FSA 4409**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13179	01	Practicum/Internship	-		2	Mikitish, M	5	MD / /		Full Term	OT

**GEMT 1111**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12217	01	Drawing with CAD	01:00p - 03:15p	TR	3	Leavitt, D	4	PC / RFC / 130	20	Full Term	WS

**GEMT 1112**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12218	01	Beginning Surveying	08:00a - 11:50a	TR	5	Evans, G	4	PC / RFC / 130	20	Full Term	VS
12983	02	Beginning Surveying	08:00a - 08:50a	TR	5	Evans, G	1	MD / MERID / 697	20	Full Term	VS

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## College of Technology

Division: College of Technology

Department: Technical

### GEMT 2216

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12231 01	Route Survey and Design	09:00a - 11:50a	MWF	6	Vahsholtz, J	5	PC / RFC / 126	20	Full Term	WS

### GEMT 2296

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12436 01	Independent Study	-		8	Bajracharya, R	5	PC / /		Full Term	OT

### GEMT 3311

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12219 01	Advanced Surveying	04:00p - 06:50p	M	3	Bajracharya, R	12	PC / LIBR / 7	20	Full Term	VS
12220 02	Advanced Surveying	04:00p - 06:50p	M	3	Bajracharya, R	6	MD / MERID / 509	20	Full Term	VS
12221 03	Advanced Surveying	04:00p - 06:50p	M	3	Bajracharya, R	5	IF / CHE / 311	20	Full Term	VS
14218 04	Advanced Surveying	04:00p - 06:50p	M	3	Bajracharya, R	12	PC / OFFPC / VICC	20	Full Term	VS

### GEMT 3312

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12222 01	Public Land Surveying	04:00p - 06:50p	T	3	Liimakka, R	15	PC / LIBR / 7	15	Full Term	VS
12223 02	Public Land Surveying	04:00p - 06:50p	T	3	Liimakka, R	8	MD / MERID / 509	15	Full Term	VS
12520 03	Public Land Surveying	04:00p - 06:50p	T	3	Liimakka, R	8	TF / EVRGN / C91	15	Full Term	VS
14219 04	Public Land Surveying	04:00p - 06:50p	T	3	Liimakka, R	8	PC / LIBR / 7	15	Full Term	VS
15214 05	Public Land Surveying	04:00p - 06:50p	T	3	Liimakka, R	15	IF / CHE / 311	15	Full Term	VS

### GEMT 3313

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12224 01	Surveying Software Apps	02:00p - 04:50p	F	3	Leavitt, D	15	PC / LIBR / 13	15	Full Term	VS
12225 02	Surveying Software Apps	02:00p - 04:50p	F	3	Leavitt, D	6	MD / MERID / 697	15	Full Term	VS
14220 04	Surveying Software Apps	02:00p - 04:50p	F	3	Leavitt, D	5	PC / LIBR / 13	15	Full Term	VS

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## GEMT 3317

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12226	01	Subdivision Planning Platting	04:00p - 06:50p	R	3	Liimakka, R	15	PC / LIBR / 7	15	Full Term	VS
12227	02	Subdivision Planning Platting	04:00p - 06:50p	R	3	Liimakka, R	5	MD / MERID / 689	15	Full Term	VS
15215	03	Subdivision Planning Platting	04:00p - 06:50p	R	3	Liimakka, R	15	IF / CHE / 311	15	Full Term	VS
12521	04	Subdivision Planning Platting	04:00p - 06:50p	R	3	Liimakka, R	5	TF / EVRGN / C91	15	Full Term	VS
14221	05	Subdivision Planning Platting	04:00p - 06:50p	R	3	Liimakka, R	5	PC / OFFPC / VICC	15	Full Term	VS

## GEMT 4416

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12228	01	Surveying Project	-		3	Bajracharya, R	10	PC / /	30	Full Term	OT
12501	02	Surveying Project	-		3	Liimakka, R	10	PC / /	30	Full Term	OT

## GEMT 4430

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12229	01	GPS Principles and Applics	04:00p - 06:50p	W	3	Liimakka, R	12	PC / LIBR / 13	25	Full Term	VS
12230	02	GPS Principles and Applics	04:00p - 06:50p	W	3	Liimakka, R	10	MD / MERID / 689	25	Full Term	VS

## GEMT 4496

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14116	01	Independent Study	-		8	Bajracharya, R	5	PC / /		Full Term	OT
14208	02	IS:GPS Principles and Applic	-		8	Bajracharya, R	5	PC / /		Full Term	OT
14209	03	IS:Subdiv Plan and Platting	-		8	Liimakka, R	5	PC / /		Full Term	OT

## HIT 0201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12154	11	Supervised Prof Practice I	01:00p - 04:50p	MW	2	Young, G	20	PC / OFFPC /	10	Early 8	OT

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## HIT 0202

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12155	01	Health Information I	06:30p - 08:30p	TR	4	Young, G	22	PC / OWEN / 253	25	Full Term	WS
15572	02	Health Information I	-		4	Young, G	22	PC / WEB /	25	Full Term	WS

## HIT 0205

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14464	01	ICD 10 CM Coding	01:00p - 02:15p	TR	3	Young, G	22	PC / OWEN / 253		Full Term	WS
15291	02	ICD 10 CM Coding	01:00p - 02:15p	TR	3	Young, G	22	PC / WEB /		Full Term	WS

## HIT 0206

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14463	01	ICD 10 PCS Coding	01:00p - 02:30p	MW	3	Young, G	20	PC / OWEN / 253		Full Term	WS

## HIT 0207

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12156	21	Supervised Prof Practice II	08:00a - 04:50p	MWF	4	Young, G	20	PC / OFFPC /	20	Late 8	OT

## HIT 0209

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12157	01	CPT Coding	02:30p - 03:45p	TR	3	Young, G	22	PC / OWEN / 253	10	Full Term	WS
15290	02	CPT Coding	02:30p - 03:45p	TR	3	Young, G	22	PC / WEB /	10	Full Term	WS

## HIT 0220

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14501	01	Informatics Technology I	-		3	Young, G	24	PC / WEB / COURSE 35		Full Term	WC

## HIT 0299

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13358	02	Healthcare Reimbursement	-		2	Young, G	24	PC / WEB / COURSE 35		Full Term	WC

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Technology

Division: College of Technology

Department: Technical

## INST 0281

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15199	01	Electrical Automation Theory	09:00a - 10:50a	MTWR	8	Snarr, T	20	PC / RFC /		Full Term	CL

## INST 0282

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15200	01	Electrical Automation Lab	12:00p - 03:30p	MTWR	5	Snarr, T	20	PC / RFC /	50	Full Term	LB

## INST 0292

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15201	01	Process Measurmt Contrl Theory	08:30a - 10:50a	MTWR	10	Perschon, J	20	PC / RFC / B233		Full Term	CL

## INST 0293

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15202	01	Process Meas and Control Lab	12:00p - 03:00p	MTWR	4	Perschon, J	20	PC / RFC / B233		Full Term	LB

## ITS 0100

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12232	01	Computer Sys Troubleshooting	08:00a - 09:50a	MWF	4	Hunt, B	12	PC / TT / 207	10	Full Term	LL

## ITS 0110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12233	01	Networking Basics I	10:00a - 11:50a	MWF	3	Hill, W	12	PC / TT / 206	10	Full Term	LL

## ITS 0120

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12234	01	Introduction to Unix	10:00a - 11:50a	TR	3	Hill, W	12	PC / TT / 206B		Full Term	LL

## ITS 0130

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12235	01	Basic Electronic Concepts	08:00a - 09:50a	TR	3	Hunt, B	13	PC / TT / 206B	30	Full Term	LL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Technical**

**ITS 0150**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12236	01	Networking I	08:00a - 09:50a	MWF	4	Hill, W	12	PC / TT / 206B	5	Full Term	LL

**ITS 0175**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14461	01	Desktop Operating Systems	01:00p - 02:50p	TR	3	Hunt, B	12	PC / TT / 206A		Full Term	LL

**ITS 0180**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12237	01	Network Operating Systems	01:00p - 02:50p	MWF	3	Hunt, B	12	PC / TT / 206A		Full Term	LL

**ITS 0220**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12238	01	Networking III	01:00p - 02:50p	TR	3	Hill, W	12	PC / TT / 206B		Full Term	LL

**ITS 0230**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12239	01	Wireless Technologies	10:00a - 11:50a	TR	3	Hunt, B	12	PC / TT / 206A		Full Term	LL

**ITS 0240**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12240	01	Securing the LAN	01:00p - 02:50p	MWF	4	Hill, W	12	PC / TT / 206B		Full Term	LL

**ITS 0290**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13118	01	Internship	-		8	Hill, W	5	PC / /		Full Term	OT

**ITS 0296**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12437	01	Independent Study	-		8	Hill, W	5	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Technical**

**ITS 0298**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12438	01	Special Topics	-		8	Hill, W	5	PC / /		Full Term	CL

**MA 0200**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12169	01	Clinical Medical Assisting I	09:00a - 11:50a	MW	4	Terrell, R	10	PC / OWEN / 260	80	Full Term	CL
12176	02	Clinical Medical Assisting I	01:00p - 03:50p	MW	4	Terrell, R	10	PC / OWEN / 260	80	Full Term	CL

**MA 0204**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12170	21	Clinical Externship	-		6	Terrell, R	10	PC / OWEN / 260	10	Late 8	OT
13624	22	Clinical Externship	-		6	Terrell, R	10	PC / OWEN / 260	10	Late 8	OT

**MA 0204S**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12174	21	Clinical Externship Seminar	08:00a - 08:50a	W	1	Terrell, R	10	PC / OWEN / 253		Late 8	CL
13625	22	Clinical Externship Seminar	08:00a - 08:50a	W	1	Terrell, R	10	PC / OWEN / 253		Late 8	CL

**MA 0206**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12171	11	Administrative Externship	-		2	Terrell, R	10	PC / OWEN / 260	10	Early 8	OT
13626	12	Administrative Externship	-		2	Terrell, R	10	PC / OWEN / 260	10	Early 8	OT

**MA 0206S**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12175	11	Externship Seminar	10:00a - 10:50a	F	1	Terrell, R	10	PC / OWEN / 253	125	Early 8	CL
13627	12	Externship Seminar	10:00a - 10:50a	F	1	Terrell, R	10	PC / OWEN / 253	125	Early 8	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Technical**

**MA 0208**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12172	11 Clinical Med Assisting III	08:00a - 09:50a	F	4	Terrell, R	10	PC / OWEN / 260	40	Early 8	CL
12172	11 Clinical Med Assisting III	08:00a - 11:50a	TR	4	Terrell, R	10	PC / OWEN / 260	40	Early 8	CL
13628	12 Clinical Med Assisting III	11:00a - 12:50p	F	4	Terrell, R	10	PC / OWEN / 260	40	Early 8	CL
13628	12 Clinical Med Assisting III	01:00p - 04:50p	TR	4	Terrell, R	10	PC / OWEN / 260	40	Early 8	CL

**MA 0298**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12173	11 Special Topics	01:00p - 03:50p	T	8	Terrell, R	10	PC / OWEN / 260	25	Full Term	CL

**PARA 0110**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12123	01 Intro to Paralegal Studies	01:00p - 03:45p	W	3	Huneycutt, M	20	PC / RFC / 270	25	Full Term	CL

**PARA 0111**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12124	01 Ethics and Professionalism	-		3	Huneycutt, M	20	PC / /	25	Full Term	WS

**PARA 0112**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12524	01 Estates Wills and Trusts	03:00p - 05:30p	M	3	Gray, M	20	PC / RFC / 263	25	Full Term	CL

**PARA 0116**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15180	01 Tort Law	10:00a - 12:45p	R	3	Huneycutt, M	18	PC / RFC / 264	25	Full Term	CL

**PARA 0222**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12456	01 Legal Rsrch Analysis Wrtg II	05:30p - 08:15p	W	3	Wesenberg, C	18	PC / RFC / 264	75	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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## College of Technology

Division: College of Technology

Department: Technical

### PNUR 0110

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12180 01	Basic Foundations of Nursing	08:30a - 10:00a	MW	3	Cosens, M	50	PC / CONED /	75	Full Term	CL

### PNUR 0110L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12190 01	Basic Fndations of Nursing Lab	08:00a - 04:00p	T	1	Petersen, A	12	PC / CONED /	150	Full Term	LB
12191 02	Basic Fndations of Nursing Lab	08:00a - 04:00p	T	1	De Bruyn Kops, S	12	PC / CONED /	150	Full Term	LB
12192 03	Basic Fndations of Nursing Lab	08:00a - 04:00p	T	1	Briggs, J	12	PC / CONED /	150	Full Term	LB
12193 04	Basic Fndations of Nursing Lab	08:00a - 04:00p	T	1	Cosens, M	12	PC / CONED /	150	Full Term	LB
12507 05	Basic Fndations of Nursing Lab	08:00a - 04:00p	T	1	Hymas, M	12	PC / CONED /	150	Full Term	LB

### PNUR 0112

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12181 01	Medical Surgical Nursing I	10:30a - 12:00p	MW	3	Briggs, J	50	PC / CONED /	75	Full Term	CL

### PNUR 0114

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12182 01	Clinical Fndations Nursing I	07:00a - 03:00p	RF	3	Petersen, A	12	PC / CONED /	125	Full Term	LB
12183 02	Clinical Fndations Nursing I	07:00a - 03:00p	RF	3	De Bruyn Kops, S	12	PC / CONED /	125	Full Term	LB
12184 03	Clinical Fndations Nursing I	07:00a - 03:00p	RF	3	Briggs, J	12	PC / CONED /	125	Full Term	LB
12185 04	Clinical Fndations Nursing I	07:00a - 03:00p	RF	3	Cosens, M	12	PC / CONED /	125	Full Term	LB
12186 05	Clinical Fndations Nursing I	07:00a - 03:00p	RF	3	Hymas, M	12	PC / OFFPC /	125	Full Term	LB

### PNUR 0115

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12187 01	Professional Dvlpmnt Seminar	-		1	Petersen, A	50	PC / OFFPC /	30	Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
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**Department: Technical**

**PNUR 0123**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12188	01	Drug Therapy for PNUR	12:30p - 02:00p	MW	3	De Bruyn Kops, S	50	PC / CONED /	60	Full Term	LB

**PNUR 0296**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12441	01	Independent Study	-		8	Pearce, J	10	PC / /		Full Term	OT

**PNUR 0298**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12189	01	Special Topics	-		8	Pearce, J	10	PC / /		Full Term	CL

**RCET 0141**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13433	01	Applied Mathematics I	01:00p - 01:50p	MTWRF	4	Womack, W	16	PC / TT / 318		Full Term	CL

**RCET 0142**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13434	01	Applied Mathematics II	08:00a - 09:50a	R	4	Leishman, T	15	PC / TT / 318		Full Term	CL
13434	01	Applied Mathematics II	09:00a - 09:50a	MTWF	4	Leishman, T	15	PC / TT / 318		Full Term	CL

**RCET 0153**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13435	01	Electronic Theory	02:00p - 02:50p	MTWRF	5	Womack, W	16	PC / TT / 318		Full Term	CL

**RCET 0154**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13436	01	Electr Control Devices Theory	10:00a - 10:50a	MTWRF	5	Leishman, T	16	PC / TT / 318		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
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**Department: Technical**

**RCET 0155**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13437	01	Electronic Lab	08:00a - 10:50a	MTWRF	5	Womack, W	16	PC / TT / 336	100	Full Term	LB

**RCET 0156**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13438	01	Electronic Control Devices Lab	11:00a - 02:50p	MTWRF	5	Leishman, T	16	PC / TT / 336	100	Full Term	LB

**RCET 0251**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13420	01	Sys Analog and Digital Theory	01:00p - 02:50p	MTRF	7	Shroll, R	16	PC / TT / 333		Full Term	CL

**RCET 0253**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13421	01	Systems Analog and Digital Lab	08:00a - 10:50a	MTWRF	5	Shroll, R	16	PC / TT / 336	75	Full Term	LB

**RCET 0264**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13422	01	Introductory Calculus	11:00a - 11:50a	MTWRF	4	Norton, R	16	PC / TT / 333		Full Term	CL

**RCET 0265**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13423	01	Compnr Fndamntls Intro Prgmg	10:00a - 10:50a	MTWRF	4	Norton, R	16	PC / TT / 333		Full Term	CL

**RCET 0267**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13424	01	Radio Freq Transmission Theory	08:00a - 09:50a	MTRF	7	Larson, L	16	PC / TT / 333		Full Term	CL

**RCET 0268**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13425	01	Radio Freq Transmission Lab	11:00a - 02:50p	MTWRF	5	Larson, L	16	PC / TT / 401	50	Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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College of Technology

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Department: Technical

## RCET 0270

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13426	01	Electronic Drafting	08:00a - 09:50a	W	2	Larson, L	16	PC / TT / 333	75	Full Term	CL

## RCET 0271

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13439	01	Intro Lab Simulation Software	01:00p - 02:50p	W	2	Shroll, R	15	PC / TT / 301A	35	Full Term	LB

## RCET 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13427	01	Special Topics	-		8	Slack, S	10	PC / /	35	Full Term	CL
13536	02	ST:Intro to 3D Drafting	-		8	Call, G	10	PC / /	35	Full Term	OT
13586	23	ST:Circuit Simulation/LTSPICE	12:00p - 12:50p	R	1	Larson, L	12	PC / TT / 333	35	Late 8	CL

## RCET 0371

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13428	01	Advanced Math for Electronics	11:00a - 11:50a	MTWRF	4	Call, G	16	PC / TT / 408	45	Full Term	CL

## RCET 0373

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13429	01	Advanced Digital Theory	08:00a - 08:50a	MTWRF	5	Call, G	16	PC / TT / 408		Full Term	CL

## RCET 0374

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13430	01	Advanced Pulse Theory	09:00a - 09:50a	MTWRF	5	Slack, S	14	PC / TT / 301A		Full Term	CL

## RCET 0375

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13431	01	Advanced Digital Laboratory	10:00a - 03:00p	MTWRF	5	Call, G	12	PC / TT / 414	50	Full Term	LB

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**College of Technology**  
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**Department: Technical**

**RCET 0376**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13432	01	Advanced Pulse Laboratory	10:00a - 02:00p	MTWRF	5	Slack, S	16	PC / TT / 401	100	Full Term	LB

**RCET 0383**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13440	01	Adv Laser Syst Optics Theory	01:00p - 02:15p	MTWR	5	Norton, R	14	PC / RFC / B136		Full Term	CL

**RCET 0384**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13441	01	Adv Laser Systems Optics Lab	02:30p - 04:45p	MTWR	3	Slack, S	14	PC / RFC / B136	50	Full Term	LB

**RCET 1372**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15119	01	Calc for Advanced Electronics	08:00a - 08:50a	MTWRF	4	Norton, R	15	PC / TT / 301A		Full Term	CL

**RESP 2200**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12199	01	Intro to Respiratory Care	03:00p - 05:30p	M	3	Pratoomratana, P	17	PC / RFC / B107		Full Term	WS

**RESP 2200L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13142	01	Intro to Respiratory Care Lab	10:00a - 02:00p	M	1	Pratoomratana, P	8	PC / RFC / B107	75	Full Term	LB
14441	02	Intro to Respiratory Care Lab	10:00a - 02:00p	M	1	Blakeman, D	8	PC / RFC / B107	75	Full Term	LB

**RESP 2211**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12200	01	Pharmacotherapy Resp Thrpsts	08:00a - 09:40a	T	2	Blakeman, D	17	PC / RFC / B107		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
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**Department: Technical**

**RESP 2232**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12203	01	Patient Assessment II	07:00p - 08:40p	W	2	Pratoomratana, P	15	PC / RFC / B107	25	Full Term	WS

**RESP 2280**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12202	01	Case Management I	08:00a - 09:40a	M	2	Blakeman, D	15	PC / RFC / B107		Full Term	WS

**RESP 2296**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12442	01	Independent Study	-		8	Blakeman, D	5	PC / /		Full Term	OT

**RESP 2298**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12443	01	Special Topics	-		8	Blakeman, D	5	PC / /		Full Term	CL

**RESP 3330**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12201	01	Clin Pract Therap Proced III	-		5	Pratoomratana, P	8	PC / /	25	Full Term	OT
13907	02	Clin Pract Therap Proced III	-		5	Blakeman, D	8	PC / /	25	Full Term	OT

**Department: Trade and Industrial**

**ACRR 0146**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12285	11	Intro Coll Repair and Refinish	07:30a - 02:30p	MTWRF	8	Butler, R	11	PC / RFC / B260	25	Early 8	LL

**ACRR 0147**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12286	21	Minor Coll Repair and Refinish	07:30a - 02:30p	MTWRF	8	Butler, R	10	PC / RFC / B260	25	Late 8	LB

**Codes / Goal:**

CL=Classroom, LB=Lab, LL=Classroom&Lab, OS=Offsite, OT=Other, ST=Studio, VC=Video Conference, VS=Video Conference&Web Suppl, WC=Web Course, WS=Web Supplemented

# ISU Class Schedule Report, Fall 2014

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College of Technology  
 Division: College of Technology  
 Department: Trade and Industrial

## ACRR 0160

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12287	11	Advanced Refinishing I	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Early 8	LB
12288	21	Advanced Refinishing I	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Late 8	LB

## ACRR 0161

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12289	11	Advanced Refinishing II	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Early 8	LB
12290	21	Advanced Refinishing II	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Late 8	LB

## ACRR 0162

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12291	11	Advanced Refinishing III	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Early 8	LB
12292	21	Advanced Refinishing III	07:30a - 02:30p	MTWRF	8	Beamis, D	10	PC / RFC / B260	25	Late 8	LB

## ACRR 0210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12293	11	Advanced Collision Repair I	07:30a - 02:30p	MTWRF	8	Butler, R	10	PC / RFC / B260	25	Early 8	LB

## ACRR 0211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12294	21	Advanced Collision Repair II	07:30a - 02:30p	MTWRF	8	Butler, R	10	PC / RFC / B260	25	Late 8	LB

## ACRR 0212

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12295	11	Advanced Collision Repair III	07:30a - 02:30p	MTWRF	8	Butler, R	10	PC / RFC / B260	25	Early 8	LB
12296	21	Advanced Collision Repair III	07:30a - 02:30p	MTWRF	8	Butler, R	10	PC / RFC / B260	25	Late 8	LB

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Trade and Industrial**

**ACRR 0252**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12297	11	Internship	-		8	Butler, R	10	PC / /		Early 8	OT
12298	21	Internship	-		8	Butler, R	10	PC / /		Late 8	OT

**ACRR 0298**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12299	11	Special Topics	-		8	Butler, R	10	PC / /	10	Early 8	CL
12300	21	Special Topics	-		8	Beamis, D	10	PC / /	10	Late 8	CL

**AIRM 0101**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12301	01	Mathematics	08:00a - 03:00p	MTWRF	3	Evans, M	22	PC / AIR / 2A	10	Full Term	CL

**AIRM 0103**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12302	01	Truss Structures	08:00a - 03:00p	MTWRF	3	Evans, M	22	PC / AIR / 2	10	Full Term	LL

**AIRM 0104**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12303	01	Materials and Processes	08:00a - 03:00p	MTWRF	7	Evans, M	22	PC / AIR / 2	10	Full Term	LL

**AIRM 0107**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12304	01	Forms and Regulations	08:00a - 03:00p	MTWRF	3	Evans, M	22	PC / AIR / 2	10	Full Term	LL

**AIRM 0120**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12305	01	Structural Welding	08:00a - 03:00p	MTWRF	2	Evans, M	22	PC / AIR / 2	10	Full Term	LL

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**College of Technology**  
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**AIRM 0221**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12306	01	Basic Reciprocating Engines	08:00a - 03:00p	MTWRF	3	Roberts, K	22	PC / AIR / 4	5	Full Term	LB

**AIRM 0222**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12307	01	Advanced Reciprocating Engines	08:00a - 03:00p	MTWRF	2	Roberts, K	22	PC / AIR / 4	15	Full Term	LB

**AIRM 0226**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12308	01	Induction and Exhaust Systems	08:00a - 03:00p	MTWRF	2	Roberts, K	22	PC / AIR / 4		Full Term	LL

**AIRM 0227**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12309	01	Engine Fuel Systems	08:00a - 03:00p	MTWRF	3	Roberts, K	22	PC / AIR / 4		Full Term	LL

**AIRM 0228**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12310	01	Ignition and Cooling Systems	08:00a - 03:00p	MTWRF	5	Roberts, K	22	PC / AIR / 4		Full Term	LL

**AIRM 0298**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12311	01	Special Topics	07:30a - 02:30p	MTWRF	8	Evans, M	5	PC / /		Full Term	CL

**AUTM 0100**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12312	11	Intro to Auto Technology	07:30a - 02:15p	MTWRF	2	Smith, W	25	PC / RFC / B105	15	Early 8	LB

**AUTM 0110**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12313	11	Vehicle Controls I	07:30a - 02:15p	MTWRF	4	Smith, W	15	PC / RFC / B105	16	Early 8	LB

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## AUTM 0111

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12314	11 Vehicle Controls II	07:30a - 02:15p	MTWRF	4	Smith, W	15	PC / RFC / B105	16	Early 8	LB

## AUTM 0112

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12315	21 Power Trains I	07:30a - 02:15p	MTWRF	3	Smith, W	15	PC / RFC / B105	16	Late 8	LB

## AUTM 0113

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12316	21 Power Trains II	07:30a - 02:15p	MTWRF	5	Smith, W	15	PC / RFC / B105	16	Late 8	LB

## AUTM 0114

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12317	11 Automotive Engines I	07:30a - 02:15p	MTWRF	3	Gunter, B	15	PC / RFC / B104	16	Early 8	LB

## AUTM 0115

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12318	11 Automotive Engines II	07:30a - 02:15p	MTWRF	5	Gunter, B	15	PC / RFC / B104	16	Early 8	LB

## AUTM 0116

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12319	21 Automotive Electrical I	07:30a - 02:15p	MTWRF	4	Gunter, B	15	PC / RFC / B104	16	Late 8	LB

## AUTM 0117

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12320	21 Automotive Electrical II	07:30a - 02:15p	MTWRF	4	Gunter, B	15	PC / RFC / B104	16	Late 8	LB

## AUTM 0118

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12321	11 Live Work I	07:30a - 02:15p	MTWRF	8	Gunter, B	15	PC / RFC / B201	32	Early 8	LB
12322	21 Live Work I	07:30a - 02:15p	MTWRF	8	Gunter, B	15	PC / RFC / B201	32	Late 8	LB

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## AUTM 0119

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12323	11	Live Work II	07:30a - 02:15p	MWRF	8	Gunter, B	15	PC / RFC / B201	32	Early 8	LB
12324	21	Live Work II	07:30a - 02:15p	MTWRF	8	Gunter, B	15	PC / RFC / B201	32	Late 8	LB

## AUTM 0198

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12325	21	Special Topics	-		8	Fisher, M	15	PC / /		Late 8	CL

## AUTM 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12430	01	Independent Study	-		8	Gunter, B	5	PC / /		Full Term	OT

## AUTM 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12431	01	Special Topics	-		8	Gunter, B	5	PC / /		Full Term	CL

## DESL 0101

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12326	11	Intro to Diesel Technology	07:30a - 02:00p	MTWRF	2	Schwope, L	24	PC / ARM / 308	10	Early 8	LL
13275	21	Intro to Diesel Technology	07:30a - 02:00p	MTWRF	2	Schwope, L	14	PC / ARM / 308	10	Late 8	LL

## DESL 0107

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12327	11	Basic Diesel Electrical System	07:30a - 02:00p	MTWRF	2	Schwope, L	24	PC / ARM / 308	10	Early 8	LL
12328	21	Basic Diesel Electrical System	07:30a - 02:00p	MTWRF	2	Schwope, L	14	PC / ARM / 308	10	Late 8	LL

## DESL 0109

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12329	11	Cab Climate Control	07:30a - 02:00p	MTWRF	2	Anderson, T	16	PC / ARM / 301	10	Early 8	LL
12330	21	Cab Climate Control	07:30a - 02:00p	MTWRF	2	Anderson, T	16	PC / ARM / 301	10	Late 8	LL

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## DESL 0113

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12331	11	Diesel Engine Fuel Systems	07:30a - 02:00p	MTWRF	2	Anderson, T	16	PC / ARM / 301	10	Early 8	LL
12332	21	Diesel Engine Fuel Systems	07:30a - 02:00p	MTWRF	2	Anderson, T	16	PC / ARM / 301	10	Late 8	LL

## DESL 0115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12333	11	Diesel Hydraulics I	07:30a - 02:00p	MTWRF	2	Holmes, G	24	PC / ARM / 301	10	Early 8	LL
12334	21	Diesel Hydraulics I	07:30a - 02:00p	MTWRF	2	Holmes, G	20	PC / ARM / 301	10	Late 8	LL

## DESL 0117

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12335	11	Heavy Duty Brake Systems	07:30a - 02:00p	MTWRF	2	Holmes, G	24	PC / ARM / 301	10	Early 8	LL
12336	21	Heavy Duty Brake Systems	07:30a - 02:00p	MTWRF	2	Holmes, G	20	PC / ARM / 301	10	Late 8	LL

## DESL 0125

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12337	11	Heavy Duty Power Trains	07:30a - 02:00p	MTWRF	8	Holmes, G	16	PC / ARM / 210	10	Early 8	LL
12338	21	Heavy Duty Power Trains	07:30a - 02:00p	MTWRF	8	Anderson, T	16	PC / ARM / 301	10	Late 8	LL

## DESL 0184

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12339	11	Diesel Engine Technology	07:30a - 02:00p	MTWRF	5	Holmes, G	14	PC / ARM / 210	10	Early 8	LL
12340	21	Diesel Engine Technology	07:30a - 02:00p	MTWRF	5	Holmes, G	14	PC / ARM / 210	10	Late 8	LL

## DESL 0186

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13918	11	Diesel Engine Electrical Syst	07:30a - 02:00p	MTWRF	2	Holmes, G	18	PC / ARM / 210	10	Early 8	LL
13919	21	Diesel Engine Electrical Syst	07:30a - 02:00p	MTWRF	2	Holmes, G	18	PC / ARM / 210	10	Late 8	LL

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## DESL 0190

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13920	11	Diesel Engine Emission Systems	07:30a - 02:00p	MTWRF	1	Holmes, G	18	PC / ARM / 210		Early 8	LL
13921	21	Diesel Engine Emission Systems	07:30a - 02:00p	MTWRF	1	Holmes, G	18	PC / ARM / 210		Late 8	LL

## DESL 0207

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13914	11	Advanced Diesel Electrical Sys	07:30a - 02:00p	MTWRF	4	Schwope, L	14	PC / ARM / 308	10	Early 8	LL
13915	21	Advanced Diesel Electrical Sys	07:30a - 02:00p	MTWRF	4	Schwope, L	24	PC / ARM / 308	10	Late 8	LL

## DESL 0215

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13916	11	Advanced Hydraulics	07:30a - 02:00p	MTWRF	4	Holmes, G	14	PC / ARM / 301	10	Early 8	LL
13917	21	Advanced Hydraulics	07:30a - 02:00p	MTWRF	4	Holmes, G	24	PC / ARM / 301	10	Late 8	LL

## DESL 0217

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13922	11	Adv Engine Electronics Systems	07:30a - 02:00p	MTWRF	4	Anderson, T	20	PC / ARM / 301	10	Early 8	LL
13923	21	Adv Engine Electronics Systems	07:30a - 02:00p	MTWRF	4	Anderson, T	20	PC / ARM / 301	10	Late 8	LL

## DESL 0231

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12341	11	Live Work Capstone Class	07:30a - 02:00p	MTWRF	8	Holmes, G	14	PC / ARM / 210	10	Early 8	LL
12342	21	Live Work Capstone Class	07:30a - 02:00p	MTWRF	8	Holmes, G	14	PC / ARM / 210	10	Late 8	LL

## DESL 0232

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14073	11	Internship Capstone Class	07:30a - 02:00p	MTWRF	8	Holmes, G	14	PC / ARM / 210		Early 8	OT
14074	21	Internship Capstone Class	07:30a - 02:00p	MTWRF	8	Holmes, G	14	PC / ARM / 210		Late 8	OT

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## College of Technology

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### DESL 0241

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12343	11	On Site Power Generation I	07:30a - 02:00p	MTWRF	8	Dixon, K	10	PC / DB / 102	18	Early 8	LL

### DESL 0243

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12344	21	On Site Power Generation II	07:30a - 02:00p	MTWRF	8	Dixon, K	10	PC / DB / 102	18	Late 8	LL

### DESL 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12502	11	IS:On-Site Power Gen I	08:00a - 11:00a	MTWRF	3	Dixon, K	5	PC / DB / 102		Early 8	OT
12503	21	IS:On-Site Power Gen II	08:00a - 11:00a	MTWRF	4	Dixon, K	5	PC / DB / 102		Late 8	OT

### DESL 0298

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12345	11	Special Topics	-		8	Holmes, G	20	PC / /		Early 8	CL
12346	21	Special Topics	-		8	Holmes, G	20	PC / /		Late 8	CL

### MACH 0110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12241	11	Engine Lathe Practice I	10:30a - 02:55p	MTWRF	5	Clay, S	13	PC / RFC / 132	50	Early 8	LB

### MACH 0111

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12242	11	Engine Lathe Theory I	09:00a - 09:55a	MTWRF	2	Clay, S	13	PC / RFC / 135		Early 8	CL

### MACH 0112

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12243	11	Machine Math I	08:00a - 08:50a	MTWRF	2	Clay, S	13	PC / RFC / 135		Early 8	CL

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## MACH 0120

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12244	21 Milling Practice I	10:30a - 02:55p	MTWRF	5	Clay, S	13	PC / RFC / 132	50	Late 8	LB

## MACH 0121

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12245	21 Milling Theory I	09:00a - 09:55a	MTWRF	2	Clay, S	13	PC / RFC / 135		Late 8	CL

## MACH 0123

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12246	21 Interpreting Blueprints	08:00a - 08:55a	MTWRF	2	Moore, K	13	PC / RFC / 135		Late 8	CL

## MACH 0130

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12247	21 Engine Lathe Practice II	08:00a - 02:59p	MTWRF	5	Clay, S	10	PC / RFC / 132	50	Late 8	LB

## MACH 0136

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12248	21 Applied Mach Geom and Trig	10:30a - 11:29a	MTWRF	2	Clay, S	10	PC / RFC / 135		Late 8	CL

## MACH 0140

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12249	11 Milling Practice II	08:00a - 02:59p	MTWRF	6	Moore, K	10	PC / RFC / 136	50	Early 8	LB

## MACH 0250

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12250	11 Advanced Machine Practice I	08:00a - 02:59p	MTWRF	7	Clay, S	10	PC / RFC / 132	50	Early 8	LB

## MACH 0261

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12251	21 CNC Introduction to Theory	11:15a - 11:55a	MTWRF	2	Moore, K	10	PC / RFC / 136		Late 8	CL

### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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College of Technology  
 Division: College of Technology  
 Department: Trade and Industrial

## MACH 0265

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12522	21	Intro to CNC Machine Practice	08:00a - 02:59p	MTWRF	6	Moore, K	10	PC / RFC / 132	50	Late 8	CL

## MACH 0270

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12252	11	CNC Machining Practice I	08:00a - 11:55a	MTWRF	4	Moore, K	10	PC / RFC / 132	50	Early 8	LB

## MACH 0271

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12253	11	CNC Programming Theory I	02:00p - 02:55p	MTWRF	2	Moore, K	10	PC / RFC / 136		Early 8	CL

## MACH 0272

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12254	11	CNC Math I	01:00p - 01:55p	MTWRF	2	Clay, S	10	PC / RFC / 135		Early 8	CL

## MACH 0275

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12255	21	CAD and CAM II	01:00p - 01:55p	MTWRF	2	Clay, S	10	PC / RFC / 136		Late 8	LB

## MACH 0281

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12256	21	CNC Programming Theory II	02:00p - 02:55p	MTWRF	2	Moore, K	10	PC / RFC / 136		Late 8	CL

## MACH 0290

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12257	21	CNC Machining Practice II	08:00a - 11:55a	MTWRFSS	6	Moore, K	10	PC / RFC / 132	50	Late 8	LB

## MACH 0296

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12504	11	Independent Study	-		8	Clay, S	5	PC / /		Early 8	OT
12505	21	Independent Study	-		8	Clay, S	5	PC / /		Late 8	OT

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Trade and Industrial**

## MACH 0298

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12258	11 Special Topics	-		8	Clay, S	10	PC / /		Early 8	CL
12259	21 Special Topics	-		8	Clay, S	10	PC / /		Late 8	CL

## WELD 0105

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12347	21 Welding	-		4	Bloxham, L	15	PC / /		Late 8	LB

## WELD 0131

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12348	01 Welding Practice I	07:00a - 01:30p	F	12	Humpherys, R	15	PC / TT / 101	25	Full Term	LB
12348	01 Welding Practice I	07:00a - 11:30a	MTWR	12	Humpherys, R	15	PC / TT / 101	25	Full Term	LB

## WELD 0132

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12349	01 Welding Practice II	07:00a - 01:30p	F	12	Erickson, D	15	PC / TT / 101	25	Full Term	LB
12349	01 Welding Practice II	07:00a - 11:30a	MTWR	12	Erickson, D	15	PC / TT / 101	25	Full Term	LB

## WELD 0140

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12350	01 Welding Theory	12:00p - 01:30p	MW	2	Erickson, D	30	PC / RFC / 108A		Full Term	CL

## WELD 0141

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13021	01 Mechanical Drawing	12:00p - 01:30p	MW	2	Bloxham, L	5	PC / TT / 101		Full Term	CL

## WELD 0143

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12351	01 Shop Math I	12:00p - 01:30p	TR	2	Humpherys, R	30	PC / RFC / 108A		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**College of Technology**  
**Division: College of Technology**  
**Department: Trade and Industrial**

## WELD 0231

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12352 01	Welding Practice III	07:00a - 11:30a	TR	13	Bloxham, L	18	PC / TT / 101	25	Full Term	LB
12352 01	Welding Practice III	07:00a - 01:30p	MWF	13	Bloxham, L	18	PC / TT / 101	25	Full Term	LB

## WELD 0241

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12353 01	Metal Layout	12:00p - 01:30p	TR	3	Bloxham, L	20	PC / TT / 101		Full Term	CL

## WELD 0296

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12444 01	Independent Study	-		8	Humpherys, R	5	PC / /		Full Term	OT

## WELD 0298

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12445 01	Special Topics	-		8	Humpherys, R	5	PC / /		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

**Div of Health Sciences**  
**Division: College of Pharmacy**  
**Department: Biomedical and Pharm Sciences**

**PSCI 4438**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11787	02	Pharm Science Research	-		2	Bigelow, J	10	PC / /		Full Term	CL
11790	05	Pharm Science Research	-		2	Lai, J	10	PC / /		Full Term	CL

**PSCI 4482**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11821	01	Special Topics Pharm Sciences	-		3	Bigelow, J	5	PC / /		Full Term	CL

**PSCI 6603**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11836	01	Scientific Communication	05:30p - 08:30p	M	2	Lai, J	9	PC / LH / 223		Full Term	CL
14169	02	Scientific Communication	03:00p - 06:00p	T	2	Hevener, K	12	MD / MERID / 718		Full Term	CL

**PSCI 6604**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11837	01	Research Practicum	-		3	Bigelow, J	10	PC / /		Full Term	OT
13588	04	Research Practicum	-		3	Lai, J	5	PC / /		Full Term	OT

**PSCI 6605**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15294	01	Critical Literature Evaluation	-		1	Talley, T	12	PC / /		Full Term	VS
15295	02	Critical Literature Evaluation	-		1	Talley, T	12	MD / /		Full Term	VS

**PSCI 6607**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11840	01	Research Foundations	12:30p - 02:50p	M	3	Lai, J	8	PC / LH / 232		Full Term	VS
12951	02	Research Foundations	12:30p - 02:50p	M	3	Lai, J	8	MD / MERID / 721		Full Term	VS
13585	03	Research Foundations	-		3	Hevener, K	5	MD / /		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: College of Pharmacy**  
**Department: Biomedical and Pharm Sciences**

## PSCI 6621

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11846	01	Biological Actions Chemicals	01:00p - 03:50p	W	3	Lai, J	8	PC / LH / 232		Full Term	CL
12952	02	Biological Actions Chemicals	01:00p - 03:50p	W	3	Lai, J	8	MD / MERID / 721		Full Term	VS

## PSCI 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11847	01	Master's Paper	-		3	Bigelow, J	10	PC / /		Full Term	OT
13587	04	Master's Paper	-		3	Lai, J	5	PC / /		Full Term	OT

## PSCI 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11849	02	Thesis Research	-		10	Bigelow, J	10	PC / /		Full Term	OT
11851	03	Thesis Research	-		10	Lai, J	10	PC / /		Full Term	OT
11852	04	Thesis Research	-		10	Diedrich, D	10	PC / /		Full Term	OT
11853	05	Thesis Research	-		10	Lai, J	5	PC / /		Full Term	OT
13065	06	Thesis Research	-		10	Yan, G	5	PC / /		Full Term	OT
11854	07	Thesis Research	-		10	Talley, T	8	PC / /		Full Term	OT
11855	08	Thesis Research	-		10	Hevener, K	10	PC / /		Full Term	OT

## PSCI 6653

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13581	01	Prin Biopharmaceutical Analys	01:00p - 04:00p	W	3	Bigelow, J	10	PC / LH / 223		Full Term	VS
14187	02	Prin Biopharmaceutical Analys	01:00p - 04:00p	W	3	Bigelow, J	10	MD / MERID / 718		Full Term	VS

## PSCI 6670

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15296	01	Computer-Aided Drug Design I	09:30a - 12:30p	F	3	Xu, D	12	PC / LH / 223		Full Term	VS
15297	02	Computer-Aided Drug Design I	09:30a - 12:30p	F	3	Xu, D	8	MD / MERID / 718		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:06 AM

**Div of Health Sciences**  
**Division: College of Pharmacy**  
**Department: Biomedical and Pharm Sciences**

**PSCI 6682**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11856	02	Independent Problems in PSCI	-		4	Bigelow, J	10	PC / /		Full Term	OT
11860	05	Independent Problems in PSCI	-		3	Lai, J	5	PC / /		Full Term	OT
11862	07	Independent Problems in PSCI	-		4	Hevener, K	10	MD / /		Full Term	OT
11863	08	Independent Problems in PSCI	-		4	Downing, C	10	PC / /		Full Term	OT

**PSCI 6698**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11864	02	Dissertation Research	-		10	Bigelow, J	10	PC / /		Full Term	OT
11865	04	Dissertation Research	-		10	Diedrich, D	5	PC / /		Full Term	OT
11866	05	Dissertation Research	-		10	Lai, J	5	PC / /		Full Term	OT
11869	07	Dissertation Research	-		10	Hevener, K	5	MD / /		Full Term	OT
14744	08	Dissertation Research	-		10	Talley, T	5	PC / /		Full Term	OT
14745	09	Dissertation Research	-		10	Xu, D	5	PC / /		Full Term	OT
11870	10	Dissertation Research	-		10	Yan, G	10	PC / /		Full Term	OT

**PSCI 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11871	02	Dissertation	-		10	Bigelow, J	25	PC / /		Full Term	OT
11872	04	Dissertation	-		10	Diedrich, D	5	PC / /		Full Term	OT
11873	05	Dissertation	-		10	Lai, J	12	PC / /		Full Term	OT
11875	07	Dissertation	-		10	Talley, T	10	PC / /		Full Term	OT
11876	08	Dissertation	-		10	Downing, C	12	PC / /		Full Term	OT
14748	09	Dissertation	-		10	Xu, D	12	PC / /		Full Term	OT
14749	10	Dissertation	-		10	Hevener, K	12	PC / /		Full Term	OT

**PSCI 9937**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15175	01	Prof Student Seminar Pharm Sci	12:00p - 12:50p	T	1	Diedrich, D	30	PC / LH / 223		Full Term	VS
15176	02	Prof Student Seminar Pharm Sci	12:00p - 12:50p	T	1	Diedrich, D	8	MD / MERID / 718		Full Term	VS

**Department: Pharmacy Practice Admin**

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: College of Pharmacy**  
**Department: Pharmacy Practice Admin**

**PDNT 9905**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11689	50	Intro Clinical Problem Solv	-		1	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9918**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11687	50	Drug Lit Evaluation and Stats	-		2	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9938**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11688	50	Drug and Medical Informatics	-		1	Culbertson, V	99	PC / /	100	Full Term	OT

**PDNT 9961**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11690	50	Pharmacotherapy I	-		4	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9962**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11691	50	Pharmacotherapy II	-		4	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9963**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11692	50	Pharmacotherapy III	-		4	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9964**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11693	50	Pharmacotherapy IV	-		4	Culbertson, V	99	PC / /		Full Term	OT

**PDNT 9965**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11694	50	Pharmacotherapy V	-		4	Culbertson, V	99	PC / /	100	Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

## PDNT 9966

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11695	50	Pharmacotherapy VI	-		4	Culbertson, V	99	PC / /		Full Term	OT

## PDNT 9967

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11696	50	Pharmacotherapy VII	-		4	Culbertson, V	99	PC / /		Full Term	OT

## PDNT 9968

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11697	50	Pharmacotherapy VIII	-		4	Culbertson, V	99	PC / /		Full Term	OT

## PDNT 9969

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11698	50	Pharmacotherapy IX	-		4	Culbertson, V	99	PC / /		Full Term	OT

## PDNT 9970

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11699	50	Pharmacotherapy X	-		4	Culbertson, V	99	PC / /	100	Full Term	OT

## PDNT 9971

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11700	50	Pharmacotherapy XI	-		4	Culbertson, V	99	PC / /		Full Term	OT

## PDNT 9981

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14375	01	APPE:Ambulatory Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14376	02	APPE:General Medicine	-		6	Culbertson, V	20	PC / /		Full Term	OT
14377	03	APPE:Pharmaceutical Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14378	04	APPE:Anticoag Clinic	-		6	Culbertson, V	20	PC / /		Full Term	OT
14379	05	APPE:Cardiology	-		6	Culbertson, V	20	PC / /		Full Term	OT
14380	06	APPE:Clinical Specialty	-		6	Culbertson, V	20	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

### PDNT 9981

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14381	07	APPE:Compounding	-		6	Culbertson, V	20	PC / /		Full Term	OT
14382	08	APPE:Consulting	-		6	Culbertson, V	20	PC / /		Full Term	OT
14383	09	APPE:Critical Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14384	10	APPE:Diabetes/Endocrine	-		6	Culbertson, V	20	PC / /		Full Term	OT
14385	11	APPE:Drug Information	-		6	Culbertson, V	20	PC / /		Full Term	OT
14386	12	APPE:Geriatrics	-		6	Culbertson, V	20	PC / /		Full Term	OT
14387	13	APPE:Glucose Management	-		6	Culbertson, V	20	PC / /		Full Term	OT
14388	14	APPE:Home Health	-		6	Culbertson, V	20	PC / /		Full Term	OT
14389	15	APPE:Implementing Quality	-		6	Culbertson, V	20	PC / /		Full Term	OT
14390	16	APPE:Infectious Disease	-		6	Culbertson, V	20	PC / /		Full Term	OT
14391	17	APPE:Intensive Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14392	18	APPE:Longterm Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14393	19	APPE:Managed Care	-		6	Culbertson, V	20	PC / /		Full Term	OT
14394	20	APPE:Mental Health	-		6	Culbertson, V	20	PC / /		Full Term	OT
14395	21	APPE:Nuclear	-		6	Culbertson, V	20	PC / /		Full Term	OT
14396	22	APPE:Nutrition	-		6	Culbertson, V	20	PC / /		Full Term	OT
14397	23	APPE:Oncology	-		6	Culbertson, V	20	PC / /		Full Term	OT
14398	24	APPE:Pediatrics	-		6	Culbertson, V	20	PC / /		Full Term	OT
14399	25	APPE:Pharmacokinetics	-		6	Culbertson, V	20	PC / /		Full Term	OT
14400	26	APPE:Pharmacy Management	-		6	Culbertson, V	20	PC / /		Full Term	OT
14401	27	APPE:Rehabilitation	-		6	Culbertson, V	20	PC / /		Full Term	OT
14402	28	APPE:Research	-		6	Culbertson, V	20	PC / /		Full Term	OT
14403	29	APPE:Surgery	-		6	Culbertson, V	20	PC / /		Full Term	OT
14404	30	APPE:Transplantation	-		6	Culbertson, V	20	PC / /		Full Term	OT

### PHAR 9906

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11701	01	Case Studies with Lab I	09:00a - 11:50a	MW	2	Culbertson, V	38	PC / LH / 223	100	Full Term	VS
11701	01	Case Studies with Lab I	09:30a - 11:50a	T	2	Culbertson, V	38	PC / LH / 162	100	Full Term	VS
11703	02	Case Studies with Lab I	09:00a - 11:50a	MW	2	Culbertson, V	30	MD / MERID / 738	100	Full Term	VS

#### Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

### PHAR 9906

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11703	02	Case Studies with Lab I	09:30a - 11:50a	T	2	Culbertson, V	30	MD / MERID / 738	100	Full Term	VS

### PHAR 9908

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11704	01	Case Studies with Lab III	01:00p - 04:50p	TR	2	Culbertson, V	40	PC / LH / 125	100	Full Term	VS
11706	02	Case Studies with Lab III	01:00p - 04:50p	TR	2	Culbertson, V	33	MD / MERID / 742	100	Full Term	VS

### PHAR 9910

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11708	01	First Year Recitation	02:00p - 02:50p	F	0	Cady, P	45	PC / LH / 123		Full Term	VS
11711	02	First Year Recitation	02:00p - 02:50p	F	0	Cady, P	40	MD / MERID / 735		Full Term	VS

### PHAR 9920

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11713	01	Second Year Recitation	09:00a - 11:50a	F	0	Cashmore, C	38	PC / LH / 162		Full Term	VS
11715	02	Second Year Recitation	09:00a - 11:50a	F	0	Cashmore, C	30	MD / MERID / 738		Full Term	VS

### PHAR 9921

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11717	01	Bio Basis Drug Action I	11:00a - 11:50a	MF	3	Downing, C	45	PC / LH / 123		Full Term	VS
11720	02	Bio Basis Drug Action I	11:00a - 11:50a	MF	3	Downing, C	40	MD / MERID / 735		Full Term	VS

### PHAR 9921R

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11763	01	Bio Basis Drug Action I Rec	10:25a - 12:10p	W	0	Downing, C	45	PC / LH / 123		Full Term	VS
11764	02	Bio Basis Drug Action I Rec	10:25a - 12:10p	W	0	Downing, C	40	MD / MERID / 735		Full Term	VS

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## Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

### PHAR 9924

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11722	01	Physiochem Basis Drug Action	10:00a - 10:50a	R	3	Bigelow, J	45	PC / LH / 123		Full Term	VS
11722	01	Physiochem Basis Drug Action	10:00a - 11:50a	T	3	Bigelow, J	45	PC / LH / 123		Full Term	VS
11726	02	Physiochem Basis Drug Action	10:00a - 10:50a	R	3	Bigelow, J	40	MD / MERID / 735		Full Term	VS
11726	02	Physiochem Basis Drug Action	10:00a - 11:50a	T	3	Bigelow, J	40	MD / MERID / 735		Full Term	VS

### PHAR 9924R

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11765	01	Physiochemical Recitation	11:00a - 11:50a	R	0	Bigelow, J	45	PC / LH / 123		Full Term	VS
11766	02	Physiochemical Recitation	11:00a - 11:50a	R	0	Bigelow, J	40	MD / MERID / 735		Full Term	VS

### PHAR 9927

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11728	01	Dosage Form Design and Comp	03:00p - 04:15p	R	4	Cashmore, C	38	PC / LH / 162		Full Term	VS
11728	01	Dosage Form Design and Comp	01:00p - 02:15p	T	4	Cashmore, C	38	PC / LH / 162		Full Term	VS
11730	02	Dosage Form Design and Comp	03:00p - 04:15p	R	4	Myers, R	30	MD / MERID / 738		Full Term	VS
11730	02	Dosage Form Design and Comp	01:00p - 02:15p	T	4	Myers, R	30	MD / MERID / 738		Full Term	VS

### PHAR 9927L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11767	01	Dosage Form Design Com Lab	09:00a - 11:50a	W	0	Myers, R	19	PC / LH / 162		Full Term	LB
14727	02	Dosage Form Design Com Lab	09:00a - 11:50a	M	0	Myers, R	19	PC / LH / 162		Full Term	LB
14728	03	Dosage Form Design Com Lab	09:00a - 11:50a	W	0	Myers, R	15	MD / MERID / 725		Full Term	LB
11768	04	Dosage Form Design Com Lab	09:00a - 11:50a	M	0	Myers, R	15	MD / MERID / 725		Full Term	LB

### PHAR 9930

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11733	01	Third Year Recitation	08:00a - 11:50a	R	0	Cashmore, C	40	PC / LH / 125		Full Term	VS
11735	02	Third Year Recitation	08:00a - 11:50a	R	0	Cashmore, C	33	MD / MERID / 742		Full Term	VS

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Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

## PHAR 9931

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11737	01	Health Care I	09:00a - 10:15a	WF	3	Owens, C	45	PC / LH / 123		Full Term	VS
11738	02	Health Care I	09:00a - 10:15a	WF	3	Owens, C	40	MD / MERID / 735		Full Term	VS

## PHAR 9941

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11739	01	Intro Pharm Prac I	01:00p - 02:50p	M	4	Cleveland, K	45	PC / LH / 123	100	Full Term	VS
11739	01	Intro Pharm Prac I	01:00p - 01:50p	F	4	Cleveland, K	45	PC / LH / 123	100	Full Term	VS
11741	02	Intro Pharm Prac I	01:00p - 01:50p	F	4	Cleveland, K	40	MD / MERID / 735	100	Full Term	VS
11741	02	Intro Pharm Prac I	01:00p - 02:50p	M	4	Cleveland, K	40	MD / MERID / 735	100	Full Term	VS

## PHAR 9941L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11769	01	Intro Pharm Practice Lab I	01:00p - 03:50p	T	0	Cashmore, C	30	PC / LH / 223		Full Term	LB
13400	02	Intro Pharm Practice Lab I	01:00p - 03:50p	R	0	Cashmore, C	20	PC / LH / 223		Full Term	LB
11770	03	Intro Pharm Practice Lab I	01:00p - 03:50p	T	0	Eroschenko, K	20	MD / MERID / 735		Full Term	LB
13399	04	Intro Pharm Practice Lab I	01:00p - 03:50p	R	0	Eroschenko, K	20	MD / MERID / 735		Full Term	LB

## PHAR 9945

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13931	01	Health Care III	11:00a - 11:50a	WF	4	Hoover, R	40	PC / LH / 125		Full Term	VS
13932	02	Health Care III	11:00a - 11:50a	WF	4	Hoover, R	33	MD / MERID / 742		Full Term	VS

## PHAR 9945L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13933	01	Health Care III Lab	12:00p - 12:50p	WF	0	Hoover, R	40	PC / LH / 125		Full Term	LB
13934	02	Health Care III Lab	12:00p - 12:50p	WF	0	Hoover, R	33	MD / MERID / 742		Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: College of Pharmacy**  
**Department: Pharmacy Practice Admin**

**PHAR 9949**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11749 01	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	46	PC / LH / 123		Full Term	VS
11749 01	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	46	PC / LH / 123		Full Term	VS
11753 02	Human Physiology I	08:00a - 09:50a	M	4	Rose, W	40	MD / MERID / 735		Full Term	VS
11753 02	Human Physiology I	08:00a - 08:50a	WR	4	Rose, W	40	MD / MERID / 735		Full Term	VS

**PHAR 9949R**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12953 01	Human Physiology I Recitation	09:00a - 09:50a	R	0	Rose, W	45	PC / LH / 123		Full Term	VS
12954 02	Human Physiology I Recitation	09:00a - 09:50a	R	0	Rose, W	40	MD / MERID / 735		Full Term	VS

**PHAR 9961**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13099 01	Pharmacotherapy I	01:00p - 02:50p	MWRF	5	Gould, F	38	PC / LH / 162		Full Term	VS
13100 02	Pharmacotherapy I	01:00p - 02:50p	MWRF	5	Gould, F	30	MD / MERID / 738		Full Term	VS

**PHAR 9962**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13101 01	Pharmacotherapy II	01:00p - 02:50p	MWRF	5	Gould, F	38	PC / LH / 162		Full Term	VS
13102 02	Pharmacotherapy II	01:00p - 02:50p	MWRF	5	Gould, F	30	MD / MERID / 738		Full Term	VS

**PHAR 9967**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13105 01	Pharmacotherapy VII	09:00a - 10:50a	MTWF	5	Oliphant, C	40	PC / LH / 125		Full Term	VS
13106 02	Pharmacotherapy VII	09:00a - 10:50a	MTWF	5	Oliphant, C	33	MD / MERID / 742		Full Term	VS

**PHAR 9968**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13107 01	Pharmacotherapy VIII	09:00a - 10:50a	MTWF	5	Erramouspe, J	40	PC / LH / 125		Full Term	VS
13109 02	Pharmacotherapy VIII	09:00a - 10:50a	MTWF	5	Erramouspe, J	33	MD / MERID / 742		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

## PHAR 9981

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11758	01	APPE:Ambulatory Care	-		7	Cleveland, K	30	PC / /		Full Term	OT
11760	02	APPE:General Medicine	-		7	Cleveland, K	30	PC / /		Full Term	OT
11761	03	APPE:Institutional	-		7	Cleveland, K	30	PC / /		Full Term	WS
12366	04	APPE:Adv Community	-		7	Cleveland, K	30	PC / /		Full Term	OT
12367	05	APPE:Academic	-		7	Cleveland, K	10	PC / /		Full Term	OT
12368	06	APPE:Adv Amb Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12369	07	APPE:Adv Gen Medicine	-		7	Cleveland, K	10	PC / /		Full Term	OT
12370	08	APPE:Adv Institutional	-		7	Cleveland, K	10	PC / /		Full Term	OT
12371	09	APPE:Anticoag Clinic	-		7	Cleveland, K	10	PC / /		Full Term	OT
12372	10	APPE:Board of Pharmacy	-		7	Cleveland, K	10	PC / /		Full Term	OT
12373	11	APPE:Cardiology	-		7	Cleveland, K	10	PC / /		Full Term	OT
12374	12	APPE:Compounding	-		7	Cleveland, K	10	PC / /		Full Term	OT
12375	13	APPE:Consulting	-		7	Cleveland, K	10	PC / /		Full Term	OT
12376	14	APPE:Critical Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12377	15	APPE:Diabetes/Endocrine	-		7	Cleveland, K	10	PC / /		Full Term	OT
12378	16	APPE:Drug Information	-		7	Cleveland, K	10	PC / /		Full Term	OT
12379	17	APPE:ED/OR	-		7	Cleveland, K	10	PC / /		Full Term	OT
12380	18	APPE:Geriatrics	-		7	Cleveland, K	10	PC / /		Full Term	OT
12381	19	APPE:Glucose Management	-		7	Cleveland, K	10	PC / /		Full Term	OT
12382	20	APPE:Home Health	-		7	Cleveland, K	10	PC / /		Full Term	OT
12383	21	APPE:Implementing Quality	-		7	Cleveland, K	10	PC / /		Full Term	OT
12384	22	APPE:Infectious Disease	-		7	Cleveland, K	10	PC / /		Full Term	OT
12385	23	APPE:Intensive Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12386	24	APPE:Longterm Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12387	25	APPE:Managed Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12388	26	APPE:Medication Safety	-		7	Cleveland, K	10	PC / /		Full Term	OT
12389	27	APPE:Mental Health	-		7	Cleveland, K	10	PC / /		Full Term	OT
12390	28	APPE:Nuclear	-		7	Cleveland, K	10	PC / /		Full Term	OT
12391	29	APPE:Nutrition	-		7	Cleveland, K	10	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

### PHAR 9981

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12392	30	APPE:Oncology	-		7	Cleveland, K	10	PC / /		Full Term	OT
12393	31	APPE:Pediatrics	-		7	Cleveland, K	10	PC / /		Full Term	OT
12394	32	APPE:Pharmacy Management	-		7	Cleveland, K	10	PC / /		Full Term	OT
12395	33	APPE:Rehabilitation	-		7	Cleveland, K	10	PC / /		Full Term	OT
12396	34	APPE:Research	-		7	Cleveland, K	10	PC / /		Full Term	OT
12397	35	APPE:Rural	-		7	Cleveland, K	10	PC / /		Full Term	OT
12398	36	APPE:Student Health	-		7	Cleveland, K	10	PC / /		Full Term	OT
12399	37	APPE:Surgery	-		7	Cleveland, K	10	PC / /		Full Term	OT
12400	38	APPE:Transplantation	-		7	Cleveland, K	10	PC / /		Full Term	OT
12401	39	APPE:Pharmaceutical Care	-		7	Cleveland, K	10	PC / /		Full Term	OT
12402	40	APPE:Clinical Specialty	-		7	Cleveland, K	10	PC / /		Full Term	OT
14732	41	APPE:Medication Therapy Mgt	-		7	Cleveland, K	10	PC / /		Full Term	OT

### PPRA 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13008	01	Topical Seminar	03:00p - 04:50p	M	4	Cashmore, C	10	PC / LH /		Full Term	CL
13009	02	Topical Seminar	03:00p - 04:50p	W	4	Casperson, K	5	PC / LH /		Full Term	CL
13084	03	Topical Seminar	-		4	Oliphant, C	5	MD / /		Full Term	CL

### PPRA 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11771	01	Differential Pharm Diagnosis	03:00p - 04:50p	M	2	Culbertson, V	15	PC / LH / 271		Full Term	VS
11772	02	Differential Pharm Diagnosis	03:00p - 04:50p	M	2	Culbertson, V	8	MD / MERID / 718		Full Term	VS
11773	03	OTC Medication Self Care	03:30p - 05:15p	T	2	Eroschenko, K	30	PC / LH / 162		Full Term	VS
12455	04	PCCA	-		2	Cashmore, C	30	PC / /		Full Term	OT
12458	05	OTC Medication Self Care	03:30p - 05:15p	T	2	Eroschenko, K	20	MD / MERID / 738		Full Term	VS
13448	06	Residency Readiness	03:00p - 04:50p	M	2	Carr, G	12	MD / MERID / 738		Full Term	CL
13494	07	Residency Readiness	-		2	Cashmore, C	5	PC / LH / 162		Full Term	CL
14001	08	Interdisc Outreach Screenings	-		2	Carr, G	30	MD / /		Full Term	CL
14013	09	School of Alcoholism	-		2	Cashmore, C	8	PC / /		Full Term	OT

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## Div of Health Sciences

Division: College of Pharmacy

Department: Pharmacy Practice Admin

### PPRA 4499

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14170	10	Independent Study	03:00p - 04:00p	W	1	Cashmore, C	10	PC / LH / 162		Full Term	CL
14733	11	NCPA Business Plan Competition	08:00a - 08:50a	MW	2	Casperson, K	20	PC / LH / 125		Full Term	VS
14734	12	NCPA Business Plan Competition	08:00a - 08:50a	MW	2	Casperson, K	20	MD / MERID / 742		Full Term	VS
14735	13	Business Practices in Pharmacy	08:00a - 08:50a	TR	2	Casperson, K	20	PC / LH / 162		Full Term	VS
14736	14	Business Practices in Pharmacy	08:00a - 08:50a	TR	2	Casperson, K	20	MD / MERID / 738		Full Term	VS
15478	15	Pharmacotherapy VI	-		3	Cashmore, C	3	PC / /		Full Term	OT

### PPRA 5599

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14737	01	Crucial Conversations	11:00a - 12:50p	WF	1	Casperson, K	12	PC / LH / 125		Early 8	VS
14739	02	Crucial Conversations	11:00a - 12:50p	WF	1	Casperson, K	12	MD / MERID / 742		Early 8	VS
14740	03	Six Sigma Green Belt	11:00a - 12:50p	WF	1	Casperson, K	12	PC / LH / 125		Late 8	VS
14741	04	Six Sigma Green Belt	11:00a - 12:50p	WF	1	Casperson, K	12	MD / MERID / 742		Late 8	VS
14216	08	Interdisc Outreach Screenings	-		2	Carr, G	5	MD / /		Full Term	CL

### PPRA 9907

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14742	01	Complementary and Natural Med	03:00p - 04:50p	W	2	Owens, C	30	PC / LH / 125		Full Term	VS
14743	02	Complementary and Natural Med	03:00p - 04:50p	W	2	Owens, C	20	MD / MERID / 742		Full Term	VS

### PPRA 9913

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13112	01	Financial Mgt for Pharmacists	03:00p - 04:50p	M	2	Casperson, K	20	PC / LH / 125		Full Term	VS
13113	02	Financial Mgt for Pharmacists	03:00p - 04:50p	M	2	Casperson, K	20	MD / MERID / 742		Full Term	VS

## Division: Kasiska School of Health Prof

Department: Counseling

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Counseling**

## COUN 1150

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10769	01 Career and Life Planning	01:00p - 01:50p	R	1	Erickson, L	22	PC / MUSE / 423	40	Full Term	CL
10772	02 Career and Life Planning	11:00a - 11:50a	M	1	Cook, B	22	PC / MUSE / 423	40	Full Term	CL
10774	03 Career and Life Planning	02:00p - 02:50p	T	1	Christensen, J	22	PC / MUSE / 423	40	Full Term	CL
10775	04 Career and Life Planning	01:00p - 01:50p	T	1	Thompson, J	32	IF / CHE / 310	40	Full Term	CL
10776	05 Career and Life Planning	11:00a - 11:50a	MW	1	Thompson, J	32	IF / CHE / 310	40	Late 8	CL
10777	06 Career and Life Planning	10:00a - 10:50a	MW	1	Cook, B	22	PC / MUSE / 423	40	Late 8	CL

## COUN 4491

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10778	01 ST:Intro to Counseling Service	11:00a - 11:50a	R	1	Kleist, D	15	PC / GARR / 726		Full Term	OT

## COUN 4499

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13998	02 Study Abroad:Mexico	-		2	Singarajah, T	5	PC / /	2300	Full Term	CL

## COUN 5598P

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15600	01 Clinical Supervision Counsel	08:30a - 05:00p	FS	1	Singarajah, T	10	MD / MERID / 507	50	Continuin	OT
15604	02 Dialectical Behavior Therapy	08:30a - 05:00p	FS	1	Singarajah, T	10	PC / ED / 364	50	Continuin	OT

## COUN 5599

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13999	02 Study Abroad:Mexico	-		2	Singarajah, T	5	PC / /	2300	Full Term	CL

## COUN 6611

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10781	M1 Applied Statistics and Resrch	05:00p - 07:30p	M	3	Tivis, R	14	MD / MERID / 506		Full Term	CL

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Counseling

### COUN 6612

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10782	01	Pysch Testing for Counselors	03:00p - 04:40p	M	2	Yates, C	28	PC / ED / 364		Full Term	CL

### COUN 6621

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10783	01	Prof Orientation and Ethics	09:00a - 10:40a	M	2	Coe Smith, J	28	PC / ED / 364		Full Term	CL
10784	M2	Prof Orientation and Ethics	05:30p - 07:10p	T	2	Crews, J	14	MD / MERID / 507		Full Term	CL

### COUN 6624

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14465	01	Cultural Counseling	11:00a - 12:40p	W	2	Coe Smith, J	24	PC / ED / 224		Full Term	CL
14466	M1	Cultural Counseling	06:30p - 08:10p	W	2	Horn, E	14	MD / MERID / 507		Full Term	CL

### COUN 6627

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10788	01	Conceptual Counseling Theory	11:00a - 12:40p	M	2	Stewart, L	28	PC / REND / 227		Full Term	CL

### COUN 6638

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13189	01	Found of School Couns	04:15p - 06:45p	M	3	Bolinger, P	10	PC / GARR / 710		Full Term	CL

### COUN 6661

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12363	01	Issues in Family Counseling	10:30a - 01:00p	T	3	Coe Smith, J	8	PC / GARR / 704		Full Term	CL

### COUN 6676

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10798	01	Small Group Activity	09:00a - 10:30a	R	1	Moody, S	28	PC / GARR / 726		Full Term	CL
13465	M1	Small Group Activity	04:00p - 05:25p	T	1	Moody, S	14	MD / MERID / 507		Full Term	CL

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Counseling

### COUN 6677

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10800	01	Group Counseling Techniques	01:30p - 04:00p	T	3	Yates, C	28	PC / REND / 122		Full Term	CL

### COUN 6680

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10801	01	Foundations of Student Affairs	08:00a - 10:30a	T	3	Paulson, D	8	PC / GRAV /		Full Term	CL

### COUN 6690

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10802	01	Foundations of CMHC	10:30a - 12:10p	T	2	Paulson, D	12	PC / GARR / 726		Full Term	CL
14091	M2	Foundations of CMHC	05:00p - 06:40p	T	2	Horn, E	12	MD / MERID / 698		Full Term	CL

### COUN 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15192	01	Issues Mental Health Couns	06:15p - 07:45p	T	2	Kleist, D	15	PC / GARR / 726		Full Term	CL

### COUN 6694

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10803	01	Psychodiag and Psychotrop Drug	05:15p - 07:45p	M	3	Crews, J	28	PC / LIBR / 6		Full Term	VS
10804	M2	Psychodiag and Psychotrop Drug	05:15p - 07:45p	M	3	Crews, J	13	MD / MERID / 507		Full Term	VS

### COUN 6696

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10805	01	Prepracticum Counseling Tech	01:00p - 02:30p	MW	3	Yates, C	28	PC / GARR / 726		Full Term	CL
12577	M2	Prepracticum Counseling Tech	05:00p - 07:30p	M	3	Schmidt, J	14	MD / MERID / 698		Full Term	CL

### COUN 6698

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13392	01	Internship in Counseling	-		18	Paulson, D	8	PC / /		Full Term	OT
13393	02	Internship in Counseling	-		18	Yates, C	8	PC / /		Full Term	OT
13394	03	Internship in Counseling	-		18	Kleist, D	10	PC / /		Full Term	OT

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Counseling

### COUN 6698

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13488	05 Internship in Counseling	-		18	Coe Smith, J	8	PC / /		Full Term	OT
13390	M2 Internship in Counseling	-		18	Horn, E	12	MD / /		Full Term	OT
13391	M3 Internship in Counseling	-		18	Crews, J	9	MD / /		Full Term	OT

### COUN 6698L

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12578	01 Internship in Counseling Lab	04:30p - 06:00p	T	0	Moody, S	29	PC / GARR / 726		Full Term	LB
12979	M3 Internship in Counseling Lab	05:00p - 06:30p	W	0	Horn, E	18	MD / MERID / 698		Full Term	LB
13194	M4 Internship in Counseling Lab	05:00p - 06:30p	W	0	Horn, E	18	MD / MERID / 506		Full Term	LB

### COUN 7702

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10806	01 Adv Research and Exper Design	09:00a - 10:40a	W	2	Moody, S	4	PC / GARR / 710		Full Term	VS
10807	M2 Adv Research and Exper Design	09:00a - 10:40a	W	2	Moody, S	2	MD / MERID / 507		Full Term	VS

### COUN 7704

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10808	01 Qualitative Methodology	01:00p - 02:40p	T	2	Kleist, D	4	PC / GARR / 710		Full Term	VS
10809	M2 Qualitative Methodology	01:00p - 02:40p	T	2	Kleist, D	2	MD / MERID / 507		Full Term	VS

### COUN 7705

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10810	01 Instruct Theory Counselor Eds	11:00a - 02:30p	R	4	Kleist, D	4	PC / GARR / 710		Full Term	VS
10811	M2 Instruct Theory Counselor Eds	11:00a - 02:30p	R	4	Kleist, D	2	MD / MERID / 507		Full Term	VS

### COUN 7710

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14223	M1 Practicum in College Teaching	-		2	Horn, E	2	MD / /		Full Term	OT

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Counseling

### COUN 7727

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10812	01	Adv Theories of Counseling	02:30p - 05:00p	R	3	Horn, E	4	PC / GARR / 710		Full Term	VS
10813	M2	Adv Theories of Counseling	02:35p - 05:00p	R	3	Horn, E	2	MD / MERID / 507		Full Term	VS

### COUN 7774

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10814	01	Advanced Group Procedure	11:00a - 01:30p	M	3	Moody, S	4	PC / GARR / 710		Full Term	VS
10815	M2	Advanced Group Procedure	11:00a - 01:30p	M	3	Moody, S	2	MD / MERID / 507		Full Term	VS

### COUN 7790

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10816	01	Supervision in Counselor Ed	02:30p - 05:00p	W	3	Crews, J	4	PC / GARR / 710		Full Term	VS
10817	M2	Supervision in Counselor Ed	02:30p - 05:00p	W	3	Crews, J	2	MD / MERID / 507		Full Term	VS

### COUN 8800

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10818	01	Research Professional Issues	09:00a - 10:30a	T	1	Coe Smith, J	12	PC / GARR / 710		Full Term	VS
10819	M2	Research Professional Issues	09:00a - 10:30a	T	1	Coe Smith, J	6	MD / MERID / 507		Full Term	VS

### COUN 8801

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15198	01	Doctoral Career Development	12:00p - 12:50p	T	1	Feit, S	6	PC / GARR / 710		Full Term	CL
15586	M1	Doctoral Career Development	12:00p - 12:50p	T	1	Feit, S	6	MD / MERID / 507		Full Term	VS

### COUN 8848

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14082	01	Doctoral Counseling Practicum	-		3	Kleist, D	3	PC / /		Full Term	OT

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Counseling**

**COUN 8849**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13460	02	Doctoral Internship	-	T	18	Kleist, D	10	PC / /		Full Term	OT
13461	03	Doctoral Internship	-	T	18	Crews, J	10	MD / /		Full Term	OT
13462	04	Doctoral Internship	-	T	18	Feit, S	10	PC / /		Full Term	OT
13463	M1	Doctoral Internship	-	T	18	Horn, E	10	MD / /		Full Term	OT

**COUN 8849L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12407	01	Doctoral Internship Lab	05:15p - 06:45p	R	0	Crews, J	11	PC / GARR / 710		Full Term	VS
12408	M2	Doctoral Internship Lab	05:15p - 06:45p	R	0	Crews, J	6	MD / MERID / 507		Full Term	VS

**COUN 8850**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10820	01	Doctoral Dissertation	-		12	Crews, J	3	MD / /		Full Term	OT
10821	02	Doctoral Dissertation	-		12	Kleist, D	2	PC / /		Full Term	OT
10822	03	Doctoral Dissertation	-		12	Feit, S	2	PC / /		Full Term	OT
13733	M1	Doctoral Dissertation	-		12	Horn, E	2	MD / /		Full Term	OT

**Department: Health and Nutrition Science**

**DHS 4401**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13228	01	Mindfulness in Health Science	03:00p - 04:50p	R	2	Seikel, P	15	PC / REND / 123		Full Term	CL

**DHS 4402**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14437	01	Survey of Aging Issues	-		3	Rhodes, R	30	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### DHS 4426

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13936	01	Research in Health Science	-		3	Howlett, B	50	PC / WEB / COURSE	35	Full Term	WC

### DHS 5501

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13297	01	Mindfulness in Health Science	03:00p - 04:50p	R	2	Seikel, P	5	PC / REND / 123		Full Term	CL

### DHS 5502

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14438	01	Survey of Aging Issues	-		3	Rhodes, R	5	PC / WEB / COURSE	35	Full Term	WC

### HCA 1110

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13150	01	Intro Allied Hlth Profssns	-		3	Wright, S	70	PC / WEB / COURSE	35	Full Term	WC
15615	ZA	Intro Allied Hlth Profssns	-		3	Currie, C	50	HS / HSREG5 / UHHS		High	WC
15535	ZB	Intro Allied Hlth Profssns	08:10a - 09:34a	TR	3	Currie, C	50	HS / HSREG3 /		High	CL
15537	ZC	Intro Allied Hlth Profssns	11:37a - 01:01p	TR	3	Currie, C	50	HS / HSREG3 /		High	CL

### HCA 1115

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11076	01	US Health System	-		3	Hermanson, P	40	PC / WEB / COURSE	35	Full Term	WC

### HCA 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15616	ZA	Med Terminology and Comm	-		2	Asmus, E	50	HS / HSREG5 / UHHS		High	WC
15538	ZB	Med Terminology and Comm	08:10a - 09:34a	MWF	2	Currie, C	50	HS / HSREG3 /		High	CL

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**Div of Health Sciences**  
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**Department: Health and Nutrition Science**

**HCA 3330**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11077	01	Health Information Systems	-		3	Adams, M	35	PC / WEB / COURSE	35	Full Term	WC

**HCA 3340**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11078	01	Healthcare Policy	-		3	Hermanson, P	40	PC / WEB / COURSE	35	Full Term	WC

**HCA 3384**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11079	01	HR Mgt in Healthcare Orgs	08:00a - 09:15a	TR	3	Farnsworth, T	75	PC / REND / 118		Full Term	CL

**HCA 4475**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13151	01	Health Law and Bioethics	12:00p - 03:30p	W	3	Ehardt, G	50	PC / REND / 113		Full Term	WS

**HCA 4489**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14028	01	Health Care Info Syst Pract	-		3	Farnsworth, T	3	PC / /	300	Full Term	OT

**HCA 4495**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13153	01	Administrative Internship	-		4	Huerta, B	20	PC / /		Full Term	OT

**HCA 5575**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13152	01	Health Law and Bioethics	12:00p - 03:30p	W	3	Ehardt, G	5	PC / REND / 113		Full Term	WS

**HCA 5595**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13154	01	Administrative Internship	-		4	Huerta, B	20	PC / /		Full Term	OT

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### HE 1160

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11135	01	Rape Aggression Defense	05:00p - 06:50p	R	1	Prescott, C	10	PC / GYM / 237	10	Late 8	CL

### HE 1190

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11137	01	Alcohol and Drug Awareness I	-		1	Bastian, M	150	PC / WEB / COURSE	35	Early 8	WC

### HE 2200

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11140	01	Promoting Wellness	-		3	Salazar, L	100	PC / WEB / COURSE	35	Full Term	WC
13419	02	Promoting Wellness	09:30a - 10:45a	TR	3	Wathne, K	35	PC / REND / 226		Full Term	CL

### HE 2201

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11147	03	ST:Consumer Health	-		1	Salazar, L	60	PC / WEB / COURSE	35	Early 8	WC

### HE 2210

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11148	01	Med Terminology and Comm	-		2	Salazar, T	150	PC / WEB / COURSE	35	Full Term	WC
11149	02	Med Terminology and Comm	-		2	Salazar, T	150	PC / WEB / COURSE	35	Full Term	WC

### HE 2211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11151	01	Health Educ Methods Elem	-		1		65	PC / WEB / COURSE	35	Early 8	WC

### HE 2221

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11153	02	Intro to Health Education	01:00p - 02:15p	TR	3	Wathne, K	34	PC / REND / 228		Full Term	CL
15539	ZA	Intro to Health Education	08:10a - 09:34a	TR	3	Staub, C	50	HS / HSREG3 /		High	CL
15541	ZB	Intro to Health Education	09:41a - 11:05a	TR	3	Staub, C	50	HS / HSREG3 /		High	CL

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Health and Nutrition Science**

**HE 2233**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14405	01	Harmful and Illicit Substances	07:00p - 09:30p	T	3	Hansen, C	50	PC / REND / 113		Full Term	CL

**HE 2290**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11157	01	Alcohol and Drug Awareness II	-		1	Bastian, M	150	PC / WEB / COURSE	35	Late 8	WC

**HE 3311**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14406	01	Case Mgt of Substance Abuse	05:30p - 08:00p	M	3	Laulu, S	30	PC / REND / 106		Full Term	CL

**HE 3342**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11158	01	Stress and Emotional Health	-		3	Rankin, L	35	PC / WEB / COURSE	35	Full Term	WC

**HE 3383**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11160	01	Epidemiology	02:30p - 03:45p	MW	3	Batacan, J	38	PC / REND / 106		Full Term	CL

**HE 4401**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15103	01	ST:Body Image and Hlth Prof	04:00p - 06:50p	W	3	Olsen, J	35	PC / REND / 118		Full Term	CL

**HE 4410**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11163	01	Hlth Behav Chg Theory and Appl	-		3	Olsen, J	35	PC / WEB / COURSE	35	Full Term	WC

**HE 4420**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11166	01	Hlth Planning and Implement	09:30a - 10:45a	TR	3	Peterson, C	30	PC / ALBN / 104		Full Term	CL

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Health and Nutrition Science**

**HE 4443**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11167	01	Substance Abuse and Health Ed	02:30p - 03:45p	TR	3	Batacan, J	30	PC / REND / 227		Full Term	CL

**HE 4485**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11169	02	Indep Problems in Health Educ	-		3	Rankin, L	10	PC / /		Full Term	OT
11170	03	Indep Problems in Health Educ	-		3	Batacan, J	10	PC / /		Full Term	OT
14407	04	Indep Problems in Health Educ	-		3	Kirkpatrick, C	10	PC / /		Full Term	OT
11171	05	Indep Problems in Health Educ	-		3	Olsen, J	10	PC / /		Full Term	OT

**HE 4490**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13091	01	Practicum in Health Education	-		4	Kirkpatrick, C	15	PC / /		Full Term	OT

**HE 5501**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15104	01	ST:Body Image and Hlth Prof	04:00p - 06:50p	W	3	Olsen, J	35	PC / REND / 118		Full Term	CL

**HE 5543**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11184	01	Substance Abuse and Health Ed	02:30p - 03:45p	TR	3	Batacan, J	5	PC / REND / 227		Full Term	CL

**HE 5585**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11189	02	Indep Problems in Health Educ	-		3	Rankin, L	10	PC / /		Full Term	OT
11190	03	Indep Problems in Health Educ	-		3	Batacan, J	10	PC / /		Full Term	OT
11192	04	Indep Problems in Health Educ	-		3	Olsen, J	10	PC / /		Full Term	OT
14408	05	Indep Problems in Health Educ	-		3	Kirkpatrick, C	10	PC / /		Full Term	OT

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Health and Nutrition Science**

**HE 6605**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12631	01	Leadership Policy and Admin	-		3	Fore, M	13	PC / WEB / COURSE	35	Full Term	WC

**HE 6620**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13053	01	Health Program Plan and Eval	-		3	Fore, M	10	PC / WEB / COURSE	35	Full Term	WC

**HE 6640**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15105	01	Research and Writing in Health	-		3	Mispijeta, M	10	PC / WEB / COURSE	35	Full Term	WC

**HE 6650**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11197	02	Thesis	-		6	Rankin, L	10	PC / /		Full Term	OT
14409	03	Thesis	-		6	Olsen, J	10	PC / /		Full Term	OT

**HE 6651**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11201	02	Master's Project in Health Edu	-		6	Rankin, L	10	PC / /		Full Term	OT
12632	03	Master's Project in Health Edu	-		6	Olsen, J	10	PC / /		Full Term	OT
13013	04	Master's Project in Health Edu	-		6	Batacan, J	10	PC / /		Full Term	OT
14410	05	Master's Project in Health Edu	-		6	Kirkpatrick, C	10	PC / /		Full Term	OT

**HE 6655**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11203	03	Internship	-		3	Olsen, J	10	PC / /		Full Term	OT

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### HE 6660

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12633	01	Behavior Chg Theory and Appl	-		3	Salazar, L	12	PC / WEB / COURSE	35	Full Term	WC

### MPH 5585

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13096	01	Indep Study Public Health	-		3	Fore, M	12	PC / /		Full Term	OT
13095	02	Indep Study Public Health	-		3	Mispireta, M	12	PC / /		Full Term	OT

### MPH 6602

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11225	01	Biostatistics	-		3		20	PC / WEB / COURSE	35	Full Term	WC

### MPH 6605

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13020	01	Leadership Policy and Admin	-		3	Woodruff, R	13	PC / WEB / COURSE	35	Full Term	WC

### MPH 6607

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14442	01	U.S. and Global Health Systems	-		3	Mispireta, M	20	PC / WEB / COURSE	35	Full Term	WC

### MPH 6620

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13092	01	Health Prog Plan and Eval	-		3	Fore, M	10	PC / WEB / COURSE	35	Full Term	WC

### MPH 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13093	01	Research and Writing in Health	-		3	Mispireta, M	10	PC / WEB / COURSE	35	Full Term	WC

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### MPH 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12672	01	Thesis	-		6	Fore, M	20	PC / /		Full Term	OT
12673	02	Thesis	-		6	Mispireta, M	20	PC / /		Full Term	OT

### MPH 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15101	01	Public Health Project	-		6	Fore, M	20	PC / /		Full Term	OT
15102	02	Public Health Project	-		6	Mispireta, M	20	PC / /		Full Term	OT

### MPH 6655

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13094	01	Public Health Internship	-		3	Fore, M	12	PC / /		Full Term	OT
11227	02	Public Health Internship	-		3	Mispireta, M	12	PC / /		Full Term	OT

### MPH 6660

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13313	01	Hlth Behav Chg Theory and Appl	-		3	Salazar, L	12	PC / WEB / COURSE	35	Full Term	WC

### NTD 1104

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11228	01	Foods	01:00p - 03:50p	TR	3	Larson, M	30	PC / ALBN / 102	50	Full Term	LL

### NTD 1139

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13938	01	Consumer Nutrition	-		3	Reader, J	60	PC / WEB / COURSE	35	Full Term	WC

### NTD 2239

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11230	01	Nutrition	-		3	Roberts, M	60	PC / WEB / COURSE	35	Full Term	WC

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Health and Nutrition Science**

**NTD 3300**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11233	01	Medical Nutrition Therapy I	12:00p - 01:15p	TR	3	Vance, K	20	PC / ALBN / 108		Full Term	CL

**NTD 3300L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11243	01	Medical Nutrition Ther I Lab	01:30p - 04:30p	TR	2	Vance, K	20	PC / ALBN / 108	50	Full Term	LB

**NTD 3312**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11234	01	Quantity Foods	11:00a - 11:50a	TR	2	McKnight, L	25	PC / ALBN / 108		Full Term	CL

**NTD 3312L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11244	01	Quantity Foods Laboratory	08:00a - 10:50a	F	1	McKnight, L	24	PC / ALBN / 102	50	Full Term	LB

**NTD 3340**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11235	01	Nutrition for Hlth Professins	-		3	Vance, K	120	PC / WEB / COURSE 35		Full Term	WC
12708	02	Nutrition for Hlth Professins	-		3	Vance, K	20	PC / WEB / COURSE 35		Full Term	WC

**NTD 4407**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11237	01	Princ of Community Nutrition	09:30a - 10:45a	TR	3	McKnight, L	24	PC / ALBN / 108		Full Term	CL

**NTD 4457**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11238	01	Experimental Foods	12:30p - 03:20p	MW	3	Weeden, A	20	PC / ALBN / 102	50	Full Term	LL

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### NTD 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11239	01	Nutritional Biochemistry I	09:30a - 10:45a	MW	3	Weeden, A	29	PC / ALBN / 108		Full Term	CL

### NTD 4470

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13108	01	Dietetics Senior Seminar	08:30a - 09:20a	TR	2	Weeden, A	29	PC / ALBN / 104		Full Term	CL

### NTD 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11240	01	Spec Probs Nutrition Dietetics	-		2	McKnight, L	5	PC / /		Full Term	OT

### NTD 4486

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13110	01	Dietetic Internship Seminar I	09:00a - 10:50a	M	6	McKnight, L	10	PC / REND / 120		Full Term	VS
13110	01	Dietetic Internship Seminar I	03:00p - 03:50p	M	6	McKnight, L	10	PC / LIBR / 6		Full Term	VS
13110	01	Dietetic Internship Seminar I	11:00a - 12:50p	M	6	McKnight, L	10	PC / LIBR / 6		Full Term	VS
13110	01	Dietetic Internship Seminar I	01:00p - 02:50p	M	6	McKnight, L	10	PC / REND / 120		Full Term	VS
13111	02	Dietetic Internship Seminar I	01:00p - 02:50p	M	6	Schneider, R	8	MD / MERID / 506		Full Term	VS
13111	02	Dietetic Internship Seminar I	03:00p - 03:50p	M	6	Schneider, R	8	MD / MERID / 509		Full Term	VS
13111	02	Dietetic Internship Seminar I	11:00a - 12:50p	M	6	Schneider, R	8	MD / MERID / 509		Full Term	VS
13111	02	Dietetic Internship Seminar I	09:00a - 10:50a	M	6	Schneider, R	8	MD / MERID / 506		Full Term	VS

### NTD 4488

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11241	01	Internship in Dietetics I	-		11	McKnight, L	10	PC / /	1350	Full Term	OT
11242	02	Internship in Dietetics I	-		11	Schneider, R	8	MD / /	1350	Full Term	OT

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Health and Nutrition Science

### NTD 5561

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13036	01	Nutritional Biochemistry I	09:30a - 10:45a	MW	3	Weeden, A	5	PC / ALBN / 108		Full Term	CL

## Department: Medical Lab Science

### MLS 4410

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13227	01	Phlebotomy Practicum	09:00a - 11:50a	T	1	Nehr-Kanet, S	20	PC / LH / 130	100	Full Term	OT
13229	02	Phlebotomy Practicum	09:00a - 11:50a	T	1	Nehr-Kanet, S	20	MD / MERID / 678	100	Full Term	OT
13273	03	Phlebotomy Practicum	-		1	Nehr-Kanet, S	10	PC / WEB / COURSE 35		Full Term	WC

### MLS 4412

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13230	01	Urinalysis and Body Fluids	-		1	Galindo, S	20	PC / WEB / COURSE 35		Full Term	WC
13231	02	Urinalysis and Body Fluids	-		1	Galindo, S	20	MD / WEB / COURSE 35		Full Term	WC
13279	03	Urinalysis and Body Fluids	-		1	Galindo, S	6	PC / WEB / COURSE 35		Full Term	WC

### MLS 4414

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13232	01	Hematology and Hemostasis	10:00a - 10:50a	MWF	3	Nehr-Kanet, S	20	PC / LIBR / 6		Full Term	VS
13233	02	Hematology and Hemostasis	10:00a - 10:50a	MWF	3	Nehr-Kanet, S	20	MD / MERID / 509		Full Term	VS
13281	03	Hematology and Hemostasis	-		3	Nehr-Kanet, S	15	PC / WEB / COURSE 35		Full Term	WC

### MLS 4416

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13234	01	Medical Microbiology I	09:00a - 09:50a	MWF	3	Galindo, S	20	PC / LIBR / 6		Full Term	VS
13235	02	Medical Microbiology I	09:00a - 09:50a	MWF	3	Galindo, S	20	MD / MERID / 509		Full Term	VS
13283	03	Medical Microbiology I	-		3	Galindo, S	15	PC / WEB / COURSE 35		Full Term	WC

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Medical Lab Science

### MLS 4418

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13236	01	Med Chem and Instrumentation	08:00a - 08:50a	MWF	3	Galindo, S	20	PC / LIBR / 6		Full Term	VS
13237	02	Med Chem and Instrumentation	08:00a - 08:50a	MWF	3	Galindo, S	20	MD / MERID / 509		Full Term	VS
13284	03	Med Chem and Instrumentation	-		3	Galindo, S	15	PC / WEB / COURSE 35		Full Term	WC

### MLS 4420

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13238	01	Medical Immunology	-		2	Spiegel, K	20	PC / WEB / COURSE 35		Full Term	WC
13239	02	Medical Immunology	-		2	Spiegel, K	20	MD / WEB / COURSE35		Full Term	WC
13280	03	Medical Immunology	-		2	Spiegel, K	6	PC / WEB / COURSE 35		Full Term	WC

### MLS 4422

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13240	01	Basic Concepts Transfusion Med	11:00a - 11:50a	WF	2	Nehr-Kanet, S	20	PC / LIBR / 6		Full Term	VS
13241	02	Basic Concepts Transfusion Med	11:00a - 11:50a	WF	2	Nehr-Kanet, S	20	MD / MERID / 509		Full Term	VS
13285	03	Basic Concepts Transfusion Med	-		2	Nehr-Kanet, S	15	PC / WEB / COURSE 35		Full Term	WC

### MLS 4424

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13242	01	Med Laboratory Fundamentals	09:00a - 11:50a	R	1	Spiegel, K	20	PC / LH / 130	200	Full Term	LB
13243	02	Med Laboratory Fundamentals	09:00a - 11:50a	R	1	Spiegel, K	20	MD / MERID / 678	200	Full Term	LB
13274	03	Med Laboratory Fundamentals	-		1	Spiegel, K	7	PC / WEB / COURSE 35		Full Term	WC

### MLS 4490

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13244	01	General Site Practicum	-		6	Galindo, S	6	PC / /		Full Term	OT
13245	02	General Site Practicum	-		6	Nehr-Kanet, S	6	MD / /		Full Term	OT

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Medical Lab Science**

**MLS 4491**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13247	01	Microbiology Practicum	-		2	Galindo, S	6	PC / /		Full Term	OT
13248	02	Microbiology Practicum	-		2	Nehr-Kanet, S	6	MD / /		Full Term	OT

**MLS 4492**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13250	01	Hematology and Urinalysis Prac	-		2	Galindo, S	6	PC / /		Full Term	OT
13251	02	Hematology and Urinalysis Prac	-		2	Nehr-Kanet, S	6	MD / /		Full Term	OT

**MLS 4493**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13252	01	Transfusion Blood Bank Prac	-		1	Galindo, S	6	PC / /		Full Term	OT
13253	02	Transfusion Blood Bank Prac	-		1	Nehr-Kanet, S	6	MD / /		Full Term	OT

**MLS 4494**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13254	01	Chemistry and Automation Prac	-		1	Galindo, S	6	PC / /		Full Term	OT
13255	02	Chemistry and Automation Prac	-		1	Nehr-Kanet, S	6	MD / /		Full Term	OT

**MLS 5512**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13256	01	Urinalysis and Body Fluids	-		1	Galindo, S	6	PC / WEB / COURSE 35		Full Term	WC
13257	02	Urinalysis and Body Fluids	-		1	Galindo, S	6	MD / WEB / COURSE35		Full Term	WC

**MLS 5514**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13258	01	Hematology and Hemostasis	10:00a - 10:50a	MWF	3	Nehr-Kanet, S	6	PC / LIBR / 6		Full Term	VS
13259	02	Hematology and Hemostasis	10:00a - 10:50a	MWF	3	Nehr-Kanet, S	4	MD / MERID / 509		Full Term	VS
13503	03	Hematology and Hemostasis	-		3	Nehr-Kanet, S	6	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Medical Lab Science

### MLS 5516

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13260	01	Medical Microbiology I	09:00a - 09:50a	MWF	3	Galindo, S	6	PC / LIBR / 6		Full Term	VS
13262	02	Medical Microbiology I	09:00a - 09:50a	MWF	3	Galindo, S	4	MD / MERID / 509		Full Term	VS
13504	03	Medical Microbiology I	-		3	Galindo, S	6	PC / WEB / COURSE 35		Full Term	WC

### MLS 5518

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13263	01	Med Chem and Instrumentation	08:00a - 08:50a	MWF	3	Galindo, S	6	PC / LIBR / 6		Full Term	VS
13264	02	Med Chem and Instrumentation	08:00a - 08:50a	MWF	3	Galindo, S	4	MD / MERID / 509		Full Term	VS
13505	03	Med Chem and Instrumentation	-		3	Galindo, S	6	PC / WEB / COURSE 35		Full Term	WC

### MLS 5520

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13265	01	Medical Immunology	-		2	Spiegel, K	6	PC / WEB / COURSE 35		Full Term	WC
13266	02	Medical Immunology	-		2	Spiegel, K	6	MD / WEB / COURSE 35		Full Term	WC

### MLS 5522

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13267	01	Basic Concepts Transfusion Med	11:00a - 11:50a	WF	2	Nehr-Kanet, S	6	PC / LIBR / 6		Full Term	VS
13268	02	Basic Concepts Transfusion Med	11:00a - 11:50a	WF	2	Nehr-Kanet, S	4	MD / MERID / 509		Full Term	VS
13506	03	Basic Concepts Transfusion Med	-		2	Nehr-Kanet, S	6	PC / WEB / COURSE 35		Full Term	WC

### MLS 5524

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13269	01	Medical Lab Fundamentals	09:00a - 11:50a	R	1	Spiegel, K	6	PC / LH / 130	200	Full Term	LB
13270	02	Medical Lab Fundamentals	09:00a - 11:50a	R	1	Spiegel, K	5	MD / MERID / 678	200	Full Term	LB
13507	03	Medical Lab Fundamentals	-		1	Spiegel, K	6	PC / WEB / COURSE 35		Full Term	WC

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## Div of Health Sciences

Division: Kasiska School of Health Prof

### Department: Medical Lab Science

#### MLS 6643

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13523	01	Adv Topics in Med Lab Educ	-		4	Spiegel, K	6	PC / WEB / COURSE	35	Full Term	WC
13524	02	Adv Topics in Med Lab Educ	-		4	Spiegel, K	6	MD / WEB / COURSE	35	Full Term	WC

#### MLS 6648

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13525	01	MLS Graduate Problems	-		9	Spiegel, K	6	PC / /		Full Term	OT
13271	02	MLS Graduate Problems	-		9	Nehr-Kanet, S	6	MD / /		Full Term	OT
14533	03	MLS Graduate Problems	-		9	Galindo, S	6	PC / /		Full Term	OT

#### MLS 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13526	01	MLS Thesis	-		9	Spiegel, K	6	PC / /		Full Term	OT
13272	02	MLS Thesis	-		9	Nehr-Kanet, S	6	MD / /		Full Term	OT
14534	03	MLS Thesis	-		9	Galindo, S	6	PC / /		Full Term	OT

### Department: Paramedic Science

#### PARM 2211

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13677	01	Basic ECG Interpretation	08:30a - 11:30a	T	3	Hackwith, R	20	MD / MERID / 506		Full Term	WS

#### PARM 2212

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13678	01	Paramedic Pharmacology	12:00p - 03:00p	T	3	Hackwith, R	20	MD / MERID / 506		Full Term	WS

#### PARM 2213

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13679	01	Paramedic Fundamentals	03:30p - 05:30p	T	2	Hackwith, R	20	MD / MERID / 506		Full Term	WS

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Paramedic Science

### PARM 2213L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13680	01	Paramedic Fundamentals Lab	09:00a - 12:00p	W	1	Hackwith, R	20	MD / MERID / 506		Full Term	LB

### PARM 2214

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13681	01	Paramedic Pathophysiology	09:00a - 12:00p	R	3	Hackwith, R	20	MD / MERID / 506		Full Term	WS

### PARM 2215

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13682	01	Intro to Paramedic Medicine	01:00p - 04:00p	R	3	Hackwith, R	20	MD / MERID / 506		Full Term	WS

### PARM 2217L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13683	01	Paramedic Integration Lab	01:00p - 04:00p	W	1	Hackwith, R	20	MD / MERID / 506		Full Term	LB

### PARM 2249

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14767	01	Paramedic Field Practicum II	-		6	Hackwith, R	20	MD / /		Full Term	OT

## Department: Radiographic Science

### RS 1105

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11995	01	Intro to Radiographic Science	-		1	Hobbs, D	50	PC / WEB / COURSE 35		Full Term	WC

### RS 3310

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11997	01	Radiographic Methods I	08:00a - 08:50a	MW	2	Hobbs, D	20	PC / TURN / 111		Full Term	CL

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Radiographic Science

### RS 3312

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12365	01	Radiographic Methods III	12:30p - 02:20p	T	2	Mickelsen, W	18	PC / NURS / 120		Full Term	CL

### RS 3320

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12001	01	Radiographic Imaging Apps	12:00p - 12:50p	M	1	Mickelsen, W	20	PC / NURS / 120		Full Term	CL

### RS 3320L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12021	01	Radiographic Imaging Apps Lab	01:00p - 02:50p	M	1	Mickelsen, W	10	PC / NURS / 120		Full Term	LB
12022	02	Radiographic Imaging Apps Lab	03:00p - 04:50p	M	1	Mickelsen, W	9	PC / NURS / 120		Full Term	LB

### RS 3325

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12003	01	Patient Care in Radiography	09:00a - 11:25a	M	3	Mickelsen, W	20	PC / NURS / 120		Full Term	CL

### RS 3330

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12004	01	Radiographic Exposure	09:00a - 10:50a	W	3	Ward, T	20	PC / NURS / 120		Full Term	CL

### RS 3330L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12024	01	Radiographic Exposure Lab	11:30a - 01:20p	W	0	Ward, T	10	PC / NURS / 120		Full Term	LB
12026	02	Radiographic Exposure Lab	01:30p - 03:20p	W	0	Ward, T	9	PC / NURS / 120		Full Term	LB

### RS 3340

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12005	01	Laboratory Practicum I	08:00a - 09:50a	F	1	Call, K	5	PC / NURS / 120		Full Term	LB
12007	02	Laboratory Practicum I	10:00a - 11:50a	F	1	Call, K	5	PC / NURS / 120		Full Term	LB
12009	03	Laboratory Practicum I	12:30p - 02:20p	F	1	Call, K	5	PC / NURS / 120		Full Term	LB
12011	04	Laboratory Practicum I	02:30p - 04:20p	F	1	Call, K	5	PC / NURS / 120		Full Term	LB

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Kasiska School of Health Prof

Department: Radiographic Science

### RS 3342

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12973	01	Laboratory Practicum III	02:30p - 04:20p	T	1	Mickelsen, W	5	PC / NURS / 120		Full Term	LB
12974	02	Laboratory Practicum III	09:00a - 10:50a	R	1	Mickelsen, W	5	PC / NURS / 120		Full Term	LB
12975	03	Laboratory Practicum III	11:00a - 12:50p	R	1	Mickelsen, W	4	PC / NURS / 120		Full Term	LB
12976	04	Laboratory Practicum III	01:00p - 02:50p	R	1	Mickelsen, W	4	PC / NURS / 120		Full Term	LB

### RS 3389

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12016	01	Applied Radiograph I	08:00a - 04:50p	TR	4	Mickelsen, W	20	PC / OFFPC /		Full Term	OT

### RS 4421

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13910	01	Computed Tomography	10:00a - 10:50a	T	1	Hobbs, D	18	PC / NURS / 120		Full Term	CL

### RS 4450

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12018	01	Alt Imaging and Intro R and D	11:00a - 11:50a	T	1	Hobbs, D	18	PC / NURS / 120		Full Term	CL

### RS 4460

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12019	01	Intro Rad Quality Assurance	08:00a - 09:50a	T	2	Price, K	18	PC / NURS / 120		Full Term	CL

### RS 4481

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13443	01	Independent Problems	-		1	Hobbs, D	9	PC / /		Full Term	WS
13484	02	Independent Problems	-		1	Hobbs, D	9	PC / /		Full Term	WS
15578	03	Independent Problems	-		1	Hobbs, D	9	PC / /		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Kasiska School of Health Prof**  
**Department: Radiographic Science**

**RS 4489**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12020 01	Applied Radiography IV	08:00a - 04:50p	MWF	6	Mickelsen, W	20	PC / OFFPC /		Full Term	OT

**RS 4491**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13444 01	ST:Specialty Clinical	-		3	Hobbs, D	18	PC / /		Full Term	WS

**Division: Office of Med and Oral Health**  
**Department: Dental Hygiene**

**DENT 2201**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10891 01	Principles of Dental Hygiene	02:00p - 03:50p	W	2	Long, M	27	PC / DA / 134		Full Term	CL
10892 02	Principles of Dental Hygiene	-		2	Long, M	20	PC / WEB / COURSE 35		Full Term	WC

**DENT 2220**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10893 01	Introduction to Dental Office	11:00a - 12:30p	M	2	Ellis, K	25	PC / REND / 223		Full Term	WS

**DENT 3307**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13403 01	Prevent and Mgmt of Med Emerg	03:00p - 04:50p	R	2	Tranmer, R	36	PC / DA / 132		Full Term	WS

**DENT 3308**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10894 01	Oral Histology and Embryology	01:00p - 02:50p	R	2	Pilarski, J	36	PC / DA / 132		Full Term	WS

**DENT 3311**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10895 01	Tooth Morphology	08:00a - 09:25a	R	2	Zollinger, J	36	PC / DA / 132		Full Term	WS
10895 01	Tooth Morphology	09:30a - 11:50a	R	2	Zollinger, J	36	PC / DA / 134		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Office of Med and Oral Health

Department: Dental Hygiene

### DENT 3312

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10896	01	Head and Neck Anatomy	01:00p - 01:50p	W	3	Pilarski, J	30	PC / DA / 132		Full Term	WS
10896	01	Head and Neck Anatomy	09:00a - 10:50a	T	3	Pilarski, J	30	PC / DA / 132		Full Term	WS

### DENT 3313

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10897	01	Clinical Dental Hygiene I	11:00a - 11:50a	T	3	Garland, K	33	PC / DA / 132		Full Term	WS
10897	01	Clinical Dental Hygiene I	02:00p - 03:50p	W	3	Garland, K	33	PC / DA / 132		Full Term	WS

### DENT 3313C

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10915	01	Clin Dental Hygiene I Clinic	08:00a - 11:50a	WF	3	Garland, K	36	PC / CLIN / 11	300	Full Term	WS
10915	01	Clin Dental Hygiene I Clinic	01:00p - 04:50p	M	3	Garland, K	36	PC / CLIN / 11	300	Full Term	WS

### DENT 3315

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10898	01	Preventive Dentistry	10:00a - 11:50a	M	2	Freudenthal, J	38	PC / DA / 132		Full Term	WS

### DENT 3399

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14089	01	Dental Materials	01:00p - 04:50p	T	2	Tranmer, R	30	PC / DA / 134		Full Term	WS

### DENT 4402

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10900	01	Advanced Periodontology	10:00a - 11:50a	M	2	Stephenson, M	30	PC / DA / 134		Full Term	WS

### DENT 4403

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10901	01	Advanced Clinical Theory I	10:00a - 11:50a	W	2	Calley, K	30	PC / DA / 132		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Office of Med and Oral Health**  
**Department: Dental Hygiene**

**DENT 4403C**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10916	01	Adv Clinical Practice I Clinic	08:00a - 11:50a	TR	4	Calley, K	30	PC / CLIN / 11	550	Full Term	WS
10916	01	Adv Clinical Practice I Clinic	01:00p - 04:50p	TR	4	Calley, K	30	PC / CLIN / 11	550	Full Term	WS

**DENT 4404C**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15445	01	Adv Clinical Pract II Clinic	01:00p - 04:50p	TR	4	Calley, K	3	PC / CLIN / 11	550	Full Term	WS
15445	01	Adv Clinical Pract II Clinic	08:00a - 11:50a	TR	4	Calley, K	3	PC / CLIN / 11	550	Full Term	WS

**DENT 4408**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15441	01	Ethical and Legal Principles	08:00a - 09:50a	M	2	Portillo, K	58	PC / REND / 118		Full Term	WS

**DENT 4411**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10902	01	Applying Restorative Therapies	08:00a - 09:50a	W	2	Freudenthal, J	30	PC / DA / 132		Full Term	WS

**DENT 4411C**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10917	01	Restorative Care I	01:00p - 04:50p	W	1	Freudenthal, J	30	PC / CLIN / 11	350	Full Term	WS

**DENT 4413**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10903	01	Community Health	01:00p - 01:50p	M	3	Portillo, K	30	PC / DA / 132		Full Term	WS
10903	01	Community Health	09:00a - 10:50a	F	3	Portillo, K	30	PC / REND / 236		Full Term	WS

**DENT 4499**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15440	02	Research Methods	10:00a - 11:50a	F	2	Johnson, T	30	PC / REND / 215		Full Term	WS
15442	03	Interprof Practice Mgmt	02:00p - 03:50p	M	3	Bono, L	30	PC / DA / 132		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Office of Med and Oral Health**  
**Department: Dental Hygiene**

**DENT 5596**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13418	01	Graduate Seminar I	-		1	Rogo, E	15	PC / WEB / COURSE	35	Full Term	WC

**DENT 6605**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10904	01	Prog Developmnt and Evaluatn	-		3	Rogo, E	16	PC / WEB / COURSE	88	Full Term	WC
10904	01	Prog Developmnt and Evaluatn	-		3	Rogo, E	16	PC / WEB / COURSE	35	Full Term	WC

**DENT 6620**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10906	01	Adv Educ Theory and Methods	-		3	Dodge, V	10	PC / WEB / COURSE	35	Full Term	WC
10906	01	Adv Educ Theory and Methods	-		3	Dodge, V	10	PC / WEB / COURSE	88	Full Term	WC

**DENT 6625**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10907	01	Dent Hygiene Education Pract	-		4	Gurenlian, J	5	PC / WEB / COURSE	35	Full Term	WC
10907	01	Dent Hygiene Education Pract	-		4	Gurenlian, J	5	PC / WEB / COURSE	88	Full Term	WC
15655	02	Dent Hygiene Education Pract	-		4	Calley, K	5	PC / WEB / COURSE	88	Full Term	WC
15655	02	Dent Hygiene Education Pract	-		4	Calley, K	5	PC / WEB / COURSE	35	Full Term	WC
15656	03	Dent Hygiene Education Pract	-		4	Johnson, T	5	PC / WEB / COURSE	35	Full Term	WC
15656	03	Dent Hygiene Education Pract	-		4	Johnson, T	5	PC / WEB / COURSE	88	Full Term	WC
15657	04	Dent Hygiene Education Pract	-		4	Freudenthal, J	5	PC / WEB / COURSE	88	Full Term	WC
15657	04	Dent Hygiene Education Pract	-		4	Freudenthal, J	5	PC / WEB / COURSE	35	Full Term	WC
15658	05	Dent Hygiene Education Pract	-		4	Rogo, E	5	PC / WEB / COURSE	35	Full Term	WC
15658	05	Dent Hygiene Education Pract	-		4	Rogo, E	5	PC / WEB / COURSE	88	Full Term	WC
15659	06	Dent Hygiene Education Pract	-		4	Portillo, K	5	PC / WEB / COURSE	35	Full Term	WC
15659	06	Dent Hygiene Education Pract	-		4	Portillo, K	5	PC / WEB / COURSE	88	Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Office of Med and Oral Health**  
**Department: Dental Hygiene**

## DENT 6630

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10908	01	Rural and Comm Health Program	-		3	Portillo, K	10	MD / WEB / COURSE35		Full Term	WC
10908	01	Rural and Comm Health Program	-		3	Portillo, K	10	MD / WEB / COURSE88		Full Term	WC

## DENT 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13062	01	Rural and Comm Health Pract	-		4	Portillo, K	5	PC / WEB / COURSE 35		Full Term	WC
13062	01	Rural and Comm Health Pract	-		4	Portillo, K	5	PC / WEB / COURSE 88		Full Term	WC
15660	02	Rural and Comm Health Pract	-		4	Calley, K	5	PC / WEB / COURSE 35		Full Term	WC
15660	02	Rural and Comm Health Pract	-		4	Calley, K	5	PC / WEB / COURSE 88		Full Term	WC
15661	03	Rural and Comm Health Pract	-		4	Johnson, T	5	PC / WEB / COURSE 88		Full Term	WC
15661	03	Rural and Comm Health Pract	-		4	Johnson, T	5	PC / WEB / COURSE 35		Full Term	WC
15662	04	Rural and Comm Health Pract	-		4	Freudenthal, J	5	PC / WEB / COURSE 35		Full Term	WC
15662	04	Rural and Comm Health Pract	-		4	Freudenthal, J	5	PC / WEB / COURSE 88		Full Term	WC
15663	05	Rural and Comm Health Pract	-		4	Rogo, E	5	PC / WEB / COURSE 88		Full Term	WC
15663	05	Rural and Comm Health Pract	-		4	Rogo, E	5	PC / WEB / COURSE 35		Full Term	WC
15664	06	Rural and Comm Health Pract	-		4	Gurenlian, J	5	PC / WEB / COURSE 35		Full Term	WC
15664	06	Rural and Comm Health Pract	-		4	Gurenlian, J	5	PC / WEB / COURSE 88		Full Term	WC

## DENT 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10909	01	Independent Study Dent Hygiene	-		3	Portillo, K	2	PC / WEB / COURSE 88		Full Term	WC
10909	01	Independent Study Dent Hygiene	-		3	Portillo, K	2	PC / WEB / COURSE 35		Full Term	WC
12494	02	Independent Study Dent Hygiene	-		3	Rogo, E	2	PC / WEB / COURSE 35		Full Term	WC
12494	02	Independent Study Dent Hygiene	-		3	Rogo, E	2	PC / WEB / COURSE 88		Full Term	WC
12495	03	Independent Study Dent Hygiene	-		3	Johnson, T	2	PC / WEB / COURSE 88		Full Term	WC
12495	03	Independent Study Dent Hygiene	-		3	Johnson, T	2	PC / WEB / COURSE 35		Full Term	WC
13359	04	Independent Study Dent Hygiene	-		3	Gurenlian, J	2	PC / WEB / COURSE 88		Full Term	WC
13359	04	Independent Study Dent Hygiene	-		3	Gurenlian, J	2	PC / WEB / COURSE 35		Full Term	WC
13360	05	Independent Study Dent Hygiene	-		3	Garland, K	2	PC / WEB / COURSE 88		Full Term	WC
13360	05	Independent Study Dent Hygiene	-		3	Garland, K	2	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Office of Med and Oral Health**  
**Department: Dental Hygiene**

**DENT 6640**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13361	06	Independent Study Dent Hygiene	-		3	Freudenthal, J	2	PC / WEB / COURSE	88	Full Term	WC
13361	06	Independent Study Dent Hygiene	-		3	Freudenthal, J	2	PC / WEB / COURSE	35	Full Term	WC

**DENT 6646**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12581	01	Health Research	-		3	Johnson, T	10	PC / WEB / COURSE	88	Full Term	WC
12581	01	Health Research	-		3	Johnson, T	10	PC / WEB / COURSE	35	Full Term	WC

**DENT 6650**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
10910	01	Thesis	-		9	Johnson, T	7	PC / WEB / COURSE	176	Full Term	WC
10910	01	Thesis	-		9	Johnson, T	7	PC / WEB / COURSE	35	Full Term	WC
10911	02	Thesis	-		9	Rogo, E	7	PC / WEB / COURSE	35	Full Term	WC
10911	02	Thesis	-		9	Rogo, E	7	PC / WEB / COURSE	176	Full Term	WC
10912	03	Thesis	-		9	Freudenthal, J	7	PC / WEB / COURSE	35	Full Term	WC
10912	03	Thesis	-		9	Freudenthal, J	7	PC / WEB / COURSE	176	Full Term	WC
10913	04	Thesis	-		9	Garland, K	7	PC / WEB / COURSE	35	Full Term	WC
10913	04	Thesis	-		9	Garland, K	7	PC / WEB / COURSE	176	Full Term	WC
10914	05	Thesis	-		9	Calley, K	7	PC / WEB / COURSE	35	Full Term	WC
10914	05	Thesis	-		9	Calley, K	7	PC / WEB / COURSE	176	Full Term	WC
13362	06	Thesis	-		9	Gurenlian, J	9	PC / WEB / COURSE	35	Full Term	WC
13362	06	Thesis	-		9	Gurenlian, J	9	PC / WEB / COURSE	176	Full Term	WC

**Department: Idaho Oral Health Institute**

**IAGD 6610**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11259	01	General Dentistry Practicum I	09:00a - 04:00p	TWRF	12	Crawford, B	4	PC / FMED / B42		Full Term	OT
11260	02	General Dentistry Practicum I	09:00a - 04:00p	TWRF	12	Powell, P	4	MD / OFFMD /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Office of Med and Oral Health

Department: Idaho Oral Health Institute

### IAGD 6624

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11261	01	Dental Practice Management I	03:00p - 04:00p	T	1	Crawford, B	4	PC / FMED / B42		Full Term	CL
11262	02	Dental Practice Management I	03:00p - 04:00p	T	1	Powell, P	4	MD / /		Full Term	CL

### IAGD 6630

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11263	01	Dental Implantology I	12:00p - 02:00p	R	1	Crawford, B	4	PC / FMED / B42		Full Term	CL
11264	02	Dental Implantology I	12:00p - 02:00p	R	1	Powell, P	4	MD / /		Full Term	CL

### IAGD 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11265	01	Dental Medicine Seminar I	08:00a - 08:50a	W	1	Crawford, B	4	PC / FMED / B42		Full Term	CL
11266	02	Dental Medicine Seminar I	08:00a - 09:00a	W	1	Powell, P	4	MD / /		Full Term	CL

### IAGD 6640

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11267	01	Dental Conscious Sedation I	12:00p - 02:00p	W	2	Crawford, B	4	PC / FMED / B42		Full Term	CL
11268	02	Dental Conscious Sedation I	12:00p - 02:00p	W	2	Powell, P	4	MD / /		Full Term	CL

### IAGD 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11269	01	Gen Dent Videoteleconference I	03:00p - 05:00p	M	4	Crawford, B	4	PC / /		Full Term	VS
11270	02	Gen Dent Videoteleconference I	03:00p - 05:00p	M	4	Powell, P	4	MD / /		Full Term	VS

### IAGD 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11271	01	Dental Literature Review I	08:00a - 08:50a	M	1	Crawford, B	4	PC / /		Full Term	VS
11272	02	Dental Literature Review I	08:00a - 08:50a	M	1	Powell, P	4	MD / /		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Office of Med and Oral Health

Department: Idaho Oral Health Institute

### IDEP 5513

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11256	01	Dental Anatomy Lecture	08:00a - 08:50a	R	1	Ybarguen, J	8	PC / FMED / B8		Full Term	CL

### IDEP 5514

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
12472	01	Dental Anatomy Lab	09:00a - 01:00p	TWR	3	Ybarguen, J	8	PC / FMED / B8		Full Term	LB

### IDEP 5515

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11257	01	Dental Materials Science I	09:00a - 12:50p	F	2	Reddish, L	8	PC / FMED / B8	50	Full Term	LL

### IDEP 5523

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11258	01	Preventive Dentistry	10:00a - 11:50a	M	2	Biom, C	8	PC / DA / 132		Full Term	CL

## Department: Physician Assistant Studies

### PAS 6601

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11523	01	Intro to Physician Assistant	01:00p - 02:50p	MWF	7	Papa, J	30	PC / REDHL / 217		Full Term	VS
11524	02	Intro to Physician Assistant	01:00p - 02:50p	MWF	7	Papa, J	30	MD / MERID / 684		Full Term	VS
15146	03	Intro to Physician Assistant	01:00p - 02:50p	MWF	7	Papa, J	12	MD / OFFMD /		Full Term	VS

### PAS 6602

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11525	01	Evidence-Based Medicine	09:00a - 10:50a	MF	3	Phelps, P	30	PC / REDHL / 217		Full Term	VS
11526	02	Evidence-Based Medicine	09:00a - 10:50a	MF	3	Phelps, P	30	MD / MERID / 684		Full Term	VS
15147	03	Evidence-Based Medicine	09:00a - 10:50a	MF	3	Phelps, P	12	MD / OFFMD /		Full Term	VS

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: Office of Med and Oral Health**  
**Department: Physician Assistant Studies**

**PAS 6603**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11527	01	Clinical Assessment	02:30p - 05:00p	TR	6	Martin, D	30	PC / REDHL / 217		Full Term	VS
11528	02	Clinical Assessment	02:30p - 05:00p	TR	6	Martin, D	30	MD / MERID / 771		Full Term	VS
15148	03	Clinical Assessment	02:30p - 05:00p	TR	6	Martin, D	12	MD / OFFMD /		Full Term	VS

**PAS 6604**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11529	01	Pharmacology	10:00a - 11:50a	W	2	Johnson, J	30	PC / REDHL / 217		Full Term	VS
11530	02	Pharmacology	10:00a - 11:50a	W	2	Johnson, J	30	MD / MERID / 684		Full Term	VS
15149	03	Pharmacology	10:00a - 11:50a	W	2	Johnson, J	12	MD / OFFMD /		Full Term	VS

**PAS 6661**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11531	01	Clinical Rotation I	-		4	Whitaker, K	30	PC / /		Full Term	OT
11532	02	Clinical Rotation I	-		4	Smith, A	30	MD / /		Full Term	OT

**PAS 6662**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11533	01	Clinical Rotation II	-		4	Whitaker, K	30	PC / /		Full Term	OT
11534	02	Clinical Rotation II	-		4	Smith, A	30	MD / /		Full Term	OT

**PAS 6663**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11535	01	Clinical Rotation III	-		4	Whitaker, K	30	PC / /		Full Term	OT
11536	02	Clinical Rotation III	-		4	Smith, A	30	MD / /		Full Term	OT

**PAS 6664**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11537	01	Clinical Rotation IV	-		4	Smith, A	3	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Office of Med and Oral Health

Department: Physician Assistant Studies

### PAS 6665

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11538	01	Clinical Rotation V	-		4	Smith, A	3	PC / /		Full Term	OT

### PAS 6666

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11539	01	Clinical Rotation VI	-		4	Smith, A	3	PC / /		Full Term	OT

### PAS 6667

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11540	01	Clinical Rotation VII	-		4	Smith, A	3	PC / /		Full Term	OT

### PAS 6668

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11541	01	Clinical Rotation VIII	-		4	Smith, A	3	PC / /		Full Term	OT

### PAS 6671

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11542	01	Capstone Assessment I	-		1	Talford, D	30	PC / /		Full Term	OT
11543	02	Capstone Assessment I	-		1	Talford, D	30	MD / /		Full Term	OT

### PAS 6672

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11544	01	Capstone Assessment II	-		2	Phelps, P	3	PC / /		Full Term	OT

### PAS 6673

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11545	01	Capstone Assessment III	-		1	Talford, D	3	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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## Div of Health Sciences

Division: Office of Med and Oral Health

Department: Physician Assistant Studies

### PAS 6689

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13058	01	Graduate Special Topics	-		4	Phelps, P	2	PC / /		Full Term	OT

## Division: School of Nursing

Department: Nursing

### NURS 3351

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11454	01	Medical-Surgical Nurs Pract I	07:00a - 07:00p	T	4	Sabel, C	15	PC / OFFPC /		Full Term	LB
11455	02	Medical-Surgical Nurs Pract I	07:00a - 07:00p	W	4	Sabel, C	8	PC / OFFPC /		Full Term	LB
11456	03	Medical-Surgical Nurs Pract I	07:00a - 07:00p	R	4	Belliston, S	7	PC / OFFPC /		Full Term	LB
11457	04	Medical-Surgical Nurs Pract I	07:00a - 07:00p	WR	4	Jardine-Dickerson, S	12	IF / OFFIF /		Full Term	LB
11458	05	Medical-Surgical Nurs Pract I	07:00a - 07:00p	WR	4	Sabel, C	13	IF / OFFIF /		Full Term	LB
11459	06	Medical-Surgical Nurs Pract I	07:00a - 07:00p	W	4	Sabel, C	7	PC / OFFPC /		Full Term	LB
11460	07	Medical-Surgical Nurs Pract I	07:00a - 07:00p	R	4	Omotowa, O	8	PC / OFFPC /		Full Term	LB

### NURS 3354

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11461	01	Medical-Surgical Nursing I	09:00a - 10:30a	MF	3	Gee, P	51	PC / VOART / 117		Full Term	VS
11462	02	Medical-Surgical Nursing I	09:00a - 10:30a	MF	3	Gee, P	20	IF / CHE / 208		Full Term	VS

### NURS 3371

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14411	01	Medical-Surgical Nurs II Pract	06:30a - 03:30p	TR	4	Drake, D	10	MD / OFFMD /		Full Term	LB
14412	02	Medical-Surgical Nurs II Pract	06:30a - 03:30p	TR	4	Tavernier, S	10	MD / OFFMD /		Full Term	LB
14413	03	Medical-Surgical Nurs II Pract	06:30a - 03:30p	TR	4	Bledsoe, C	10	MD / OFFMD /		Full Term	LB

### NURS 3372

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11463	01	Nursing Care of Older Adult	-		2	Moore, B	70	PC / WEB / COURSE 35		Full Term	WC

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: School of Nursing**  
**Department: Nursing**

## NURS 3374

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14414	04	Medical-Surgical Nursing II	08:00a - 12:00p	F	4	Bledsoe, C	30	MD / MERID / 559		Full Term	CL

## NURS 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11465	01	Socialization in Prof Nursing	-		1	Ovitt, M	2	PC / /		Full Term	WS

## NURS 4412

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11466	01	Childbearing Families-Women	-		3	Rocha, E	30	PC / /		Full Term	WS
11468	03	Childbearing Families-Women	-		3	Rocha, E	30	MD / OFFMD /		Full Term	WS

## NURS 4413

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13066	01	Childbearing Fmly Women Pract	07:00a - 07:00p	T	2	Sabel, C	10	PC / OFFPC /		Full Term	LB
13067	02	Childbearing Fmly Women Pract	07:00a - 07:00p	T	2	Sabel, C	10	IF / OFFIF /		Full Term	LB
13068	03	Childbearing Fmly Women Pract	07:00a - 07:00p	T	2	Belliston, S	10	PC / OFFPC /		Full Term	LB
11469	04	Childbearing Fmly Women Pract	-	MW	2		10	MD / OFFMD /		Full Term	LB
12515	05	Childbearing Fmly Women Pract	-	MW	2		10	MD / OFFMD /		Full Term	LB
12516	06	Childbearing Fmly Women Pract	-	MW	2	Moore, B	10	MD / OFFMD /		Full Term	LB

## NURS 4414

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11470	01	Psych-Mental Health Nursing	-		3	Jardine-Dickerson, S	30	PC / WEB / COURSE 35		Full Term	WC

## NURS 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13069	01	Psych-Mental Health Nurs Pract	07:00a - 03:00p	TR	2	Jardine-Dickerson, S	10	PC / OFFPC /		Full Term	OT
13070	02	Psych-Mental Health Nurs Pract	07:00a - 03:00p	TR	2	Jardine-Dickerson, S	10	IF / OFFIF /		Full Term	OT
13071	03	Psych-Mental Health Nurs Pract	07:00a - 03:00p	TR	2	Baron, K	10	PC / OFFPC /		Full Term	OT

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**Div of Health Sciences**  
**Division: School of Nursing**  
**Department: Nursing**

**NURS 4416**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11471	01	Health Care Informatics Nurs	-		1	Ovitt, M	70	PC / WEB / COURSE	35	Full Term	WC

**NURS 4418**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11472	01	Leadership and Management	-		3	Ovitt, M	41	PC / /		Full Term	WS

**NURS 4418L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11506	01	Leadership and Management Lab	-		2	Ovitt, M	10	PC / /		Full Term	LB
11507	02	Leadership and Management Lab	-		2	Ovitt, M	11	PC / /		Full Term	LB
11508	03	Leadership and Management Lab	-		2	Ovitt, M	10	PC / /		Full Term	LB
11509	04	Leadership and Management Lab	-		2	Ovitt, M	10	PC / /		Full Term	LB

**NURS 4426**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11473	01	Community Health Nursing	-		3	Gee, J	40	PC / WEB / COURSE	35	Full Term	WC

**NURS 4426L**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11510	01	Community Health Nursing Lab	-		2	Gee, J	10	PC / /		Full Term	LB
11511	02	Community Health Nursing Lab	-		2	Gee, J	10	PC / /		Full Term	LB
11512	03	Community Health Nursing Lab	-		2	Gee, J	10	PC / /		Full Term	LB
11513	04	Community Health Nursing Lab	-		2	Gee, J	10	PC / /		Full Term	LB

**NURS 4491**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13144	02	Independent Study in Nursing	-		3	Sabel, C	3	PC / /		Full Term	OT
11476	03	Independent Study in Nursing	-		3	Bledsoe, C	3	MD / /		Full Term	OT
11477	04	Independent Study in Nursing	-		3	Tavernier, S	3	MD / /		Full Term	OT
11478	05	Independent Study in Nursing	-		3	Jardine-Dickerson, S	3	IF / /		Full Term	OT

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Div of Health Sciences

Division: School of Nursing

Department: Nursing

## NURS 4491

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11479	06	Independent Study in Nursing	-		3	Omotowa, O	3	PC / /		Full Term	OT
11485	12	Independent Study in Nursing	-		3	Marquette, L	3	PC / /		Full Term	OT
11486	13	Independent Study in Nursing	-		3	Reiland, D	3	PC / /		Full Term	OT
11487	14	Independent Study in Nursing	-		3	Belliston, S	3	PC / /		Full Term	OT
11488	15	Independent Study in Nursing	-		3	Ovitt, M	3	PC / /		Full Term	OT

## NURS 6600

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11490	01	Theortical Found Nurs Pract	-		3	Adams, R	20	PC / WEB / COURSE	35	Full Term	WC

## NURS 6612

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11491	01	Health Care Rural Community	-		2	Adams, R	8	PC / WEB / COURSE	35	Full Term	WC

## NURS 6635

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14419	01	Curriculum Issues and Dev	-		3	Baron, K	8	PC / WEB / COURSE	35	Full Term	WC

## NURS 6636

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11493	01	Special Problems	-		3		5	PC / WEB / COURSE	35	Full Term	WC
11494	02	Special Problems	-		3	Kehinde, J	5	PC / WEB / COURSE	35	Full Term	WC
11495	03	Special Problems	-		3	Baron, K	5	PC / WEB / COURSE	35	Full Term	WC
11496	04	Special Problems	-		3	Neill, K	5	PC / WEB / COURSE	35	Full Term	WC
11499	05	Special Problems	-		3	Pesnell, K	5	PC / WEB / COURSE	35	Full Term	WC
11500	06	Special Problems	-		3	Avidson, C	5	PC / WEB / COURSE	35	Full Term	WC

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Div of Health Sciences

Division: School of Nursing

Department: Nursing

## NURS 6639

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11502	01	Teach Learn Strat Nurs Educ	-		3	Pesnell, K	8	PC / WEB / COURSE	35	Full Term	WC

## NURS 6642

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14422	01	Primary Care of Young Adult	-		3	Pesnell, K	6	PC / WEB / COURSE	35	Full Term	WC

## NURS 6642L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14423	01	Primary Care Young Adults Lab	-		2	Aridson, C	6	PC / WEB / COURSE	35	Full Term	WC

## NURS 7720

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13902	01	Professional Issues DNP I	-		3	Pesnell, K	22	PC / WEB / COURSE	35	Full Term	WC

## NURS 7723

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14425	01	Health Promo Adv Pract Nurses	-		3	Aridson, C	6	PC / WEB / COURSE	35	Full Term	WC

## NURS 7725

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13981	01	Info Technology Health	-		2	Aridson, C	20	PC / WEB / COURSE	35	Full Term	WC

## NURS 8808

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14426	01	Theoretical Analysis Nurs Sci	-		3	Adams, R	2	PC / WEB / COURSE	35	Full Term	WC

## NURS 8809

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13903	01	Rural and Global Communities	-		2	Adams, R	27	PC / WEB / COURSE	35	Full Term	WC

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## Div of Health Sciences

Division: School of Nursing

Department: Nursing

### NURS 8826

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14427	01	Advanced Scientific Writing	-		2	Neill, K	10	PC / WEB / COURSE	35	Full Term	WC

### NURS 8880

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13905	01	Research Seminar I	-		1	Avidson, C	6	PC / WEB / COURSE	35	Full Term	WC

### NURS 8882

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14429	01	Research Seminar III	-		1	Kehinde, J	2	PC / WEB / COURSE	35	Full Term	WC

## Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 1126

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14795	01	Deaf Studies	-		1	Miller, M	50	PC / WEB / COURSE	35	Full Term	WC
14796	02	Deaf Studies	-		1	Miller, M	50	MD / WEB / COURSE	35	Full Term	WC

### CSD 1151

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14797	01	American Sign Language I	11:00a - 11:50a	MTW	3	Gaona, K	20	PC / NURS / 304		Full Term	WS
14798	02	American Sign Language I	12:00p - 12:50p	MTW	3	Gaona, K	20	PC / NURS / 304		Full Term	WS
15513	ZA	American Sign Language I	09:30a - 11:02a	MTWRF	3	Miller, P	50	HS / HSREG2 /		High	CL
15515	ZB	American Sign Language I	09:30a - 11:02a	MTWRF	3	Miller, P	50	HS / HSREG2 /		High	CL

### CSD 1151L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14799	01	American Sign Language I Lab	11:00a - 11:50a	R	1	Gaona, K	20	PC / NURS / 304	116	Full Term	LB
14800	02	American Sign Language I Lab	12:00p - 12:50p	R	1	Gaona, K	20	PC / NURS / 304	116	Full Term	LB
15514	ZA	American Sign Language I Lab	09:30a - 11:02a	MTWRF	1	Miller, P	50	HS / HSREG2 /		High	LB
15517	ZB	American Sign Language I Lab	09:30a - 11:02a	MTWRF	1	Miller, P	50	HS / HSREG2 /		High	LB

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 2227

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14801	01	Basic Sign I	05:00p - 06:40p	M	2	Gaona, K	30	PC / REND / 241		Full Term	WS
14802	02	Basic Sign I	05:00p - 06:40p	M	2	Mattingly, R	26	IF / CHE / 308		Full Term	WS
14803	03	Basic Sign I	05:00p - 06:40p	M	2	Melton, J	26	MD / MERID / 688		Full Term	WS

### CSD 2249

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14793	01	Fingerspelling and Numbers	09:30a - 10:45a	TR	3	Turner, E	15	PC / NURS / 304		Full Term	WS
14794	02	Fingerspelling and Numbers	11:00a - 12:15p	TR	3	Morgan, E	15	MD / MERID / 698		Full Term	WS

### CSD 2250

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14804	01	Signing Seminar	-		3	Morgan, E	30	MD / WEB / COURSE35		Full Term	WC

### CSD 2250L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14805	01	Signing Seminar Lab	-		1	Morgan, E	30	MD / WEB / COURSE35		Full Term	WC

### CSD 2251

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14806	01	American Sign Language III	11:00a - 12:40p	TR	4	Miller, M	20	PC / REND / 234		Full Term	WS

### CSD 2251L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14807	01	American Sign Language III Lab	-		0	Miller, M	20	PC / /	30	Full Term	LB

### CSD 3315

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14808	03	Clinical Processes Pediatric	-		3	Knudson, S	15	PC / WEB / COURSE 35		Full Term	WC
14808	03	Clinical Processes Pediatric	-		3	Knudson, S	15	PC / WEB / COURSE 200		Full Term	WC
14809	04	Clinical Processes Pediatric	-		3	Knudson, S	15	PC / WEB / COURSE 200		Full Term	WC

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 3315

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14809	04	Clinical Processes Pediatric	-		3	Knudson, S	15	PC / WEB / COURSE	35	Full Term	WC

### CSD 3321

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14810	01	Clinical Phonetics Phonology	09:00a - 10:15a	MW	3	Ramsdell, H	30	PC / LIBR / 13		Full Term	VS
14811	02	Clinical Phonetics Phonology	09:00a - 10:15a	MW	3	Ramsdell, H	40	MD / MERID / 697		Full Term	VS
14812	03	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14812	03	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14813	04	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14813	04	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14814	05	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14814	05	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14815	06	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14815	06	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14816	07	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14816	07	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14817	08	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14817	08	Clinical Phonetics Phonology	-		3	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC

### CSD 3321L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14818	01	Clin Phonetic and Phonolog Lab	10:25a - 10:50a	MW	1	Ramsdell, H	30	PC / LIBR / 13	15	Full Term	VS
14819	02	Clin Phonetic and Phonolog Lab	10:25a - 10:50a	MW	1	Ramsdell, H	40	MD / MERID / 697	15	Full Term	VS
14833	03	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14833	03	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14834	04	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14834	04	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14835	05	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200		Full Term	WC
14835	05	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC
14836	06	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35		Full Term	WC

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 3321L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14836	06	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200	200	Full Term	WC
14837	07	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200	200	Full Term	WC
14837	07	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35	35	Full Term	WC
14838	08	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 200	200	Full Term	WC
14838	08	Clin Phonetic and Phonolog Lab	-		1	Ramsdell, H	15	PC / WEB / COURSE 35	35	Full Term	WC

## CSD 3325

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14839	03	Speech Sound Dev and Disorders	-		3	Blaiser, K	15	MD / WEB / COURSE200	200	Full Term	WC
14839	03	Speech Sound Dev and Disorders	-		3	Blaiser, K	15	MD / WEB / COURSE35	35	Full Term	WC
14840	04	Speech Sound Dev and Disorders	-		3	Blaiser, K	15	MD / WEB / COURSE200	200	Full Term	WC
14840	04	Speech Sound Dev and Disorders	-		3	Blaiser, K	15	MD / WEB / COURSE35	35	Full Term	WC

## CSD 3330

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14841	01	Language Science Development	01:00p - 01:50p	MWF	3	Ogiela, D	33	PC / LIBR / 13		Full Term	VS
14842	02	Language Science Development	01:00p - 01:50p	MWF	3	Ogiela, D	40	MD / MERID / 697		Full Term	VS
14843	03	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 200	200	Full Term	WC
14843	03	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 35	35	Full Term	WC
14844	04	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 200	200	Full Term	WC
14844	04	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 35	35	Full Term	WC
14845	05	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 200	200	Full Term	WC
14845	05	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 35	35	Full Term	WC
15477	06	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 35	35	Full Term	WC
15477	06	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 200	200	Full Term	WC
15493	07	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 200	200	Full Term	WC
15493	07	Language Science Development	-		3	Loftin, J	15	PC / WEB / COURSE 35	35	Full Term	WC

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 3341

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14846	03	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200	200	Full Term	WC
14846	03	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14847	04	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200		Full Term	WC
14847	04	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14848	05	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200		Full Term	WC
14848	05	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14849	06	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14849	06	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200		Full Term	WC
14850	07	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14850	07	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200		Full Term	WC
14851	08	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 35		Full Term	WC
14851	08	Audiometry and Hearing Science	-		3	Brockett, J	15	PC / WEB / COURSE 200		Full Term	WC

## CSD 3351

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14852	02	American Sign Language V	01:00p - 02:50p	TR	4	Morgan, E	15	MD / MERID / 698		Full Term	WS

## CSD 3351L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14853	02	American Sign Language V Lab	-		0	Morgan, E	15	MD / /	30	Full Term	LB

## CSD 3353

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14854	02	Interpreting Seminar	09:10a - 10:55a	TR	4	Melton, J	15	MD / MERID / 698	30	Full Term	WS

## CSD 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15298	01	Neuro Bases Comm Disorders	12:00p - 12:50p	MWF	3	Altieri, N	20	PC / LIBR / 13	35	Full Term	VS
15299	02	Neuro Bases Comm Disorders	12:00p - 12:50p	MWF	3	Altieri, N	40	MD / MERID / 697	35	Full Term	VS
15300	03	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35		Full Term	WC

### Codes / Goal:

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 4405

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15300	03	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15301	04	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15301	04	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15302	05	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15302	05	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15303	06	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15303	06	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15304	07	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15304	07	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15305	08	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15305	08	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC
15306	09	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 35	35	Full Term	WC
15306	09	Neuro Bases Comm Disorders	-		3	Burke, R	15	PC / WEB / COURSE 200	200	Full Term	WC

### CSD 4415

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14855	01	Clinical Practicum Audiology	-		2	Holst, J	10	PC / /	25	Full Term	OT
14856	02	Clinical Practicum Audiology	-		2	Bargen, G	5	MD / /	25	Full Term	OT

### CSD 4416

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14857	01	Audiology Mthds Applications	04:00p - 04:50p	W	1	Smith, C	5	PC / SPA / 315		Full Term	VS
14858	02	Audiology Mthds Applications	04:00p - 04:50p	W	1	Smith, C	5	MD / MERID / 509		Full Term	VS

### CSD 4420

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14859	01	Clinical Processes Adult	01:00p - 02:15p	TR	3	Stone, C	20	PC / LIBR / 13		Full Term	VS
14860	02	Clinical Processes Adult	01:00p - 02:15p	TR	3	Stone, C	40	MD / MERID / 697		Full Term	VS
14861	03	Clinical Processes Adult	-		3	Stone, C	15	MD / WEB / COURSE 200		Full Term	WC
14861	03	Clinical Processes Adult	-		3	Stone, C	15	MD / WEB / COURSE 35		Full Term	WC

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 4420

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14862	04	Clinical Processes Adult	-		3	Stone, C	15	MD / WEB / COURSE200		Full Term	WC
14862	04	Clinical Processes Adult	-		3	Stone, C	15	MD / WEB / COURSE35		Full Term	WC

## CSD 4435

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15316	03	Speech and Hearing Science	-		4	Smith, S	15	MD / WEB / COURSE35		Full Term	WC
15316	03	Speech and Hearing Science	-		4	Smith, S	15	MD / WEB / COURSE200		Full Term	WC

## CSD 4435L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15326	03	Speech and Hearing Science Lab	-		0	Smith, S	15	MD / WEB / COURSE200		Full Term	WC
15326	03	Speech and Hearing Science Lab	-		0	Smith, S	15	MD / WEB / COURSE35		Full Term	WC

## CSD 4445

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14884	01	Aural Rehabilitation	09:30a - 10:45a	TR	3	Brockett, J	30	PC / SPA / 315		Full Term	VS
14885	02	Aural Rehabilitation	09:30a - 10:45a	TR	3	Brockett, J	40	MD / MERID / 697		Full Term	VS
14886	03	Aural Rehabilitation	-		3	Wallber, M	15	PC / WEB / COURSE 200		Full Term	WC
14886	03	Aural Rehabilitation	-		3	Wallber, M	15	PC / WEB / COURSE 35		Full Term	WC
14887	04	Aural Rehabilitation	-		3	Wallber, M	15	PC / WEB / COURSE 35		Full Term	WC
14887	04	Aural Rehabilitation	-		3	Wallber, M	15	PC / WEB / COURSE 200		Full Term	WC

## CSD 4453

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14888	01	Translit I:Voice to Sign	10:00a - 11:40a	MW	4	Turner, E	15	PC / REND / 234	30	Full Term	WS
14890	02	Translit I:Voice to Sign	02:00p - 03:40p	MW	4	Melton, J	15	MD / MERID / 698	30	Full Term	WS

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 4453L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14889	01	Translit I:Voice to Sign Lab	-		0	Turner, E	15	PC / /	15	Full Term	LB
14891	02	Translit I:Voice to Sign Lab	-		0	Melton, J	15	MD / /	15	Full Term	LB

## CSD 4455

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14892	01	Creative Interpreting	-		3	Miller, M	15	PC / WEB / COURSE	35	Full Term	WC

## CSD 4456

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14893	01	Psychosocial Aspects Deafness	-		3	Miller, M	20	PC / WEB / COURSE	35	Full Term	WC

## CSD 4461

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14894	03	The Professional Interpreter	-		3	Melton, J	15	MD / WEB / COURSE	35	Full Term	WC

## CSD 4470

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14895	01	Field Obsrvtn in Interpreting	-		2	Turner, E	20	PC / /	30	Full Term	OT
14896	02	Field Obsrvtn in Interpreting	-		2	Turner, E	20	PC / /	30	Full Term	OT

## CSD 4482

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14897	01	Independent Study	-		4	Seikel, J	10	PC / /		Full Term	OT
14898	02	Independent Study	-		4	Kangas, K	1	PC / /		Full Term	OT
14899	03	Independent Study	-		4	Turner, E	10	PC / /		Full Term	OT
14900	04	Independent Study	-		4	Whitaker, M	1	PC / /		Full Term	OT
15170	05	Independent Study	-		1	Ramsdell, H	5	PC / /		Full Term	OT

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 5582

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14901	01	Independent Study	-		4	Seikel, J	25	PC / /	51	Full Term	OT
15580	02	Independent Study	-		4	Hudock, D	6	PC / /	51	Full Term	OT
14902	03	Independent Study	-		4	Kangas, K	1	PC / /	51	Full Term	OT
14903	04	Independent Study	-		3	Hardy, A	5	MD / /	51	Full Term	OT

## CSD 6600

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14905	01	Prin Res Comm Disorders	-		3	Sanford, C	10	PC / WEB / COURSE	51	Full Term	WC
14905	01	Prin Res Comm Disorders	-		3	Sanford, C	10	PC / WEB / COURSE	35	Full Term	WC

## CSD 6602

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14906	01	Clinical Pract Speech-Lang	-		4	Knudson, S	40	PC / /	51	Full Term	OT
14907	02	Clinical Pract Speech-Lang	-		4	Smith, S	40	MD / /	51	Full Term	OT
15607	05	Clinical Pract Speech-Lang	-		4	Ament, R	10	PC / /	51	Full Term	OT
15608	06	Clinical Pract Speech-Lang	-		4	Morgan, W	10	PC / /	51	Full Term	OT

## CSD 6602L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15091	01	Clinical Practicum Lab	12:30p - 02:00p	F	0	Knudson, S	34	PC / SPA / 315	51	Full Term	VS
15092	02	Clinical Practicum Lab	12:30p - 02:00p	F	0	Smith, S	40	MD / MERID / 689	51	Full Term	VS

## CSD 6603

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14908	01	Clinical Practicum Audiology	-		4	Holst, J	20	PC / /	51	Full Term	OT

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# ISU Class Schedule Report, Fall 2014

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**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

## CSD 6603L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
15093	01	Clinical Practicum Lab	12:00p - 12:50p	M	0	Holst, J	18	PC / SPA / 315	51	Full Term	VS
15094	02	Clinical Practicum Lab	12:00p - 12:50p	M	0	Holst, J	18	MD / MERID / 689	51	Full Term	VS

## CSD 6604

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14909	03	Off Campus Practicum	-		4	Ament, R	36	PC / WEB / COURSE 35		Full Term	WC
14909	03	Off Campus Practicum	-		4	Ament, R	36	PC / WEB / COURSE 432		Full Term	WC
14910	04	Off Campus Practicum	-		4	Hardy, A	15	MD / WEB / COURSE35		Full Term	WC
14910	04	Off Campus Practicum	-		4	Hardy, A	15	MD / WEB / COURSE432		Full Term	WC

## CSD 6606

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14911	01	Externship Speech Lang Path	-		9	Knudson, S	5	PC / /	51	Full Term	OT
14912	02	Externship Speech Lang Path	-		9	Knudson, S	5	MD / /	51	Full Term	OT
14913	03	Externship Speech Lang Path	-		9	Knudson, S	18	PC / WEB / COURSE 432		Full Term	WC
14913	03	Externship Speech Lang Path	-		9	Knudson, S	18	PC / WEB / COURSE 35		Full Term	WC

## CSD 6611

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14914	01	Adv Auditory Assessment	08:00a - 09:40a	TR	4	Sanford, C	12	PC / SPA / 116B	51	Full Term	WS

## CSD 6620

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14915	01	Early Lang Devel Disorders	01:00p - 02:15p	TR	3	Johnson, J	20	PC / SPA / 315	51	Full Term	VS
14916	02	Early Lang Devel Disorders	01:00p - 02:15p	TR	3	Johnson, J	20	MD / MERID / 689	51	Full Term	VS
14917	03	Early Lang Devel Disorders	-		3	Johnson, J	19	PC / WEB / COURSE 432		Full Term	WC
14917	03	Early Lang Devel Disorders	-		3	Johnson, J	19	PC / WEB / COURSE 35		Full Term	WC

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 6621

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14918	01	Aud Rehab and Amplification I	11:30a - 12:40p	WF	3	Brockett, J	12	PC / SPA / 116B	51	Full Term	WS

### CSD 6622

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14919	01	Speech Sound Disorders	08:00a - 09:15a	TR	3	Ramsdell, H	22	PC / SPA / 315	51	Full Term	VS
14920	02	Speech Sound Disorders	08:00a - 09:15a	TR	3	Ramsdell, H	20	MD / MERID / 689	51	Full Term	VS
14921	03	Speech Sound Disorders	-		3	Flipsen, P	20	MD / WEB / COURSE432		Full Term	WC
14921	03	Speech Sound Disorders	-		3	Flipsen, P	20	MD / WEB / COURSE35		Full Term	WC

### CSD 6625

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14922	01	Adv Issues in Lang Disorders	09:00a - 11:30a	M	3	Kangas, K	20	PC / SPA / 315	51	Full Term	VS
14923	02	Adv Issues in Lang Disorders	09:00a - 11:30a	M	3	Kangas, K	20	MD / MERID / 689	51	Full Term	VS
14924	03	Adv Issues in Lang Disorders	-		3	Kangas, K	18	PC / WEB / COURSE 35		Full Term	WC
14924	03	Adv Issues in Lang Disorders	-		3	Kangas, K	18	PC / WEB / COURSE 432		Full Term	WC

### CSD 6629

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14925	01	Neuropathologies of Speech	01:00p - 02:15p	TR	3	Seikel, J	18	PC / LIBR / 6	51	Full Term	VS
14926	02	Neuropathologies of Speech	01:00p - 02:15p	TR	3	Seikel, J	20	MD / MERID / 509	51	Full Term	VS
14927	03	Neuropathologies of Speech	-		3	Konstantopoulos, K	18	PC / WEB / COURSE 35		Full Term	WC
14927	03	Neuropathologies of Speech	-		3	Konstantopoulos, K	18	PC / WEB / COURSE 432		Full Term	WC

### CSD 6630

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14928	01	Fluency Disorders Child Adults	02:30p - 03:45p	TR	3	Hudock, D	21	PC / LIBR / 13	51	Full Term	VS
14929	02	Fluency Disorders Child Adults	02:30p - 03:45p	TR	3	Hudock, D	20	MD / MERID / 689	51	Full Term	VS
14930	03	Fluency Disorders Child Adults	-		3	Hudock, D	19	PC / WEB / COURSE 432		Full Term	WC
14930	03	Fluency Disorders Child Adults	-		3	Hudock, D	19	PC / WEB / COURSE 35		Full Term	WC

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 6634

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14931	01	Voice Disorders	09:00a - 10:40a	W	2	Robinson, H	20	PC / SPA / 315	51	Full Term	VS
14932	02	Voice Disorders	09:00a - 10:40a	W	2	Robinson, H	20	MD / MERID / 689	51	Full Term	VS
14933	03	Voice Disorders	-		2	Hudock, D	15	PC / WEB / COURSE 432		Full Term	WC
14933	03	Voice Disorders	-		2	Hudock, D	15	PC / WEB / COURSE 35		Full Term	WC

### CSD 6639

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14934	01	Neurogen Dis Language Cogn	02:00p - 02:50p	MWF	3	Altieri, N	20	PC / SPA / 315	51	Full Term	VS
14935	02	Neurogen Dis Language Cogn	02:00p - 02:50p	MWF	3	Altieri, N	20	MD / MERID / 689	51	Full Term	VS

### CSD 6643

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14936	01	Aud Rehab and Implants	01:30p - 02:50p	TR	3	Tucker, L	10	PC / SPA / 116B	51	Full Term	WS

### CSD 6645

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14937	01	Aud Anatomy and Physiology	02:30p - 04:30p	R	2	Seikel, J	12	PC / SPA / 315	51	Full Term	VS
14938	02	Aud Anatomy and Physiology	02:30p - 04:30p	R	2	Seikel, J	10	MD / MERID / 697	51	Full Term	VS

### CSD 6650

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14939	01	Thesis	-		9	Seikel, J	15	PC / /	51	Full Term	OT
14940	02	Thesis	-		9	Kangas, K	5	PC / /	51	Full Term	OT
15141	03	Thesis	-		9	Ramsdell, H	5	PC / /	51	Full Term	OT
14941	04	Thesis	-		9	Altieri, N	5	PC / /	51	Full Term	OT
14942	05	Thesis	-		9	Johnson, J	5	MD / /	51	Full Term	OT
15142	06	Thesis	-		9	Hudock, D	5	PC / /	51	Full Term	OT
15271	07	Thesis	-		9	Ogiela, D	1	MD / /	51	Full Term	OT

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## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Comm Sci and Disorders

### CSD 6670

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14943	01	Auditory Pathologies	11:00a - 11:50a	TR	2	Brockett, J	12	PC / SPA / 116B	51	Full Term	WS

### CSD 6673

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14944	01	Instrumentation Calibration	04:00p - 04:50p	W	1	Smith, C	9	PC / SPA / 315	51	Full Term	VS
14945	02	Instrumentation Calibration	04:00p - 04:50p	W	1	Smith, C	5	MD / MERID / 509	51	Full Term	VS

### CSD 6680

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14946	01	Counseling in Audiology	03:00p - 04:55p	M	2	Whitaker, M	15	PC / SPA / 315	51	Full Term	VS
14947	02	Counseling in Audiology	03:00p - 04:55p	M	2	Whitaker, M	15	MD / MERID / 689	51	Full Term	VS
15651	03	Counseling in Audiology	03:00p - 04:55p	M	2	Whitaker, M	5	PC / OFFPC /	51	Full Term	WS

### CSD 6691

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14948	03	Topical Seminar	-		4	Brockett, J	1	PC / /	51	Full Term	OT
14949	04	Topical Seminar	-		4	Tucker, L	1	PC / /	51	Full Term	OT
14950	05	Topical Seminar	-		4	Tucker, L	10	MD / /	51	Full Term	OT

### CSD 7705

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14951	01	Off Campus Clinical Practicum	-		4	Whitaker, M	15	MD / /	51	Full Term	OT

### CSD 7705L

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14952	01	Off Campus Clinical Pract Lab	12:00p - 12:50p	M	4	Whitaker, M	20	MD / MERID / 689	51	Full Term	VS
15652	02	Off Campus Clinical Pract Lab	12:00p - 12:50p	M	4	Whitaker, M	5	PC / OFFPC /	51	Full Term	WS

## Codes / Goal:

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Comm Sci and Disorders**

**CSD 7710**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14953	01	Adv Topics in Aud Rehab	09:00a - 11:20a	M	3	Bargen, G	2	PC / LIBR / 3A	51	Full Term	VS
14954	02	Adv Topics in Aud Rehab	09:00a - 11:20a	M	3	Bargen, G	8	MD / MERID / 508	51	Full Term	VS
15650	03	Adv Topics in Aud Rehab	09:00a - 11:20a	M	3	Bargen, G	5	PC / OFFPC /	51	Full Term	WS

**CSD 7730**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14955	01	Advanced Electrophysiology	10:00a - 11:25a	MW	3	Holst, J	15	PC / SPA / 116B	51	Full Term	WS

**CSD 8805**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14956	01	Fourth Year Externship	-		8	Whitaker, M	12	MD / /	51	Full Term	OT

**CSD 8810**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14957	01	Clinical Project	-		6	Whitaker, M	5	PC / /	51	Full Term	OT
14958	02	Clinical Project	-		6	Brockett, J	5	PC / /	51	Full Term	OT
14959	03	Clinical Project	-		6	Bargen, G	5	MD / /	51	Full Term	OT
14960	06	Clinical Project	-		6	Holst, J	5	PC / /	51	Full Term	OT
14961	07	Clinical Project	03:30p - 05:15p	T	6	Sanford, C	13	PC / SPA / 116B	51	Full Term	OT
14962	08	Clinical Project	-		6	Johnson, J	3	MD / /	51	Full Term	OT

**Department: Dept. of Physical and Occ Ther**

**PTOT 4412**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11955	01	Professional Communication	02:30p - 04:20p	TR	2	Peterson, T	10	PC / REND / 315		Non-	CL

**Codes / Goal:**

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Dept. of Physical and Occ Ther

### PTOT 4413

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11957 01	Occup Therapy Profession	09:00a - 11:50a	T	3	Thompson, K	10	PC / GARR / 215		Full Term	CL

### PTOT 5512

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11960 01	Professional Communication	02:30p - 04:20p	TR	2	Peterson, T	12	PC / REND / 315		Non-	CL
11962 02	Professional Communication	02:30p - 04:20p	TR	2	Peterson, T	26	PC / REND / 315		Non-	CL

### PTOT 5513

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11964 01	Occup Therapy Profession	09:00a - 11:50a	T	3	Thompson, K	12	PC / GARR / 215		Full Term	CL

### PTOT 5519

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11966 01	Practicum	-		3	Thompson, K	16	PC / /		Full Term	OT

### PTOT 5524

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11967 01	Physical Func Occupation Perf	05:30p - 08:00p	MW	4	Lloyd, K	16	PC / GARR / 215		Full Term	CL

### PTOT 5525

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11968 01	Psychosocial Function in OT	01:00p - 02:50p	MW	4	Thompson, K	16	PC / REND / 123		Full Term	CL

### PTOT 5527

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11969 01	Occupation Environment Mgt	10:00a - 11:30a	TR	3	Peterson, T	14	PC / GARR / 214		Full Term	WS

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Dept. of Physical and Occ Ther

### PTOT 5528

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11970	01	Occup Child and Adolescents	09:00a - 11:00a	MW	4	Gee, B	14	PC / GARR / 214		Full Term	CL

### PTOT 5532

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11972	01	Clinic Affiliation II-Field I	-		1	Lloyd, K	16	PC / /		Full Term	OT

### PTOT 5544

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11973	01	Physical Function in Occup Lab	09:00a - 12:25p	R	1	Lloyd, K	16	PC / GARR / 215		Full Term	LB

### PTOT 5545

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11974	01	Psychosocial Fnctn in Occ Lab	01:00p - 02:50p	T	1	Thompson, K	16	PC / GARR / 215		Full Term	LB

### PTOT 5547

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11975	01	Occupation Environ Manage Lab	01:00p - 02:50p	M	1	Peterson, T	14	PC / GARR / 214		Full Term	LB

### PTOT 5548

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11977	01	Occup Child and Adolescent Lab	12:30p - 03:50p	R	1	Gee, B	14	PC / GARR / 215		Full Term	LB

### PTOT 6613

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11978	01	Physical Therapy Profession	09:00a - 11:50a	T	2	Jackman, T	26	PC / GARR / 316		Non-	CL

### PTOT 6616

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11979	03	Professional Project	-		2	Lloyd, K	14	PC / /		Full Term	OT
11980	05	Professional Project	-		2	Creelman, J	60	PC / /		Full Term	OT
11981	09	Professional Project	-		2	Thompson, K	20	PC / /		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Dept. of Physical and Occ Ther**

**PTOT 6616**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11982	10	Professional Project	-		2	Gee, B	10	PC / /		Full Term	OT
11983	11	Professional Project	-		2	Peterson, T	10	PC / /		Full Term	OT

**PTOT 6617**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13511	10	Research Practicum	-		1	Kendall, E	60	PC / /		Full Term	OT

**PTOT 6618**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11984	01	Practicum I	08:00a - 12:20p	MWF	1	Gerber, L	27	PC / OFFPC /		Full Term	OT

**PTOT 6619**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11985	01	Practicum II	08:00a - 12:20p	MWF	1	Gerber, L	28	PC / GARR /		Full Term	OT

**PTOT 6622**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11986	01	Musculo-Skeletal Sys Mgt I	01:00p - 03:50p	MF	4	Alexander, K	27	PC / GARR / 321		Full Term	WS

**PTOT 6623**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11987	01	Physical Agents	10:00a - 11:20a	R	3	Creelman, J	26	PC / GARR / 321		Full Term	WS

**PTOT 6624**

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11988	01	Cardiac-Pulmonary System Mgt	10:00a - 11:50a	R	5	Urfer, A	27	PC / GARR / 316		Full Term	OT
11988	01	Cardiac-Pulmonary System Mgt	01:00p - 04:50p	W	5	Urfer, A	27	PC / GARR / 316		Full Term	OT

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

**Div of Health Sciences**  
**Division: School of Rehabilitation/CommR**  
**Department: Dept. of Physical and Occ Ther**

**PTOT 6632**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11989 01	Clinical Affiliation II	-		3	Jackman, T	27	PC / OFFPC /		Late 8	OT

**PTOT 6642**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11990 01	Musculo-Skeletal Mgt Lab	01:00p - 03:50p	TR	1	Alexander, K	27	PC / GARR / 321		Full Term	LB

**PTOT 6643**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11991 01	Physical Agents Lab	01:00p - 03:50p	MTR	1	Creelman, J	26	PC / GARR / 301		Late 8	LB

**PTOT 7725**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11992 01	Multi-System Management	08:00a - 09:50a	TR	4	Devine, N	28	PC / REND / 119		Full Term	CL

**PTOT 7727**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11993 01	Geriatric Management	01:00p - 03:50p	M	1	Seiger, C	28	PC / GARR / 316		Non-	CL

**PTOT 7728**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
11994 01	Lifespan Development	01:00p - 05:50p	TR	4	Kendall, E	28	PC / GARR / 316		Full Term	CL

**PTOT 7735**

CRN	Sec Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
14141 01	Clinical Externship	-		5	Jackman, T	27	PC / /		Early 8	OT

**Department: Psyc, Literacy and Special Ed**

**Codes / Goal:**

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# ISU Class Schedule Report, Fall 2014

Report Run Date/Time: 8/20/2014 11:16:07 AM

## Div of Health Sciences

Division: School of Rehabilitation/CommR

Department: Psyc, Literacy and Special Ed

### EDHH 6609

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13046	01	Teaching Internship in Deaf Ed	-		3	Mercaldo, D	20	PC / WEB / COURSE	35	Full Term	WC

### EDHH 6651

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13493	01	Case Study in Deaf Education	-		3	Mercaldo, D	10	PC / WEB / COURSE	35	Full Term	WC

### EDHH 6658

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13044	01	Teaching Language to the Deaf	-		3	Mercaldo, D	20	PC / WEB / COURSE	35	Full Term	WC

### EDHH 6659

CRN	Sec	Title	Time	Days	Cr	Instructor	Limit	Campus/Bldg/Rm	Fee	TermPrt	Code
13045	01	Teaching Acad Subjects to Deaf	-		3	Mercaldo, D	20	PC / WEB / COURSE	35	Full Term	WC

## Codes / Goal:

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# Catalog Home

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Idaho State University has served the citizens of the state since 1901 when the institution was first established as the Academy of Idaho. Renamed the Idaho Technical Institute in 1915 and reorganized as the Southern Branch of the University of Idaho in 1927, it was established as Idaho State College in 1947. By action of the 37th Idaho Legislature, the institution became Idaho State University on July 1, 1963. The University's Strategic Plan is online at [http://www.isu.edu/acadaff/pdf/ISU\\_Strategic\\_Plan\\_2012-2015.pdf](http://www.isu.edu/acadaff/pdf/ISU_Strategic_Plan_2012-2015.pdf).

Certificate programs of varying lengths, an Associate of Applied Science degree, a Bachelor of Applied Science degree, and a Bachelor of Applied Technology degree are included in the curricula of the College of Technology. Bachelors' and masters' degrees in a variety of fields are awarded by the College of Arts and Letters, College of Business, College of Education, College of Science and Engineering, Division of Health Sciences, and the Graduate School. Terminal degrees offered at Idaho State University include Master of Business Administration, Master of Fine Arts, Doctor of Philosophy, Doctor of Arts, Doctor of Education, Doctor of Nursing Practice and Doctor of Pharmacy.

## Mission

The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The university provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

## Core Themes:

### Core Theme One: Learning and Discovery

Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

### Core Theme Two: Access and Opportunity

Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

### Core Theme Three: Leadership in the Health Sciences

Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the state in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

### Core Theme Four: Community Engagement and Impact

Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the state and the Inter-mountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

## Regional Accreditation

Idaho State University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

8060 165th  
Avenue N.E., Suite 100  
Redmond, WA 98052 (425) 558-4224 [www.nwccu.org](http://www.nwccu.org)

## Specialized Accreditation

In addition, many undergraduate and graduate programs maintain specialized professional accreditation. The Office of Institutional Research maintains the most up-to-date list of ISU programs with specialized accreditation. As of the printing of this catalog the following programs have received specialized accreditation by the following organizations:

### College of Arts and Letters

- American Psychological Association (APA)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)

### College of Business

- Association to Advance Collegiate Schools of Business (AACSB)

### College of Education

- Commission on Accreditation of Athletic Training Education (CAATE)
- National Council for Accreditation of Teacher Education (NCATE)

### Division of Health Sciences

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Council for Pharmacy Education (ACPE)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- American Speech-Language-Hearing Association (ASHA)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Dental Accreditation (CODA)
- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- Council on Education for Public Health (CEPH)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Council for Accreditation of Teacher Education (NCATE)

### College of Science and Engineering

- Accreditation Board for Engineering and Technology (ABET)

### College of Technology

- Accreditation Board for Engineering and Technology (ABET)
- Association of Technology, Management, and Applied Engineering (ATMAE)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Massage Therapy Accreditation (COMTA)
- National League for Nursing Accrediting Commission (NLNAC)

## Student Outcomes Assessment

All undergraduate academic programs at four year public institutions in Idaho are required to assess student learning in the major and general education programs. Similar requirements for assessment also appear in the new guidelines issued by the Northwest Commission on Colleges and Universities which provides Idaho State University's institution-wide accreditation.



Idaho State University's goal is to encourage students to develop abilities and acquire knowledge that will be of lasting benefit in their personal and professional lives. To ensure that this goal is met, a program of student outcomes assessment has been implemented to improve the teaching and learning process.

Comprehensive information that includes student performance and student opinion is vital to the success of the assessment program. To provide this information, undergraduate students in the academic division may be asked to participate in a variety of assessment activities which may include formal and informal examinations, interviews, surveys and follow-up studies after graduation.

## Federal Family Education Rights and Privacy Act of 1974

Idaho State University, in compliance with the Family Educational Rights and Privacy Act (FERPA), is responsible for maintaining educational records and monitoring the release of information of those records. Staff and faculty with access to student educational records are legally responsible for protecting the privacy of the student by using information only for legitimate educational reasons to instruct, advise, or otherwise assist students.

Only those records defined as "directory information" may be released without the express written permission of the student. Directory information includes the student's name, address listings, telephone listings, e-mail addresses, full-time/part-time status, class level, college, major field of study, degree types and dates, enrollment status, club and athletic participation records, and dates of attendance including whether or not currently enrolled. No other information contained in a student's educational records may be released to any outside party without the written consent of the student.

A student may restrict release of directory information through the BengalWeb (<https://bengalweb.isu.edu>) by accessing the "Update Addresses and Phones" screen under the Academic Tools tab. This restriction will apply to the student's address and telephone listings only. All other directory listings will continue to be available for release.

Additional FERPA information may be found on the web at: <http://www.isu.edu/areg/ferpafacts.shtml>

## Alumni Association and Foundations

Alumni Association

<http://www.isu.edu/alumni>

<mailto:alumni@isu.edu>

The mission of the Idaho State University Alumni Association is to promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual and social opportunities.

The association is governed by a board of directors and administered through the office of Alumni Relations, 554 S. 7th Avenue, Pocatello, in the H. F. Magnuson House.

Specific goals are to identify alumni and friends to assist Idaho State University in strengthening support from its constituencies, to inform alumni and friends about Idaho State University, to provide for the efficient management of the Alumni Association, and to involve and motivate alumni and students to maintain their affiliation and support of Idaho State University.

The officers and directors meet three times a year with the director of alumni relations, who is appointed by the university administration.

## Idaho State University Bengal Foundation

The Idaho State University Bengal Foundation is a nonprofit organization formed to raise money for athletic scholarships. The main fund raising activities include an annual auction, scholarship fund drive, athlete-to-athlete phone-a-thon, several golf tournaments, and other special events held throughout the year.

The Bengal Foundation was officially formed in September of 1976. It is governed by a board of directors and administered through the office of the Bengal Foundation located in Holt Arena. For information on becoming a member, contact The Bengal Foundation at (208) 282-2397.

## Idaho State University Foundation, Inc.

The Idaho State University Foundation is a nonprofit corporation established in 1967 under the laws of the State of Idaho.

The mission of the Idaho State University Foundation is to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University.

The foundation raises and manages private resources supporting the mission and priorities of the university, and provides opportunities for students and a degree of institutional excellence unavailable with state funding levels.

The foundation is dedicated to assisting the university in the building of the endowment to address, through financial support, the long-term academic and other priorities of the university.

The foundation is responsible for identifying and nurturing relationships with potential donors and other friends of the university; soliciting cash, securities, real and intellectual property, and other private resources for the support of the university; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

The Idaho State University Foundation is located on the first floor of the Administration Building.

## Policy Statements

Catalogs, bulletins, course and fee schedules, etc., are not to be considered as binding contracts between Idaho 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 admissions 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.

Students enrolled in a program that is closed, relocated, or discontinued should be given notice of the closure as soon as is practical. Notwithstanding any other provision of State Board of Education policy, university policy, or university catalog statements to the contrary, arrangements should be made for enrolled students to complete affected programs in a timely manner and with minimum interruptions. When there is a similar program within the institutions governed by the Board, an affected student will be provided with information on transferring to that program, although admission to any such program is contingent upon the availability of a position and the student's meeting any applicable admission requirements. If there is no similar program available within the institutions governed by the Board or the student is not able to gain admission to a similar program, the university will make reasonable efforts to place the student in a related or comparable program within the university. If none is available, the university will make reasonable efforts to assist the student in locating to another program at the university or elsewhere for which he or she is qualified.

Idaho State University is committed to providing a positive education for all students. The university has a legal and ethical responsibility to ensure that all students and employees can learn and work in an environment free of harassment and discrimination. It is the ISU policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, age, or disability. This policy applies to all programs, services, and facilities, and includes, but is not limited to, recruitment, applications, admissions, access to programs and services and employment. For additional information and specific contact information, see: <http://www.isu.edu/aaction/>

## Undergraduate Programs

(For Graduate Programs, see Graduate Catalog (<http://coursecat.isu.edu/graduate>))

### Pre-Professional Programs

Students in pre-professional programs will typically take courses at Idaho State University for their first two years and complete the programs at cooperating universities elsewhere.

Pre-Audiology  
 Pre-Counseling  
 Pre-Dentistry  
 Pre-Law  
 Pre-Medicine  
 Pre-Occupational Therapy  
 Pre-Optometry  
 Pre-Osteopathic Medicine  
 Pre-Pharmacy  
 Pre-Physical Therapy  
 Pre-Physician Assistant  
 Pre-Podiatric Medicine  
 Pre-Speech-Language Pathology  
 Pre-Student Affairs  
 Pre-Veterinary Medicine

### Abbreviations:

AA Associate of Arts  
 AAS Associate of Applied Science  
 AASBT Associate of Applied Science in Business Technology  
 AS Associate of Science  
 ATC Advanced Technical Certificate  
 BA Bachelor of Arts  
 BAS Bachelor of Applied Science  
 BAT Bachelor of Applied Technology  
 BBA Bachelor of Business Administration  
 BM Bachelor of Music  
 BME Bachelor of Music Education  
 BS Bachelor of Science  
 BSHS Bachelor of Science in Health Science  
 BS/MS Combined Bachelor of Science and Master of Science  
 BUS Bachelor of University Studies  
 C Courses only; no degree, major or minor  
 Ce Certificate (different from PSTC or TC)  
 E Emphasis  
 Ee Elementary Teaching Emphasis  
 M Minor  
 O Option  
 P Pre-Professional Program  
 PharmD Doctor of Pharmacy  
 PharmD/MBA Combined Doctor of Pharmacy and Master of Business Administration  
 PSTC Post-Secondary Technical Certificate  
 SS Secondary Single Subject Teaching Major  
 T Track  
 TC Technical Certificate  
 TM Secondary Teaching Major  
 Tm Secondary Teaching Minor

### Programs:

Academic Skills (C)  
 Accounting (BBA)  
 Accounting Technology (AAS, BAT, TC)  
 Acting (M)

Acting and Directing (M)  
Addiction/Dependency Counselor (C)  
Addiction Studies (O)  
Administrative Technology (TC)  
Administrative Management Technology (AAS, BAT)  
Adult Basic Education (C)  
Advanced Manufacturing (TC, AAS)  
Advertising (E)  
Aircraft Maintenance Technology (ATC, AAS, BAS, TC)  
Airframe (TC) 263  
Airframe and Powerplant (AAS, BAS)  
American Indian Studies (C, M, T)  
American Sign Language (O)  
Anthropology (BA, M)  
Applied Economics (O)  
Applied Mathematics (M)  
Applied Music (Music lessons)  
Applied Science (T)  
Arabic (C)  
Archaeology (C, Anthropology Dept.)  
Art (BA, BFA, SS)  
Art History (M)  
Art (Studio) (M)  
Associate Degree Nursing (AS, BAS, BSHS)  
Audiology (Pre-) (E)  
Automotive Collision Repair (TC)  
Automotive Collision Repair and Refinishing (AAS, BAT)  
Automotive Refinishing (TC)  
Automotive Repair and Refinishing (ATC)  
Automotive Technology (TC, AAS, BAS)  
Bachelor of University Studies Degree  
Biochemistry (BS)  
Biological Sciences (SS, TM, Tm)  
Biological Systems (T)  
Biology (BA, BS, Ee, M)  
Bioscience (T)  
Blended Early Childhood Education (BA)  
Business (AS, BBA, M)  
Business Administration (AS, BBA, M)  
Business Education (SS, TM, Tm)  
Business Technology (PSTC)  
Chemistry (BA, BS, BS/MS, M, SS, TM, Tm)  
Child Development (see Early Childhood Care and Education)  
Chinese (C)  
Choreography (see Performance and Choreography)  
Civil Engineering (BS)  
Civil Engineering Technology (ATC, AAS, BAS)  
CNC Operator (in Computerized Machining Technology) (ATC)  
CNC Programmer (PSTC)  
Coaching (Athletic) (M)  
Communication and Rhetorical Studies (BA, BS, M, SS, TM, Tm)  
Communication Sciences and Disorders (BS)  
Community/Worksite Health (E)  
Comparative Literature (C)  
Computer Aided Design Drafting Technology (AAS, ATC, BAS)  
Computer Network Technician (ATC, TC)  
Computer Science (BS, M)  
Computerized Machining Technology (ATC (2), AAS, BAS, PSTC)  
Consumer Economics (M, Tm)  
Corporate Training (in Human Resource Training and Development) (O)  
Cosmetology (ATC)  
Costume (Theatre) (M)

Counseling (C; see Graduate Catalog for degrees)  
Creative Writing (M, O)  
Criminal Justice (AA)  
Dance (BA, M)  
Dance Activity (C)  
Deaf Education (M, Tm)  
Dental Hygiene (BS)  
Dental Science (courses only; the Idaho Dental Education Program is a cooperative program beginning at Idaho State University and completed at Creighton University in Omaha, Nebraska)  
Diesel/On-Site Power Generation Technology (ATC, AAS, BAS)  
Dietetics (BS)  
Early Childhood Care and Education (AAS, BAT, PSTC, TC)  
Early Childhood K-8 Certification (E)  
Earth and Environmental Systems (BA, BS)  
Economics (BA, BS, M, TM, Tm)  
Economics, Applied (O)  
Economic Theory (O)  
Education, Elementary (BA, BS)  
Education, Secondary (BA, BS)  
Electrical Engineering (BS)  
Elementary Education (BA, BS, Ce)  
Emergency Management (AS, BS)  
Energy Systems Electrical Engineering Technology (AAS, BAS)  
Energy Systems Instrumentation Engineering Technology (AAS, BAS)  
Energy Systems Mechanical Engineering Technology (AAS, BAS)  
Energy Systems Nuclear Engineering Technology (AAS, BAS)  
Energy Systems Renewable Energy Technology (TC)  
Energy Systems Wind Engineering Technology (AAS, BAS)  
Engineering (see Civil, Electrical, Mechanical, and Nuclear Engineering)  
Engineering Geology (E)  
English (BA, Ee, M, SS, TM, Tm)  
English (Creative Writing) (M, O)  
English (Professional Writing) (O)  
English (Writing) (M)  
English as a Second Language (Tm; also non-credit instruction)  
English for Speakers of Other Languages  
Entrepreneurship/Small Business (E)  
Environmental Change, Global (T)  
Environmental Geochemistry (T)  
Environmental Health (T)  
Environmental Policy and Management (T)  
Ethics (M)  
Exercise Science (E)  
Family and Consumer Sciences (BS, SS, Tm)  
Family Child Care (PSTC)  
Finance (BBA)  
Fire Services Administration (AS, BS)  
Folklore (M)  
Foreign Languages (Arabic, Chinese, French, German, Japanese, Latin, Russian, Shoshoni, Spanish)  
French (BA, M, TM, Tm)  
French Language, Literature, and Culture (O)  
French for Business and Professions (BA)  
General Business (BBA)  
General Family and Consumer Sciences (BA, BS)  
General Studies (AA, BA)  
Geochemistry, Environmental (T)  
Geology (BA, BS, M, Ee, SS, TM, Tm)  
Geology, Engineering (E)  
Geomatics Technology (BS)  
Geosciences (see Geology)  
GeoTechnology (M)  
German (BA, M, TM, Tm)

German for Business and Professions (BA)  
German Language, Literature, and Culture (O)  
Global Environmental Change (T)  
Guitar (specialty in Bachelor of Music)  
Health Care Administration (BS)  
Health Care Informatics (BBA)  
Health Education (BA, BS, M, SS, TM, Tm; also non-teaching Minor)  
Health, Environmental (T)  
Health Information Technology (AAS, BAS, BSHS, PSTC)  
Health Physics (E)  
Health Science (BS)  
History (BA, Ee, M, TM, Tm)  
Honors  
Human Exceptionality (BA, BS)  
Human Resource Management (E)  
Human Resource Training and Development (BS)  
Industrial Controls (in Instrumentation and Automation Engineering Technology) (ATC, AAS, BAS)  
Informatics (BBA, M, Post-Baccalaureate Certificate)  
Information Technology Systems (AAS, BAS, TC)  
Instrumental Music (M, O)  
Instrumentation and Automation Engineering Technology (AAS, BAS, PSTC)  
International Commerce (M)  
International Studies (BA, M)  
Japanese (M)  
Japanese Language, Literature, and Culture (O)  
Journalism (E)  
Language (C)  
Language, Literature, and Culture (O)  
Latin (C)  
Latino Studies (M)  
Law (see Pre-Law)  
Law and Economics (O)  
Law Enforcement (AAS, BAT, O, TC)  
Leadership Studies (M)  
Linguistics (M)  
Literary Option, English (O)  
Literature, Comparative (C)  
Machining Technology, Computerized (ATC)  
Management (BBA)  
Management, Sport (E, M)  
Marketing (BBA, M)  
Mass Communication (BA, M, Tm)  
Massage Therapy (TC, AAS, BAT)  
Mathematics (AS, BS, Ee, M, SS, TM, Tm)  
Mechanical Drafting (TC)  
Mechanical Engineering (BS)  
Medical Assisting (AAS, BAT)  
Medical Laboratory Science (BS)  
Microbiology (BS, M)  
Military Science (Army ROTC) (M)  
Museum (C)  
Music (BA, BS, BM, BME, M, and Private Lessons)  
Music Education (BME)  
Nail Technology (PSTC)  
Native American Business Administration (E)  
Network Technician (in Information Technology Systems) (TC)  
Nuclear Engineering (BS)  
Nursing (AASBT, AS, ATC, BAT, BS, BSHS)  
Office Technology (see Business Technology)  
Operations Management (E)  
Organizational Communication (E, M)  
Outdoor Education (E, M)

Paralegal Studies (AAS, BAT)  
Paramedic Science (AS)  
Percussion (specialty in Bachelor of Music)  
Performance and Choreography (Dance) (BA, E)  
Pharmaceutical Science (M)  
Pharmacy (PharmD, PharmD/MBA)  
Philosophy (BA, M)  
Philosophy and Religion (M)  
Photography (T)  
Physical and Occupational Therapy (C) (see Graduate Catalog for degree) (see also Physical Therapist Assistant)  
Physical Education (BA, BS, SS, TM)  
Physical Education Activity (C)  
Physical Education Teaching (E)  
Physical Therapist Assistant (AAS, BAT, BSHS)  
Physician Assistant Studies (one course)  
Physics (AS, BA, BS, M, TM, Tm) (see also Health Physics)  
Piano (O, specialty in Bachelor of Music)  
Policy and Management, Environmental (T)  
Political and Economic Development (O)  
Political Science (BA, BS, EM, TM, Tm)  
Power Plant (Aircraft) (ATC)  
Practical Nursing (ATC, AASBT)  
Pre-Audiology (E)  
Pre-Counseling (C; see Graduate Catalog)  
Pre-Law (E) (see also Law and Economics)  
Pre-Occupational Therapy (C)  
Pre-Physical Therapy (C)  
Pre-Speech-Language Pathology (E)  
Pre-Student Affairs (C; see Graduate Catalog)  
Professional-Technical Teacher Education (O)  
Professional Writing (O)  
Psychology (BA, BS, M, Tm)  
Public Relations (E)  
Radiographic Science (AAS, BS)  
Respiratory Therapy (AS, BSHS)  
Rhetorical Studies (E, M); see also Communication and Rhetorical Studies  
Robotics and Communication Systems Engineering Technology (ATC, AAS, BAS)  
Russian (AA, Tm)  
Russian Language, Literature, and Culture (O)  
School Health (E)  
Secondary Education (BA, BS, Ce)  
Shoshoni (AA)  
Sign Language Studies (AS, M)  
Small Business, Entrepreneurship (E)  
Small Business Technology (PSTC, AAS)  
Social Studies (TM)  
Social Work (BA)  
Sociology (BA, M, TM, Tm)  
Spanish (BA, M, TM, Tm)  
Spanish for Business and Professions (BA)  
Spanish for the Health Professions (BA)  
Spanish Language, Literature, and Culture (O)  
Speech Pathology (Pre-) (E)  
Sport Management (E, M)  
Sport Science (see Physical Education)  
Statistics (BS, M)  
Stringed Instruments (specialty in Bachelor of Music)  
Studio (Art) (M)  
Surveying (see Geomatics Technology)  
Technical General Education (C)  
Technical Theatre (M)  
Technical Theatre and Costume (M)

Television (E)  
 Theatre (BA, BS, M, SS, TM, Tm)  
 Theatre, Film, and Video (BA)  
 Theatre History and Dramatic Literature (M)  
 United States and World Affairs (O)  
 University Studies (BUS)  
 Visual Communication (E)  
 Voice (specialty in Bachelor of Music)  
 Welding (AAS, ATC, BAT, TC)  
 Wind Instruments (specialty in Bachelor of Music)  
 Women Studies (M)  
 Writing (English) (M)  
 Writing, Creative (M, O)  
 Writing, Professional (O)

### Also Offered in the College of Technology:

- Southeast Idaho Region 5 Tech Prep
- Workforce Training

## Subject Abbreviations

Shown below is an alphabetical list of all **subjects** taught at the undergraduate level at Idaho State University; look here to learn what program or department teaches each course. If the subject name is different from the department name, both subject and department are shown; otherwise the bold text is the name of both the subject and the department. The College of Technology has departments, but a student interacts with the **Student Services Office** instead of with the department office, so departments are not shown in that college.

ACCT - **Accounting**; College of Business  
 ACRR - **Auto Collision Repair and Refinishing**; College of Technology  
 ADMT - **Advanced Manufacturing**; College of Technology  
 ADRN - **Associate Degree Registered Nursing**; College of Technology  
 AIRM - **Aircraft Maintenance**; College of Technology  
 ANTH - **Anthropology**; College of Arts and Letters  
 ARBC - **Arabic**, Department of Languages and Literatures; College of Arts and Letters  
 ART - **Art**, Department of Art; College of Arts and Letters  
 AUTM - **Automotive Technology**; College of Technology  
 BA - **Business Administration**; College of Business  
 BED - **Business Education**, Department of Educational Foundations; College of Education  
 BIOL - **Biological Sciences**; College of Science and Engineering  
 BT - **Business Technology**; College of Technology  
 CADD - **Computer-Aided Design Drafting**; College of Technology  
 CE - **Civil Engineering**, Department of Civil and Environmental Engineering; College of Science and Engineering  
 CET - **Civil Engineering Technology**; College of Technology  
 CFS - **Child and Family Studies**, Department of Educational Foundations; College of Education  
 CHEM - **Chemistry**; College of Science and Engineering  
 CHLD - **Early Childhood Care and Education**; College of Technology  
 CHNS - **Chinese**, Department of Languages and Literatures; College of Arts and Letters  
 CMLT - **Comparative Literature, Languages and Literatures**; College of Arts and Letters  
 CMP - **Communication, Media, and Persuasion**, Department of Communication, Media, and Persuasion; College of Arts and Letters  
 COMM - **Communication** (Speech), Department of Communication, Media, and Persuasion; College of Arts and Letters  
 COSM - **Cosmetology**; College of Technology  
 COUN - **Counseling**, Kasiska School of Health Professions; Division of Health Sciences  
 CS - **Computer Science**; College of Science and Engineering  
 CSD - **Communication Sciences & Disorders**; Division of Health Sciences  
 DAAC - **Dance Activity Courses**; College of Arts and Letters  
 DANC - **Dance**; College of Arts and Letters  
 DENT - **Dental Hygiene**, Kasiska School of Health Professions; Division of Health Sciences  
 DESL - **Diesel/On-Site Power Generation Technology**; College of Technology  
 DHS - **Division of Health Sciences**  
 ECON - **Economics**; College of Business  
 EDUC - **Education**, Department of Educational Foundations; College of Education  
 EE - **Electrical Engineering**, Department of Electrical Engineering; College of Science and Engineering  
 EMGT - **Emergency Management**; College of Technology



ENGL - **English** (writing or literature); College of Arts and Letters  
ENGR - **Engineering** (generic Engineering courses); College of Science and Engineering  
ENVE - **Environmental Engineering**, Department of Civil and Environmental Engineering; College of Science and Engineering  
ESET - **Energy Systems Engineering Technology** (several separate programs); College of Technology  
FIN - **Finance**; College of Business  
FREN - **French**, Department of Languages and Literatures; College of Arts and Letters  
FSA - **Fire Services Administration**; College of Technology  
GEMT - **Geomatics Technology**; College of Technology  
GEOL - **Geosciences**; College of Science and Engineering  
GERM - **German**, Department of Languages and Literatures; College of Arts and Letters  
HCA - **Health Care Administration**, Kasiska School of Health Professions; Division of Health Sciences  
HE - **Health Education and Promotion**, Kasiska School of Health Professions; Division of Health Sciences  
HIST - **History**; College of Arts and Letters  
HIT - **Health Information Technology**; College of Technology  
HO - **Health Occupations**; College of Technology  
HONS - **Honors**; University Honors Program  
HPHY - **Health Physics**, Department of Nuclear Engineering and Health Physics; College of Science and Engineering  
IC - **Industrial Controls**, Instrumentation and Automation Engineering Technology; College of Technology  
IDEP - **Idaho Dental Education Program**; Department of Dental Sciences, Division of Health Sciences  
INFO - **Informatics and Computer Science**; College of Business  
INST - **Instrumentation**, Instrumentation and Automation Engineering Technology; College of Technology  
IS - **International Studies**, Department of Political Science; College of Arts and Letters  
ITS - **Information Technology Systems**; College of Technology  
JAPN - **Japanese**, Department of Languages and Literatures; College of Arts and Letters  
LANG - **Language**, Department of Languages and Literatures; College of Arts and Letters  
LATN - **Latin**, Department of Languages and Literatures; College of Arts and Letters  
LAWE - **Law Enforcement**; College of Technology  
LEAD - **Leadership Studies**, Department of Communication and Rhetorical Studies; College of Arts and Letters  
MA - **Medical Assisting**; College of Technology  
MACH - (stands for Machining Technology) **Computerized Machining Technology**; College of Technology  
MATH - **Mathematics**; College of Science and Engineering  
ME - **Mechanical Engineering**; College of Science and Engineering  
MGT - **Management**; College of Business  
MKTG - **Marketing**; College of Business  
MLS - **Medical Laboratory Science**; Division of Health Sciences  
MSL - **Military Science and Leadership** (U.S. Army R.O.T.C.); College of Arts and Letters  
MSTH - **Massage Therapy**; College of Technology  
MUSA - **Applied Music** (music lessons), School of Performing Arts; College of Arts and Letters  
MUSC - **Music**, School of Performing Arts; College of Arts and Letters  
MUSP - **Music Performance**, School of Performing Arts; College of Arts and Letters  
MUSE - **Museology**, Idaho Museum of Natural History  
NE - **Nuclear Engineering**, Department of Nuclear Engineering and Health Physics; College of Science and Engineering  
NTD - **Dietetics** (stands for Nutrition and Dietetics), Kasiska School of Health Professions; Division of Health Sciences  
NURS - **Nursing**; Division of Health Sciences  
OLP - **Organizational Learning and Performance**, Department of Organizational Learning and Performance, College of Education  
PARA - **Paralegal Studies**; College of Technology  
PARM - **Paramedic Science**, Kasiska School of Health Professions; Division of Health Sciences  
PAS - **Physician Assistant Studies**; Division of Health Sciences  
PDNT - **Pharm.D. Non-Traditional**; Division of Health Sciences  
PE - **Physical Education**, Sport Science and Physical Education; College of Education  
PEAC - **Physical Education Activity Courses**, Sport Science and Physical Education; College of Education  
PHAR - **Pharmacy**; Division of Health Sciences  
PHIL - **Philosophy**, Department of English and Philosophy; College of Arts and Letters  
PHYS - **Physics**; College of Science and Engineering  
PNUR - **Practical Nursing**; College of Technology  
POLS - **Political Science**; College of Arts and Letters  
PPRA - **Pharmacy Practice**, Pharmacy Practice and Administrative Sciences; Division of Health Sciences  
PSCI - **Biomedical and Pharmaceutical Sciences**; Division of Health Sciences  
PSYC - **Psychology**; College of Arts and Letters  
PTA - **Physical Therapist Assistant**; College of Technology  
PTOT - **Physical Therapy and Occupational Therapy**; Division of Health Sciences  
RESP - **Respiratory Therapy**; College of Technology

RS - **Radiographic Science**, Kasiska School of Health Professions; Division of Health Sciences  
 RUSS - **Russian**, Department of Languages and Literatures; College of Arts and Letters  
 SHOS - **Shoshoni**, Department of Languages and Literatures; College of Arts and Letters  
 SOC - **Sociology**, Department of Sociology, Social Work, and Criminal Justice; College of Arts and Letters  
 SOWK - **Social Work**, Department of Sociology, Social Work, and Criminal Justice; College of Arts and Letters  
 SPAN - **Spanish**, Department of Languages and Literatures; College of Arts and Letters  
 SPED - **Special Education**, School Psychology, Literacy, and Special Education; College of Education  
 TGE - **Technical General Education**; College of Technology  
 THEA - **Theatre**, School of Performing Arts; College of Arts and Letters  
 US - **University Studies**; Bachelor of University Studies  
 WELD - **Welding**; College of Technology  
 WS - **Women Studies**; College of Arts and Letters

## Undergraduate Admission

Office of Admissions  
 921 S 8th Ave. Stop 8270  
 Pocatello, ID 83209-8270  
 (208) 282-2475  
<http://www.isu.edu/future/>  
 email:admiss@isu.edu

### Admission Process

*The following information applies to undergraduate students applying for admission to academic programs. For students seeking information regarding admission to professional-technical programs, contact the College of Technology (<http://coursecat.isu.edu/technology>). Graduate students should refer to the Graduate Catalog (<http://coursecat.isu.edu/graduate>).*

Idaho State University welcomes all students of good character who provide evidence of suitable preparation for work at the college level. Future students are welcome to contact the Office of Admissions for an admission application, other supporting forms, and accompanying instructions, or visit our web page at [www.isu.edu/future](http://www.isu.edu/future)

Typically, the Office of Admissions notifies students of admission decisions within 14 days of receiving the student's completed application. Decisions may be delayed if documentation is incomplete upon submission. Students may be admitted with an in-progress transcript. However, the university reserves the right to restrict registration for the term following admission if all required documents are not submitted.

***Failure to list and submit transcripts from all schools attended, or submission of inaccurate information, is considered fraud and is cause for refusal of admission or dismissal from Idaho State University. All required documentation must be received prior to admission.***

### Application

To allow appropriate time for evaluation, admission decisions, and appropriate notification, all applications and documentation should be submitted to the Office of Admission at least three weeks prior to the start of the semester for acceptance consideration. Otherwise, a \$20 late fee may be assessed and an admission decision cannot be guaranteed prior to the beginning of the ensuing semester.

Semester	Freshmen Applicants	Transfer Applicants	International Applicants
Fall	August 1	August 1	March 1
Spring	December 1	December 1	October 1
Summer	Contact Admissions	Rolling	Applications not accepted

Students should hear from the Office of Admissions at Idaho State University approximately 14 days following receipt of their complete application file.

### Definitions

Idaho State University has different application processes and requirements for the following groups of students:

1. Freshmen - Students who have not enrolled in any college or university after graduating from high school (or receiving a GED).

Note: Students who have been enrolled in an early college or dual/concurrent enrollment program while still classified as high school students are considered freshman.

2. Transfer Students - Students who have been enrolled at any college or university after graduating from high school (or receiving a GED) prior to enrolling at Idaho State University.

3. Former Students - Students who have been accepted and enrolled at ISU previously, but have not enrolled in classes for the past 8 semesters.

4. International Students

5. Professional Technical Students

**Assured Admission** means the student has satisfied the full complement of admission requirements.

**Conditional Admission** means the student has satisfied most of the admission requirements. Conditional Admission is not a probationary status but is subject to credit hour restrictions. Students conditionally accepted are considered for scholarships and have the rights and privileges granted all students.

## Idaho State Board of Education College Entrance Core Requirements

Department	# Semesters
English (Composition, Literature)	8
Mathematics (Applied Math I, Applied Math II, Algebra I, Algebra II, Geometry, Analytic Geometry, Calculus, Statistics, Trigonometry; at least 4 semesters must be taken during grades 10 through 12)	6
Natural Science (Anatomy, Biology, Chemistry, Earth Science, Geology, Physiology, Physical Science, Physics, Zoology. Selected applied science courses may count for up to 2 semesters. At least 2 semesters must be for courses which include a laboratory science experience.)	6
Social Science (American Government, Geography, U.S. History, World History. Economics, Philosophy, Psychology, Sociology)	5
Humanities/Foreign Language (Literature, History, Philosophy, Foreign Language, and related study of 2 or more of the traditional humanities disciplines)	2
Other college prep (Speech, Studio/Performing Arts (Art, Dance, Drama, Music), additional Foreign Language. Up to 2 semesters of approved vocational courses may apply; consult your high school counselor)	3

## New Freshmen

### Application Steps for New Freshmen

1. Apply for Admission—the form is online at <http://www.isu.edu/apply/>
2. Pay \$50 nonrefundable application fee.
3. Submit official ACT or SAT Scores. (Students 21 years or older are exempt from submitting ACT/SAT scores.)
4. Submit an official high school transcript (transcript should be sent by the high school in a sealed envelope.)
5. After high school graduation, an official copy of the final high school transcript must be mailed via U.S. Mail in a sealed envelope to Idaho State University by the awarding institution. Official transcripts by fax are permitted only when sent within the state of Idaho (from Idaho high schools or colleges.) GED recipients must request that official GED scores be mailed to ISU. No transcripts will be accepted directly from a student under any circumstances.

## High School Graduates

Students are admitted to Idaho State University with a status of Assured Admission or Conditional Admission.

**Assured Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. A 2.50 or better cumulative grade point average,
3. The completion of the Idaho State Board of Education high school core requirements,
4. A math minimum test score of 18 on the ACT or 490 on the SAT,
5. An English minimum test score of 18 on the ACT or 460 on the SAT Critical Reading.

Students from Idaho will be evaluated for completion of the Idaho State Board of Education core upon receipt of a final high school transcript with the graduation date posted.

Students who meet the above criteria for GPA and test scores but lack up to two core high school classes will be granted Conditional Admission.

**Conditional Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. A 2.25 or better cumulative grade point average,
3. A math minimum test score of 12 on the ACT or 270 on the SAT,
4. An English minimum test score of 12 on the ACT or 360 on the SAT Critical Reading.

Students from Idaho will be evaluated for completion of the Idaho State Board of Education core upon receipt of a final high school transcript with the graduation date posted.

## Home School Students

**Assured Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. Received test scores meeting the following:
  - a. Composite score of at least 21 on the ACT or a 980 combined SAT Math and Critical Reading score,
  - b. Math score of at least 18 on the ACT or 490 on the SAT,
  - c. English score of at least 18 on the ACT or 460 on the SAT Critical Reading exam,
3. Meet one of the following:
  - a. Passing score on the GED, or
  - b. Completion of the COMPASS tests in Math, Reading, Writing Skills and Writing Essay, with scores of at least 40 in Math/Algebra and at least 68 in Reading.

**Conditional Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. Received test scores meeting the following:
  - a. Composite score of at least 20 on the ACT or a 940 combined SAT Math and Critical Reading score,
  - b. Math score of at least 12 on the ACT or 270 on the SAT,
  - c. English score of at least 12 on the ACT or 360 on the SAT Critical Reading exam,
3. Meet one of the following:
  - a. Passing score on the GED, or
  - b. Completion of the COMPASS tests in Math, Reading, Writing Skills and Writing Essay, with scores of at least 40 in Math/Algebra and at least 68 in Reading.

## GED Students Between 18 and 21 Years of Age

**Assured Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. Received test scores meeting the following:
  - a. Composite score of at least 21 on the ACT or a 980 combined SAT Math and Critical Reading score,
  - b. Math score of at least 18 on the ACT or 490 on the SAT,
  - c. English score of at least 18 on the ACT or 460 on the SAT Critical Reading exam,
  - d. Passing score on the GED.

**Conditional Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. Received test scores meeting the following:
  - a. Composite score of at least 20 on the ACT or a 940 combined SAT Math and Critical Reading score,
  - b. Math score of at least 12 on the ACT or 270 on the SAT,
  - c. English score of at least 12 on the ACT or 360 on the SAT Critical Reading exam,
  - d. Passing score on the GED.

## GED Students Younger than 18 or Older than 21

GED students younger than 18 years of age must petition the Admission Committee to be considered for admission.

GED students over 21-years-old must have a passing GED score with a 450 (45) average and no individual score below 410 (41) and both a Compass score in English of at least 68 and Algebra score of at least 40.

## Admission by Petition

Applicants with a diploma or passing GED score who fail to meet the admission requirements above, or transfer students with a cumulative GPA of less than 2.0, may deserve further consideration for admission because of special circumstances. Applicants may submit an admission petition to the Office of Admissions explaining why they feel that they can be successful at Idaho State University and documenting their special circumstances. Letters of support from counselors, teachers, etc., are encouraged.

Admission petitions will be approved only when the applicant provides evidence of preparedness for academic success at the level described by the requirements for assured admission, even if not all the requirements are met. Examples of such evidence are above average ACT, SAT, GED, COMPASS, or TABE (Test of Basic Education) scores, a high school or college GPA that for all semesters but one or two is well above that given in the requirements, or military or other life experience in the years since previous academic work that demonstrates a strong foundation for academic success.

Admission petitions are reviewed by an Admission Committee chaired by a representative of the Office Admissions. The committee consists of at least five other members representing faculty, Academic Advising, the Athletics Department, Disability Services, and TRIO Student Services. Completed petitions are usually reviewed within one month. Applicants may be asked to complete a placement exam prior to an admission decision.

Applicants whose petitions are approved must sign an Admission Agreement that limits the number of credits the student may attempt, requires registration in support or developmental courses, and requires regular meetings with an assigned advisor from Central Academic Advising.

## Admission Deferment Policy

An admitted Freshmen student who decides to delay their enrollment at ISU in order to perform voluntary service (church mission, U.S. military, or other government or non-profit agency) may submit a one-time request to defer their admission to a future semester that is up to six subsequent semesters (not including the summer semesters) after the semester they were offered admission. (Example: A student admitted for the Fall 2014 semester could request a deferment up to and including the Fall 2017 semester. See the table below for additional semesters.) This deferment assumes that the student:

- will remain a first-time freshman upon enrollment,
- will enroll at ISU as a first-time freshman upon return from their volunteer service, and
- will not enroll at another post-secondary institution prior to their enrollment at ISU.

The "Admission Deferment Request" form (available at [www.isu.edu/future/defer](http://www.isu.edu/future/defer)) must be submitted to the Office of Admission by August 1 before the fall semester for which the student has been admitted. (Example: For students admitted for Fall 2014 semester, the form must be received by August 1, 2014.) See the table below for deadlines for additional semesters. The deferment guarantees admission to ISU but not necessarily admission to a particular academic major and/or program of study. More details on the Admission Deferment Policy can be found at [www.isu.edu/future/defer](http://www.isu.edu/future/defer).

Session Admitted: Fall 2014

Can defer admission until: Fall 2017

Deadline for ISU to receive Admissions Deferment Request Form: 8/1/2014

Session Admitted: Spring 2015

Can defer admission until: Spring 2018

Deadline for ISU to receive Admissions Deferment Request Form: 12/1/2014

Session Admitted: Fall 2015

Can defer admission until: Fall 2018

Deadline for ISU to receive Admissions Deferment Request Form: 8/1/2015

## Re-Applying for Admission

Applicants not meeting requirements to be granted assured or conditional admission have the opportunity to re-apply to the university after they have completed 14 or more transferable semester hours (credits) at a regionally accredited college or university. Students may also re-apply if they receive passing Test of Adult Basic Education (TABE) exam scores after additional preparation.

## New Transfer Students

### Definition

A transfer student is a student who has been enrolled or plans to enroll in any college or university after graduating from high school, (or receiving a GED,) prior to being admitted to Idaho State University.

### Application Steps

1. Apply for Admission—the form is online at <http://www.isu.edu/apply/>
2. Pay \$50 nonrefundable application fee

3. An official transcript from each college previously attended must be mailed via U.S. Mail in a sealed envelope to Idaho State University by the awarding institution. Official transcripts by fax are permitted only when sent within the state of Idaho (from Idaho colleges). No transcripts will be accepted directly from a student under any circumstances.
4. If applying in mid-semester while attending elsewhere, submit an in-progress college transcript indicating grades earned through the most recent completed semester.

***Failure to list and submit transcripts from all schools attended, or submission of inaccurate information, is considered fraud and is cause for refusal of admission or dismissal from Idaho State University. All required documentation must be received prior to registration.***

**Assured Admission** requires:

1. Completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. 2.0 or better cumulative grade point average
3. A final, official transcript from each college attended

Students with less than a 2.0 cumulative transfer GPA for previous college work are required to submit a petition to the Admission Committee (see Admission by Petition above).

## Transfer Credit Evaluation

Transfer courses are evaluated on a course-by-course basis. Credits earned at the baccalaureate level from a regionally accredited institution are transferable.

All international post-secondary transcripts must go through an evaluation service approved by the National Association of Credential Evaluation Services, Inc. (NACES). Students need to provide the Office of Admissions with the official credential evaluation in addition to the official transcripts. For evaluations, Idaho State University recommends:

- World Education Services - <http://www.wes.org> 212-966-6311
- Global Services Associates, Inc. - <http://www.globaleval.org> 310-828-5709
- Global Credential Evaluators Inc. - <http://www.gcevaluators.com> 512-528-0908
- Educational Credential Evaluators - <http://www.ece.org> 414-289-3400

In order for an evaluation to be considered official, it must come to us directly from the evaluation service.

Vocational or technical coursework may be considered for transfer with limitations; these courses are subject to review by the student's academic department chair and dean. For specific questions regarding technical transfer credit, please contact the Office of the Registrar at (208) 282-2661.

Note: Departments determine the transferability of specific transfer course into major and/or program requirements. Courses that are transferred to ISU do not count in the official ISU GPA.

## Transfer Credit Limitations

Students transferring to ISU from a two year institution may use a maximum of 70 credits of Junior College coursework towards a baccalaureate degree at ISU.

Students transferring to ISU from a quarter credit institution will earn 2/3 of a semester credit for every credit earned on the quarter system.

Credits are transferred to Idaho State University at the level earned at the institution of origin. Transferred lower division (1000 and 2000 level) credit may NOT count as upper division (3000 and 4000) credit regardless of the appropriate course equivalencies determined by the Office of the Registrar.

Credits earned from a non-regionally accredited institution are generally not transferable to ISU. If you have questions or concerns, please contact the Office of the Registrar.

## Transfer Credits toward General Education Requirements

1. Students transferring to ISU with an Associate of Science, Associate of Arts, or Associate of Arts and Science degree earned after 1995 or a baccalaureate degree from any U.S. regionally accredited institution will be considered to have met ISU's general education requirements.
2. Students transferring to ISU from any U.S. regionally accredited institution who have not earned an Associate of Science, Associate of Arts, or Associate of Arts and Science degree earned after 1995, but have earned an "Idaho Core Certified" designation from the sending institution will be considered to have met ISU's general education requirements.

Note: Some departments require specific courses identified as fulfilling general education requirements in their major or minor program of study. Students who earn general education waivers based on prior degrees must still complete all defined program requirements within their major or minor area.

## Other Applicants

### Former Students

Students who have NOT enrolled for classes at Idaho State University for 8 semesters are required to re-apply and submit the following to the Office of Admissions:

1. Application for Admission. Access online application at <http://www.isu.edu/apply/>
2. Complete, official transcripts from any other colleges attended since enrolled at Idaho State University.
3. Application Fee (\$50, nonrefundable).

### Students Who Previously Applied but did not Enroll

Students accepted for admission to Idaho State University who do not attend their first semester will be allowed to enroll the next semester without reapplying. Acceptance is granted for a two (2) semester time frame. However, students MUST complete an "Admissions Update Form" or call the Office of Admissions at (208) 282-2475 to provide current information, including official transcripts from all other colleges or universities attended since initial application submission, prior to being allowed to enroll for classes.

### Students with Behavioral Problems

Whenever an applicant for admission or a student (regardless of the program of study or whether full-time or part-time) exhibits behavior which poses a substantial threat to himself/herself or other members of the university community or is disruptive of the educational processes, said student or applicant will be subjected to a special screening process. This process has been formulated as a result of recommendations of a committee of the faculty and students of this institution and will apply to any admission or readmission request. In the event that the conduct or behavior of the individual or any other member of the university community is disruptive of the educational process of the institution, these procedures shall apply whether the cause of the condition is medical, psychiatric, behavioral, otherwise, or a combination of the above.

### Non-Degree Seeking Students

A person may apply as a non-degree seeking student if he/she does not wish to qualify for admission for degree work but to pursue studies for personal reasons. Such a student may register for at most 7 credits per semester, unless he or she is enrolled in the Early College Program. A non-degree seeking student who has completed 32 credits must follow regular admission procedures at Idaho State University to enroll for additional degree credits or sign a non-degree waiver to continue as a non-degree seeking student. All admission requirements must be met before the university can assist this student in obtaining a degree. Such a student will be classified as non-degree seeking until all admission requirements are met for classification as a regular student. Non-degree seeking students are NOT eligible for federal financial aid.

### Early College Program/High School Dual Credit

Academically qualified high school students may enroll at Idaho State University. Dual Credit allows high school students the opportunity to earn college credit while continuing their high school courses and activities. Courses may be taught at their high schools by teachers approved as Idaho State University adjunct faculty. High schools may allow Idaho State University courses to be applied to meet high school graduation requirements.

High school students must complete an Idaho State University Early College Program registration form. Written permission from their principal or counselor is needed along with a parent's and the student's written signatures. High school students meeting the necessary requirements will be allowed to enroll as non-degree seeking students. High school students may enroll in any class offered through Idaho State University for which they have met the prerequisites.

All qualified high school students receive a partial fee scholarship and pay reduced fees. A student must hold the status of high school student for the entire Idaho State University course's length in order to participate within the Early College Program. High school students are NOT eligible to receive federal financial aid.

For additional information and/or registration contact the Early College Program at (208) 282-6067/ (208) 282-2633 or <http://www.earlycollege.isu.edu>.

Idaho State University has established the University Health High School program to introduce students to the health professions, since the university is Idaho's center for education in this domain. Learn more about careers, hear from working professionals, and discover opportunities to take dual credit, on-line, introductory courses in the health professions by logging on as a guest at <http://www.isu.edu/ecp/uhhs/index.shtml>.

## International Admissions

### International Admissions

Idaho State University encourages and welcomes international students to apply. We are proud of the active part taken in student activities by students from around the world. Admission to Idaho State University for international students is dependent upon credentials showing proof that the students are able to perform well in an American academic environment. The Office of International Admissions recognizes there are no such things as equivalents between curricula in any other country, and the United States. Thus; foreign courses must be evaluated in terms of approximations.

## Applications

The priority dates for international student admission applications are March 1 for fall semester, and August 1 for spring semester. The form is online at <http://apply.isu.edu>. The following additional items are needed:

1. Application Fee (\$50, nonrefundable);
2. Documents showing English Proficiency (ex. IELTS, TOEFL)
3. Official Transcripts from all universities previously attended and statements of English proficiency when applicable;
4. Official secondary or high school transcripts if fewer than 26 transfer college credits have been earned;
5. Declaration of Financial Support for one academic year.
6. Students transferring from another U.S. college or university are required to have the Transfer Verification form completed and submitted to the Office of International Admissions along with a copy of the current I-20 or DS-2019 forms issued to them by the school from which they wish to transfer.

ALL REQUIRED ADMISSIONS DOCUMENTS MUST BE RECEIVED PRIOR TO ENROLLMENT AND REGISTRATION FOR CLASSES.

***Failure to list and submit transcripts from all schools attended, or submission of inaccurate information, is considered fraud and is cause for refusal of admission or dismissal from Idaho State University.***

*NOTE: It is critical that students submit necessary admission documents early so they may be cleared to register for classes. Those submitting application materials late cannot be assured of registration for the current semester. An official transcript is one that is sent directly from the college/university to the International Programs Office at Idaho State University.*

## English Proficiency

Students from other countries are required to provide evidence of a satisfactory score on one of the following standardized tests:

- Compass Test -- 68 or higher,
- English TOEFL-- iBT of 61 or above,
- IELTS -- overall band score of 5.5 or above, or a 5.0 on each of the sub-tests .

Exemption from the English Proficiency requirement is possible for students who:

1. are coming from countries where English is the official medium of instruction.
2. are transferring 26 or more credits from another college or university in the United States.
3. have successfully completed their prescribed course of study at the ISU Intensive English Institute and who have the recommendation of the IEI staff.

To see whether you qualify, contact the International Programs Office at 208-282-4320.

Test results must be sent directly to ISU International Programs Office from the testing organization.

To find test centers and to learn more about the tests, go to <http://www.ets.org/toefl/> or <http://www.ielts.org/>.

Students can also show English proficiency by completing Level 112 at any ELS program (<http://www.els.edu>).

## International High School Graduates

**Assured Admission** requires:

1. A completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. 2.50 or better cumulative grade point average,
3. Secondary school (high school) diploma and mark sheets (grades) in original, or copies certified by the school principal, or the controller of examinations. Documents must be sent in an official, sealed school envelope. Translation of these documents by a certified translator must be done if the documents are not in English.
4. Meeting English proficiency requirements.

We do not require SAT or ACT scores for admission. However, we strongly encourage our students to take these.

**Conditional Admission** requires:

1. A completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid;
2. 2.25 or better cumulative grade-point average;



3. Secondary school (high school) diploma and mark sheets (grades) in original, or copies certified by the school principal, or the controller of examinations. Documents must be sent in an official, sealed school envelope. Translation of these documents by a certified translator must be done if the documents are not in English.
4. Meeting English Proficiency requirements.

We do not require SAT or ACT scores for admission. However, we strongly encourage our students to take these.

All I-20's are generated and tracked by the International Programs Office. If you have questions regarding this process, please call (208) 282-4320.

## International Alternative Admissions without High School Diploma

**Assured Admission** requires:

1. A completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid;
2. Composite score of at least 21 on ACT or a 1050 combined SAT Critical Reading and Math score;
3. GED score with a 450 (45) average and no individual score below 410 (41) or both a Compass score in English of at least 68 and Algebra score of at least 40.

Students will be required to provide either a TOEFL iBT score of 61 or above or an IELTS overall band score of 5.5 or above, or a 5.0 on each of the sub-tests to demonstrate their English proficiency if they score less than:

- 18 on the ACT English test;
- 450 on their SAT Critical Reading test;
- 68 on the COMPASS writing test.

Test results must be sent directly to the International Programs Office from the testing organization.

**Conditional Admission** requires:

1. A completed Undergraduate Admission Application with the \$50 nonrefundable application fee paid,
2. Composite score of at least 20 on ACT or a 1000 combined SAT Critical Reading and Math score,
3. GED score with a 450 (45) average and no individual score below 410 (41) or both a Compass score in English of at least 68 and Algebra score of at least 40

Students will be required to provide either a TOEFL iBT score of 61 or above or an IELTS overall band score of 5.5 or above, or a 5.0 on each of the sub-tests to demonstrate their English proficiency if they score less than:

- 18 on the ACT English test,
- 450 on their SAT Critical Reading test,
- 68 on the COMPASS writing test.

Test results must be sent directly to the International Programs Office from the testing organization.

## International Transfer Student Admission Requirements

1. International students who have completed less than 2 semesters of full-time study (less than 26 credits) are required to submit secondary school (high school) diploma and mark sheets (grades) in original, or copies certified by the school principal, or the controller of examinations. Documents must be in official, sealed school envelope. Students are also required to mail in official (original) college/university transcripts in a sealed official envelope from the school or copies certified by the school principal or the controller of examinations.
2. If student has completed at least 26 credits at a college/university, then a student is required to submit official (original) college/university transcripts in a sealed official envelope from the school, or copies certified by the school principal, or the controller of examinations. Documents must be in an official, sealed school envelope. Students who have attended more than one college/university must submit official transcripts from each institution attended.
3. Students who have already completed an associate's (2 year) or bachelor's (3 or 4 year) degree must also submit their diploma, or have their diploma posted on the transcript.
4. All non-English documents must be translated by a certified translator.
5. All international post-secondary documents must go through an evaluation service approved by the National Association of Credential Evaluation Services, Inc. (NACES). Students need to provide the International Programs Office with the official credential evaluation in addition to the official transcripts. For evaluations, Idaho State University recommends:

World Education Services - <http://www.wes.org> 212-966-6311

Global Services Associates, Inc. - <http://www.globaleval.org> 310-828-5709

Global Credential Evaluators Inc. - <http://www.gcevaluators.com> 512-528-0908

Educational Credential Evaluators - <http://www.ece.org> 414-289-3400

In order for an evaluation to be considered official, it must come to us directly from the evaluation service.

6. Students must meet English proficiency requirements.

## Transfer of I-20/DS-2019 Form

International students who have attended any other college, or university, in the United States are required to have the Transfer of I-20/DS-2019 Form completed by the official International Student Advisor from their previous institution. The form should be submitted to the International Programs Office along with a copy of the student's I-20/DS-2019 and I-94 forms.

## Declaration of Financial Support / Financial Statement

All international students must submit documentation showing that they are financially able to support themselves while attending Idaho State University. The Declaration of Financial Support Form from a sponsor along with an attached official bank statement will serve as proof of the student's financial ability to meet his/her educational costs. The designated sponsor must release funds when needed to pay for expenses as indicated on the declaration. Refer to the estimate of costs, shown below. International students receiving athletic scholarships from Idaho State University must have the Athletic Department submit written verification of such a financial award. Idaho State University reserves the right to require financial deposits from students before registration.

**Note: Based on academic merit and availability, new entering International students may be considered for non-resident fee waiver scholarships worth approximately \$11,800 per year. For more information, contact: [scholar@isu.edu](mailto:scholar@isu.edu)**

## Estimated Costs

### Undergraduate, Without Scholarship

Fee	Amount
Tuition and Fees*	\$18,676.00
Other Expenses (Books, Supplies, and Medical Insurance)**	\$3,828.00
Room and Meals	\$5,497.00
Total	\$28,001.00

### Undergraduate, With Non-resident Tuition Scholarship

Fee	Amount
Tuition and Fees*	\$6,344.00
Other Expenses (Books, Supplies, and Medical Insurance)**	\$3,828.00
Room and Meals	\$5,497.00
Total	\$15,669.00

**Note: Academic year includes Fall and Spring semesters only. Summer Semester costs are not included in the estimates. Costs are subject to change; see <http://www.isu.edu/iso/cost.shtml> for the most updated information.**

\* Some academic and most College of Technology programs require **additional** tool or class costs. Students need to contact individual departments or programs for these costs.

\*\* Students must have the necessary funds to purchase medical insurance for themselves and their family. Costs for medical services provided while in the U.S. are NOT covered by the state of Idaho or the federal government.

Tuition costs include the basic fees paid by all students, plus Non-Resident Tuition which is required of all non-Idaho residents.

See Expenses (<http://coursecat.isu.edu/undergraduate/aboutISU/expenses>) within the About Idaho State University section of this catalog for on-campus housing. Off-campus options are available. Married students accompanied by spouse and children must provide additional funds for them. International students are confronted with a different circumstance than resident students or even out-of-state students. These students may need to supplement their personal belongings with purchases after they arrive on campus. In addition, international students may be required to arrange for their own meals during vacations when residence hall cafeterias are closed.

## Physical Facilities and University Services

The Idaho State University campus encompasses over 1,100 acres of property. Its 105 buildings are surrounded by 180 acres of attractively maintained landscape. There are over 5,600 parking spaces available throughout the campus.

For convenience, a free on-campus shuttle bus is available during the fall and spring semesters. Riding a bicycle is also a popular way to get around campus. The campus is located just off of the interstate, making access very easy. The university commuter bus system brings students to the campus from over 70 miles away from Idaho Falls, neighboring towns, and areas in between.

All seven colleges are housed in the various campus buildings ranging from the oldest, Frazier Hall (built in 1925), to the newest, the Rendezvous Building (completed in 2008). The Rendezvous is a new 256,000 square foot, multi-use facility located in the center of campus. It contains 82 student suites which house 300 students, a 40 classroom academic building with a 250 seat lecture hall/future planetarium, a core food service facility to serve housing students and retail customers, as well as a 120 seat drop-in computer lab and numerous styles of study and relaxation spaces. This expansive facility creates a new living, learning, studying, social and academic heart for the campus.

The L. E. and Thelma E. Stephens Performing Arts Center, completed in 2004, is located on 16.8 acres, high on a hill on the perimeter of the campus, adjacent to Interstate 15. This 123,000 square foot facility includes a 1,200 seat concert hall, an elegant rotunda, a 446 seat thrust theatre, and a 200 seat black box theatre. The three-level concert hall, the Center's largest venue, incorporates state-of-the-art design and technology to optimize sound. The Center also includes classroom space, offices for the Department of Theatre and Dance, and a conference room. The facility and the various, wonderful performances it presents are a must-see part of campus.

Opened in October 2008, the Center for Advanced Energy Studies or "CAES" Building is a world-class research facility with offices and laboratories for collaborative projects between Idaho State University, Boise State University, the University of Idaho, and Idaho National Laboratory scientists and engineers. It is certified as a LEED Gold building and located on our Idaho Falls campus. It is a 55,000 square foot, \$18 million facility and includes a fluids lab, advanced materials lab, imaging suite, radio chemistry and chemistry labs, systems modeling, power wall, and visualization cave.

Opened in August 2009, the 101,000 square foot ISU-Meridian Health Sciences Center includes programs with an emphasis on health sciences, consolidating programs already leasing space in Meridian and the Treasure Valley.

Remodeling and updates of the campus are an ongoing process. All of the campus buildings are accessible to the disabled.

Occupied in 1971, Holt Arena was the first enclosed football stadium on any university campus. The arena is used for football and basketball games, indoor track meets, and various trade and garden shows, as well as championship rodeos.

Remodeled in 2002, Reed Gymnasium provides a unique and exciting venue for basketball games, volleyball, and other sporting events. A world-class climbing wall is located in the Recreation Center along with racquetball courts, a running track, weight rooms and other sports equipment as well as an Olympic-size swimming pool. The Recreation Center was expanded in 1996. A new \$7.7 million expansion, completed in April 2010, includes weight, cardio-training and fitness areas, dance/multipurpose rooms, offices, and lobby.

A new NCAA Women's Softball Field is under construction and will provide a competition-level practice and performance field for the ISU women's softball team.

Historic Davis Field provides a well-maintained, multi-use field and outdoor running track where Idaho State University hosts a variety of events including soccer and track tournaments and Special Olympics. Bartz Field is a 30 acre, dog-friendly field used for events such as softball, archery, sledding, cross country, golf, and rugby. The Pocatello Greenway passes through the campus above Davis Field, connecting with 13 miles of trail through the Portneuf Valley.

Outdoor recreation opportunities abound on the many acres of developed and undeveloped campus grounds. A disc golf course, challenging cross-country track, vertical challenge tower, bike trails, jogging trails, hiking areas, and walking paths are part of the Idaho State University campus. Softball, track, ultimate frisbee, soccer, and rugby are all options for the active student. Summer and winter sports, including rock climbing, skiing and snowboarding, are also available only minutes away in the beautiful mountains surrounding the city. Just 35 miles away, located in the mountainous valley of the Portneuf River on the old route of the Oregon Trail and California Trail, the city of Lava Hot Springs is a popular resort location, noted for its numerous hot springs amenable to bathing, an Olympic-size swimming pool, and unique shops and restaurants.

The ISU-Idaho Falls campus provides modern classroom facilities and a student union. The university also has many outreach centers available to assist students in Southeast Idaho, Twin Falls, and Meridian.

## Bookstore

The Idaho State University Bookstore, located in the lower level of the Pond Student Union Building, carries a large selection of new and used textbooks, software, office supplies, Idaho State University clothing, and general interest books.

Regular Bookstore hours are 8 a.m. - 5 p.m. Monday through Friday, and 10 a.m. - 2 p.m. Saturdays, with extended hours during registration. Call the Bookstore at (208) 282-3237 (in Pocatello) or 1-800-688-4781 (outside Pocatello) for more information.

Textbooks may be purchased online using our <http://www.efollett.com> service.

The Bookstore maintains a branch office in Idaho Falls (Idaho State University-Idaho Falls, (208) 282-7940).

Students should purchase textbooks as early as possible to ensure good selection. A full refund will be paid for unmarked books, accompanied by the original sales slip, that are returned by the 7th day from the start of Fall or Spring semester. Books that are marked or damaged will be refunded at the used book price.

## Idaho Museum of Natural History

<http://imnh.isu.edu/home/>

The Idaho Museum of Natural History was founded by legislative proclamation in 1977. At that time, the museum received its state-mandated mission to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. The museum has four divisions: Anthropology, Earth Science, Life Science, and Public Programs. Each of the first three divisions is headed by a Research Curator, with other affiliate curators and collections managers. Significant collections include the Anthropology ethnographic collections, the Earl R. Swanson Archaeological Repository, extensive collections in vertebrate and invertebrate paleontology, and the Ray J. Davis Herbarium. The museum houses the Idaho Virtualization Laboratory and the Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). Affiliated research institutes include the GIS Training and Research Center, the Informatics Research Institute, and the Don Crabtree Experimental Archaeology Lab.

Curators in Anthropology, Earth Science and Life Science lead national and international research. Our active research profile supports acquisition and use of collections for all areas of natural history research and education. ISU faculty and students have access to museum collections for instruction, training, and graduate theses and dissertations.

Our Public Programs Division develops and implements programs and exhibitions on a wide range of science topics, emphasizing current museum research and environmental and ecological themes. These programs are both university level and for K-12 education.

The museum offers undergraduate and graduate students educational credits under the museum subject code (MUSE) and through courses in Anthropology, Biology, Education, Geo-sciences, History, and other affiliated Idaho State University departments. See Idaho Museum of Natural History course descriptions (<http://coursecat.isu.edu/artsandletters/idahomuseumofnaturalhistory/#courseinventory>) in the College of Arts and Letters section of the catalog.

The Idaho Museum of Natural History gallery is open from 12:30 - 5 p.m., Wednesday through Friday, 10-5 p.m. Saturday, except for Federal and State holidays. Admission to the museum is \$5 for adults and \$1 for children K-12.

## Information Technology Services

Idaho State University's Information Technology Services (ITS) is dedicated to meeting the computing needs of ISU's students. ITS maintains eight full service student computer labs in Pocatello, three in Idaho Falls, two in Meridian, and one in Twin Falls. They also provide kiosk computers in numerous locations throughout campus to provide fast and convenient stand-up email and internet access. And, finally, ITS provides wireless access for students on campus who have their own mobile devices.

Many individual departments operate additional computer labs (partially supported by ITS) which often feature specialized discipline-specific software. Use of the general ITS computer labs, kiosks, wireless network and most departmental labs require the purchase of an ISU Computer Account (currently \$35 per semester and \$30 for summer). Up to \$25 worth of black and white printing is included with a computer account. Some courses require computer accounts.

New computer accounts may be purchased at the IT Service Desk in Pocatello (BA-B9 and Rendezvous Computer Lab), and in the ISU Idaho Falls, Twin Falls, and Meridian computer labs. Students who currently have a computer account can renew their account online or in person.

The IT Service Desk, 208-282-HELP (4357) or [help@isu.edu](mailto:help@isu.edu), provides technology support to students accessing IT services, such as Moodle, BengalWeb, or e-mail. Students may also visit our IT Service Desk locations wherever computer accounts are sold (locations listed above).

BengalWeb (ISU's electronic portal) provides one-stop, personalized access to all of ISU's electronic resources. Students can use it to register for classes, print out class schedules, find book lists, check on financial aid, pay for classes and fees, and check their grades. It also provides links to campus news, advising, housing, the library, movie schedules, and much more. All admitted students have access to BengalWeb at <http://BengalWeb.isu.edu>.

All ISU students are automatically given a free ISU email account for life. ISU uses this account for all official communication, from waitlist notifications to pending deadlines. Students should check their ISU email often or have it forwarded to their preferred email address. Students who need help accessing BengalWeb or their ISU email should contact the ISU Service Desk at (208) 282-HELP (4357).

## Student Unions

Idaho State University offers student union services in three locations: the Earl R. Pond Student Union and Hypostyle (Pocatello lower campus), the Samuel H. Bennion Student Union (Idaho Falls), and Union facilities in the new Rendezvous Center (Pocatello mid campus). These locations serve the campus as focal points for experiential education and provide student opportunities for campus employment.

The Earl R. Pond Student Union provides students with: lounges, check cashing service, automatic teller machine, food service, bowling, billiards, movie theater, computer lab, copy service, ballroom, barber shop, bookstore, meeting rooms, guest rooms, and much more. This facility is in constant use by students, organizations, university departments, and community groups.

The Pond Student Union and the Union Hypostyle house offices for the Associated Students of Idaho State University (ASISU); Student Affairs, including the Vice President for Student Affairs, Associate Dean of Students (University Judicial Officer), The Bengal student newspaper, the Outdoor Adventure Center (comprised of C.W. HOG, Outdoor Program, and Outdoor Adventure Rentals), Craft Shop, Idaho State University Mail Center, KISU-FM Public Radio, New Student Orientation, Scheduling and Event Services, Student Activities Board (SAB), Student Organizations and Greek Life, Union Program Council (UPC), University Food Services, an ISU Credit Union branch, and the Bengal Card Services office.

The Samuel H. Bennion Student Union provides students with: lounges, automatic teller machine, food service areas, computer lab, multi-purpose room, bookstore, meeting rooms, the Student Health Center, TRiO Student Services, Parking and Bengal Card Services, Counseling, Testing, Career Services, Early Learning Center, and the offices of Student Services.

The Rendezvous Center brings additional student lounging areas, automatic teller machine, food service areas, computer lab, meetings rooms, and convenience store.

## University Housing

<http://www.isu.edu/housing>

<mailto:reslife@isu.edu>

208-282-2120

745 S. 5th Avenue, Stop 8083

Pocatello, ID 83209-8083

According to the American Council on Education, students who live on campus are more likely to succeed academically than students who live off campus. This includes earning higher grades and being more likely to complete a college degree. University Housing is here to contribute to your success at Idaho State University.

### Housing Options

University Housing offers traditional residence halls and suites, as well as apartments. Traditional age first-year students are eligible to live in either the residence halls or the suites; however, returning students have priority and availability in the suites can be limited. On-campus apartments are available for sophomores and above, married students, and students with children. Floor plans and photos, as well as pricing, can be found at <http://www.isu.edu/housing>. The housing fee covers all utilities and basic cable television. On-campus housing is within the university's wireless internet network, but beware that use of internet service requires an ISU computer account, for which a fee is charged per semester.

### Food Service

University food service is required for first-year students living in the residence halls, and is an option for other students, regardless of whether they live on campus.

### To Apply

Applying for University Housing is separate from application to Idaho State University. Housing applications are completed and submitted online. To apply, simply go to the Housing website (<http://www.isu.edu/housing>) and then click the "Apply Now" link. Then select either the residence hall or apartment application. If you have questions please email [reslife@isu.edu](mailto:reslife@isu.edu).

## University Library

The University Library, named for its past director, Eli M. Oboler, contains major collections of books, periodicals, electronic resources, maps, microforms, and government publications and provides a full range of services to students, faculty, and staff. The library collection of 700,377 book and serial volumes and its 4,576 active journal subscriptions in all formats are accessible through its automated catalog and circulation system, or it's A-Z Journal List, both available through the library web page at <http://www.isu.edu/library/>. In addition, the library provides access to numerous databases, many of them with full-text content providing access to an additional 63,711 journals. The University Library has been a depository for federal publications since 1908 and for state of Idaho publications since 1972. The government publications collection contains over 445,024 printed items and approximately 1,964,868 items published in microform.

General reference service is provided on the first floor, where librarians are available to assist patrons in the use of over 89 databases and other reference resources. Library instruction is available to classes and student groups and is tailored to address students' specific needs, from general library orientation to subject-specific bibliographic research. In addition to supplying informational materials from its own collections, the library provides an inter-library loan service, equipped to locate and deliver books and periodical articles from other libraries' holdings. Using online electronic ordering and transmission, as well as postal services, the inter-library loan service fills most requests within a week, but students should allow a two-week turnaround time.

The Idaho Health Sciences Library, a department of the Eli M. Oboler Library, supports the health sciences information needs of the university and the Idaho health care community. It also provides specialized health science reference, research and instruction services. The Arthur P. Oliver Law Library, located on the first floor of the Eli M. Oboler Library, houses more than 13,000 law books. An excellent reference resource for students, faculty, and staff, it is supplemented with legal databases.

## Idaho Falls

The University Library Center at Idaho State University-Idaho Falls provides reference services, a limited reference collection, and a study area for Idaho State University students. Also available are public access workstations on which students and faculty are able to access most of the information databases available to students at the main campus. With the assistance of trained staff, students are able to request the delivery of books and journal articles from the University Library.

## Twin Falls and Lewiston

The Oboler Library has agreements with the libraries at the College of Southern Idaho and at Lewis-Clark State College. These agreements ensure strong library support for Idaho State University students in the Twin Falls and the Lewiston areas. Under these agreements, students are able to access the two libraries and check out materials. They also receive full reference, instruction, inter-library loan, and database searching services. On-line access is available to Idaho State University Library databases and the catalog.

## Meridian

A similar agreement in Meridian provides ISU students and faculty the same library privileges accorded to Boise State University students and faculty upon presentation of their Idaho State University identification card.

For more detailed information regarding Library services, including hours of service and policies, visit the library website at <http://www.isu.edu/library>.

## Library Course

LLIB 1115 **Information Research 1 credit.** Develop life-long strategies for recognizing when you need information, locating it, evaluating it, and using it effectively and ethically. Explore a variety of tools and formats in order to find sources worth using/citing in support of academic projects. Equivalent to ACAD 1115. F, S

## Graduate Programs and Graduate Courses

Idaho State University offers many master's and several doctoral programs as well as a Family Practice Residency Training Program for physicians. Numerous graduate courses are delivered in almost all disciplines. Undergraduates who are last semester seniors may take up to six credits at the graduate level in the 5000 series with permission. Enrollment in graduate courses requires admission to graduate school, except the professional development courses which are the 5597 series. For additional information regarding graduate courses and programs of study, please see the *Graduate Catalog*.

## Registration

### Registration

Questions about academic regulations or registration should be directed to:

Office of the Registrar  
921 S 8th Ave Stop 8196  
Pocatello ID 83209-8196  
(208) 282-2661  
[reginfo@isu.edu](mailto:reginfo@isu.edu)

## New Students

You must apply for and be accepted for admission. Contact the Central Academic Advising Office to complete the Fundamentals of Advisement and Registration (Mandatory Advising) session (online at [www.isu.edu/advising/](http://www.isu.edu/advising/)) and for assistance with registration.

## Transfer Students

You must apply for and be accepted for admission. After notification of admittance, you must complete the online Transfer Fundamentals of Advisement and Registration session at [www.isu.edu/advising/](http://www.isu.edu/advising/); upon completion, you should make an appointment with your major advisor.

## Former Students

If you are a student who has attended within the last eight semesters, you are eligible to register for classes without readmission. However, your program of study may require separate departmental readmission. Also, if any prior restrictions exist, they must be cleared. You are required to provide the Office of Admissions with current address, telephone number, major, and a transcript from any university or college you have attended and have not

previously reported. You are encouraged to contact the Office of Admissions to indicate your intent to reenroll. Former students NOT enrolled for eight semesters must reapply. Once accepted, make an appointment with your major advisor.

## Continuing Students

Students who major within the College of Science and Engineering, the College of Pharmacy, or selected departments within the Division of Health Sciences, must see their advisor before attempting to register.

All students are expected to know academic requirements and policies. They are also expected to assume major responsibility for planning their individual programs of study in accordance with university and major requirements and policies, as described in the Undergraduate Catalog.

## Academic Calendar

The Academic Calendar is available online at: [www.isu.edu/areg/acadclnd.shtml](http://www.isu.edu/areg/acadclnd.shtml) or from the ISU homepage at [www.isu.edu](http://www.isu.edu). Choose "Quick Links;" then choose "Calendars/Schedules."

Students are expected to know the Add/Drop and Withdrawal deadlines for the semester and any sessions within a semester.

## Class Schedule

The class schedule is available online and may be accessed by students and non-students alike by navigating as follows: From the ISU homepage at [www.isu.edu](http://www.isu.edu), choose "Quick Links;" then choose "Class Schedule." Enrolled students should access the class schedule through BengalWeb. Instructions for using the system are at <http://www.isu.edu/tigeri/bengalweb/ClassScheduleStudents.shtml>.

## Registration Schedule

Registration activity can be performed 24 hours a day through BengalWeb (<https://bengalweb.isu.edu>). The dates that registration opens for a particular semester can be found at: [www.isu.edu/areg/regtime.shtml](http://www.isu.edu/areg/regtime.shtml).

## Class Level

Sophomore: 26 credit hours

Junior: 58 credit hours

Senior: 90 credit hours

## Part-Time/Full-Time Student Status

To be considered a full-time student for academic and financial aid purposes, an undergraduate must be enrolled for 12 or more credits. Graduate students are full time when enrolled for 9 or more credits.

For financial aid purposes, an undergraduate may qualify for half-time financial aid when enrolled for 6-8 credits, and three-quarter time financial aid when enrolled for 9-11 credits (for a semester or any of the sessions within the semester).

Please contact ASISU to determine eligibility for ASISU elective or appointed office.

**Please note: in order to graduate in four years, an undergraduate student must complete an average of 30 credits per year and all required coursework. Students paying by the credit hour pay "full-time" fees if taking 10 or 11 credits. However, full-time status depends on the credit hours attempted, not the fees actually paid.**

## Expenses

The following fee rates are subject to change without advance notice. (See Policy Statement (<http://coursecat.isu.edu/undergraduate/aboutISU>) concerning catalog contents at the beginning of this catalog.)

In general, the expenses for Idaho State University students may be divided into classifications of tuition and fees, board, and room. In addition to the fees listed, some courses may require the expense of special uniforms, protective clothing, field trip expenses, lab fees, special materials fees, etc.

## Enrollment Fees

### Academic Undergraduate and College of Technology Semester Fees, including Summer

The following fees are estimates and are subject to change. They are a sample of the generally charged fees, but the actual charges will be reflected on each student's billing. Summer semester fees are paid on a per credit basis. Additional class fees and program fees may be charged. Updated fees and other Financial Services information are found at <http://www.isu.edu/finserv/costinfo.shtml>. College of Technology students should consult with the Student Services Office at (208) 282-2622.

**Full-time (12 credit hours or more, per semester)**

Status	Amount
Resident	\$3,283.00 + insurance*
Non-resident	\$9,663.00 + insurance*

**Part-time (1-11 credits)**

Status	Amount
Resident	\$328.00 per credit hour
Non-resident	\$535.00 per credit hour

\* All full-time academic undergraduate students taking twelve (12) or more credit hours, graduate students taking nine (9) or more credits, and international students taking one (1) or more credits are automatically enrolled in the student health insurance plan. College of Technology students are also automatically enrolled in the student health insurance plan. This premium is added to their fees each semester or session. Any student with existing health insurance coverage may be exempt from participation in the Student Insurance Plan by completing and filing a Health Insurance Waiver each academic year. For any questions regarding coverage, premium, or enrollment, contact the Student Health Insurance Office at (208) 282-2972. You can also get more information by visiting [www.isu.edu/stuhlth/insurance/](http://www.isu.edu/stuhlth/insurance/).

**Audit Fee:**

Same as part-time credit hour fees

**Student Health Insurance Fee**

All full-time fee paying students, and all International students taking 1 credit or more

Status	Amount
Fall Semester	\$1,251
Spring Semester	\$1,251
Summer Semester	\$625
Any 8-week session	\$469.25

Any student with existing health insurance coverage may become exempt from participating in the Student Insurance Plan by completing and filing a Health Insurance Waiver each academic year. For more information, contact the Student Health Insurance Office, (208) 282-2972.

**Room and Board Expenses**

All rates include all utilities. The expenses shown on the website given below do not include the cost of laundry, bedding, books, or personal items. A refundable multipurpose deposit is collected. These prices are subject to change. The most current information will be found online at <http://www.isu.edu/housing/>.

**Refund Policy on Room and Board Fees**

Students who fail to complete their agreement with the University Housing Office will have their board fees prorated and, after appropriate penalties have been deducted, may receive a refund. See the Terms and Conditions of Residence section of the Residence Life and Apartment Agreements for details on the penalties for room violations.

**Class Fees**

Many university classes require additional fees for specialized instruction and/or supplies. See the Class Schedule ([https://ssb.isu.edu/bprod/bwckschd.p\\_disp\\_dyn\\_sched](https://ssb.isu.edu/bprod/bwckschd.p_disp_dyn_sched)) for class fees required for specific courses. A listing of current class fees by semester is published here: <http://www.isu.edu/finserv/costinfo.shtml>

**Professional Fees****Dental Hygiene (Semester Fee)**

Status	Amount
Junior/Senior	\$288

**Medical Laboratory Science**

Fee	Amount
Semester Fee	\$470



## Nursing, Bachelor's Degree

Fee	Amount
Semester Fee	\$861

## Occupational Therapy Professional Fees (per semester)

Status	Amount
Resident	\$1,160
Nonresident	\$3,425

## Paramedic Science, Associate Degree

Fee	Amount
Semester Fee	\$656
8-week Summer Session	\$328

## Pharmacy Professional Fee (per semester)

Status	Amount
Resident	\$4,839
Non-Resident	\$7,209

## PharmD Non-Traditional

Fee	Amount
Rate A: entered program 2004 to Summer 2010	
Resident	\$339 per credit
Non-Resident	\$370 per credit
Rate B: entered program Summer 2010 and after	
Resident	\$471 per credit
Non-Resident	\$570 per credit

## Radiographic Science

Fee	Amount
Semester Fee	\$412

## Social Work Fees

Fee	Amount
Application Fee	\$30
Semester Fee	\$125

## Speech Language Pathology Online Pre-Professional Fee

Fee	Amount
Per credit fee	\$200

## Other Fees and Charges

### Application Fee

#### (Academic and College of Technology students)

Status	Amount
Undergraduate	\$50
Graduate	\$55

### Credit by Challenge Examination

Challenge examinations (arranged by petition) are charged per credit at the rate of 33% of the current cost per credit hour (payment required at Idaho State University Cashier's Office prior to taking the exam); more information is located under the heading, "Credit by Challenge Examination," in the Alternative Credit Opportunities (<http://coursecat.isu.edu/academicinformation/alternativecreditopportunities>) section of this catalog.

## Credit from College Level Examination Program (CLEP)

For information about CLEP examinations (taken at Counseling and Testing Center), see the website <http://www.isu.edu/ctc/> or contact the Counseling and Testing Center at **208-282-2130**.

## Credit Recording Fee\*

Fee	Amount
Credit Recording Fee	\$15/credit hour

(\* Per credit hour and in addition to evaluation fee; payable after evaluation.)

## Experiential Credit

Fee	Amount
Evaluation Fee*	\$50
Credit Recording Fee**	\$15

\* Per academic area evaluated; payable at Idaho State University Cashiers Office prior to evaluation process.

\*\* Per credit hour and in addition to evaluation fee; payable after evaluation.

## GED Transcript Fee

Fee	Amount
GED Transcript Fee	\$5

## Graduation/Diploma Fee

Fee	Amount
Graduation/Diploma Fee*	\$20

\* This fee is collected from each applicant for a certificate or for each associate, bachelor's, master's or doctoral degree.

## Late Registration Processing Charges

Students are expected to pay fees by the due date of fees, regardless of receipt of bill or financial aid availability. Please start early in arranging for fee payment, and check for options if you are having difficulty by calling (208) 282-3000. Account information is available in BengalWeb on the Finances tab.

- \$50 if tuition and fees are not paid by the due date, generally the Friday before classes start. Fees for classes starting later in the semester are due on the first day of class.
- Additional \$50 after last day to drop the class. Students allowed to pay fees after the tenth day of classes will be charged \$100 or more in late fees. Additional late fees may be charged for each month or portion in which fee payment is not complete.
- \$50 per month if fees have not been paid in full yet for the semester.
- \$25 per month if fees have been paid in full, then additional fees are charged and left unpaid.

No department or employee of the University, other than those specifically authorized, has the authority to waive the fee.

## Non-credit Course Fees

Fees are established to recover costs attributable to each unique presentation. Additional fees may be established to cover the cost of awarding Continuing Education Units (CEUs) if the course is one for which CEUs are awarded.

## Placement Testing Fee (Compass Tests)

Fee	Amount
Placement Testing Fee (Compass Tests)	\$5 per examination

## Remediation Fees

Payment of remediation fees is required for precollege courses, as follows:

Fee	Amount
Arithmetic/Pre-Algebra (MATH 015)	\$90
Elementary Algebra (MATH 025)	\$90
Basic Writing (ENGL 90)	\$75

## Transcript Fee

See information at <http://transcripts.isu.edu>.

## VTE Competency Credit Fee (College of Technology) - \$135.00

## Reduced Fee Options

### Senior Citizens

Residents of Idaho age 60 or over pay \$20.00 per semester plus \$5.00 per credit hour in place of basic registration fees listed above. They also pay any class fees or professional fees associated with their program or class selection. This rate does not apply to workshop courses 4498P or 5598P, which are charged at \$50.00 per credit plus class fees.

### Employees or spouses of employees qualifying for educational benefits

Students qualified under the employee/spouse benefit programs pay \$20.00 per semester plus \$5.00 per credit hour in place of basic registration fees listed above. They also pay any class fees or professional fees associated with their program or class selection. Graduate employees are taxed on fee reduction benefits exceeding IRS limits, and employees are taxed on their spouse's graduate fee reduction benefits. This rate also does not apply to 4498P or 5598P courses.

### Dependent children of qualifying employees

The ISU employee dependent child tuition reduction benefit provides for a 50 percent reduction of resident (in state) student tuition and general fees (Full-time fee or credit-hour fee) for dependent children of eligible ISU employees. Full benefit details and related forms are available in the Office of Human Resources or online at the educational benefits page.

### Professional Development workshops

4497/5597 classes set up as professional development workshops have special rates for those qualifying for educational inservice MOU (\$50.00 per credit plus class fees) or supervising teacher provisions of the Teacher Education Program (\$20.00 per semester plus \$5.00 per credit plus class fees). The inservice undergraduate rate for those not covered by MOU is \$103.00 per credit, and the inservice graduate rate is \$125.00 per credit. 4497/5597 workshop rates are limited to specific classes and students qualified by employment in Idaho school districts.

1198P/2298P/3398P/4498P/5598P professional development workshops will be charged a cost recovery workshop fee and a \$50.00 per credit recording fee.

## Refund Policy

The Refund Policy applies to all for-credit classes regardless of location of the class.

This policy does not include the advance deposits required by the College of Technology and by the Dental Hygiene, Physical Therapy, and Physician Assistant programs in the Division of Health Sciences.

When students enrolled in for-credit classes withdraw from Idaho State University or make schedule changes that reduce their total fee obligation, refunds are made on the following basis:

### General University fees paid without use of a fee reduction program:

1. Refunds are calculated and authorized by the Office of Finance and Administration. The drop/withdrawal date is the actual date the drop or withdrawal form is received by an authorized University office or automated system.
2. Refunds of registration charges for full-time fees, part-time credit hour fees, non-resident tuition, professional program fees, and departmental fees are calculated on the total amount of fees paid, using the first official day of the University semester or session as the starting date.
3. Federal refund provisions may supersede Idaho State University Refund Policy under certain conditions for federal financial aid recipients. The greater of (1) Idaho State University calculations or (2) Federal guidelines is refunded according to Federal refund requirements, when applicable.

## Refunds

### Academic and College of Technology Semester Classes

Before and during the first two weeks of classes: 100%

During the third week of classes: 50%

After the third week of classes: **NO REFUNDS**

### College of Technology Sessions

Before and during the first week of classes: 100%

During the second week of classes: 50%

After the second week of classes: **NO REFUNDS**

For classes, seminars and workshops with nonstandard starting and ending dates, refund requests are reviewed on an exception basis. The starting and ending dates are those designated by the University Registrar.

This policy does not include the advance deposit required by the College of Technology or academic departments.

## Nonrefundable Charges

1. State Board of Education-authorized reduced fee charges. (Examples include but are not limited to faculty/staff reduced fees, senior citizen - reduced fees, education contract classes, etc.)
2. Late processing charges.
3. Any amounts paid to satisfy fees/charges due from previous terms.
4. Amounts paid for student malpractice insurance.
5. Student Health Insurance premiums are not refunded under this policy. Please contact the Student Insurance Coordinator at (208) 282-2972 for Student Health Insurance refund provisions.

## Refunds for Exceptional Circumstances

In specific cases, as listed below, a full refund of the registration fee, credit hour fee, non-resident tuition and professional fees will be granted following official withdrawal from school, provided the withdrawal process is completed during the first half of the semester or session (i.e., first eight weeks of a semester, first four weeks of a session). Proper documentation must be presented and approval granted by the Office of Finance and Administration before the refund will be processed.

1. Military transfer of students who at the start of a semester are serving in the United States military in the Reserves, National Guard, or on active duty.
2. Incapacitating illness or injury which prevents the student from returning to school for the remainder of the term. A medical withdrawal must be processed through the University Student Health Center.
3. Death of a student.
4. Death of spouse, child, parent, or legal guardian of student.

## Deductions from Refunds

The University reserves the right to deduct from refunds any amounts due the University. Refunds of actual fees for the term, less any remaining fee loan balances for the term, are used to offset financial aid awarded as prioritized below:

1. Federal aid programs (see Financial Aids Handbook for priority).
2. Agency authorizations for payment of actual fees.
3. University authorizations specifically for the payment of fees (i.e., graduate teaching assistant, athletics, etc.)
4. Miscellaneous outstanding balances due the University.
5. University loan programs.
6. University and donor scholarship programs.

Any balance is refunded to the student.

## Payment of Refund

The student has the option of receiving a refund via check or e-refund. Refund checks or e-refunds are processed as soon as the student drops a class.

## Registration Refund Appeals

Contact the Office of Finance and Administration for information on the University registration fee refund appeal process. A Tuition and Fees Refund Appeals form can be found at [isu.edu/finserv/refundinfo.shtml](http://isu.edu/finserv/refundinfo.shtml) under How to Appeal for Tuition Refund.

## Delinquent Accounts

The Office of Finance and Administration may, without further notice, cancel current registration, withhold academic credit, place a hold on transcripts, or block future registration for any student with a delinquent account or unsatisfactory financial relationship with that office, provided the campus department in which the hold originated has attempted to notify the student. This regulation may be invoked at the discretion of the Vice President for Financial Services in cases of disregard in the settlement of returned checks, registration fees due, residence hall damage, library fines, telephone toll charges, overdue notes, traffic fines, room and/or board charges, apartment rental charges, etc.

## Dishonored Check Policy

A charge of \$20 is assessed each time a check is returned; this amount is charged to the student's account and s/he is so notified. If the check is not cleared within ten days, a second notice is sent and a hold placed on his/her records.

Any check tendered in payment of registration fees and subsequently returned by the bank will result in automatic postponement of the student's registration.

In the case of a check tendered in payment for room and board and subsequently returned by the bank, the student is notified immediately and allowed not more than five days for the check to clear. If not cleared within that time, the student's meal ticket and/or room reservation is canceled.

## Idaho Residency Requirements

### Idaho Residency Requirements for Fee Payment

See <http://www.isu.edu/areg/residency/residencyInfo.shtml> for the most complete and current information regarding residency requirements. Residency for tuition purposes is governed by Idaho Code § 33-3717 and the residency rules of the State Board of Education. Although a full-time regularly-enrolled resident student is not required to pay tuition while enrolled at Idaho State University, students are charged fees for educational costs excluding the cost of instruction in accordance with the Idaho State System of Higher Education "Notice to Nonresidents of the State of Idaho."

#### A student is a "resident" for purposes of fee payment if he or she:

1. has a parent or court-appointed guardian currently domiciled in Idaho who has maintained a bona fide domicile in Idaho for at least one year prior to the opening day of the term for which the student enrolls; or
2. receives less than 50% financial support from parents or guardians who are not residents of Idaho and has continuously resided in Idaho for at least 12 months prior to the opening day of the term for which the student enrolls and has established a bona fide domicile in Idaho primarily for purposes other than educational; or
3. is a graduate of an accredited secondary school in the state of Idaho and is enrolled in a college or university in Idaho during the semester immediately following such graduation regardless of the residence of his/her parents or guardians; or
4. is the spouse of an Idaho resident or person who qualifies for Idaho residency; or
5. is (or his/her spouse, parent or guardian is) an active duty member of the United States armed forces (only the U.S. Army, Navy, Air Force or Marine Corps) stationed in Idaho on military orders and the student receives 50% or more financial support from parent or guardian; or
6. is (or spouse, parent or guardian) an active duty member of the United States armed forces stationed in Idaho and the student receives 50% or more financial support from parent or guardian; or
7. is (or spouse, parent or guardian) an officer or enlisted member of the Idaho National Guard and the student receives 50% or more financial support from parent or guardian; or
8. is (or spouse, parent or guardian) separated, under honorable conditions from the United States armed forces (a certified copy of the DD-214 separation papers must be provided) after at least two years of active duty service and has Idaho as the home of record in service or elects Idaho as his/her intended domicile within one year of separation and enters a college or university in Idaho within one year of the date of separation and the student receives 50% or more financial support from parent or guardian; or
9. is a member of any one of the Idaho Native American Indian tribes (Coeur d'Alene, Shoshone-Paiute, Nez Perce, Shoshone-Bannock, Kootenai, or Eastern Shoshone), regardless of current domicile.

Any individual who has been domiciled in the state of Idaho, has qualified as a resident and would otherwise be qualified under the provisions of this statute and who is away from the state for a period of less than 30 months and has not established legal residence elsewhere provided a twelve (12) month period of continuous residency has been established immediately prior to departure is considered an Idaho resident for purposes of fee payment.

Direct specific questions to:

Idaho State University  
Office of the Registrar  
921 S 8th Ave Stop 8196  
Pocatello, ID 83209-8196  
(208)-282-2661

#### A "nonresident" student shall include:

1. Any student attending an institution in this state with the aid of financial assistance provided by another state or governmental unit or agency thereof. This non-residency status shall continue for one (1) year after the completion of the semester for which such assistance is last provided.
2. Any person who is not a citizen of the United States of America, who does not have permanent or temporary resident status or does not hold "refugee-parolee" or "conditional entrant" status with the U.S. Immigration and Naturalization Service or is not otherwise permanently residing in the U.S. under color of the law and who does not also meet and comply with all applicable requirements for establishing residency as covered under these provisions.

## Establishing a New Domicile in Idaho:

The establishment of a new domicile in Idaho by a person formerly domiciled in another state has occurred if such 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.

Residency decisions for fee payment purposes are made by the Office of the Registrar.

### **This notice provides for appeal from a final determination denying residency status in the following way:**

Appeal may be initiated by the filing of an action in the District Court of Bannock County wherein Idaho State University is located; an appeal from the District Court shall lie as in all civil actions.

Normal Idaho residency requirements shall be in force for students who apply for some special graduate and professional programs. These include but are not limited to the Idaho Dental Education Program (IDEP), the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Education Program; the University of Utah College of Medicine; the WOI (Washington, Oregon, Idaho) Regional Program in Veterinary Medicine; the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Programs (medicine, optometry and occupational therapy) and Graduate Education Program.

**Students who initially enroll at Idaho State University as nonresidents and later wish to be considered for a change in residency status must submit an Idaho Residency Determination Worksheet (IRDW) with the appropriate documentation. IRDWs intended to change residency status for the current term are accepted through the tenth day of classes.**

*NOTE: It is the responsibility of the person requesting reclassification of residency status to provide clear and convincing evidence of bona fide domicile in Idaho.*

## Financial Aid and Scholarships

A significant number of students receive financial assistance at Idaho State University. Students frequently receive assistance from a variety of funding sources; e.g., a Pell Grant, plus an Idaho State University Freshman Scholarship, plus College Work Study.

Financial assistance programs are administered by various departments at Idaho State University. The following list identifies the types of financial funding available and the university office to contact for further information. If writing to any of the departments listed below, use the address format here:

Office Name  
921 S 8th Ave Stop 8xxx  
Pocatello ID 83209-8xxx

## On-Campus Sources of Financial Assistance

### Employment

#### Federal College Work Study

#### Off-campus (part-time or temporary)

#### On-campus (part-time)

Career Center, Stop 8108  
Room 429, Museum Building  
(208) 282-2380  
Also see University departments

#### International Students (off-campus)

Director, International Programs, Stop 8038  
Room 426, Museum Building  
(208) 282-4320

#### International Students (on-campus)

Various University offices

#### Graduate Assistantships, Fellowships

Academic Department chairpersons  
Graduate School, Stop 8075  
Room 401, Museum Building  
(208) 282-2150

## Grants

### **Athletic Grants-in-Aid**

Director of Athletics, Stop 8173  
Holt Arena  
(208) 282-2771

### **Federal Pell Grants**

### **Federal Supplemental Educational Opportunity Grants (SEOG)**

### **TEACH Grants**

Financial Aid Office, Stop 8077  
Room 337, Museum Building  
(208) 282-2756

## Loans

### **Federal Ford Direct Student Loans (subsidized and unsubsidized)**

### **Federal Perkins Loans**

### **Federal Parent Loans for Undergraduate Students**

### **Federal Graduate PLUS Loans**

Financial Aid Office, Stop 8077  
Room 337, Museum Building  
(208) 282-2756

## Non-Resident Tuition Waivers\*

### **Athletics**

Director of Athletics, Stop 8173  
Holt Arena  
(208) 282-2771

### **Academic Merit**

### **International Students**

### **Western Undergraduate Exchange (WUE)**

Scholarship Office, Stop 8391  
Room 327, Museum Building  
(208) 282-3315

### **Graduate Students**

Graduate School, Stop 8075  
Room 401, Museum  
(208) 282-2150

### **Need-Based**

Financial Aid Office, Stop 8077  
Room 337, Museum Building  
(208) 282-2756

*\* NOTE: Time accrued while receiving any Non-Resident Tuition Waivers may not contribute towards the length of time required for establishing Idaho residency.*

## Scholarships

### **Academic Students**

Scholarship Office, Stop 8391  
Room 327, Museum Building  
(208) 282-3315  
Academic Department chairpersons

### **Athletics**

Director of Athletics, Stop 8173

Holt Arena  
(208) 282-2771

**Graduate Students**

Graduate School, Stop 8075  
Room 401, Museum  
(208) 282-2150

**Related to Major Course of Study**

- College/School Scholarship Committee
- Department Chair
- Scholarship Office, Stop 8391  
Room 327, Museum Building  
(208) 282-3315

## Service Awards

**ASISU (Senate, Student Activities Board, Bengal)**

ASISU Office, Stop 8125  
Room 399, Hypostyle  
(208) 282-3435

**Related to Talent (e.g., music, drama)**

Academic Department chairpersons

## Veterans' Educational Benefits

Veterans Coordinator, Stop 8196  
Room 319, Museum Building  
(208) 282-2676

## Federal and State Financial Aid

Financial aid is help for meeting college costs – both direct educational costs (such as tuition, fees, books, etc.) and personal living expenses (such as food, housing, and transportation). Each year thousands of Idaho State University students rely upon student assistance funds to meet some of their college costs. The majority of these students rely upon federal and state government student assistance programs which are managed by the Financial Aid and Scholarship Office.

Major financial aid programs available through the Financial Aid and Scholarship Office include the following:

- Federal College Work Study
- Federal Perkins Loans
- Need-based Nonresident Waivers
- Federal TEACH grants
- Federal Supplemental Educational Opportunity Grants
- Federal Pell Grants
- Federal Student Loans
- Federal Parent Loans for Undergraduate Students
- Federal Graduate PLUS Loans

The application form used for financial aid programs through the Financial Aid Office is the Free Application for Federal Student Aid (FAFSA). The FAFSA will cover one full academic year – fall, spring and summer semesters. Students are encouraged to submit their FAFSA as early as possible, preferably after filing tax forms for the applicable year.

Financial Aid counselors are available to discuss students' concerns related to financial aid. The Financial Aid staff will describe the types of financial assistance available and will assist students with the application process. Financial Aid counselors can also assist students in determining the cost of attendance, how to manage money while in school, and how to identify alternative sources of funding.

Students must meet certain conditions in order to receive federal financial assistance through Idaho State University. The general conditions include the following: completion of a FAFSA to determine eligibility; admission and enrollment as a degree seeking student in an aid-eligible major; meet Financial Aid satisfactory academic progress policy; be a U.S. citizen or an eligible non-citizen; and not owe a refund or repayment on Title IV loans. Loans and work study require at least half-time enrollment. In some cases, students enrolled in fewer than six credits may qualify for Pell and TEACH grants.



To obtain more specific information, contact the Financial Aid Office, Room 337, Museum Building, 921 S 8th Ave, Stop 8077, Pocatello, ID 83209-8077, (208) 282-2756. Or use the Financial Aid and Scholarship Web page, <http://www.isu.edu/finaid/>.

## Scholarships

The majority of scholarships at Idaho State University are administered by the Associate Director of Scholarships with the assistance of various University committees. Scholarship funds are made possible through student fees, the generosity of individuals, and contributions of business, labor, fraternal, and professional organizations.

Scholarship criteria vary (i.e., minimum grade point average, financial need, major, etc). Scholarship announcements, including eligibility and application deadline information, are regularly distributed by the Scholarship Office through the Bengal Online Scholarship System (BOSS), to campus departments, and posted on the Scholarship Office bulletin boards located in the Hypostyle of the Pond Student Union Building. Please visit the Scholarship Office website (<http://www.isu.edu/scholar>) for a link to apply through the BOSS system as well as receive other valuable information. Individuals seeking information on scholarships should contact the Scholarship Office:

Scholarship Office  
Museum Building, Room 327  
921 South 8th Avenue, Stop 8391  
Pocatello, ID 83209-8391  
(208) 282-3315  
<http://www.isu.edu/scholar>

Non-resident tuition waivers are available to qualified students who demonstrate financial need (inquiries should be addressed to the Idaho State University Financial Aid and Scholarship Office), and to students who have demonstrated strong academic ability. Contact the Scholarships Office for Non-Resident Tuition Waiver information and applications.

## Scholarships for New Incoming (First Time) Freshman or Transfer Students

The Application for Admission to ISU is the application for scholarships and Non-Resident Tuition Waivers for new incoming (first time) freshmen and/or transfer students. February 15th is the deadline for Fall entry (new incoming freshman and transfer students). Spring entry deadline is November 1st (transfer students only). Scholarships are awarded based on academic merit and/or ACT/SAT scores.

## Idaho Falls Campus

### Idaho State University–Idaho Falls

Dean, Academic Programs:  
Lyle Castle, Ph.D.

Idaho State University–Idaho Falls  
350 University Place  
1784 Science Center Drive  
Idaho Falls, ID 83402  
7800 from campus telephones  
(208) 282-7800 from off campus  
<http://www.isu.edu/departments/ifche>

Idaho State University–Idaho Falls is the higher education center of one of Idaho's most dynamic cities. It offers a comprehensive general education curriculum as well as 29 complete degree programs, all from a Carnegie-classified research institution with more than 50 years of experience in helping Upper Snake River Valley residents achieve their goals. Idaho State University–Idaho Falls is the largest of Idaho State University's statewide network of higher education centers. It provides more than 2,000 students each semester the opportunity to complete associate, bachelor, master, and doctoral degrees in Idaho Falls, making it the city's hometown university. Conveniently located at University Place on the banks of the Snake River, Idaho State University–Idaho Falls' neighbors include the U.S. Department of Energy headquarters for the Idaho National Laboratory, and the new Center for Advanced Energy Studies.

Students at Idaho State University–Idaho Falls take classes that are not only close to home, but also just a short drive from a three-state region's commercial, health care, business and government centers. Upper Valley residents who are seeking continuing-education opportunities find electives as well as noncredit professional- and personal-development courses. Day and evening classes also are available. Among the many degree programs that can be completed at Idaho State University–Idaho Falls are associate degrees in biology, business, English, history, mathematics and physics; the M.B.A.; the B.S. in nuclear engineering; the Ph.D. in Engineering and Applied Science (Nuclear Engineering); the B.S. in nursing; and the M.Ed. and Ed.D.

Through its partnership with the University of Idaho, students can take classes from either university using a single admission, registration and fee-payment process. A partnership with Eastern Idaho Technical College makes health-professions education available close to the city's high-tech regional medical center.

Idaho State University–Idaho Falls' contemporary facilities include up-to-date computing labs, a large auditorium and student-services offices. A campus centerpiece is the Samuel H. Bennion Student Union that includes study and games areas, cafeteria, lounge, bookstore, and computer lab.

Between classes, students can cross-country ski at adjacent Freeman Park, jog on the paved riverside greenbelt, or watch University Place's resident bald eagles and ospreys soar above the river.

To learn how Idaho State University–Idaho Falls can help you achieve your goals conveniently and affordably, call (208) 282-7800; visit the campus at 1776 Science Center Drive; or browse online at <http://www.isu.edu/departments/ifche>.

## Meridian Campus

### Idaho State University–Meridian

Dean, Academic Programs:

Ms. Bessie Katsilometes

Idaho State University–Meridian

1311 E Central Dr.

Meridian ID 83642

(208) 373-1700

<http://www.isu.edu/meridian/>

In keeping with Idaho State University's mission to educate health professionals and address the need for graduates in the health disciplines, Idaho State University–Meridian offers several programs in the health professions.

Idaho State University–Meridian currently offers five undergraduate programs, including an Associate of Science in Paramedic Science, Bachelor of Science degrees in Communication Sciences and Disorders, Medical Laboratory Science, and Educational Interpreting, and a 16-month Fast Track Nursing program. Idaho State University–Meridian also offers 10 graduate degree programs, primarily in the health professions, including the third and fourth year in a Doctor of Audiology program. The College of Pharmacy in the Division of Health Sciences oversees third- and fourth-year professional pharmacy students, including clinical rotations in the Meridian area. Other programs housed at Idaho State University–Meridian include a dietetic internship and a dental residency program.

The campus covers approximately 40,000 square feet and houses classrooms, six distance learning rooms, two computer labs, a laboratory, and clinics for speech-language pathology, nursing, and counseling.

Student applications and enrollment materials are available at Idaho State University–Meridian.

## Twin Falls Campus

### Idaho State University–Twin Falls

Director, Academic Programs:

Ms. Chris Vaage

Idaho State University–Twin Falls

Evergreen Building, Suite B-40

College of Southern Idaho

PO Box 1238

Twin Falls, ID 83303

(208) 736-2101 • (208) 282-4840

<http://www.isu.edu/twinfalls/>

Idaho State University has offered courses in the Twin Falls area since the 1960s. As part of the university mission to serve southern Idaho students, a resident center was established in Twin Falls in 1981. The center was moved in 1992 to the Evergreen Building on the College of Southern Idaho campus, which also houses two state-of-the-art distance learning classrooms and a student computer laboratory networked with the Idaho State University campus in Pocatello. Three professionals and support staff advise students with curriculum questions and act as general advocates for commuting students.

Idaho State University-Twin Falls offers programs leading to one doctoral, four master's, and five baccalaureate degrees from the Colleges of Arts and Letters, Education, and Health Professions. Idaho State University-Twin Falls provides the upper-division and graduate work on a rotating schedule, while the general education requirements and most other lower-division courses are available through CSI. University professors and highly qualified local adjunct instructors ensure that course quality is equal to that found on the Pocatello campus.

An interactive telecommunications system has broadcast classes live from Pocatello to CSI since 1990. Courses in anthropology, biology, corporate training, education, English, geosciences, health education, history, library science, mass communication, nursing, pharmacy, political science, psychology, rhetorical studies, social work, sociology, women studies, and vocational education have all been presented in this way. Regularly scheduled courses are enhanced by courses Idaho State University delivers to area school districts for teacher development. Workshops and seminars in specific professional development areas are also available.

Access to Internet, email, and a large variety of software augments the Idaho State University student experience in a 20-station computer lab networked with the main campus. Twin Falls area Idaho State University students who have home computers with modems may access the network with a local phone call. Free computer workshops are routinely scheduled in the lab.

Other services include registration, fee payment, and assistance with university forms and information. In addition, a student commuter bus operates between Twin Falls and Pocatello.

## **Alumni Association**

### **Alumni Association and Foundations**

#### **Alumni Association**

[www.isu.edu/alumni](http://www.isu.edu/alumni)

[alumni@isu.edu](mailto:alumni@isu.edu)

The mission of the Idaho State University Alumni Association is to promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual, and social opportunities.

The association is governed by a board of directors and administered through the office of Alumni Relations, 554 S. 7th Avenue, Pocatello, in the H. F. Magnuson House.

Specific goals are to identify alumni and friends to assist Idaho State University in strengthening support from its constituencies, to inform alumni and friends about Idaho State University, to provide for the efficient management of the Alumni Association, and to involve and motivate alumni and students to maintain their affiliation and support of Idaho State University.

The officers and directors meet three times a year with the director of alumni relations, who is appointed by the university administration.

#### **Idaho State University Bengal Foundation**

The Idaho State University Bengal Foundation is a nonprofit organization formed to raise money for athletic scholarships. The main fund raising activities include an annual auction, scholarship fund drive, athlete-to-athlete phone-a-thon, several golf tournaments, and other special events held throughout the year.

The Bengal Foundation was officially formed in September of 1976. It is governed by a board of directors and administered through the office of the Bengal Foundation located in Holt Arena. For information on becoming a member, contact The Bengal Foundation at (208) 282-2397.

#### **Idaho State University Foundation, Inc.**

The Idaho State University Foundation is a nonprofit corporation established in 1967 under the laws of the state of Idaho.

The mission of the Idaho State University Foundation is to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University.

The foundation raises and manages private resources supporting the mission and priorities of the university, and provides opportunities for students and a degree of institutional excellence unavailable with state funding levels.

The foundation is dedicated to assisting the university in the building of the endowment to address, through financial support, the long-term academic and other priorities of the university.

The foundation is responsible for identifying and nurturing relationships with potential donors and other friends of the university; soliciting cash, securities, real and intellectual property, and other private resources for the support of the university; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

The Idaho State University Foundation is located on the first floor of the Administration Building.

## Division of Continuing Education and Conference Services

Ms. Victoria Bañales, Director  
Division of Continuing Education and Conference Services  
1001 N 7th Ave. Stop 8062  
Pocatello ID 83209-8062  
(208) 282-3155  
extendedlearning@isu.edu  
<http://www.isu.edu/conteduc>

Continuing Education coordinates programs throughout Idaho State University as well as area businesses. Programs include courses and workshops for faculty and staff, professionals, businesses and educators, with emphasis on administering a wide variety of educational experiences for the community and surrounding region.

The general mission of Continuing Education is to provide high quality leadership and support services for continuing professional education and lifelong learning activities for all ages held throughout the university's service territory, with special emphasis on teacher education, health professions, and arts and sciences. Program sites in Idaho include Pocatello, Idaho Falls, Twin Falls, Ketchum/Sun Valley, and Meridian. Specific programs are also held nationally. Offerings include credit and non-credit programs, evening and weekend programs, short courses, web conferences, seminars, institutes, youth enrichment programs, customized training and conferences. Continuing Education administers the National Continuing Education Unit (CEU) (see below) in conjunction with the International Association for Continuing Education and Training. More than 15,000 people participate annually in 400 activities.

Programs served by Conference Services include the annual Idaho Conference on Health Care, Early Childhood Conference, Intermountain Conference on the Environment, and coordination of web conferences such as those produced by the National University Telecommunications Network (NUTN), PBS/Adult Learning Systems (ALS), and Worldwide Lessons in Leadership.

ISU's Division of Continuing Education, in partnership with Gatlin Education Services (GES), offers hundreds of engaging online courses for personal enrichment and/or professional development in a variety of industries and fields. For more information, visit <http://www.isu.edu/conteduc/>.

For a list of course offerings, to make suggestions for course offerings or potential instructors, or other desired information, write or telephone the address given above.

### CEU Program

The Continuing Education Unit is an internationally accepted method for quantifying the value of noncredit continuing education activities (defined as quality instruction that does not carry academic credit). Each contact hour in an approved workshop, in-service, conference session, short course or training program is recorded as 1/10 CEU. These do not accumulate for college credit. Noncredit continuing education programs that offer CEUs are most frequently sponsored by associations, agencies, educational institutions, business and industry for the benefit of members, registered participants, employees, etc. It communicates to participants the value that the sponsoring group places upon professional development, information updating, retraining and lifelong learning. There is a recording fee of \$20 per class to create a permanent transcript that is then available through the Idaho State University Registrar's Office upon written request.

### New Knowledge Adventures and Friends for Learning

Under the direction of the former Elderhostel organization, now known as Road Scholar, Idaho State University has developed these programs for Idahoans 50 years and older, featuring member-directed, peer-led programs throughout the fall and spring semesters, and short courses in a wide variety of areas. Members join for one semester at a time and all programs are open to them in Pocatello (New Knowledge Adventures (<http://www.isu.edu/dce/nka>)) and Idaho Falls (Friends for Learning (<http://friendsforlearning.com>)).

# Academic Information

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## Academic Policies

Academic policies fall under the purview of the Office of Academic Affairs. The Office of Academic Affairs seeks the input, advice, and recommendations of faculty representative constituent groups as follows:

The **Faculty Senate** who represents the *University Faculty* in the initiation, consideration, recommendation, and implementation of policy within the purpose and powers of the *University Faculty*. The Faculty Senate considers matters referred to it by the *University Faculty*, Senators, the Provost/Vice President for Academic Affairs, the University President, or the President's representative. It recommends to the Provost changes in academic and other policies that affect the Faculty, and through the President recommends policy changes to the State Board of Education.

The **Undergraduate Curriculum Council** who is responsible for ensuring the quality and appropriateness of undergraduate courses and undergraduate degree programs offered by Idaho State University. All proposals for the addition of or changes in undergraduate courses and undergraduate degree programs must be approved by the Curriculum Council.

The **General Education Requirements Committee**, a subcommittee of the *Undergraduate Curriculum Council*, who is responsible for courses and policies that relate to the University's general education requirements for appropriateness, rigor, assessment, and to make recommendations based on these evaluations to the Undergraduate Curriculum Council.

The **Graduate Council** who is responsible for ensuring the quality and appropriateness of graduate courses and graduate degree programs. The Graduate Council provides recommendations concerning establishment and maintenance of requirements for graduation; allocation of privileges such as scholarships, honors, awards and grants-in-aid for graduate students; and the establishment of grade standards to be maintained by graduate students.

The **Research Council** who is responsible for advising the Vice President for Research on the formulation, review, and application of policies touching on research matters. The Research Council provides oversight of subcommittees involved in the peer review and administration of internal grant awards funded by the Vice President for Research.

## Courses Required of All Degree-Seeking Students

All degree-seeking students must fulfill departmental, General Education, and general graduation requirements for their particular fields of study. Departmental graduation requirements are course concentration requirements for a major in each field of study, and are listed under the college to which the department belongs. General Education requirements are course distribution requirements for particular degrees; all students pursuing a bachelor's academic associate degree must complete 8 of the 9 General Education Objectives (<http://coursecat.isu.edu/undergraduate/academicinformation/generaleducation>). Graduation requirements regarding credits, grades, and residence are common to all bachelor's degrees and are described in the Graduation Requirements (<http://coursecat.isu.edu/undergraduate/academicinformation/graduationrequirements>) section of this catalog.

## General Education

### The General Education Program

The General Education program at Idaho State University prepares students to be life-long, independent learners and active, culturally aware participants in diverse local, national, and global communities. As the foundation for all further studies, General Education promotes comprehensive literacy - including effective communication, mathematical, and technological skills; reasoning and creativity; and information literacy - and a broad knowledge base in the liberal arts.

#### **General Skills and Abilities:**

Through completing the General Education program, students will be able to

- Communicate effectively and clearly in standard written and spoken language
- Use mathematical language and quantitative reasoning effectively
- Think logically, critically, and creatively
- Locate relevant sources and use them critically and responsibly

### General Education Requirements: The Nine Objectives

All students must complete a minimum of 36 credits from the nine Core Objective areas as outlined below. All students must meet Objectives 1 through 6, Objective 9 and choose to meet either Objective 7 or 8.

If a student does not meet the minimum credits required (36) once all 9 Core Objective areas have been met, the student must complete additional coursework from any of the outlined Core Objective areas to meet the 36 credit minimum.

## Objective 1, Written English:

Minimum of one (1) course.

The goal of this Objective is to provide students the opportunity to learn to:

- Communicate effectively in standard written English.

### Courses that satisfy Objective 1:

ENGL 1102	Critical Reading and Writing <sup>1</sup>	3
HONS 1101	Honors Humanities I <sup>1</sup>	3

<sup>1</sup> Must obtain a minimum grade of C- or better.

## Objective 2, Spoken English:

Minimum of one (1) course.

The goals of this Objective are to provide students the opportunity to learn to:

- Communicate effectively in standard spoken English, and
- Communicate effectively in standard written English.

### One course satisfies the objective:

COMM 1101	Principles of Speech	3
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## Objective 3, Mathematics:

Minimum of one (1) course.

The goals of this Objective are to provide students the opportunity to learn to:

- Explain basic mathematical concepts;
- Apply basic techniques in solving mathematical problems;
- Interpret real-world problems in mathematical language; and
- Use mathematics to formulate appropriate conclusions for real-world problems.

### Courses that satisfy Objective 3:

MATH 1123	Mathematics in Modern Society	3
MATH 1127	The Language of Mathematics	3
MATH 1130	Finite Mathematics	3
MATH 1153	Introduction to Statistics	3
MATH 1160	Applied Calculus	3
MATH 1170	Calculus I	4
MATH 2256	Structure of Arithmetic for Elementary School Teachers	3
MATH 2257	Structure of Geometry and Probability for Elementary School Teachers	3
MGT 2216	Business Statistics	3
RCET 1372	Calc for Advanced Electronics	4

For further information about mathematics prerequisites and placement, see Placement in Mathematics (p. 55).

## Objective 4, Humanities, Fine Arts and Foreign Language:

Minimum of two (2) courses. Courses must be selected from **two different categories**: Humanities, Fine Arts, or Foreign Language.

The goals of this Objective are to provide students the opportunity to learn to:

- Demonstrate and apply basic terms and concepts in the Fine Arts and Humanities;
- Explain foundational influences or theories in the Fine Arts and Humanities; and
- Apply analytical skills as appropriate to the discipline.

**Courses that satisfy Objective 4:****Humanities**

EDUC 1110	Education and Schooling in the U.S.	3
ENGL 1110	Introduction to Literature	3
ENGL 1115	Major Themes in Literature	3
ENGL 1126	Art of Film I	3
ENGL 2257	Survey of World Literature I Beginnings through 16th Century	3
ENGL 2258	Survey of World Literature II 17th Century to Present	3
HONS 1102	Honors Humanities II	3
PHIL 1101	Introduction to Philosophy	3
PHIL 1103	Introduction to Ethics	3
TGE 1257	Applied Ethics in Technology	3

**Fine Arts**

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
ART 1102	History of Western Art II	3
ART 2210/CMP 2250	History and Appreciation of Photography	3
DANC 1105	Survey of Dance	3
DANC 2205	Dance in the Modern Era	3
MUSC 1100	Introduction to Music	3
MUSC 1106	American Music	3
MUSC 1108	The World of Music	4
MUSC 1109	Survey of Jazz History	3
THEA 1101	Survey of Theatre	3

**Foreign Languages**

ANTH/SHOS 1101	Elementary Shoshoni I	4
ANTH/SHOS 1102	Elementary Shoshoni II	4
ARBC 1101	Elementary Arabic I	4
ARBC 1102	Elementary Arabic II	4
CHNS 1101	Elementary Chinese I	4
CHNS 1102	Elementary Chinese II	4
CSD 1151	American Sign Language I	3
CSD 1152	American Sign Language II	3
FREN 1101	Elementary French I	4
FREN 1102	Elementary French II	4
GERM 1101	Elementary German I	4
GERM 1102	Elementary German II	4
JAPN 1101	Elementary Japanese I	4
JAPN 1102	Elementary Japanese II	4
LATN 1101	Elementary Latin I	4
LATN 1102	Elementary Latin II	4
RUSS 1101	Elementary Russian I	4
RUSS 1102	Elementary Russian II	4
SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4

**Objective 5, Natural Science:**

Minimum of two (2) lecture courses and one (1) laboratory. Courses must be selected from **two different course prefixes**. One course must be from a Natural Science.

The goals of this Objective are to provide students the opportunity to learn to:

- Demonstrate and apply basic terms and concepts in the Natural, Applied or Health Sciences;
- Explain foundational influences or theories in the Natural, Applied or Health Sciences; and
- Apply analytical skills as appropriate to the Natural, Applied or Health Sciences.

#### Courses that satisfy Objective 5:

BIOL 1100 & 1100L	Concepts Biology Human Concerns and Concepts Biology Human Concerns Lab (designed for non-science, non-health related majors) <sup>N/L</sup>	4
BIOL 1101 & 1101L	Biology I and Biology I Lab (designed for students preparing for majors in science, pre-medical fields, and health related professions) <sup>N/L</sup>	4
CHEM 1100	Architecture of Matter <sup>N,L</sup>	4
CHEM 1101	Introduction to General Chemistry <sup>N</sup>	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory <sup>N/L</sup>	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab <sup>N/L</sup>	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab <sup>N/L</sup>	4
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab (this is the lab for students in Geoscience majors) <sup>N/L</sup>	4
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab <sup>N/L</sup>	4
GEOL 1110	Physical Geology for Scientists Laboratory <sup>L</sup>	1
NTD 2239	Nutrition <sup>H</sup>	3
PHYS 1100	Essentials of Physics <sup>N/L</sup>	4
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory <sup>N/L</sup>	4
PHYS 1111	General Physics <sup>N</sup>	3
PHYS 1112	General Physics II <sup>N</sup>	3
PHYS 1113	General Physics I Laboratory <sup>L</sup>	1
PHYS 1114	General Physics II Laboratory <sup>L</sup>	1
PHYS 1152	Descriptive Astronomy <sup>N</sup>	3
PHYS 1153	Descriptive Astronomy Laboratory <sup>L</sup>	1
PHYS 2211	Engineering Physics I <sup>N</sup>	4
PHYS 2212	Engineering Physics II <sup>N</sup>	4
PHYS 2213	Engineering Physics I Laboratory <sup>L</sup>	1
PHYS 2214	Engineering Physics II Laboratory <sup>L</sup>	1

H Courses with an H notation will apply to Objective 5 as a Health or Applied Science Lecture Course

L Courses with an L notation will apply to Objective 5 as a Laboratory Experience

N Courses with an N notation will apply to Objective 5 as a Natural Science Lecture Course

GEOL 1115 and 1115L (N/L) taken prior to Fall 2013 may also be used toward Objective 5.

## Objective 6, Behavioral and Social Science:

Minimum of two (2) courses. Courses must be selected from **two different course prefixes**.

The goals of this Objective are to provide students the opportunity to learn to:



- Demonstrate and apply basic terms and concepts in the Behavioral and Social Sciences;
- Explain foundational influences or theories in the Behavioral and Social Sciences; and
- Apply analytical skills as appropriate to the Behavioral and Social Sciences.

#### Courses satisfying Objective 6:

ANTH 1100	General Anthropology	3
ECON 1100	Economic Issues	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
HIST 1101	Foundations of Europe	3
HIST 1102	Modern Europe	3
HIST 1111	US History I to 1865	3
HIST 1112	US History II 1865 to present	3
IS 2203	Introduction to International Organizations	3
POLS 1101	Introduction to United States Government	3
PSYC 1101	Introduction to General Psychology	3
SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3
TGE 1135	Work Place Relations	3

## Objective 7, Critical Thinking

Minimum of one (1) course from either Objective 7 or Objective 8.

Critical thinking is defined as the ability to think analytically, critically, creatively, and reflectively to make informed and logical judgements, draw reasoned and meaningful conclusions, and apply ideas to new contexts. Courses satisfying this Objective must include active learning.

The goals of this Objective are to provide students the opportunity to learn to:

- Formulate/frame problems and analyze how others do so;
- Recognize and apply appropriate practices for analyzing ambiguous problems;
- Identify and apply relevant information for problem solving;
- Create, analyze, and evaluate/interpret diverse perspectives and solutions;
- Establish a reasoned framework for drawing conclusions and/or recommending solutions; and
- Effectively articulate the results of a thinking process.

#### Courses satisfying Objective 7:

ANTH/ENGL/LANG 1107	Nature of Language	3
CS 1181	Computer Science and Programming I	3
HIST 1118	US History and Culture	3
HIST 1120	Global History Since 1500	3
PHIL 2201	Introduction to Logic	3
POLS 2202	Introduction to Politics Critical Thinking and Analysis	3
SOC 2248	Critical Analysis of Social Diversity	3
THEA 1118	Oral Interpretation of Literature	3
THEA 2251	Fundamentals of Acting	3

## Objective 8, Information Literacy

Minimum of one (1) course from either Objective 7 or Objective 8.

Information literacy is defined as the ability to recognize when information is needed and to locate, evaluate, and use information effectively. Courses satisfying this Objective must involve hands-on practice for students rather than merely the presentation of theoretical principles.

The goals of this Objective are to provide students the opportunity to learn to:

- Determine the nature and extent of the information/data needed to accomplish a specific purpose;
- Identify sources and gather information/data effectively and efficiently;
- Evaluate credibility of sources and information/data;
- Understand the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data; and
- Use information/data effectively to accomplish a specific purpose.

**Courses satisfying Objective 8:**

FIN 1115	Personal Finance	3
GEOL 1108	Exploring Data and Information	3
HIST 2291	The Historian's Craft	3
INFO 1101	Digital Information Literacy	3
LLIB 1115	Introduction to Information Research	3

**Objective 9, Cultural Diversity:**

Minimum of one (1) course.\*

The goals of this Objective are to provide students the opportunity to learn to:

- Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts;
- Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities; and
- Apply knowledge of diverse cultures to address contemporary or historical issues.

**Courses satisfying Objective 9:**

ANTH/SHOS 2201	Intermediate Shoshoni I	4
ANTH/SHOS 2202	Intermediate Shoshoni II	4
ANTH/ENGL 2212	Introduction to Folklore and Oral Tradition	3
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ANTH 2239	Latino Peoples and Cultures	3
ARBC 2201	Intermediate Arabic I	4
ARBC 2202	Intermediate Arabic II	4
CHNS 2201	Intermediate Chinese I	4
CHNS 2202	Intermediate Chinese II	4
CMLT 2207	Contemporary European Culture	3
CMLT 2208	Cultures of the Spanish Speaking World	3
CMLT 2209	Cultures of East Asia	3
CSD 2256	Deaf Culture and Community	3
EDUC 2204	Families Community Culture	3
ENGL 2210	American Cultural Studies	3
FREN 2201	Intermediate French I	4
FREN 2202	Intermediate French II	4
GERM 2201	Intermediate German I	4
GERM 2202	Intermediate German II	4
HIST 2249	World Regional Geography	3
HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3
IS 2202	The World Today:Introduction to Global Issues	3
JAPN 2201	Intermediate Japanese I	4
JAPN 2202	Intermediate Japanese II	4
LATN 2201	Intermediate Latin I	4

LATN 2202	Intermediate Latin II	4
PHIL 2210	Introduction to Asian Philosophies	3
RUSS 2201	Intermediate Russian I	4
RUSS 2202	Intermediate Russian II	4
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4
WS 2201	Introduction to Womens Studies	3

\*Credit by CLEP exam does not fulfill Objective 9, the Cultural Diversity Objective.

## Graduation Requirements

### Graduation Requirements

In addition to departmental requirements provided elsewhere in this catalog, the requirements for graduation from Idaho State University are in several broad categories, each of which is detailed below:

- 1) Graduation Application
- 2) Credit Requirements
- 3) Catalog Requirements
- 4) Grade Requirements

Degrees, diplomas, or certificates may not be granted unless all requirements are fulfilled. A certificate or degree awarded in error, or upon fraudulent claims, will be withdrawn immediately and the student record corrected accordingly.

### Graduation Application

Students planning to graduate should complete a graduation application no less than one semester before all requirements are completed.

Graduation applications for December and May candidates will not be accepted after mid term week of the student's graduation semester.

Graduation applications for August candidates will not be accepted after the last day of spring semester.

Students will be notified by the Registrar's Office of any **university** course or credit deficiencies. Students must consult their advisors about **departmental** requirements. The graduation application must be approved by the student's major department chairperson and/or the college dean before the degree will be granted.

### How To Apply

#### **Academic Undergraduate Students**

- In person: Contact the Office of the Registrar, located in the Museum Building, Room 318, at (208) 282-4225 or (208)-282-4874.
- On-line: <https://bengalweb.isu.edu>

#### **College of Technology Students**

- In person: Student Services Office, located in the RFC Building, Room 184, at (208) 282-2622

#### **Graduate Students**

- In person: Contact the Graduate School, located in the Museum Building, Room 401, at (208) 282-2229
- On-line: <http://www.isu.edu/graduate>

### Graduation/Diploma Fee

Both undergraduate and graduate students are required to pay a \$20.00 graduation/diploma fee.

#### **Payment Options**

- Pay by credit card at <https://bengalweb.isu.edu>
- Pay in person:

Academic students:  
contact the Cashier's Office (<http://www.isu.edu/finserv/cashier.shtml>)

College of Technology students:

contact the Student Services Office (<http://www.isu.edu/ctech/studentservices>)

## Additional Deadlines

### **Transfer Work**

- All pending transfer work must be reported to the ISU graduation staff in the Office of the Registrar.
- Official transcripts with transfer work (including correspondence courses) must be received no later than four weeks after the date of graduation.

### **Incomplete Grades**

- All incomplete (I) or in-progress (IP) grades received in ISU courses must be cleared prior to posting of degrees.
- Change of grade forms must be received in the Office of the Registrar no later than two weeks after the date of graduation.

## Additional Information Website:

<http://www.isu.edu/areg/gradApp.shtml#>

## Credit Requirements

### **Idaho State University Resident Credit Requirements**

- Students earn “resident credits” for credit-bearing Idaho State University courses.
- For the Associate Degree, at least 16 credits in the major area of study must be resident credits, or 16 of the last 24 credits applied to the degree must be resident credits, as defined above.
- Of the last 50 credits applied to a bachelor’s degree, 32 must be resident credits, as defined above.
- At least 16 upper division credits required for the major must be resident credits, as defined above and approved by the department.
- At least 6 credits required for the minor must be resident credits, as defined above and approved by the department.
- Additional resident credit is granted as specified in the “Alternative Credit Opportunities” section of this catalog.

Certain pre-professional curricula allow completion of the fourth year in a professional school. In these cases, the last 32 credits of work taken before transfer to the professional school must be Idaho State University resident credits, as defined above.

Resident credit for graduate programs is addressed in the Graduate Catalog.

**Please note: Resident credits are not synonymous with Idaho State residency definitions for tuition purposes (see the section on “Idaho Residency Requirement for Fee Payment” (<http://coursecat.isu.edu/aboutISU/idahoresidencyrequirements>)) in the About Idaho State University section of this catalog.**

### **Bachelor’s Degree Credit Requirements**

At least 120 undergraduate credits are required for graduation with a bachelor’s degree, although some specific degrees and majors may require more to fulfill all major requirements. At least 36 of the credits counted toward graduation must be in upper division courses carrying 3000 or 4000 numbers. Sixteen of these credits must be earned in courses approved by department of the student’s major concentration.

Of the credits transferred from a junior college, no more than half the number required for graduation in a given four-year curriculum or the first four years of a longer program may be applied to meet the requirements of the curriculum. (70 credits will be allowed for Idaho junior college transfer students.) Transferred courses with grades of D may be used to meet course requirements for graduation unless the department in which the student is majoring requires that the courses be retaken. The department may refuse the application toward graduation of any transfer course in which the student has received a D grade.

Graduation requirements may be met by no more than the number of credits in certain groups as listed below.

- 48 credits by examination\*
- 32 credits in experiential learning\*
- 16 credits of correspondence courses\*
- 8 credits from Professional Development workshop courses.
- 8 credits of electives from an Idaho State University or transfer Professional Technical program.

\*See *Alternative Credit Opportunities* (<http://coursecat.isu.edu/academicinformation/alternativecreditopportunities>) in the *Academic Information* section of this catalog for specific information.

Not more than a total of 64 credits may be counted from the above areas.

- 32 credits in business or courses commonly available in a school of business unless the student is earning a Bachelor of Business Administration.
- 8 credits in organized music (Music majors may count 8 credits of organized music as free electives in addition to 50 credits)
- 8 credits in nonsectarian courses in religious education

- 8 credits in physical activity courses (including all PEAC courses, DAAC courses, and MSL 1110/PEAC 1110)
- 8 credits in speech and drama activity
- 4 credits in auto-tutorial foreign language courses.

It is further stipulated that not more than a total of 12 credits from the last five of the above may be counted.

## Catalog Requirements

Candidates for associate or bachelor's degrees may choose to fulfill the degree requirements stated in any one catalog in effect during their enrollment at Idaho State University, subject to the following stipulations:

1. Candidates for bachelor's degrees must use a catalog in effect the year that they were accepted into their major program or any later year. For majors without a formal acceptance process, the choice of catalog year begins with the year in which the student first files an intent to major in that field. For students who change majors, it begins with the year in which they changed majors.
2. The catalog cannot precede the academic year in which the student graduates by more than 8 years.
3. Selection of a catalog for certifying graduation requirements must be approved by the department's chair or program director.
4. Students with a gap in enrollment at the university for three years or more from the date of last attendance must meet degree requirements as outlined in the catalog in effect at the date of their re-enrollment, degree conferral date, or any subsequent catalog.
5. If a major program is discontinued by the university and the State Board of Education, students enrolled will be assisted in transferring to an equivalent program in the state. If there is no similar program within the state, currently enrolled students will be permitted to complete the program in accordance with existing graduation requirements.

Regardless of the catalog the student chooses, deviations may be required for accreditation, licensing, or State Board of Education mandates.

## Grade Requirements

An Idaho State University grade point average of 2.0 or higher is required for graduation. Certain allowances in the calculation of the average may be possible when a curriculum is changing or courses are repeated.

In addition, a grade point average of at least 2.0 is required for all courses taken at Idaho State University and those required by the department in which the major or minor is sought.

Individual departments may require a higher grade point average.

## Other Information Related to Graduation

### Revocation of Degrees

The university reserves the right to revoke a previously granted degree, either for failure to satisfy the degree requirements (i.e., a mistake in granting the degree), or for fraud or other academic misconduct on the part of the recipient discovered or acted upon after the degree has been awarded.

### Honors Designation at Graduation

Students who secure minimum grade point averages of 3.33 **and** also are in the top 10% of their respective college's graduating class are designated as graduating with honors. Those in the top 5% are designated as graduating with high honors. See also the University Honors Program information within the Student Success Center (<http://coursecat.isu.edu/servicesforstudents/studentssuccesscenter>) section of this catalog.

## Individualized Degree Programs

### Individualized Degree Programs

The degrees described below are administered by faculty committees that approve course choices designed to meet the student's goals. Degrees described here are:

- Bachelor of Applied Science or Bachelor of Applied Technology
- Associate of Arts and Bachelor of Arts in General Studies
- Bachelor of Science in Health Science
- Bachelor of University Studies

## Bachelor of Applied Science or Bachelor of Applied Technology

The Bachelor of Applied Science (BAS) and the Bachelor of Applied Technology (BAT) degrees are interdisciplinary degrees designed specifically for students who have completed Associate of Applied Science (AAS) degrees approved by the Idaho State Board of Education. The purpose of these degrees is to provide AAS graduates the opportunity to expand their general education competencies and to enhance the technical coursework of their AAS with related academic coursework. These degrees build upon the knowledge a student gained through the pursuit of the AAS while providing the

education and critical-thinking skills that open career opportunities. The BAS and BAT degrees are administered through the Student Services Office in the College of Technology. All individual degree plans are approved by assigned advisors and a committee.

The BAS/BAT degree includes the following credit requirements:

### Requirements for Robotics and Communication Systems Engineering Technology (3-year A.A.S)

Professional-Technical credits applied toward the BAT/BAS Degree	76
General Education Requirements, 16 credits of which will be completed in the A.A.S.	approx 32
Academic Coursework (all upper division credits earned beyond coursework completed for A.A.S. degree) *	18
<b>Total Credits Required</b>	<b>120</b>

### Requirements for all Other ISU CTech A.A.S. Programs\*

Professional-Technical credits applied toward the BAT/BAS Degree	up to 50
General Education Requirements, 16 credits of which will be completed in the A.A.S.	approximately 34
Academic Coursework (all upper division credits) *	36
<b>Total Credits Required</b>	<b>120</b>

\* A minimum of 12 of these credits must support the AAS technical coursework. All BAS/BAT students must earn a minimum of a 2.0 GPA in academic coursework for graduation. No more than 32 credits of the academic coursework may be taken from the College of Business. Upper division academic coursework must relate to the student's approved goal statement. It is recommended that 24 academic credits be completed after degree plan approval.

Out-of-state AAS degrees must be evaluated for meeting Idaho State Board of Education standards. If the AAS degree is over 5 years old, the student must be evaluated for currency in technical field.

After completing a minimum of 15 credit hours of BAS/BAT general education requirements and one semester of the technical program, the BAS/BAT student develops an individualized degree plan in consultation with both academic and technical advisors assigned to the student by the BAS / BAT committee chair in the College of Technology Student Services Office. Based on the student's concise and clearly written goal statement, the individualized degree plan will list the specific approved courses that meet the above described degree requirements. The degree plan and the goal statement must be approved by the BAS/BAT Committee.

For information contact:

#### College of Technology Student Services

RFC Building (Bldg #48)

(208)282-3939

<http://www.isu.edu/ctech/studentservices/>

## Bachelor of Arts in General Studies

This is a non-specialist degree program designed to meet the needs of students interested in broadly-based education in the liberal arts. It provides greater flexibility and breadth in subject matter than provided by traditional degree programs. See the Associate Dean for Social and Behavioral Sciences in the College of Arts and Letters for advising in this program.

#### This degree requires completion of the following program:

8 of the 9 General Education Objectives	36
Upper division courses in the fine arts and humanities and/or social and behavioral sciences	20
Upper division credits from programs in the College of Arts and Letters, College of Business, College of Education, College of Science and Engineering, or Division of Health Sciences	20
Electives from across the university	44
<b>Total Hours</b>	<b>120</b>

## Associate of Arts in General Studies

This degree requires completion of the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) as outlined for the Bachelor of General Studies degree (above); 3 additional lower division credits in the arts and humanities; 3 additional lower division credits in the social and behavioral sciences; 6 additional lower division credits beyond the General Education Requirements from the Colleges of Arts and Letters, Business, Education, Science and Engineering, or the Division of Health Sciences; and elective credits from all across the university (please consult the restrictions on graduation credits from certain groups, as defined under Credit Requirements in the Graduation Requirements (<http://coursecat.isu.edu/academicinformation/graduationrequirements>) section of the catalog) to total 64 credit hours.

## Bachelor of Science in Health Science

The objective of the Bachelor of Science in Health Science (B.S.H.S.) program is to allow students who have graduated from or are enrolled in health occupations training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus. This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. All students are encouraged to work closely with their associate degree program advisors to ensure that the courses they plan to take will meet the students' specific career goals.

Students pursuing the Bachelor of Science in Health Science degree must complete all Objectives in the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>).

A student applying for this degree program must be a graduate of or be enrolled in a health occupations program that awards an associate degree. Out-of-state associate degrees must be evaluated for meeting the Idaho State Board of Education standards. If the associate degree is over five years old, the degree must be evaluated for currency in the technical field. Students with an Associate of Applied Science degree may transfer up to a maximum of 50 credits from this degree (all lower division credits).

See a complete description of this degree in the Division of Health Sciences (<http://coursecat.isu.edu/divisionhealth>) section of this catalog.

## Bachelor of University Studies

The Bachelor of University Studies (BUS) is an interdisciplinary degree designed for students whose educational and career goals are not addressed by traditional degree programs offered at Idaho State University. Formal application to the BUS program requires completion of a minimum of 24 semester hours, a 2.5 cumulative GPA, and an application packet that includes a statement of educational and career goals, a rationale for an individualized program of study, and a proposed selection of courses to meet stated goals. The BUS Committee will review and approve all applications. Once the BUS Committee grants approval for admission to candidacy, an advisory committee is appointed to assist the student in refining a program of study. Completion of US 4490 Capstone Project, a BUS Committee interview, and achievement of a 2.5 cumulative GPA are required for graduation; at least 120 total credits are necessary for this degree. The BUS degree requires careful and thoughtful planning. At least 24 semester credit hours (including 16 upper division hours) in a student's approved program of study must be taken after the semester in which admission to BUS was approved.

For information about this degree, contact:

**Director, Bachelor of University Studies Business Administration Bldg, Rm 248**

921 S 8th Avenue Stop 8087

Pocatello ID 83209-8087(208) 282-3204

<http://www.isu.edu/cal/BUS.shtml>

## Course Policies

### All-University Courses

Departments in colleges of the university may offer any of the following courses subject to adequate student interest. The following course numbers are regarded as "reserved" for these uses.

**1198P, 2298P, 3398P, 4498P Professional Development Workshop 0-3 credits.** New methods and opportunities to enhance and supplement skills. Subject to the approval of the dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option. May be repeated. May be graded S/U. Courses and course instructors are approved by the appropriate department chairs and college deans. Idaho State University maintains responsibility for the academic quality of all programs and courses through management and supervision by Idaho State University faculty and administrators. Credit for these courses is established using the same methods as a normal semester course (i.e. 15 contact hours equals one credit.). Course assignments and tests should be used for outcomes assessment and should be clearly linked to the course goals.

**1199, 2299, 3399, 4499 Experimental Courses 1-6 credits.** These are courses not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times.

**4493 Senior Thesis 1-4 credits.** Supervised by a committee of at least two faculty members, the thesis must be approved by the chairperson(s) of the department(s) involved. The thesis topic may be interdisciplinary, with up to six credits total conferred by one or more departments. May be repeated for up to 6 credits. PREREQ: Senior standing and permission of chairperson(s) involved.

**4497 Professional Development 1-3 credits.** A course for practicing professionals (certified Idaho teachers) aimed at the development and improvement of skills. May not be applied to undergraduate or graduate degrees. May be repeated. May be graded S/U.

## Attendance

Students are expected to attend all meetings of classes in which they are registered. Students who do not attend any sessions of a class during the first week and have not made prior arrangements with the instructor may be dropped from the class by the instructor to make room for students who are interested in adding the class.

No student may be absent from the campus in connection with extracurricular activities more than sixteen college instructional days per semester. No one extracurricular activity may take students away from the campus more than twelve college instructional days.

## Auditing Courses

An auditor is a person who is permitted to attend a course as an observer without participating in class discussions or class activity or submitting work for a grade. Students must pay the part-time credit hour fee to audit a course. This fee is waived in the case of full fee paying students. A final grade of AU is recorded at the time of registration. Changing from audit to credit is not allowed at any time.

To register for audit, a student must submit a completed Schedule Change Card to the Office of the Registrar during the published Add/Drop period for the term. In a full semester course, students may not change from credit to audit after the 10th day of class. In an 8 week course, students may not change from credit to audit after the 5th day of class.

Schedule Change Cards are available at <http://www.isu.edu/areg/policy-proc/rr-forms.shtml>.

## Course Numbering

Courses numbered 0000-0099 do not carry academic credit. Courses numbered 1100-2299 are lower division courses for freshmen and sophomores, respectively.

Courses numbered 3300-4499 are upper division courses for juniors and seniors, respectively. Courses above 3300 are open without restrictions, except specific prerequisites, to students who have completed 58 credits. Other students may take such courses on approval of the instructor, advisor, and dean.

Courses numbered 66xx and 77xx are for students admitted into Graduate School only.

Courses numbered 99xx are currently reserved for the Doctor of Pharmacy (Pharm.D.) program.

## Course Scheduling

To assist with your academic planning, courses in the Undergraduate Catalog are designated according to the semester they are usually offered. Unanticipated faculty vacancies and academic program changes may affect future course scheduling. Therefore, students should always contact the academic department to verify future course offerings, especially when specific courses are needed for graduation.

The following letters which appear after the course descriptions indicate the anticipated course scheduling:

F = Fall Semester, every year

S = Spring Semester, every year

Se = Sequential; a series of courses is presented until all have been taught.

Su = Summer Semester, every year

EF, ES, ESu = Even-numbered years, Fall, Spring, or Summer Semester

OF, OS, OSu = Odd-numbered years, Fall, Spring, or Summer Semester

D = Students should contact the department to ask when this course will be offered.

R1 = Course is rotated every year, either Fall or Spring

R2 = Course is rotated every two years, either Fall or Spring

R3 = Course is rotated every three years, either Fall or Spring

W = Web (Internet) interactive course scheduled in conjunction with Idaho State University semester(s); contact department for details



## Cross-listing

Any university program leading to an academic degree that approves courses taught by College of Technology faculty for inclusion in the academic curriculum may cross-list the course(s) using the academic department's prefix and the College of Technology department's prefix.

## Prerequisites and Corequisites

Courses showing the abbreviation "COREQ" require simultaneous registration with each course named as a corequisite.

The abbreviation "PRE-or-COREQ" means that each course named may have been taken prior to or may be taken concurrently with the course for which it is required.

Courses showing the abbreviation "PREREQ" require the courses named as prerequisites to have been taken previously.

## Repeating Courses

A course in which an F grade is earned must be repeated if that course is required for graduation. Courses in which a D grade is earned must be repeated if the major department so requires. Also, a student may elect to repeat a course provided he/she has not completed a course for which that course was a prerequisite. If a course is repeated, the latest grade is used in computing grade point average unless the description includes language indicating the maximum number of credits for which the course may be repeated.

## Placement into English and Mathematics Courses

### Placement into English and Mathematics Courses

#### English

1. Students with an ACT English score below 18, a Compass score below 68, or an SAT score of 440 or lower register for ENGL 0090.
2. Students with an ACT English score of 18-24, a Compass score of 68-94, or an SAT score of 450-560 and students who have passed ENGL 0090 register for ENGL 1101.
3. Students with an ACT English score of 25-30 or an SAT score of 570-690 receive 3 ENGL 1101-equivalent credits and register for ENGL 1102.
4. Students with a Compass score of 95-99 register for ENGL 1102; credit for ENGL 1101 will be assigned with a grade of "Satisfactory" upon passing ENGL 1102, unless they already have a transcribed grade for ENGL 1101. The Compass Test cannot be used to replace an earned grade in a course for purposes of GPA calculation.

For questions regarding ACT scores over 30 or SAT scores of 700 or higher, contact the Department of English and Philosophy: (208) 282-2478.

#### Advanced Placement Options

1. Transfer students who have taken a three-credit freshman-level course in expository or argumentative writing which is equivalent to Idaho State University's ENGL 1101 course may proceed to ENGL 1102.
2. Students who have achieved scores of 3 or 4 on the Composition and Literature or the Language and Literature Advanced Placement Examination administered by Educational Testing Service receive a grade of "Satisfactory" and three ENGL 1101-equivalent credits. Students who receive a 5 on the same test(s) will receive two grades of "Satisfactory" and three ENGL 1101-equivalent credits and three ENGL 1102-equivalent credits.

Because Objective 1 courses advance acquisition of writing skills important for academic success, students are encouraged to complete them in a timely fashion. Accordingly, ENGL 1101 should normally be completed during the freshman year, ENGL 1102 by the conclusion of the sophomore year.

#### Mathematics

All mathematics courses except MATH 0015 have prerequisites. Students place into a course either by completing the prerequisite courses with a grade of C- or better or by achieving appropriate scores on the ACT exam, SAT exam, or Compass mathematics placement exam. For placement purposes, prerequisite coursework or placement examinations must have been taken within the last seven years.

The following diagram shows the chain of prerequisites for basic mathematics courses.

Figure 1. Objective 3 Prerequisite Tree

Courses that fulfill Objective 3 are underlined. The dotted lines indicate that MATH 1147 also fulfills the prerequisite for any course that has MATH 1143 as a prerequisite. Students should plan their mathematics coursework according to their intended majors. Some majors, for instance, require MATH 1153, and others require MATH 1160. Students who will take calculus must be especially careful to determine whether MATH 1160, Applied Calculus, or MATH 1170, Calculus I, is appropriate. Taking one after the other counts as a repeat and provides no further credit toward graduation. Students place into courses higher than MATH 0015 by achieving any one of the following scores on their ACT, SAT, or Compass placement examinations (Objective 3 courses are **bolded**):

MATH	ACT	SAT	Compass
0015 <sup>1</sup>	---	---	---
0025 <sup>2</sup>	16	390	46 on Prealgebra (MAPL 1)
1108, 1123, 1127 <sup>3</sup>	19	460	46 on Algebra (MAPL 2)
1130, 1143, 1147, 1153 <sup>4</sup>	23	540	61 on Algebra (MAPL 2)
1144, 1160, 2256, 2257 <sup>5</sup>	27	620	51 on College Algebra (MAPL 3)
1170 <sup>6</sup>	29	650	51 on Trigonometry (MAPL 4)

<sup>1</sup> There is no prerequisite course for MATH 0015, and no scores are necessary.

<sup>2</sup> A student must pass MATH 0015 or achieve one of the listed test scores to take MATH 0025.

<sup>3</sup> A student must pass MATH 0025 or achieve one of the listed test scores to take MATH 1108, MATH 1123, or MATH 1127.

<sup>4</sup> A student must pass MATH 1108 or achieve one of the listed test scores to take MATH 1130, MATH 1143, MATH 1147, or MATH 1153.

<sup>5</sup> A student must pass MATH 1143 or achieve one of the listed test scores to take MATH 1144, MATH 1160, MATH 2256, or MATH 2257.

<sup>6</sup> A student must pass MATH 1144 or MATH 1147 or achieve one of the listed test scores to take MATH 1170.

## Credit and Grading Policies

### Credit and Grading Policies

#### Credit or Credit Hour

The credit, sometimes referred to as semester credit or semester hour, is a unit of academic work. One credit is defined to require fifty minutes in a class each week for one semester (or the equivalent).

One semester credit hour in academic courses requires (1) fifty minutes in class each week for one semester (which assumes approximately twice this amount of time in study and preparation outside the classroom), or (2) approximately two and one-half hours in laboratory each week for a semester, or (3) equivalent combinations of (1) and (2). For purposes of equivalency calculations, a semester is assumed to be sixteen weeks. Short term courses of one week (five days) or more require time in class, laboratory, and preparation equivalent to the above for a total of 45 clock hours per credit.

#### Credits Allowed per Semester

Students may enroll for up to 18 credits per semester, and may enroll for a larger number with permission of the dean. To be eligible for participation in student activities, a student must be enrolled for at least 8 credits.

The number of credits awarded for a graduate thesis and other courses varies from department to department, and students may spread the registration for those credits over several semesters.

#### Grade Reports and Transcripts

Final grades are not automatically sent to students at the end of the semester. Students may access final grades electronically by logging on to <https://bengalweb.isu.edu>.

Current students and students who have attended since the Summer 2008 semester may also access their unofficial transcripts at <https://bengalweb.isu.edu>.

Students who wish to order official Idaho State University transcripts will find the latest ordering information on the web at <http://transcripts.isu.edu>. Official transcript requests will be processed within 3 to 5 working days, unless there is a financial obligation on record for the student requesting the transcript. For additional information, or if you have specific questions about the process, please email [transcriptordering@isu.edu](mailto:transcriptordering@isu.edu).

### Grading System

Idaho State University uses a graduated letter grading system to indicate the instructor's evaluation of a student's performance in a course. These letter grades are converted to a numerical value for computing a student's semester and cumulative grade point averages (GPAs). At the beginning of each course, an instructor should inform students via the course syllabus or other written means of the criteria to be used in evaluating their performance.

**There are are no campus-wide grading criteria.**

Idaho State University uses letter grades with the four (4) point maximum grading scale. The grade A is the highest possible grade, and a grade of F is considered failing. Plus (+) or minus (-) symbols are used to indicate grades that fall above or below the letter grades. The grades of A+, F+, and F- are not used. For purposes of calculating grade points and averages, the plus (+) increases the grade's point value by .3 and minus (-) decreases the grade's point value by .3 (e.g., a grade B+ is equivalent to 3.3 and A- is 3.7). A student's work is rated in accordance with the following definitions:

Grade	Value	Description
A	4.00	Excellent Performance
A-	3.70	Excellent Performance
B+	3.30	Good Performance
B	3.00	Good Performance
B-	2.70	Good Performance
C+	2.30	Adequate Performance
C	2.00	Adequate Performance
C-	1.70	Adequate Performance
D+	1.30	Marginal Performance
D	1.00	Marginal Performance
D-	.70	Marginal Performance
F	0.00	Unacceptable Performance

Courses in which any A, A-, B+, B, B-, C+ or C grade is earned are always acceptable toward an undergraduate program and graduation requirements unless specifically excluded for a particular course, program, or degree. Courses in which a C-, D+, D or D- grade is earned are acceptable towards graduation requirements unless otherwise noted. No credits are awarded for any course in which an F grade is earned. A grade of C+, C, C-, D+, D, D-, or F is considered failing for students pursuing graduate level programs or degrees.

The plus (+) and minus (-) grading system is in effect for all new freshmen and transfer students, all returning former students who have not been enrolled at Idaho State University for five years, and any student starting a degree or certificate program. Students who are not yet subject to the +/- grading system may elect to be included by completing paperwork, in person, at the Office of the Registrar in Pocatello or Student Services Offices in Idaho Falls, Twin Falls, or Meridian. A student's election of the +/- grading is final and cannot be reversed.

## Other Grade Symbols

Other grading symbols used are: I - Incomplete; IP - Thesis work "in progress;" W - Withdrawal after the close of the registration period; P or NP - the Pass or No pass option; S or U, for Satisfactory/Unsatisfactory performance; and X for no basis for grade. Each of these grades has special conditions which are described below.

### Incomplete Grades

An incomplete grade, I, may be awarded only as a final grade and only at the discretion of the instructor. To be eligible for an incomplete grade, a student must have satisfactorily completed a substantial portion of the course. No grade points are awarded for a course in which an Incomplete grade is earned.

The instructor must complete a Course Completion Contract that stipulates the assignment(s) required to finish the course and the allowable time period. No student will be allowed more than one year to complete the required assignment(s). Both the student and the instructor must sign the contract, a copy of which is to be given to the student. The instructor retains a copy and a third copy is kept on file by the department head. Upon the student's timely satisfaction of the Course Completion Contract, the instructor will fill out a Change of Grade Form and send it to the Registrar.

Students should NOT re-register for a course in which an incomplete grade has been assigned. If the Registrar does not receive a Change of Grade Form within a one-year time period following the recording of the Incomplete, the Registrar's Office will automatically convert the Incomplete to an F. Only in extreme circumstances will a student be allowed an extension of the time stipulated by the instructor. A normal petition process may be used for those circumstances that would extend the allowable time period beyond one calendar year following the recording of the Incomplete grade.

### Pass/No-Pass Grades

P/NP grades are given in courses taken under the pass/no-pass option. This option is offered as an inducement for students to take courses outside their major curriculum. The following restrictions apply: the option applies only to undergraduate courses; the option must be declared using a schedule change card (<http://www.isu.edu/areg/forms/ScheduleChangeCard.pdf>) signed by the instructor and the department no later than the last day to add or drop courses; credits earned under the option will not satisfy specific graduation requirements except that they may be counted towards total credits required; students taking a course under this option must comply with the established prerequisites or obtain the permission of the instructor; students may not register for more than one P/NP course per semester.

No credits are awarded for any course in which an NP grade is earned.

### Satisfactory/Unsatisfactory

S/U grades are awarded in such courses as religion, student teaching, and special projects to which the regular performance grades are not applicable. The use of S/U grades must be specifically approved by the University Curriculum Council. All students in such courses are graded either S or U. There is no method for incorporating these grades into a student's grade point average. No credits are awarded in any course for which a U grade is earned.

## X Grade

An instructor can give an X grade when a student has not attended or stops attending, therefore giving the instructor no basis to calculate a grade for the student. The X grade is equivalent to an F or a U. No credits or grade points are awarded in any courses for which an X grade is reported.

## Withdrawal Grades

A student may drop a course within the add/drop period; no transcript entry will reflect his/her ever having been in the course.

From the end of the add/drop period to the end of the withdrawal period, a student may withdraw at his/her option. After the withdrawal period, a student may withdraw from individual courses only by the procedure described in the section covering withdrawal procedures. In both of these two cases, a W grade will be recorded, and no grade points will be awarded.

If a student simply ceases to attend classes without formally withdrawing from the university, an F or an X grade will be recorded for each affected class. A student may be withdrawn from a course or receive a reduced grade as a result of disruptive classroom behavior.

Information about add/drop periods and withdrawal periods can be found on the Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>). Information on withdrawing from classes can be found in the Withdrawal Procedures (<http://coursecat.isu.edu/academicinformation/withdrawalprocedures>) section of this catalog.

## Midterm Grades

Instructors are requested to report unsatisfactory grades at midterm, including D, F, U, NP (not passing), X (no basis to grade).

Faculty can choose to report satisfactory grades at their own discretion. Midterm grades are not recorded on the student's transcript and are not used in grade point average computations.

## Grade Point Average

A grade point average (GPA) is computed each semester by dividing the sum of the products of grade points and credits for each course by the sum of the credits for the courses. Numerical grade points for each course credit are assigned as shown earlier, on a scale in which an A is 4.00 points and an F is 0.00 points. For purposes of calculating grade points and averages, the plus (+), if present, increases the grade's value by .3 and minus (-) decreases the grade's value by .3 (e.g., a grade B+ is equivalent to 3.3 and A- is 3.7).

An accumulated grade point average (Accum. GPA) is computed by the same process, but the student's entire record is covered by the computation.

To maintain "academic satisfactory progress" and avoid probation and/or academic dismissal, a student must maintain a minimum Idaho State University GPA of 2.0.

## Credits and Grades for Transfer Courses

When students transfer credit to Idaho State University, the university reserves the right to reclassify credit designated as correspondence, extension, credit by examination and repeated credit according to its own policy governing the acceptance and limitations of such credit. Grades transferred from other institutions will be converted to the equivalent grades at Idaho State University by the registrar. Where there is a question as to whether transferred courses satisfy specific departmental requirements, the head of the department concerned will make the interpretation.

Transfer students may be required to repeat transfer courses in which a grade equivalent to a D or F was received.

## Awarding of Credit from Non-Accredited Institutions

The process for considering possible transfer credits and recognizing undergraduate degrees granted by non-accredited colleges and universities is as follows:

The student must petition the appropriate academic department at Idaho State University. In addition to formal evaluation of the request, the department may require competency verification.

In the petition, the student must explain how s/he wishes to deviate from university policy. Some scenarios include:

- a) wishing to have certain courses from the non-accredited institutions substitute for courses at Idaho State University that fulfill General Education Objectives;
- b) a request to have designated courses from the non-accredited institution substitute for Idaho State University courses that fulfill requirements in the student's major;
- c) a request that an entire degree from a non-accredited institution be recognized as equivalent to that earned from an accredited institution.

## Academic Renewal Policy

The purpose of this policy is to allow undergraduate students who are returning or transferring to Idaho State University after having been away from college for a number of years a chance for a fresh start. Idaho State University has a petition process for one-time-only use in which the student may request that consecutive terms of course work be disregarded in calculating the GPA for graduation. To apply, a student must file an Academic Renewal petition with the dean of his/her college. Eligibility for the program will be subject to the following conditions:

1. A minimum of three (3) years will have elapsed since last enrollment at an institution of higher education before petition may be filed.
2. Applicants must have a previous cumulative ISU GPA of less than 2.00.
3. This policy will not be used for individual courses.
4. The petition to be filed by the student will specify consecutive terms of undergraduate courses on the transcript to be disregarded.
5. Academic renewal may be awarded one time only.
6. Academic renewal shall not apply to any credits earned for a completed, prior academic degree.
7. Before the petition may be filed, the student must have completed a semester or semesters of an additional 12 credit hours of course work at Idaho State University with a minimum grade point average of 2.5 or at least 24 credit hours of course work with a minimum grade point average of 2.00.
8. Upon approval of the petition, the student's permanent official academic record will be suitably annotated to indicate that no work taken during the disregarded term(s) may apply toward the computation of credits and grade points, academic standing, and graduation requirements. However, all work will remain on the records, ensuring an accurate academic history.
9. Students should be aware that this policy MIGHT NOT BE ACCEPTED at transfer institutions. Academic Renewal granted elsewhere is not transferable to Idaho State University. Idaho State University conditions must be met.

## Academic Standing

### Good Academic Standing

Students are considered to be in Good Academic Standing at Idaho State University until their Idaho State University GPA places them on academic probation. At the end of any semester, undergraduate students may be placed on probation if the cumulative Idaho State University grade point average (GPA) does not meet a minimum of 2.0. To maintain "academic satisfactory progress" and avoid academic probation and/or academic dismissal, undergraduate students must maintain a cumulative Idaho State University GPA of 2.0 or higher.

### Academic Probation

Academic standing is calculated once at the end of the semester. At that time, undergraduate students whose cumulative Idaho State University GPA does not meet a minimum of 2.0 will be placed on Academic Warning. Students on Academic Warning are limited to attempting 13 credits for the next semester of attendance, are required to complete the Online Probation Workshop (<http://isu.edu/advising/nosearch/probation>), and are expected to meet with their academic advisor of record prior to registering for classes.

Undergraduate students on Academic Warning who do not earn a 2.0 semester GPA (and whose cumulative ISU GPA is less than 2.0) will be placed on Probation One. Students on Probation One are limited to attempting 9 credits for the next semester of attendance, are required to complete the Online Probation Workshop (<http://isu.edu/advising/nosearch/probation>), and are expected to meet with their academic advisor of record prior to registering for classes.

Undergraduate students on Probation One who do not earn a 2.0 semester GPA (and whose cumulative ISU GPA is less than 2.0) will be placed on Probation Two. Students on Probation Two are limited to attempting 6 credits for the next semester of attendance, are required to complete the Online Probation Workshop (<http://isu.edu/advising/nosearch/probation>), and are expected to meet with their academic advisor of record prior to registering for classes.

Undergraduate students on Academic Warning, Probation One, or Probation Two who attain a semester GPA of 2.0 or higher, but whose cumulative ISU GPA is still below 2.0, will remain at their current level of academic probation (Academic Warning, Probation One, or Probation Two) with the corresponding credit limitation of 13, 9, or 6, as specified above.

Undergraduate students on Academic Warning, Probation One, or Probation Two who attain a cumulative ISU GPA of 2.0 or higher are automatically removed from warning or probation.

Undergraduate students are notified at mid-semester as to whether they are earning below satisfactory grades in any class. The undergraduate students' advisors will also receive this information so they may work with the undergraduate students to try to prevent probationary status.

### Academic Dismissal

Undergraduate students on Probation Two who do not earn a 2.0 semester GPA (and whose cumulative ISU GPA is less than 2.0) will be dismissed from the university.

## Non-Degree Seeking Status

### Non-Degree Seeking Status

Each non-degree-seeking student admitted to Idaho State University will declare himself/herself as such by selecting the code for this non-degree-seeking status on the application for admission. Other students attend classes as non-degree students without being admitted to the university. In either case, the student may change his/her status to that of a degree-seeking student by complying with admissions criteria for degree-seeking students (detailed in the Admissions (<http://coursecat.isu.edu/about/ISU/undergraduateadmission>) section of this catalog). A maximum of 32 credits may be earned by non-degree-seeking students.

## Petition Policies

### Petition Policies

An undergraduate student may petition the appropriate college dean or committee for consideration of problems of curricula or admission which are not covered by stated procedures. Curricular petitions must: 1) include a recommendation from the undergraduate student's advisor, 2) a recommendation by the chair of the department offering courses in the subject field or by a special committee overseeing the requirement, and 3) catalog copy of descriptions of courses transferred from other institutions if the course is to be considered in a test of course equivalency. All copies of the petition are to be advanced to the Registrar's Office for action after all signatures are affixed. Decisions may require several weeks, and notice of the result will be mailed to the undergraduate student. An undergraduate student may petition for:

1. **Readmission following a dismissal.** Undergraduate students with extenuating circumstances that warrant a review of the dismissal status may petition the Readmission Review Board (RRB) located in the Academic Advising Center. Petitions must be accompanied by relevant documentation from appropriate sources and a thoughtfully prepared Readmission Statement. The RRB will be guided in its decision by evidence of academic potential and readiness to handle the curriculum in a satisfactory manner; evidence of motivation to pursue an educational goal; evidence of corrective measures undertaken by the undergraduate student. Readmitted undergraduate students will have stipulations placed upon their readmission which may include: repeating courses previously taken, limiting the number of credits attempted, enrolling in specific courses, having regular follow-up with an advisor or faculty member, receiving specific assistance from the Career Center, ADA, or other ISU resources, and/or participating in specified study labs or help groups. The deadline for petitions is August 1st for Fall semester and December 1st for Spring semester. Decisions reached by the RRB are final.
2. **Substitution of departmental requirements.** An undergraduate student may petition to substitute courses in lieu of departmental requirements. The course or courses the undergraduate student wishes to substitute must be approved by the departmental chairperson.
3. **Substitution of the General Education requirements.** An undergraduate student who transfers from another institution may petition to have courses with similar content but different titles than those offered at Idaho State University substituted for courses listed in the General Education requirements. Petitions must be approved by the Provost.

## Withdrawal Procedures

### Withdrawal Procedures

Before the last day to add or drop courses in a semester or session, students may drop and add classes freely. No entry will be made on a student's transcript for classes dropped during this period.

After the last day to add or drop courses, students may withdraw from a class or from all classes until the last day to withdraw from the semester or session. Check the Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>) for the withdrawal date for each semester or session. The time in which withdrawals are allowed is called the Withdrawal Period. A grade of W is recorded on the student's transcript for each course from which he or she withdraws.

#### **Before Withdrawal Deadline (see Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>) for dates):**

To initiate a withdrawal from a class prior to the deadline, a student may use BengalWeb (<https://bengalweb.isu.edu/cp/home/displaylogin>). In extreme cases where the student does not have the ability to access BengalWeb, contact the Office of the Registrar (<http://www.isu.edu/areg>) for assistance.

To withdraw from the university (withdraw from all classes) prior to the deadline, the student may use BengalWeb (<https://bengalweb.isu.edu/cp/home/displaylogin>) and withdraw from all classes. In extreme cases where the student does not have the ability to access BengalWeb, contact the Office of the Registrar (<http://www.isu.edu/areg>) for assistance. Students are encouraged to meet with an advisor before withdrawing completely.

#### **After Withdrawal Deadline (see Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>) for dates):**

After the deadline, all withdrawals are handled by petition to the dean of the college in which the student is enrolled. (College of Technology students should contact the Student Services Office (<http://www.isu.edu/ctech/studentservices>.) The dean will follow the same procedure used in the petitioning process for considering extraordinary academic issues.

## Medical Withdrawal Policy\*

*\*At the time of publication, the withdrawal policy was under review; it remains subject to change.*

### Voluntary (Student-Initiated) Medical Withdrawal

A medical withdrawal request must involve the student being ill or disabled from an illness, not the effects of another person's illness. It is initiated in the same manner as other withdrawals, as noted above. Only complete withdrawals from the university are eligible to be considered for a medical withdrawal.

To initiate a medical withdrawal before the complete withdrawal deadline (see the Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>)), a student first needs to completely withdraw from all classes through the Office of the Registrar (via a paper form or BengalWeb (<https://bengalweb.isu.edu/cp/home/displaylogin>)). When that is done, the student may then apply for a medical withdrawal through the Student Health Center by completing a Medical Withdrawal Application form. This form may be obtained from the Student Health Center, the Office of the Registrar, the Counseling and Testing Center, the Student Services Office in the College of Technology, and the outreach offices of Idaho Falls, Twin Falls, and Meridian. It is also available on ISU's Student Health Center (<http://www.isu.edu/stuhlth/withdrawal.shtml>) website. Completed forms should be submitted to the Student Health Center within two weeks (10 working days) of the date of complete withdrawal. The application must include a narrative summary written by the student requesting the medical withdrawal as well as medical documentation from a physician or counselor describing the problem and their recommendations that withdrawal due to illness is necessary. The Medical Withdrawal Committee then reviews the completed application and determines medical withdrawal eligibility.

*Note: For refund information, see ISU's Refund Policy and Refunds for Exceptional Circumstances Policy in the Expenses (<http://coursecat.isu.edu/aboutISU/expenses>) section of this catalog. If you wish to initiate an appeal for refund of fees, please contact Financial Services at 282-2287.*

If the complete withdrawal deadline (see Academic Calendar (<http://www.isu.edu/areg/acadclnd.shtml>)) has passed, a student can still seek a medical withdrawal designation. First, the student fills out a petition for hardship withdrawal through the dean's office of the college in which the student is enrolled (Arts and Letters for those students not yet affiliated with any college). If the dean (or designee) grants the student a hardship withdrawal, the student may then pursue a medical withdrawal designation as outlined in the above paragraph. The dean (or designee) may choose instead to sign a referral allowing the Student Health Center to examine the evidence (always medically related) and determine whether a withdrawal is warranted. Only if a hardship withdrawal is granted, or a referral is signed by the dean's office, will the Medical Withdrawal Committee consider a request for a medical withdrawal.

### The Medical Withdrawal Committee

The Medical Withdrawal Committee may include the director of the Student Health Center (or designee), the director of the Counseling and Testing Center (or designee), the university controller (or designee), the associate dean of Student Affairs (or designee), and/or the director of the ADA and Disabilities Resource Center (or designee).

### Appeal of Denial of Medical Withdrawal

If the medical withdrawal is denied, the student may appeal the decision by written request to the vice president for Student Affairs. The appeal must be received within one month of the date of denial. The vice president's (or designee's) decision is final.

### Medical Readmission

Students who have withdrawn for medical reasons may be required to petition the University Medical Withdrawal Committee for readmission. The decision to require a petition for readmission is based on need for further documentation that the medical condition has been adequately treated and that any necessary accommodations have been prepared to enhance the future academic success of the student. The decision is made at the time that the medical withdrawal is granted. This decision will be included in the letter of notification to the student that the medical withdrawal has been granted.

Students may forward their written petition for readmission to the Medical Withdrawal Committee via the Student Health Center staff. The granting readmission decision is based upon consideration of (1) reports of treatment, (2) letters of recommendation, and in some instances, (3) a personal interview with the medical director.

### Appeal of Denial of Readmission

In the event of denial of readmission, the student may appeal to the vice president for Student Affairs. A written appeal (a letter from the student explaining the circumstances) must be received in the vice president for Student Affairs' Office within two weeks (10 working days) of receipt of notification of denial of readmission. The vice president's (or designee's) decision is final.

### Mandatory Medical/Psychiatric Withdrawal

The directors of the University Counseling and Testing Services and the Student Health Center are authorized to order a mandatory medical or psychiatric withdrawal in those situations where there is reason to believe that a student is a substantial threat to him/herself or interferes with the welfare of other members of the university or the education process of the institution. These directors may require immediate withdrawal if there appears to be a substantial imminent threat. Either director may request that the student be professionally evaluated by a physician, psychologist, or psychiatrist. The student shall be notified in writing of initiation of the withdrawal process.

If a psychological/psychiatric evaluation is required and the student does not comply within a reasonable time or refuses to comply, mandatory withdrawal may be ordered by either director. The responsible director shall submit a written report to the Medical Withdrawal Committee and the vice president for Student Affairs summarizing the need for mandatory withdrawal and the reasons for the action. The student and the director will have the opportunity to present information to the Medical Withdrawal Committee. The Medical Withdrawal Committee shall convene at the earliest reasonable time for final determination of disposition. If the physician ordering the withdrawal is also on the Medical Withdrawal Committee, another physician from the Student Health Center or the Center director will be appointed to sit on the committee for that case.

In the event that mandatory withdrawal is ordered, the student may appeal to the vice president for Student Affairs. A request for an appeal must be filed in writing to the vice president for Student Affairs within two weeks of receipt of notification of mandatory withdrawal.

## Other Policies

### Other Policies

#### Academic Study Day Policy

The university annual calendar includes two academic study days each semester. The academic study days are scheduled during the two calendar days directly following Closed Week and directly preceding Final Examination Week. Saturday classes are exempt from the Academic Study Day Policy. When the last two calendar days directly following Closed Week fall on Saturday, Sunday, or both, those days will be designated as academic study days. No undergraduate classes are held during academic study days. For academic study days falling on Monday through Friday, faculty will schedule office hours.

#### Closed/Finals Week Policy

Any final examination must be conducted during the officially scheduled time slot except in laboratory courses or sections where the final examination may be conducted during the last regularly scheduled class session. Any exception to this policy may be allowed only on an individual student basis, to be arranged between the professor and the student.

Other required tests or quizzes on which the professor bases any part of the course grade are prohibited during the 7 calendar days immediately preceding the first day of final examinations week except in performance sections, night classes, 8-week courses, Saturday courses, and sessions during the summer semester.

Graduate-level courses and activities are exempt from this closed week and final exam policy.

### Final Examinations

Regular final examinations are held during an examination period at the end of the semester in accordance with a schedule published by the registrar. They shall not be rescheduled outside of the period, nor to a different time within it, except by permission of the Deans' Council. No examination shall be longer than the scheduled time. Special examinations may be arranged for individual students within the examination period.

A student who is absent from a regular final examination without valid excuse receives an F on the exam. If the excuse is valid and the work of the semester is satisfactory, the student receives an Incomplete, which may be removed by taking a special final examination.

#### Saturday Classes–Vacation Policy

Saturday Classes will recognize the following holidays during the Fall and Spring semesters: Fall–Labor Day and Thanksgiving weekends; Spring–the Saturday at the end of Spring Break. Saturday classes will be held on the Saturdays prior to all other Monday holidays, and on the Saturday at the beginning of Spring Break.

## Alternative Credit Opportunities

Students at Idaho State University have the opportunity to earn undergraduate credit for prior learning through a wide variety of means:

- College Entrance Examination Board Advanced Placement Program (AP)
- College Level Examination Program (CLEP)
- Credit by Challenge Examination
- Credit for Military Service
- Credit through the Defense Activity for Non-Traditional Education Support (DANTES)
- Experiential Learning Assessment (ELA)
- Correspondence and Extended Learning Online Courses
- Study Abroad
- Individualized Degree Programs
- Cooperative Education Programs



A maximum of 32 credit hours granted through any combination of the means listed above may be counted toward an associate degree; a maximum of 64 credit hours may be applied to a baccalaureate degree. Credits earned through any of the above means affect total credits toward a particular degree but generally do not impact the student's grade point average. Grades for all said credits, except challenge and correspondence/distance learning, are recorded as Satisfactory (S). The student is responsible for providing Idaho State University with an official copy of grades/scores from the appropriate educational, testing, or reporting agency.

When the credit awarded is dependent upon evaluation by Idaho State University faculty, such as Experiential Learning Assessment and Challenge, credit will be counted as resident credit; that which is standardized or not evaluated by Idaho State University faculty will be counted as non-resident credit.

An explanation of each program is given below. For additional information on these programs, contact:

The Office of the Registrar,  
Museum Building Room 319  
921 S 8th Ave Stop 8196  
Pocatello, ID 83209-8196  
(208) 282-2661

## College Entrance Examination Board Advanced Placement Program (AP)

Idaho State University affirms the principle of advanced placement and acknowledges the accomplishments of students who have taken college-level courses in high school. The university encourages participation in the College Entrance Examination Board Advanced Placement Program.

The CEEB Advanced Placement Examinations are administered each May at most high schools. For more information about the tests, students should contact their Advanced Placement instructor or high school counselor. The tests and students' ratings are sent to the university at the individual student's request.

Advanced Placement Examination credit will not be posted on an official Idaho State University transcript to other agencies or institutions until the student is a **registered** Idaho State University student. Credit from Advanced Placement is classified as non-resident credit.

### Advanced Placement Scores Required for Credit

Idaho State University will grant credit for approved AP exams and scores. Contact the Office of the Registrar or academic departments for further information. An "S" grade is entered on the student's record for credit earned in this way. Credit for AP examinations transferred from another institution is subject to evaluation based on the rules and regulations of Idaho State University. Please see <http://www.isu.edu/areg/> for information as to what course credit will be given for each AP score accepted by ISU.

## College Level Examination Program (CLEP)

Elective credit only is granted toward graduation for achievement of satisfactory scores on any of the four CLEP general examinations: humanities, natural science, mathematics, and social science/history. A student may earn a maximum of 16 elective semester hours toward an associate degree, 32 elective semester hours toward a baccalaureate degree on the basis of the general examinations.

Scores on the general examinations range from 200 to 800. The point of test proficiency is fixed at 500 for the purpose of granting credit.

Subject-area CLEP examinations may satisfy specific objectives in the General Education Requirements at the discretion of the departments whose courses satisfy those objectives. Similarly, at the discretion of the department, credits earned on the CLEP subject-area examinations may be allowed toward that department's major program. Students may earn a maximum of 48 semester credit hours by CLEP subject-area examination with department approval, and scores of 50 or higher are accepted for credit award.

An "S" grade is entered on a student's record for credit hours earned through CLEP examinations. Credit for CLEP examinations transferred from another institution is subject to evaluation based on the rules and regulations of Idaho State University. Transfer students need to submit official CLEP score reports for Idaho State University evaluation. CLEP credits cannot be granted for college courses previously taken. Credit from CLEP is classified as non-resident credit.

Information including costs may be obtained from the website <http://www.isu.edu/ctc/> or by contacting the Counseling and Testing Center at Idaho State University at (208)-282-2130.

Counseling and Testing Center,  
Graveley Hall, 3rd Floor South  
921 S 8th Ave Stop 8027  
Pocatello, ID 83209-8027

## Subject-Area CLEP Scores Required for Credit

Idaho State University will grant credit for approved CLEP exams and scores. Contact the Office of the Registrar or academic departments for further information.

## Credit by Challenge Examination

Enrolled Idaho State University students may obtain credit by course-specific examinations only with permission of the department and the college. Other relevant policies are as follows:

- Students may challenge a course through examination by 1) **obtaining approval** through petition, and 2) **passing** the challenge examination.
- Students must procure the petition from the office of the dean of the college of their major.
- If the petition to take the examination is approved, students must pass the examination at the level required by the course in order for challenge credits to be awarded.
- A student may sit for a challenge examination only in a course in which s/he has not yet registered. Students may not receive credit by challenge examination either for courses already completed or for courses that are prerequisite to courses already completed.
- Compass placement examinations are not challenge examinations.
- Only one challenge examination for the course in question is allowed.
- When a challenge examination is taken, whatever grade is earned is recorded. Should the grade from a challenge examination be undesirable to the student, the student may take the course for credit to change the grade.
- Credits obtained by challenge examination are not used in determining a semester's credit load or for financial aid purposes in the semester in which the examination is taken.
- Grades obtained by challenge examination are not used in determining grade point average for that semester, but are used in calculating the cumulative grade point average.
- A student may complete a total of 24 credits by challenge examination toward an associate degree.
- A student may complete a total of 48 credits by challenge examination toward a baccalaureate degree.
- The cost of each credit earned by challenge examination is 33% of the current cost per credit hour, payable to the Idaho State University Cashier's Office **prior to the examination**.
- Credits earned by passing a challenge examination are considered resident credit.

## Credit for Military Service (Military Transcript Information)

Military credits will be evaluated after the student has applied for admission and furnished the Veterans' Coordinator with official transcripts. Non-resident credit will be posted for military courses.

## Credit through DANTES

The College Level Examination Program (CLEP) general and specific subject-area examinations administered through Defense Activity for Nontraditional Education Support (DANTES) are treated in the same manner as those taken through the traditional CLEP. Only elective credits may be granted to those completing the general examinations, while subject-area CLEP examinations may satisfy specific objectives in the General Education Requirements. Refer to the College Level Examination Program above for details.

## Correspondence and Extended Learning Online Courses

Many institutions offer correspondence courses. Those offered by Idaho State University via Independent Study in Idaho (ISI) are granted resident credit.

Independent Study in Idaho  
 PO Box 443225  
 Moscow ID 83844-3225  
 (208) 885-6641 or (877) 464-3246  
 Fax 208/885-5738  
 indepst@uidaho.edu  
<http://www.uidaho.edu/isi>

Independent Study in Idaho was created in 1973 by the Idaho State Board of Education as a consortium of four accredited Idaho institutions led by the University of Idaho. Other consortium members include Boise State University (BSU), Idaho State University (ISU), and Lewis-Clark State College (LCSC). The ISI office is located at the University of Idaho North Campus Center in Moscow, Idaho. Each member institution of the ISI consortium is accredited by the Northwest Commission on Colleges and Universities (NWCCU), the region's accrediting agency. High school courses are accredited by the Northwest Association of Accredited Schools (NAAS).

Independent Study in Idaho delivers over 100 college undergraduate, graduate, and high school distance education courses in online and print-based formats in over 30 subject areas to more than 1,600 students each year. Independent Study in Idaho college courses parallel their on-campus

counterparts in content and completion standards. People from all walks of life, worldwide, take ISI courses to begin college programs early, resolve on-campus class-time conflicts, satisfy prerequisites, pursue professional development, and for personal enrichment. Courses are self-paced and available anytime, anywhere; students have one full year to complete ISI courses, or may purchase a time extension. Idaho residency is not required. Independent Study in Idaho courses carry semester-hour credit from one of the four consortium institutions and may be applied toward a degree at one of the consortium institutions or transferred to other institutions that accept ISI credits.

On average, ISI students may expect to spend at least 45 hours of scholarly activity per course credit to successfully complete a course. Upon course completion, a student may request a transcript of the credits from the Office of the Registrar or website of the credit-granting institution.

## Experiential Learning Assessment

Experiential Learning Assessment (ELA) is an avenue by which a student may be awarded undergraduate credit for experiential learning. The program assists in the process for requesting academic credit through the portfolio method. In a portfolio, a student thoroughly describes and documents knowledge gained experientially and also demonstrates how knowledge gained outside the classroom is related to college-level learning. The academic department in which credit is being requested assesses the portfolio and makes credit recommendations to the dean of their college. Idaho State University allows a maximum of 16 credits toward an associate degree, 30 credits toward a baccalaureate degree through this evaluation process.

To receive credit awarded through ELA, the student must have completed at least 9 semester credit hours in Idaho State University coursework with a minimum of a 2.0 GPA and must be enrolled the semester in which credit is awarded. ELA credit is available only for those academic subjects offered at Idaho State University.

Idaho State University follows Northwest Commission on Colleges and Universities (NWCCU) policies 2.C.3 and 2.C.7 in awarding credit for prior experiential learning.

## Study Abroad

The Idaho State University Office of International Programs and Services provides information and assistance to students who wish to augment their education with study outside the United States. Study abroad is a viable option for students to enhance their curriculum and professional prospects. A study abroad program is an excellent way to develop foreign language skills. An international educational experience also helps students gain a competitive edge in the global marketplace. And since many programs are taught in English, or located in English-speaking countries, students without foreign language skills may also study abroad in a wide range of disciplines.

Idaho State University participates in a wide variety of quality study abroad programs, providing students access to programs in more than 50 countries. Course work in these programs is recognized as resident credit at Idaho State University and allows students to use financial aid to support their study abroad. Idaho State University also has cooperative agreements with The University of Plymouth in England, Al Akhawayn University in Morocco, The University of Valencia and The Polytechnic University of Valencia in Spain, Paderborn University in Germany, Kansai Gaidai University and KCP International in Japan, Umea University in Sweden, the University of Burgundy in France, ITESO University in Mexico, InHolland University in The Netherlands, and Universidad ORT in Uruguay.

The Office of International Programs and Services assists students in identifying appropriate programs, works with academic advisors and departments in preparation for transfer of study abroad credit, and advises students on financial aid and other related matters. For more information on study abroad and related opportunities, contact the Office of International Programs and Services at (208) 282-4320 or at ipomail@isu.edu.

Students may register for Study Abroad credits after their program is approved by an advisor and the Office of International Programs and Services. The course description is as follows.

### Study Abroad Courses

**STUA 2200, STUA 3300, STUA 4400 Study Abroad 12-18 credits each** . Pre-arranged, planned courses of study at selected academic institutions outside of the United States. Student is responsible for resident credit arrangements with department(s) and the Office of International Programs and Services prior to departure. Prefix and course name will be replaced on Idaho State University transcript when study abroad transcript arrives. Graded S/ U, F, S, Su

## Cooperative Education Programs

### Cooperative Education Programs

In addition to regular programs, Idaho State University students may be eligible to participate in any one of a number of special cooperative programs, both in-state and out-of-state. For specific information on requirements for pre-health professions programs, see the section on pre-health professional programs under the Division of Health Sciences (<http://coursecat.isu.edu/divisionhealth>).

### Dental Education

Idaho Dental Education Program (IDEP): Depending on legislative appropriations, a certain number of Idaho residents are eligible to participate in the Idaho Dental Education Program. The program, a cooperative effort of Creighton University School of Dentistry and Idaho State University, provides

Idaho residents with the opportunity to attend their first year of dental school at Idaho State University. Students will spend their second, third, and fourth years in Omaha. For further information, contact:

Idaho Dental Education Program  
921 S 8th Ave Stop 8088  
Pocatello, ID 83209-8088  
(208) 282-3289  
larsjeri@isu.edu

Or visit the IDEP website at: <http://www.isu.edu/idep/idep.shtml>.

## ELS Language Center

Gordon E. Clark, Director  
Continuing Education Building  
1001 N.7th Ave. Stop 8084  
Pocatello ID 83209-8084  
(208) 282-5201

Idaho State University's partner in intensive English-language instruction, ELS Language Center, is located in the Continuing Education and Conference Services building. Founded in 1961, ELS Language Centers is the oldest and largest U.S.-based Intensive English as a Second Language (ESL) program. Since its inception, ELS has assisted well over a quarter million people in learning U.S.-style English. Affiliated with Berlitz International since 1997, ELS currently has more than 50 centers in the U.S. and another 33 schools in other countries.

As an intensive, preparatory ESL program, ELS supplements Idaho State University's existing English for Speakers of Other Languages (ESOL) program housed in the Center for Teaching and Learning. The ESOL program provides tutorial and other support services for international students already enrolled at Idaho State University. ELS, by contrast, serves as an initial point of entry for other international students who seek full-time English-language instruction, and who intend to complete this training to enroll at Idaho State University or another institution of higher education.

Visit ELS at Idaho State University on the Web at <http://www.els.edu/Pocatello>

## Medical Education

Certification of Idaho Residency

The cooperative medical education programs described below (WWAMI and University of Utah) require a Certification of Residency (that is, documentation that the person is a legal resident of Idaho). This certification is obtained at the following addresses for each of these programs:

### WWAMI (University of Washington):

Director of Admissions  
University of Idaho  
Moscow, ID 83843

### University of Utah Contact:

Office of the Registrar  
921 S 8th Ave. Stop 8196  
Pocatello, ID 83209-8196

### WWAMI (Washington/Wyoming/Alaska/Montana/Idaho) Regional Medical Education Program

This program is designed to enhance the training capability of the University of Washington School of Medicine by using facilities of Washington State University, University of Wyoming, University of Alaska, Montana State University and the University of Idaho. Currently 20 Idaho residents are accepted into the WWAMI program each year. For further information, contact:

Coordinator, WWAMI Medical Program University of Idaho  
Moscow ID 83843

or

Pre-Health Professions Advisor  
921 S 8th Ave Stop 8007  
Pocatello ID 83209-8007

## University of Utah School of Medicine

Each year eight Idaho residents are admitted to this medical education program through a cooperative agreement between Idaho and Utah. Idaho also provides a support fee to the University of Utah for each Idahoan admitted to the program under this agreement. For further information, contact:

Pre-Health Professions Advisor  
921 S 8th Ave Stop 8007  
Pocatello ID 83209-8007

## Oak Ridge Associated Universities

Since 1993, students and faculty of Idaho State University have benefitted from Idaho State University's membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility operated by ORAU, undergraduates, graduates, postgraduates and faculty may access a multitude of opportunities for study and research. Students may participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found on the ORISE website (<http://see.orau.org>), or by calling either of the contact persons below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major - federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research and support programs as well as services to chief research officers.

For more information about ORAU and its programs, visit the ORAU website at <http://orise.orau.gov> or contact:

Dr. Thomas F. Gesell  
Professor of Health Physics  
ORAU Counselor for Idaho State University  
(208) 282-2350

or

Monnie E. Champion  
ORAU Corporate Secretary  
(865-576-3306)

## Veterinary Medicine

### Washington State University Regional Program in Veterinary Medicine

A cooperative effort between Washington and Idaho, this program is centered at the College of Veterinary Medicine at Washington State University. Depending on legislative appropriations, a certain number of Idaho residents (usually 11) are admitted to the program each year; Idaho provides a support fee to the program for each Idaho student admitted. Certification of Idaho residency is obtained at the following address:

Residency Officer

University of Idaho

Moscow, ID 83844-4260

For further information, contact:

College of Veterinary Medicine  
Office of Student Services  
Washington State University  
Pullman, WA 99164

or

Pre-Health Professions Advisor

921 S 8th Ave Stop 8007  
Pocatello, ID 83209-8007

## **Western Interstate Commission for Higher Education (WICHE) Programs**

### **Professional Student Exchange Program**

The Professional Student Exchange Program (PSEP) of the Western Interstate Commission for Higher Education (WICHE) enables students in the 13 western states (including North Dakota) to enroll in professional programs in other states when those programs are not available in their home states. Students accepted in the program pay resident tuition at public schools (or one-third the standard tuition at private schools) and their home states pay a student fee to the admitting school to help cover educational costs. The exchange area supported by Idaho includes optometry.

To be certified as eligible for this program, the student must write to the WICHE Certifying Officer in his/her state of legal residence for the program application form.

For further information, contact the Certifying Officer for Idaho, WICHE Student Exchange Program:

Office of the State Board of Education  
Room 307, Len B. Jordan Building  
650 West State Street, Room 307  
Boise, ID 83720  
Phone (208) 334-2270  
Fax (208) 334-2632

### **Western Regional Graduate Program**

The Western Regional Graduate Program (WRGP) of WICHE provides Idaho residents an opportunity to enroll at resident tuition rates in selected graduate programs in 13 states which are not available in Idaho. Doctor of Arts programs in biology, English, mathematics and political science are available at Idaho State University to graduate students from participating WICHE states. An interdisciplinary Master of Science program in Hazardous Waste Management is also available, as is a Master of Science in Deaf Education. Students pay tuition at the resident rate of the receiving institution, rather than the normal nonresident rate. For further information, contact:

Graduate School  
921 S 8th Avenue Stop 8075  
Pocatello, ID 83209  
Phone (208) 282-2150

### **Western Undergraduate Exchange**

The Western Undergraduate Exchange (WUE) is a WICHE program that allows undergraduate students residing in 12 participating states the opportunity to enroll in specified programs at Idaho State University at a reduced cost. Interested students must apply for admission by the scholarship deadline date of February 15 in order to be eligible for WUE. Because participation is limited, final selections are made based on GPA, test scores and other criteria.

Idaho State University fees for Approved WUE Students are equal to 150% of the Idaho State University full-time resident fee rate. Fees for College of Technology sessions (early or late eight-week sessions within a semester) are half that amount.

Time accrued while receiving WUE reduced fees will NOT contribute towards the length of time required for establishing Idaho residency status.

WUE recipients will receive notification from:

Scholarship Office  
Room 327, Museum Building  
(208) 282-3315  
<http://www.isu.edu/scholar/>

## Affirmative Action

### Affirmative Action/Equal Opportunity & Diversity

Rendezvous Building, Room 157  
921 S. 8th Ave., Stop 8315  
Pocatello ID 83209  
(208) 282-3964

<http://www.isu.edu/aaction/>

Idaho State University strives to create an environment where all individuals feel welcome and safe. Each member of the university community shares the responsibility of creating such an environment.

The university is committed to creating and maintaining a learning environment that is free of discrimination and harassment and in which every student is treated with dignity and respect. Accordingly, the university prohibits, to the extent permitted by applicable law, discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or veteran status. Harassment and discrimination will not be tolerated and should be reported to the Office of Affirmative Action/Equal Opportunity & Diversity located in the Rendezvous Building, Suite 157, (208) 282-3964.

## ASISU

### Associated Students of Idaho State University (ASISU)

Pond Student Union, Room 215  
921 S 8th Ave Stop 8125  
Pocatello ID 83209-8125  
(208) 282-3435

<http://www.isu.edu/asisu/>

The Associated Students of Idaho State University (ASISU) is the representative body for students, and functions through the leadership of the student body president, vice president, Student Senate, and numerous committees. These officers are responsible for all activities sponsored by the Associated Students. Applications for committee membership are available in the ASISU Administrative Offices. ASISU also contracts with a local law firm to offer free legal counseling to students. Detailed information on student government can be found in the Student Handbook.

## Athletics

### Athletics Department

Holt Arena  
<http://www.isubengals.com/>

The Athletic Department at Idaho State University is a Division I (FCS) member of the National Collegiate Athletic Association (NCAA) and the Big Sky Conference. Men's sports offered are basketball, cross country, football, tennis, and indoor and outdoor track and field. Women's sports offered are basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. In addition, Idaho State University has extensive participation in a wide variety of club sports.

### Athletic Eligibility

To participate in intercollegiate athletics, students must comply with the eligibility rules of the National Collegiate Athletic Association, the Big Sky Conference, and Idaho State University. Prospective students who have questions concerning eligibility should direct their questions to the Director of Athletic Compliance.

## Campus Recreation

### Campus Recreation Department

Campus Recreation Office  
Recreation Center, Room 360  
921 S 8th Ave Stop 8105  
(208) 282-3516  
<http://www.isu.edu/camprec>

The Campus Recreation Department is located in the Student Recreation Center south of Reed Gymnasium. The Recreation Center offers 100,000 sq. ft. of recreation space and houses indoor courts for tennis, racquetball, and basketball; weights, fitness machines, cardio areas and an indoor track. It also houses one of the northwest's largest indoor climbing walls. An addition completed in the summer of 2010 offers an airy and open environment for a daily workout. Intramural programs are also available through Campus Recreation with as many as 30 activities to choose from. Please contact Campus Recreation at 282-4854 or on the web at <http://www.isu.edu/camprec>.

## Career Center

### Career Center

418 Museum Building  
921 S 8th Ave Stop 8108  
(208) 282-2380  
<http://www.isu.edu/career>

Stretching from your entry into the university on through graduation, the Career Center's continuum of services will meet your career needs.

The Career Center offers a career and life planning course (COUN 1150), online career information and guidance systems, career counseling, and career testing to learn more about majors and occupations that fit with your personality and interests. We can assist you with internship opportunities, resumes and cover letters, interviewing, on-campus recruiting, graduate school preparation, and other job search strategies. We also offer job listings which include full-time opportunities to part-time and temporary positions. Throughout the year, several different career-related fairs are offered to help students find a broad range of positions and career information.

The Career Center primarily serves Idaho State University students and alumni, but also extends services to community members. Call us to see how we can help you meet your career needs.

## C.W. HOG

### C. W. HOG

Pond Student Union, First Floor  
(entrance below east end of Hypostyle)  
921 S 8th Ave Stop 8128  
(208) 282-3912

<http://www.isu.edu/outdoor/cwhog.shtml>

The Cooperative Wilderness Handicapped Outdoor Group, C. W. HOG, is located on the lower level of the Pond Student Union. The mission of Cooperative Wilderness Handicapped Outdoor Group, located on the Pocatello campus of Idaho State University, is to provide challenging outdoor adventures for individuals with disabilities, focusing on enhancing attitudes, increasing positive self-image, and supporting people of all ages and abilities. C.W. HOG also runs the new Universal Challenge Course, which is an amazing tool for team-building and fun. Academic credit may be granted for participation in activities which include weight training, seated aerobics, swimming, snow skiing, challenge course facilitation, water skiing and whitewater rafting.

## Craft Shop

### Craft Shop

Pond Student Union, First Floor  
921 S 8th Ave Stop 8119  
(208) 282-3281  
<http://www.isu.edu/stunion/craftshop>

The Craft Shop was established for students and the community to learn the necessary skills to create their own crafts and projects. Work centers include a wood shop, clay studio, and a darkroom. Other areas are set up for sewing, mat cutting for photos, dry mounting, paper cutting, and bicycle repair. There are experienced staff and student employees available to familiarize you with the facilities in the Craft Shop, and assist you in the design and creation of your next craft project. Non-credit classes are offered each semester in a variety of arts and crafts.

## Diversity Resource Center

### Diversity Resource Center

Rendezvous Building, Room 129



921 S 8th Ave Stop 8036  
Pocatello ID 83209-8036  
(208) 282-3142

<http://www.isu.edu/drc/>

The Center's primary focus is to assist ethnic and international students and organizations. We seek both to enhance their experience at Idaho State University and to assist them in contributing to campus diversity and cultural competency. In addition, the Center develops, promotes, and delivers campus-wide activities directed toward enhancing multicultural understanding. The Center provides orientation sessions to American minority students to inform them about the University culture and expectations. The Center also houses audio, video, and printed material, both historical and current, related to diversity and multicultural issues.

## Early Learning Center

### Early Learning Center (ELC)

Kerry Williamson, Director

Early Learning Center, near the Pond Student Union Building, Pocatello  
921 S 8th Ave Stop 8316  
Pocatello, ID 83209-8316  
(208) 282-2769

Sam Bennion Student Union Building  
1784 Science Center Drive  
Idaho Falls, 83402  
(208) 282-7868

<http://www.isu.edu/earlylc/>

The Early Learning Center (ELC) has child care centers in Pocatello and Idaho Falls; both sites are IdahoSTARS STAR-rated facilities. The Pocatello Center cares for children six weeks through eleven years of age, while the Idaho Falls Center accepts children ages two through six. Services are provided to Idaho State University students, staff, faculty and alumni. In Idaho Falls, the privilege is extended to the same members of the University of Idaho community. Each center offers a developmentally appropriate curriculum, and USDA-approved breakfast, lunch and afternoon snack are provided.

The Pocatello program is housed in the Early Learning Center, located near the Pond Student Union Building. In Idaho Falls, the center is in the Sam Bennion Student Union Building.

## Entertainment

### Entertainment

Every week during the school year and the summer semester, the Student Activities Board (<http://www.isu.edu/sab>), Union Program Council (<http://www.isu.edu/union/upc>), and other student organizations (<http://www.isu.edu/stdorg>) host a wide variety of activities—movies, concerts, lectures, homecoming events, holiday parties, theatrical plays, celebrations and more! In addition, the Pond Student Union (<http://www.isu.edu/stunion>) houses a Games Center with video games, billiards, and bowling. For the more relaxed crowd, television sets are located in the Bengal Café and the lower level of the Pond Student Union.

## International Programs and Services

### International Programs and Services

Museum Building, Room 319  
921 S 8th Ave Stop 8270  
(208) 282-2941

<http://www.isu.edu/ipo/>

The office of International Programs and Services provides assistance to the international students, faculty, and scholars on campus as well as providing assistance to those interested in an international educational experience abroad. International student services include student orientation to the Idaho State University campus and Pocatello community, ongoing cross-cultural activities, and additional programs to help international students make the most of their time at Idaho State University.

Education-abroad services include assisting students in choosing a program, facilitating the credit transfer, and conducting a pre-departure orientation for those about to embark on an international experience. Services continue for those who have returned from an experience abroad.

This office supports all academic departments in bringing foreign faculty and visiting scholars to campus by assisting with the necessary paperwork for immigration and by offering support services to departments hosting visiting scholars.

Finally, this office coordinates communication among relevant offices on campus and works with faculty, administrators and the student organizations to provide ongoing support and guidance for international students, scholars, and faculty and those who have completed an international educational experience.

## Janet C. Anderson Gender Resource Center

### Janet C. Anderson Gender Resource Center (GRC)

Graveley Hall, North  
921 S 8th Ave Stop 8141  
Pocatello, ID 83209-8141  
(208) 282-2805  
<http://www.isu.edu/andersoncenter/>

The Janet C. Anderson Gender Resource Center (GRC) provides gender related education and programming at Idaho State University. We host film screenings, panels, art shows, lunchtime talks, focus groups, and the annual Gender and Sexuality in Everyday Life Conference. We also provide training for the ISU Green Dot bystander intervention program. See the schedule of events on our website for further details.

**Programs:** The ISU Green Dot Bystander Intervention Program is a nationally recognized leadership program that promotes the intolerance of violence on campus and in communities. Green Dot is based on training campus leaders to change the culture, "Every Day Everyone, No one has to do everything...Everyone has to do something!" The GRC has certified Green Dot trainers that provide education and training in Green Dot practices for ISU faculty, staff and students. Contact the GRC for information, training dates or to schedule a group training.

**Conferences:** The GRC and the ISU College of Arts & Letters hold the annual Gender & Sexuality in Everyday Life Conference each spring. The Gender and Sexuality in Everyday Life Conference focuses on how ideas and stereotypes concerning gender and sexuality roles shape and influence various aspects of our daily lives. By acknowledging these roles, we can begin to break down some of the barriers they constitute and move towards awareness and open dialogue. This year the conference will be presenting a great combination of local ISU faculty and student presenters, as well as guests from all over the country and internationally. The Gender and Sexuality in Everyday Life Conference offers a unique opportunity for ISU students of all levels, as well as interested community members, to experience a professional conference without having to travel or pay expensive registration fees.

**Resources:** The GRC library holds books, magazines, and pamphlets on a variety of gender-related topics. Materials may be borrowed for up to a month.

Additionally, we offer internship, practicum, and volunteer opportunities for Idaho State University students, faculty, and staff, as well as educational presentations on a variety of gender related topics.

The GRC is open to all members of the Idaho State University community regardless of gender identification, sexual orientation, ethnic or cultural background, religion, abilities, or age – everyone is welcome! Everyone who is a part of the GRC, whether staff, intern, or volunteer, strives to ensure that all GRC services and activities will be accessible and available, provided in safe and comfortable surroundings, of high quality, and of interest to the Idaho State University community. The opportunities at the GRC are limited only by the imaginations of those who choose to participate.

## Outdoor Adventure Center

### Outdoor Adventure Center

Pond Student Union, First Floor  
(Lower northwest entrance off the Quad)  
921 S 8th Ave Stop 8128  
(208) 282-3912

Here is your ticket to adventure, fun and smiles! Students, faculty and staff are invited to participate in any or all of the Outdoor Adventure Center's activities. The Center offers common adventure based outings and classes such as canoeing, climbing, cross-country skiing, kayaking, rafting, backpacking, caving, mountain biking, horseback riding, mountaineering, orienteering, and camping. Rental equipment is available for a variety of outdoor activities. The Center also teaches special topic workshops on topics such as avalanche awareness, backcountry survival and the Leave No Trace ethics.

The Outdoor Adventure Center hosts speakers and other special events like the Pocatello Pump (a climbing competition). The Center has an extensive resource center with books, magazines and maps. The Center manages the Portneuf Yurt Range Yurt System, consisting of five yurts available for use by winter enthusiasts.

Visit our website at <http://www.isu.edu/outdoor>

## Religion

### Religion

Religious activities among students are promoted by Pocatello churches. There are three religious centers on campus; the LDS Institute (<https://studentview.ldschurch.org/Home.aspx/Home/60320>), St. John's Community (<http://www.stjohnsisu.org>) (Roman Catholic), and the University Bible Church (<http://www.universitybible.org>).

Some of the religious organizations on campus include the Baptist Campus Ministries, Campus Crusade for Christ, Catholic Campus Ministry, Idaho State University Ecumenical Ministry (American Baptist, Christian-Disciples of Christ, Episcopal, United Methodist, United Presbyterian, and United Church of Christ-Congregational), Latter-Day Saints Student Association, Lutheran Campus Ministry, Muslim Student Association, and Wesley - Foundation.

## Scheduling and Event Services

### Scheduling and Event Services

Pond Student Union, Hypostyle Room 299  
921 S. 8th Ave., Stop 8354  
(208) 282-2297

<http://www.isu.edu/union/scheduling/>

The Scheduling and Event Services Office assists students, the campus community, and university guests in planning and coordinating meetings, conferences, programs, and other special events to serve the educational development needs of Idaho State University. The office coordinates facility reservations and room set-up, including sound and audiovisual equipment needs.

## Student Activities Board

### Student Activities Board

Student Leadership and Involvement  
Pond Student Union, First Floor  
921 S 8th Ave Stop 8118  
(208) 282-3451

<http://www.isu.edu/sab/>

The Student Activities Board is responsible for many of the entertainment and social programs on campus. This student committee has the responsibility of programming movies, dances, homecoming, musical entertainment, speakers, family programming, and many other activities. The Student Activities Board provides valuable leadership experience for its members, who learn to maintain and work within a budget, negotiate and fulfill contractual details, arrange publicity, work with committee members, and coordinate all details associated with event production.

## Student Employment

### Student Employment

For student employment possibilities, see the Career Center (<http://coursecat.isu.edu/servicesforstudents/careercenter>).  
(208) 282-2380

## Student Health Center

### Student Health Center

Student Health Center  
921 S. 8th Ave. Stop 8311  
(208) 282-2330

<http://www.isu.edu/stuhlth/>

**All students are eligible to see a care provided at the Student Health Center at no charge for the basic office visit. Almost all insurances are accepted for other charges. Student Health Insurance is not required to receive care.**

The Student Health Center provides the entire range of medical office care as is provided at a hometown doctor's office. This includes everything from colds and flu to treatment of high blood pressure and diabetes. We care for broken bones, lacerations, abscesses, and other urgent care problems. Preventative health services such as immunizations, healthy lifestyle counseling, and birth control are areas of particular interest.

The Student Health Center bills private insurance as well as student insurance when billable services such as laboratory tests, X-ray studies, special procedures, etc., are performed. Student Health does its best to see people on the same day they are ill. Same day appointments are available daily. A valid Bengal ID card is required to obtain services.

The Student Health Center is located at 990 Cesar Chavez Avenue—across from Graveley Hall.

## Student Health Center Pharmacy

### Student Health Center Pharmacy

Student Health Center Pharmacy

990 S 8th Avenue

*Mail to:*

921 S 8th Ave Stop 8311

(208)-282-3407

<http://www.isu.edu/stuhlth/pharmacy.shtml>

The Student Health Center Pharmacy provides low-cost prescription drugs as well as over-the-counter medications at reduced costs. Students may wish to transfer prescriptions from their hometown to the Student Pharmacy while they are attending Idaho State University. All Idaho State University students, both full and part-time, and their spouses may use the Student Pharmacy. A valid Bengal ID card is required to obtain services.

## Student Organizations and Greek Life

### Student Organizations & Greek Life

Involvement Center

Pond Student Union, First Floor

921 S 8th Ave Stop 8170

(208) 282-3451

<http://www.isu.edu/stdorg>

Organizations play an important role in the education of students at Idaho State University. We encourage a rich climate of diverse and active organizations.

At Idaho State University there are over one hundred fifty active clubs and organizations including academic, professional, cultural, religious, service, and special interest organizations, honor societies, sports clubs and fraternities and sororities.

Minimum requirements for membership in an organization are determined by the university. To be eligible to join a recognized university club or organization, a student must be a regularly enrolled, fee-paying student in good standing.

Other regulations and/or standards are set by the individual clubs or organizations.

All organizations are required to file a list of their officers, members and advisor with the Office of Student Organizations every year to remain current and eligible to receive the privileges of a recognized club or organization.

Regulations for fraternity and sorority recruitments are determined by the National Panhellenic Conference and the fraternity organizations.

Greek-letter fraternities and sororities at Idaho State University are coordinated by the Greek Council and Panhellenic Council. Currently, these are Alpha Xi Delta, Delta Sigma Phi, Kappa Sigma, and Sigma Sigma Sigma.

For further information, refer to the Student Organizations Directory or the Student Handbook, or contact the Student Organizations Office.

## Student Success Center

### Student Success Center

Executive Director: Cynthia D. Hill, Ph.D.

Associate Director: James Yizar, Jr., Ed.D.

**Pocatello:**

Rendezvous Building, Room 323

(208) 282-3933

<http://www.isu.edu/success/>

[ssc@isu.edu](mailto:ssc@isu.edu)

**Idaho Falls:**

Center for Higher Education, Room 220

(208) 282-7925

**Mailing address for both locations:**

921 S 8th Ave Stop 8010

Pocatello ID 83209-8010

The Student Success Center coordinates a variety of resources for students. Academic Programs provides a foundation for learning and academic success, Central Academic Advising assists students in making academic decisions, and Disability Services assists students with documented disabilities. Native American Student Services advocates for and guides Native American students, TRiO Student Services prepares eligible students to enroll in and successfully complete university programs, and University Tutoring supports students enrolled in academic classes. The University Honors Program offers an enriched learning experience in an academic learning community.

## Disability Services

Todd DeVries, Director

Rendezvous Building, Room 125

921 S 8th Avenue Stop 8121

Pocatello ID 83209-8121

(208)282-3599

<http://www.isu.edu/ada4isu/>

[ada@isu.edu](mailto:ada@isu.edu) ([ada@isu](mailto:ada@isu.edu))

The Disability Services office is located on the first floor of the Rendezvous building. Students with documented disabilities who qualify for accommodations provided by the university must self-identify to the Center in order to have accommodations provided. Information about accommodations is available in the Center and may be picked up in person or requested by telephone by calling (208) 282-3599.

### Americans with Disabilities Compliance Statement

The Americans with Disabilities Act (ADA) provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection to people with disabilities who utilize the services provided by Idaho State University.

Idaho State University makes significant efforts to comply with requests for "reasonable accommodations," to a course, policy, or physical barrier and will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities.

In order for Disabilities Services to arrange accommodations, we request notification as early as possible so that your needs may be met. In addition to complying with the civil rights protections of the ADA, we provide access to assistive technology, a social community and workshops in how to be a more successful student.

## Central Academic Advising

JoAnn Hertz, Director

Museum Building, Room 307

921 S 8th Ave Stop 8054

Pocatello ID 83209-8054

(208) 282-3277

<http://www.isu.edu/advising/>

[advinfo@isu.edu](mailto:advinfo@isu.edu)

Central Academic Advising is a service designed to assist first-year and undecided students in making academic decisions. Central Academic Advising provides information about campus resources, guidance in developing course schedules and degree plans, clarification of campus policies and procedures, and support in developing effective strategies for academic success.

Advisors also serve as a general resource for all Idaho State University students and faculty. Any student is welcome to contact Central Academic Advising for advising or referral. If students are unsure about whether an advisor has been assigned to them, they may contact Central Academic Advising for information.

## Mandatory Advising

The Mandatory Advising program is required for academic degree seeking freshman students for the first two semesters of attendance at Idaho State University and for transfer students for the first semester of attendance. Students subject to mandatory advising must complete the Fundamentals of Advising and Registration (FAR) sessions that are coordinated by Central Academic Advising. Freshmen may contact any CAA office (<http://www.isu.edu/advising/contact.shtml>) to schedule a FAR session. The two freshman FAR sessions are available online at [http://isu.edu/advising/nosearch/first\\_mad/](http://isu.edu/advising/nosearch/first_mad/); [http://isu.edu/advising/nosearch/second\\_mad/](http://isu.edu/advising/nosearch/second_mad/). The transfer FAR session is only available online at [http://isu.edu/advising/nosearch/transfer\\_mad/](http://isu.edu/advising/nosearch/transfer_mad/).

Mandatory Advising at Idaho State University is not intended to replace college or faculty advising.

## Academic Programs

Director and Professor: Flowers  
Senior Lecturer: Akersten

Rendezvous Building, Room 323  
921 S 8th Ave Stop 8010  
Pocatello ID 83209-8010  
(208) 282-3933  
<http://www.isu.edu/success/ssc@isu.edu>

## College Learning Strategies

College Learning Strategies' courses (ACAD prefix) are designed to help students maximize their academic success at Idaho State University. These courses are highly recommended for both traditional and non-traditional students in all majors and at all class levels. The intent of these courses is to provide a foundation for learning and academic success.

College Learning Strategies' courses span the continuum of learning for students throughout their academic careers. For first year students, some of the classes provide a foundation for their academic experience such as orientation to the university environment and study skills. For upper level students, some of the classes assist in the learning process for a broad range of classes such as refining efficiency in reading. In all cases, the material offered in ACAD 1110 courses is available through individual conferences and workshops.

## First Year Seminar (FYS)

The First Year Seminar course (ACAD 1102) assists first year students with their transition into the university. Students interact closely with instructors and participate in collaborative learning activities and exercises. Courses are co-instructed by a campus faculty or staff member and peer instructors. First Year Seminar is highly recommended for all first year students.

## English for Speakers of Other Languages (ESOL)

The English for Speakers of Other Languages (ESOL) Program supports undergraduate and graduate students enrolled in academic and professional courses at Idaho State University. The program offers a wide variety of individual tutoring, as well as workshops and courses in idioms, special vocabularies, lecture comprehension, American culture, pronunciation, grammar, rhetorical styles and skills for conversation and discussion. There are also support services for international teaching assistants, an online tutorial for off-campus needs, and faculty workshops for responding to ESOL issues.

## University Tutoring

Haydie LeCorbeiller, D.A., Director

Rendezvous Building, Room 323  
921 S 8th Ave Stop 8010  
Pocatello ID 83209-8010  
(208) 282-4823  
<http://www.isu.edu/success/ssc@isu.edu>

## Content Area Tutoring

The Content Area Tutoring (CAT) Program provides small-group tutoring in all academic areas except writing and math, which are handled through the Writing and Math Centers. Students may request tutoring in courses from anthropology to zoology at the CAT offices in Pocatello's Rendezvous Center (REND 323, 282-3662) or Idaho Falls (CHE 220, 282-7925).

A separate tutoring system, based in the Roy F. Christensen Building, focuses on the tutoring needs of College of Technology students.

## Math Center

The Math Center provides drop-in tutoring services to help students on the Pocatello and Idaho Falls campuses understand concepts in undergraduate math and math-related courses. Tutors ask questions to clarify what students know and how the concept has been taught to them. They help students see what they have been doing incorrectly, and they work other examples with students to suggest approaches to the problems that students are doing.

## Writing Center

The Writing Center provides individualized tutoring in Pocatello, Idaho Falls, and online to help students improve the quality of their writing for undergraduate and graduate courses in all subjects. Tutors are available by appointment to work with students at any stage of the writing process, from generating ideas to revising full drafts. They assist with organization and development of ideas for particular audiences and purposes, as well as with issues of punctuation and usage.

## Native American Student Services

Johanna Jones, Director

Museum Building, Room 407

921 S 8th Ave Stop 8012

Pocatello, ID 83209-8012

(208) 282-4429

<http://www.isu.edu/drc/naas/index.shtml>

[jonejoha@isu.edu](mailto:jonejoha@isu.edu)

Native American Student Services assists, advises, and supports Indigenous peoples in the attainment of their educational goals through academic advising, tutoring, cultural activities, utilization of internal and external resources and advocacy. It is our goal, through these services and others provided by Idaho State University, to promote retention and increase the graduation rates of our Native students.

## TRiO Student Services

Sari Byerly, Director

Museum Building, Room 434

921 S 8th Ave Stop 8345

Pocatello, ID 83209-8345

(208) 282-3242

<http://www.isu.edu/trio/>

[trio@isu.edu](mailto:trio@isu.edu)

TRiO Student Services is a multifaceted, federally funded student assistance program geared to preparing eligible students to enroll in and graduate from post-secondary institutions. In order to participate in any of the TRiO programs, potential participants must meet the following criteria:

- Two-thirds of participants must meet federal low-income guidelines AND be first-generation college students.
- Remaining one-third of participants may be low-income OR first-generation college students OR have a documented physical, psychological, or learning disability.
- Students must have a need for program services.

**Note:** *TRiO eligibility criteria will vary with individual programs.*

Once students have been determined eligible, they may be provided a diversity of academic support services through one of the three TRiO programs including Educational Talent Search, Upward Bound, and Student Support Services.

## PRE-COLLEGE PROGRAMS

**Educational Talent Search (ETS)** works with eligible program participants who are in the 9th through 12th grades and have potential to be successful in college. Students receive tutoring, assistance with study skills, organizational skills, test-taking strategies, and career exploration. They also attend field trips and cultural activities, and participate in community service projects and technology workshops. During their senior year they are also provided help with admission/financial aid forms and obtaining other information that will prepare them to enter the college of their choice. Participating target high

schools are: Aberdeen, American Falls, Blackfoot, Bonneville, Burley, Century, Highland, Idaho Falls, Jerome, Minico, Pocatello, Shoshone-Bannock, Snake River, and Twin Falls High School.

**Upward Bound (UB)** assists eligible 9th through 12th grade students in preparing for the challenges of a post-secondary education. The program consists of an intense academic summer component and a follow-up component during the school year. The summer program is held on the Idaho State University campus. For eight weeks students are taught by certified high school teachers and receive credit toward high school graduation in most of the traditional academic disciplines including math, English, science, and foreign languages. Study skills, test-taking strategies, and career exploration are incorporated into the summer curriculum and additional academic support services such as tutoring are provided by tutors/mentors. The academic year follow-up program is geared to supporting the curricular and academic support activities students experience during the summer. Regular tutoring and other academic enhancement services are provided to students throughout the school year. Participating target high schools are: Aberdeen, American Falls, Blackfoot, Century, Highland, Pocatello, Shoshone-Bannock, and Snake River High School.

## POST-SECONDARY PROGRAM

**Student Support Services (SSS)** is a post-secondary retention-oriented program that offers academic support services to eligible students. Advisors provide students assistance with course selection and scheduling along with personal and financial counseling. Other important services available to students include tutoring and supplemental instruction. Tutors and Supplemental Instruction Leaders are model students who have excelled in their academic disciplines. The SSS program's goal is to help students be successful, both academically and socially, while attending Idaho State University, by providing strong support to help students achieve their educational and career objectives leading to their completion of a baccalaureate degree and pursuit of graduate school educational opportunities.

## University Honors Program

Peter Vik, Ph.D., Director  
Rendezvous Building, Room 323  
921 S 8th Ave Stop 8010  
Pocatello ID 83209-8010  
Office: (208) 282-3662  
honors@isu.edu

The University Honors Program is an academic learning community that offers a broad range of enriched educational experiences, typically found at a small private college, for bright, talented, and ambitious undergraduate students. The main goals of the program are:

1. To provide a challenging and imaginative curriculum;
2. To prepare students for a post-graduate education through seminars, individual research, and one-on-one interaction with faculty; and
3. To enrich the life of all honors students by fostering a spirit of ongoing inquiry and a love of learning.

The University Honors Program offers interdisciplinary, theme-driven course sequences in the humanities, social sciences, and natural sciences. They are designed for students who are motivated to develop their critical and creative thinking in a more personalized atmosphere than may be expected in normal lower division courses. These courses are offered in small classes (25 maximum enrollment) by interested faculty, deal with broad and/or interdisciplinary issues, and confront some aspect of the human condition. Innovative teaching and assignments are encouraged, and interaction with faculty and class members is lively. Please check [www.isu.edu/honors](http://www.isu.edu/honors) for this year's core curriculum themes and additional information. Questions about the University Honors Program and courses may be directed to the address above.

The University Honors Program Curriculum fulfills many of the General Education Requirements.

## Admission

Admission to the University Honors Program is competitive. Please check <http://www.isu.edu/honors> for admission requirements.

Transfer students from honors programs at other institutions are welcome to apply to the University Honors Program, and honors credits will be evaluated. Students who wish to enter the program in their sophomore or junior years should consult with the Honors Program Director.

## Student Progress

Students admitted to the Honors Program are required to maintain a cumulative grade point average of 3.25. Students must show evidence of continuous progress toward their degrees. Students dropping below the 3.25 requirement have one probationary semester to raise the GPA before facing dismissal from the program.

## Interdisciplinary Seminars

University Honors Degree students are required to complete two upper division interdisciplinary seminar courses (HONS 3391, 1 credit, a repeatable course) during the junior and senior years. In general, at least one Honors seminar will be offered each semester.



## Honors Contract Courses

In addition to the interdisciplinary seminars, each University Honors student must complete a minimum of 6 credits of Honors Contract courses in the student's major or minor. Honors Contract courses are departmental courses offered under an "Honors Contract" between the student and instructor. An "Honors Contract" course requires that the student and instructor agree, on a case-by-case basis, to a set of requirements for the course. All Honors Contracts must be approved by the Honors program director. In general, 3000- and 4000-level courses are available for Honors Contract credit, as designated by each department.

## Capstone Project or Thesis

Each University Honors Degree student is required to complete an honors project or thesis at the senior level in the department of his or her major. The capstone project (3-6 credits) requires the Honors student to prepare a project proposal for review by a departmental Honors Advisor. The project could be a research-based senior thesis or another appropriate project. The completed project is presented in a public forum and defended before a committee comprised of the Honors Advisor within the major department, another faculty member in the department, and the director of the University Honors Program. Appropriate public venues for the presentation include but are not limited to: a departmental seminar, the Idaho State University Undergraduate Research Symposium, an honors regional or national conference, or a discipline specific conference.

## Graduation from the University Honors Program

Members of the University Honors Program (UHP) can complete either an **Honors Distinction** or an **Honors Degree**. UHP students who complete 19 credits of honors coursework, including a 1 credit Honors Seminar (HONS 3391), graduate from the program with an Honors Distinction. Honors coursework can be accumulated from courses designated as Honors sections, including (but not restricted to) the Honors Humanities sequence (HONS 1101 and HHONS 1102), or other courses with Honors-designed sections (e.g., ANTH 2237, BIOL 1101 and BIOL 1101L, CHEM 1111 and CHEM 1111L, CHEM 1112 and CHEM 1112L, COMM 1101, ECON 2201, PHIL 1101 and PHIL 1103, POLS 1101, and PSYC 1101). Honors Distinction is noted on the transcript at Commencement.

The Honors Degree requires a total of 32 Honors credits, which are accumulated through lower division Honors-designated courses (up to 24 lower-division Honors credits), completing two 1-credit Honors seminars (HONS 3391), at least 6 credits of upper division Honors Contract courses (3 of which may be thesis credits), and an Honors Project or Thesis (maximum of 6 thesis credits, one of which must be HONS 4493). Lower division Honors-designated credits are earned from the Honors Humanities sequence (HONS 1101 and HONS 1102), or other courses with Honors-designated sections (e.g., ANTH 2237, BIOL 1101 and BIOL 1101L, CHEM 1111 and CHEM 1111L, CHEM 1112 and CHEM 1112L, COMM 1101, ECON 2201, PHIL 1101 and PHIL 1103, POLS 1101, and PSYC 1101). The Honors Project or Thesis is completed under the supervision of a faculty member in the student's major or minor. A thesis committee is formed that includes the faculty supervisor, another faculty member from the major (or minor), and a representative of the University Honors Program (UHP director or member of the Honors Advisory Committee). The Honors degree is noted on the diploma and transcript and at Commencement.

## Honors Degrees

Graduates of the University Honors Program who complete 32 honors credits will receive one of the following degrees:

- Honors Bachelor of Arts
- Honors Bachelor of Science
- Honors Bachelor of Business Administration
- Honors Bachelor of Fine Arts

## Contact Information

Please check <http://www.isu.edu/honors> for the current year's core curriculum themes and additional information. Questions about the University Honors Program and courses may be directed to:

Director, University Honors Program  
921 S 8th Avenue Stop 8010  
Pocatello ID 83209-8010  
(208) 282-4945  
<mailto:honors@isu.edu> ([honors@isu.edu](mailto:honors@isu.edu))

## University Honors Program Curriculum

### Required Courses:

HONS 1101	Honors Humanities I	3
HONS 1102	Honors Humanities II	3
Together, the two courses above satisfy a General Education Objective		
Honors Sections of the Following Courses:		
ANTH 2237	Peoples and Cultures of the Old World (Satisfies a General Education Objective)	3

BIOL 1101 & 1101L	Biology I and Biology I Lab (Together, these two courses satisfy a General Education Objective)	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112	General Chemistry II	3
Together, the four courses above satisfy a General Education Objective		
COMM 1101	Principles of Speech	3
PHIL 1101	Introduction to Philosophy (Satisfies a General Education Objective)	3
ECON 2201	Principles of Macroeconomics (Satisfies a General Education Objective)	3
POLS 1101	Introduction to United States Government (Satisfies a General Education Objective)	3
PSYC 1101	Introduction to General Psychology (Satisfies a General Education Objective)	3

Honors sections of other academic courses may be offered as opportunities arise.

### Third and Fourth Years

HONS 3391 (p. 75)	Honors Interdisciplinary Seminar (1 credit course, repeated)	2
HONS 4493 (p. 75)		1-6
or Departmental Independent Study Honors Project or Thesis		
Honors Contract courses in student's major or minor (6 cr)		

## Student's Community Service Center

### Students' Community Service Center (SCSC)

Student Leadership and Involvement Center  
3rd Floor, Pond Student Union  
921 S 8th Ave Stop 8170  
(208) 282-4201

The Students' Community Service Center (SCSC) organizes students, faculty, and staff to participate in meaningful community service on campus and in Southeast Idaho. The Center operates six core programs: Into the Streets, Bonner Leaders Program, Idaho State University Recycling, Alternative Spring Break, Student Action Volunteers for the Environment (S.A.V.E.), and the Youth Mentoring Program. SCSC also serves as a campus contact for community agencies seeking volunteers for short- or long-term positions.

## University Counseling and Testing Services

### University Counseling and Testing Services

*In Pocatello:*

Graveley Hall, Top Floor, South Wing  
921 S 8th Ave Stop 8027  
(208) 282-2130

*In Idaho Falls:*

1784 Science Center Drive  
Room 223 Bennion SUB  
Stop 8150  
(208) 282-7750

Internet:  
<http://www.isu.edu/ctc/>

### Counseling Service

The staff of the University Counseling and Testing Service are available to assist students who are encountering personal, social, and emotional difficulties while enrolled at Idaho State University. During an initial assessment process, the student and counselor discuss the student's needs and concerns and decide upon an appropriate counseling plan. Individual, couples, and group counseling are available. When appropriate, the counselor will

assist the student with a referral. We can usually counsel students with concerns such as anxiety, depression, low self esteem, lack of motivation, eating problems, stress, grief, and interpersonal relations including couple and family problems.

Personal counseling is free and confidentiality is maintained within the ethical and legal guidelines of the American Counseling Association, the American Psychological Association and the State of Idaho. Staff are licensed by the State of Idaho as professional counselors or psychologists. Masters' and Doctoral trainees (interns) are under the direct supervision of licensed staff.

## Consultation and Crisis Intervention Services

Whenever any member of the university community has an immediate mental health concern for their self or another person, they may contact our office. One staff member is available each day during normal working hours for emergencies and consultations. After normal working hours, emergency response is initiated by contacting Campus Security and/or 911. Counseling staff may coordinate and assist with follow-up to such emergencies.

In addition to crisis intervention and follow-up services, counseling service staff are available for a variety of other consultations. The most common consultations include debriefing with individuals and departments who have had a critical incident, assisting individuals and departments in working with students with difficulties, and providing support and follow-up to individuals and departments undergoing significant change.

## Outreach Services

University Counseling and Testing Service staff provide a wide variety of outreach services including: teaching academic courses; leadership development programs; workshops on communication skills, mindfulness, anxiety, anger, and stress management; guest lectures on a variety of topics; and information on such concerns as depression, anxiety, eating disorders and sexual assault. Workshops, lectures, and courses can be designed to fit the needs of specific individuals, groups, or departments.

## Testing Service

The University Counseling and Testing Service actively pursues the opportunity to serve the university and the community as a full service testing center. In addition to serving the university's needs for course placement testing, proctoring on-line course exams, and special requests for proctored exams, we currently serve the larger community as a contract test site for: PROMETRIC, ACT, Miller Analogies Test (MAT), GED, Pearson Vue, Kryterion, and CLEP. For current information on the cost and registration process for any of the over 500 examinations available through our center, please check out our website: <http://www.isu.edu/ctc/>.

# Veteran's Benefits

## Veterans' Benefits

For any information concerning veterans' educational benefits, rights, and opportunities, contact:

Veterans Coordinator  
Office of the Registrar  
921 S 8th Ave Stop 8196  
Pocatello, ID 83209-8196  
(208) 282-2676  
[vco@isu.edu](mailto:vco@isu.edu)  
<http://www.isu.edu/areg/veterans/>

# The Veterans Sanctuary Program

## The Veterans Sanctuary Program

<http://www.isu.edu/veterans/>

The Veterans Sanctuary Program, which began Fall semester 2009, aims to make ISU one of the most "veteran-friendly" campuses in the United States by simplifying access to existing services, customizing services for veterans when needed, and supporting our growing community of student veterans. The Sanctuary is ISU's response to the urgent need for veterans' services on college campuses voiced by veterans groups throughout the country. During the summer of 2011, we opened the first college-based veterans' support center in Idaho, which is located on the third floor of the Pond Student Union Building on the Pocatello campus.

From the beginning, the Sanctuary has been built for veterans by veterans. Rather than directing our students to a website, we want to sit and talk with them about their individual needs so we can provide the best support possible. If students are lost, or need to find a particular campus location, we will walk them there rather than handing them a map. We offer assistance with education benefits, free tutoring, veterans' academic and technical advising, scholarships, registration events which streamline the registration process and provide access to campus services, resources for disabled vets, and much more. We also work closely with the ISU Armed Forces Veterans Club, a student-run organization, which has chapters on both the Pocatello and Idaho Falls campuses. For more information, contact the Veterans Sanctuary at (208) 282-4245.

## Wellness Center

### Wellness Center

(208) 282-2117

<http://www.isu.edu/wellness/>

Students at Idaho State University have the unique opportunity of having a Wellness Center on campus. The mission of the Wellness Center is to promote a holistic approach to health through quality health promotion and education programs and public service to all students at Idaho State University. We are committed to providing opportunities that facilitate and support personal growth in the multiple dimensions of health: physical, mental, emotional, spiritual, social, and environmental. A wide variety of aerobic classes is offered: aerobics, aquacize, step aerobics, yoga, cardiotone, and toning. All classes are held at Idaho State University Reed Gym.

The Wellness Center also offers fitness assessments to Idaho State University students. This includes cardiovascular endurance, body composition, blood pressure, flexibility, abdominal strength and health risk appraisal. Other services provided by the Wellness Center for students include personal training, nutrition counseling, smoking cessation, and CPR/First Aid Training. These are by appointment.

For further information on Wellness Center activities, please call the Wellness Center at (208) 282-2117 or send email to: [wellness@isu.edu](mailto:wellness@isu.edu). Office hours during the Fall and Spring academic semesters are 8 a.m. - 5 p.m., Monday through Friday. Office hours during the Summer term are 7:30 a.m. through 4 p.m., Monday through Friday.

# College of Arts and Letters

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## College of Arts and Letters

921 S. 8th Ave., Stop 8087

Pocatello, ID 83209-8087

(208) 282-3204

<http://www.isu.edu/cal/>

Programs of study in the College of Arts and Letters introduce students to ways of thinking and expression intrinsic to the arts, humanities, and social and behavioral sciences. Students are thereby aided in the development of intellectual skills and personal values which serve them in career planning and lifelong learning. The College is organized into a Division of Fine Arts and Humanities and a Division of Social and Behavioral Sciences.

Curricular offerings in the College lead to Associate of Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Fine Arts, Master of Public Administration, Master of Science, Doctor of Arts, and Doctor of Philosophy degrees. Courses leading to these degrees provide an introduction to a variety of academic disciplines and in-depth specialization in numerous areas. Degrees from programs in the College of Arts and Letters may lead directly to employment in certain occupations or prepare an individual for more advanced study. Students planning to engage in graduate or professional training (for example, law or medicine) should pay particular attention to the admission requirements of the programs that they plan to pursue.

## Mission

The College of Arts and Letters offers a variety of academic programs that develop skills in written and oral communication and critical thinking while exploring the diversity and scope of the human experience with both undergraduate and graduate students. Faculty in the College provide instruction and training of superior quality in the fine arts, humanities, social sciences, and behavioral sciences and produce innovative scholarship that advances knowledge. Through student and faculty collaborative endeavors, the College promotes opportunities for research and creative activities that investigate and enrich our shared cultural, economic, environmental, health, political, and social systems.

## General Education Requirements

All Associate and Bachelor of Arts and Bachelor of Science degree programs include a general education component intended to provide a depth of knowledge in liberal studies as a necessary background for the specialized knowledge acquired in the discipline in which the student majors. Additionally, the General Education Requirements are intended to assist the student in developing the intellectual flexibility necessary for a fulfilling career.

By meeting these requirements, students develop their critical thinking skills as well as competency in oral, written, and mathematical communication. They also acquire habits of thought traditionally associated with the well-educated person: the ability to analyze and propose solutions to problems; the ability to recognize and assess value structures; and the ability to investigate and understand the literary and expressive arts. The General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) are described in the Academic Information section of this catalog.

## Transfer Students

Students transferring to Idaho State University who seek a bachelor's degree in the College of Arts and Letters should refer to the section, "Transfer Credits toward General Education Requirements" in the Undergraduate Admission (<http://coursecat.isu.edu/aboutISU/undergraduateadmission>) section of this catalog.

## Major Requirements

In addition to the general education component, all Bachelor of Arts and Bachelor of Science degree programs require a concentration in a departmental major of at least 24 credits, of which at least 16 credits must be in courses numbered 3000 and above. The particular course requirements of the departmental majors in the College of Arts and Letters are outlined under the department headings in the catalog.

## The Teacher Education Program

The College of Arts and Letters shares responsibility with the College of Education for the Teacher Education Program. Students may fulfill the requirements of the Teacher Education Program while majoring in a discipline within the College of Arts and Letters. The Teacher Education Program admission and completion requirements are detailed in the College of Education (<http://coursecat.isu.edu/education>) section of this catalog.

## Pre-Law Advising

The successful attorney is one who understands how changes within society affect the relationships between and among people. An effective attorney should have an understanding of human behavior; social, political and economic change; our ecological systems; and the general influence of our

philosophical, literary, and historical heritage. Hence, the student with a broad undergraduate preparation and a developed insight into many facets of life attains the best educational preparation for the practice of law.

The student who aspires to attend law school should seek the counsel of one of the Pre-Law Advisors:

Dr. Stephanie Christelow, History  
 Dr. Bruce Loebs, Communication, Media, and Persuasion  
 Dr. Sean Anderson, Political Science  
 Dr. Tesa Stegner, Economics

These advisors will help create a pre-law curriculum designed to accommodate the student's major and help him/her prepare for the Law School Admission Test and a career in accordance with the principles discussed above.

## Bachelor of Arts in General Studies

This is a non-specialist degree program designed to meet the needs of students interested in broadly-based education in the liberal arts. It provides greater flexibility and breadth in subject matter than provided by traditional degree programs. See the Associate Dean for Social and Behavioral Sciences in the College of Arts and Letters for advising in this program.

### This degree requires completion of the following program:

8 of the 9 General Education Objectives	36
Upper division courses in the fine arts and humanities and/or social and behavioral sciences	20
Upper division credits from programs in the College of Arts and Letters, College of Business, College of Education, College of Science and Engineering, or Division of Health Sciences	20
Electives from across the university	44
<b>Total Hours</b>	<b>120</b>

## Associate of Arts in General Studies

This degree requires completion of the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) as outlined for the Bachelor of General Studies degree (above); 3 additional lower division credits in the arts and humanities; 3 additional lower division credits in the social and behavioral sciences; 6 additional lower division credits beyond the General Education Requirements from the Colleges of Arts and Letters, Business, Education, Science and Engineering, or the Division of Health Sciences; and elective credits from all across the university (please consult the restrictions on graduation credits from certain groups, as defined under Credit Requirements in the Graduation Requirements (<http://coursecat.isu.edu/academicinformation/graduationrequirements>) section of the catalog) to total 64 credit hours.

## Anthropology

### Mission

The mission of the Department of Anthropology is to research and teach about humankind the world over from the distant past to the present. Anthropology consists of subfields that specialize in the human past, human biology and evolution, language, society, and culture, and provides cross-cultural, environmental, international, and global perspectives on past and present human behavior. At Idaho State University, an important part of the anthropology mission is to apply anthropological concepts to the resolution of important social, cultural, and environmental problems of our times. The Department of Anthropology offers courses leading to the Bachelor of Arts degree and the Master of Arts or Master of Science degrees in Anthropology. For a full description of the M.A. and M.S. degrees, refer to the Graduate Catalog (<http://coursecat.isu.edu/graduate>). The Anthropology major provides training in all four subdisciplines in the field, including archaeology, biological anthropology, anthropological linguistics, and sociocultural anthropology. The department also offers minors in Anthropology, American Indian Studies, Latino Studies, and Linguistics, and opportunities for specialization in archaeological science; ecological, medical, and applied anthropology; language preservation; biocomplexity; informatics; and oral history.

## Undergraduate Learning Objectives And Outcomes

**Program Objectives** – Students who have completed an undergraduate major in Anthropology at Idaho State University should be able to:

1. Understand basic methods, concepts, alternative theories and approaches, and modes of explanation appropriate to each of the subfields of the discipline.
2. Read and understand anthropological theory at the level of Bachelor of Arts.
3. Understand the use of quantitative and qualitative analysis in anthropological research.
4. Understand a comparative approach to the human condition, both cross-culturally and chronologically.
5. Demonstrate technical writing skills at the level of Bachelor of Arts.

**Learning Outcomes** – Students in the Senior Seminar will demonstrate the following competencies based on the above objectives:

1. Apply knowledge of anthropological methods, approaches, and modes of explanation to contemporary social issues.
2. Use theory to formulate a testable explanation for a given cultural behavior.
3. Select and perform quantitative and qualitative analytical techniques at a basic level.
4. Carry out a research project using cross-cultural or diachronic (or combination of the two) comparative methods.
5. Write a competent senior research project.

## Admission to Upper Division Classes in Anthropology

Students must fulfill the following requirements in order to advance to Upper Division status in the Anthropology major:

- Completion of ANTH 2237, ANTH 2238 or ANTH 2239 with a grade of C or better (each satisfies Objective 9)
- Completion of ANTH 1100 with a grade of C or better (partially satisfies Objective 6)

## Bachelor of Arts in Anthropology

Beyond the general university requirements (8 of the 9 General Education Objectives--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), a student seeking Bachelor of Arts degree with a major in anthropology must complete at least 37 credits in the following curriculum, earning at least a C grade in all lower and upper division core courses. Students for both the major and the minor in anthropology must have a minimum of 1 year of foreign language at the college level to graduate. Major and minor students must select their upper division anthropology elective courses in consultation with their major advisor. Majors who complete MATH 1153 with at least a C grade generally will not be required to take additional statistics courses.

### Required Lower Division Courses:

ANTH/ENGL/LANG 1107	Nature of Language (satisfies General Education Objective 7)	3
ANTH 2203	Introduction to Archaeology	3
ANTH 2230	Introduction to Biological Anthropology	3
ANTH 2250	Introduction to Sociocultural Anthropology	3
Total Hours		12

### Required Upper Division Courses:

ANTH 4401	History and Theory of Anthropology	3
ANTH 4492	Senior Seminar	3
ANTH 4495	Department Colloquium	1

**Plus one of the following:** 3

ANTH 4403	Method and Theory in Archaeology	
ANTH 4430	Human Evolution	
Any Upper Division ANTH course in Linguistics		

### In Addition:

Upper Division Anthropology Elective Courses	9
Writing, statistics, logic, language, museum, or similar specialty courses as determined with major advisor approval	6
Total Hours	25

## Minor in American Indian Studies

### Required Courses

ANTH 2238	Peoples and Cultures of the New World (satisfies General Education Objective 9)	3
ANTH/HIST 2258	Native American History	3
ANTH/ENGL 4453	American Indian Literature	3
Select FOUR of the following courses:		12
ANTH/SHOS 1101	Elementary Shoshoni I	
ANTH/SHOS 1102	Elementary Shoshoni II	
(either of the 2 courses above partially satisfies General Education Objective 4)		
ANTH 2206	Indigenous Traditional Parenting	
ANTH 3301	Introduction to Shoshoni Folklore	
ANTH 4406	American Indian Health Issues	
ANTH 4452	American Indian Verbal Arts	

ANTH 4454	Survey of American Indian Languages	
ANTH 4472	Native American Arts	
ANTH 4474	Topics in Indian Education	
ANTH/POLS 4478	Federal Indian Laws	
ANTH/POLS 4479	Tribal Governments	
ANTH 4489	Topics in American Indian Studies	

Total Hours 21

## Minor in Anthropology

### Required Courses

ANTH/ENGL/LANG 1107	Nature of Language (satisfies General Education Objective 7)	3
ANTH 2203	Introduction to Archaeology	3
ANTH 2230	Introduction to Biological Anthropology	3
ANTH 2250	Introduction to Sociocultural Anthropology	3

### In Addition:

Upper Division Anthropology Courses 9

Total Hours 21

## Minor in Latino Studies

### Required Courses

ANTH 2250	Introduction to Sociocultural Anthropology	3
ANTH 2239	Contemporary Latinos in the U.S.	3
OR		
ANTH 2239	Peoples of Mexico Through Film	
OR		
ANTH 2239	Culture South of the Border	
HIST 2251	Latin America	3
(any of the last 4 courses above satisfies General Education Objective 9)		

**One year intermediate Spanish** 6-8

SPAN 2201 & SPAN 2202	Intermediate Spanish I and Intermediate Spanish II	
(either course above satisfies General Education Objective 9)		
OR		
SPAN 3301 & SPAN 3302	Spanish Conversation and Composition I and Spanish Conversation and Composition II	
OR		
Other with permission of Latino Studies Director		

**Plus 6 credits from the following for a total of at least 21 credits (3 credits must be 4000 level or above)** 6

ANTH 2239	Contemporary Latinos in the U.S.	
ANTH 2239	Peoples of Mexico Through Film	
ANTH 2239	Culture South of the Border	
ANTH 2239	Ancient Meso America	
ANTH 2239	Other approved classes	
(any of the 5 courses above satisfies General Education Objective 9)		
ANTH 4487	Ethnographic Field School <sup>1</sup>	
ANTH 4489	Topics in American Indian Studies	
HIST 4450	Golden Age Castile	
SPAN 3342	Survey of Latin American Literature and Civilization	

Total Hours 21-23



<sup>1</sup> When offered in Mexico, Guatemala and other Latin American countries.

## Minor in Linguistics

### Required Courses

ANTH/ENGL/LANG 1107	Nature of Language (satisfies General Education Objective 7)	3
ENGL 2281	Introduction to Language Studies	3
ANTH/LANG 4455	Phonetics	3
or ENGL 4484	Rotating Topics in Linguistics	
or PHIL 4410	Philosophy of Language	
or ANTH 4450/ENGL 4488	Sociolinguistics	
One year of a foreign language		8
<b>Plus nine credits from the following, for a total of 26 credits:</b>		<b>9</b>
ENGL 2280	Grammar and Usage	
ANTH/ENGL 3367	Language in the United States	
ANTH 4452	American Indian Verbal Arts	
ANTH/LANG 4455	Phonetics	
ANTH/LANG 4456	Phonology and Morphology	
ANTH 4458	Historical Linguistics	
ANTH 4459	Linguistic Field Methods	
ANTH/LANG 4457	Survey of Indo European Languages	
ANTH/ENGL/LANG 4484	Rotating Topics in Linguistics	
ENGL/ANTH 4480	Varieties of American English	
ENGL 4481	Studies In Grammar	
ENGL 4486	Old English	
ENGL 4487	History of the English Language	
PHIL 2201	Introduction to Logic (satisfies General Education Objective 7)	
PHIL 4410	Philosophy of Language	
Total Hours		26

### Courses

#### **ANTH 1100 General Anthropology: 3 semester hours.**

Introduction to fields of anthropology: physical anthropology, archaeology, linguistics, and ethnology, and to biological and cultural development of humans. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su

#### **ANTH 1101 Elementary Shoshoni I: 4 semester hours.**

Basic communication skills and grammar of Shoshoni and introduction to Shoshoni culture. Equivalent to SHOS 1101. Partially satisfies Objective 4 of the General Education Requirements. F

#### **ANTH 1102 Elementary Shoshoni II: 4 semester hours.**

Furthering basic communication skills and grammar of Shoshoni and introduction to Shoshoni culture. Equivalent to SHOS 1102. PREREQ: ANTH/SHOS 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. S

#### **ANTH 1107 Nature of Language: 3 semester hours.**

General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language. Equivalent to ENGL 1107 and LANG 1107. Satisfies Objective 7 of the General Education Requirements. S

#### **ANTH 2201 Intermediate Shoshoni I: 4 semester hours.**

Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to SHOS 2201. PREREQ: ANTH/SHOS 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F

#### **ANTH 2202 Intermediate Shoshoni II: 4 semester hours.**

Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Cross-listed as SHOS 2202. PREREQ: ANTH 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. S

#### **ANTH 2203 Introduction to Archaeology: 3 semester hours.**

Introduction to basic methods, data and concepts of archaeology. S

**ANTH 2206 Indigenous Traditional Parenting: 3 semester hours.**

Using the traditional knowledge of a Shoshoni language speaker, course is based in language and philosophy. Includes concepts of personhood, relations between parent and child, and the philosophy and use of childcare artifacts such as cradleboards. F

**ANTH 2210 Conversational Shoshoni: 3 semester hours.**

Refresher in Shoshoni words and phrases for those with previous exposure to the language and culture. S

**ANTH 2212 Introduction to Folklore and Oral Tradition: 3 semester hours.**

Folklore genres and folk groups, including introductory experience in folklore fieldwork focused on study of a genre or group of genres within verbal, customary, or material culture. Equivalent to ENGL 2212. Satisfies Objective 9 of the General Education Requirements. R1

**ANTH 2230 Introduction to Biological Anthropology: 3 semester hours.**

Introduction to human biology, including human origins, evolution, human adaptation, and diversity. F

**ANTH 2233 Sex Culture and Human Evolution: 3 semester hours.**

Examination of worldwide variation in human sexuality from an anthropological and evolutionary perspective. D

**ANTH 2237 Peoples and Cultures of the Old World: 3 semester hours.**

Examination of human social and cultural diversity from different parts of the Old World. Topics include social structure, ecology, religion, politics, and language. May be repeated for up to 6 credits. Satisfies Objective 9 of the General Education Requirements. D

**ANTH 2238 Peoples and Cultures of the New World: 3 semester hours.**

Examination of the human, social, and cultural diversity from different parts of the New World. Topics include social structure, ecology, religion, politics, and language. May be repeated for up to 6 credits. Satisfies Objective 9 of the General Education Requirements. F, S

**ANTH 2239 Latino Peoples and Cultures: 3 semester hours.**

Examination of the human, social and cultural diversity among Latino people in different regions of the world. Topics include ethnicity, health and healing, social structure, ecology, religion, politics, prehistory and language. May be repeated for up to 6 credits. Satisfies Objective 9 of the General Education Requirements. F, S

**ANTH 2250 Introduction to Sociocultural Anthropology: 3 semester hours.**

Explores cultural and biocultural behavior including cross cultural examination of enculturation, culture and personality, social organization, kinship and marriage, economics, politics, and ideology. Focus on cultural dynamics and contemporary issues in cultural anthropology. F

**ANTH 2258 Native American History: 3 semester hours.**

Assesses diversity of North American natives, their life and thought; European impact; federal policy; and natives' response to continual cultural and physical assault. Equivalent to HIST 2258. D

**ANTH 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**ANTH 3301 Introduction to Shoshoni Folklore: 3 semester hours.**

Survey of Shoshoni beliefs, customs, music, dance and various genres of oral tradition including tales, legends and myths. Includes the material manifestations of Shoshoni culture, including arts and crafts, costuming and folk technology. R1

**ANTH 3367 Language in the United States: 3 semester hours.**

A survey of the languages of the United States (American Indian languages, immigrant languages, and ethnic and regional varieties of English) along with the social and political aspects of American language use. Equivalent to ENGL 3367. PREREQ: ANTH/LANG/ENGL 1107. D

**ANTH 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**ANTH 4401 History and Theory of Anthropology: 3 semester hours.**

Survey of the development of anthropology, various schools of thought, important personalities, and concepts that have contributed to anthropology over time. PREREQ: ANTH 2250 or permission of instructor. S

**ANTH 4402 Ecological Anthropology: 3 semester hours.**

Interaction of human bio-cultural systems and environment. Relations of natural resources, technological inventories, social organization, cultural categories. Native resource management practices. PREREQ: ANTH 2203, ANTH 2250, ANTH 2230, BIOL 1100 or permission of instructor. D

**ANTH 4403 Method and Theory in Archaeology: 3 semester hours.**

History of the development of current methods and theory in archaeology and contemporary applications. PREREQ: ANTH 2203 or permission of instructor. F

**ANTH 4404 Material Culture Analysis: 3 semester hours.**

Methods and analyses used in archaeology and anthropology to understand the relationship between objects and culture. PREREQ: ANTH 2203 or permission of instructor. COREQ: ANTH 4405. D

**ANTH 4405 Analytical Techniques Laboratory: 1 semester hour.**

Analytical techniques laboratory to accompany ANTH 4404. Students will complete an assigned project in material culture analysis. PREREQ: ANTH 2203 or permission of instructor. COREQ: ANTH 4404. D

**ANTH 4406 American Indian Health Issues: 3 semester hours.**

An overview of health concerns, both current and past, of American Indian people, and the biological and sociocultural factors which influence health status. PREREQ: Permission of instructor. AF

**ANTH 4407 Anthropology of Global Health: 3 semester hours.**

How cultures define health and illness, and how these definitions ultimately influence the health status of individuals. PREREQ: Prior Anthropology course or permission of instructor. F

**ANTH 4408 Topics in Medical Anthropology: 3 semester hours.**

Rotating topics, including international health issues, ethno-psychiatry, ethnomedicine and non-western healing systems. May be repeated for up to 6 credits. PREREQ: Permission of instructor. D

**ANTH 4409 Clinical Medical Anthropology: 3 semester hours.**

Explores the culture of biomedicine and the beliefs of patients. Topics include doctor/patient communication, cultural competency, cultural construction of risk, critiques of high-tech medicine and the international pharmaceutical industry. S

**ANTH 4410 Introduction to Cultural Resources Management: 3 semester hours.**

Introduction to CRM reviewing historic preservation and federal legislation as they pertain to archaeology; practical experience in site survey and recording. PREREQ: ANTH 2203 or permission of instructor. D

**ANTH 4413 Old World Archaeology: 3 semester hours.**

Prehistory of the Old World. Precise areal focus and periods may vary. Includes both theory and exposition. May be repeated for up to 6 credits with different course topics. PREREQ: ANTH 2203 or permission of instructor. D

**ANTH 4414 New World Archaeology: 3 semester hours.**

Examination of the prehistory of the Americas with emphasis on the North American Continent. May be repeated for up to 6 credits with different course topics. PREREQ: ANTH 2203 or permission of instructor. D

**ANTH 4430 Human Evolution: 3 semester hours.**

Examines relevant topical issues/problems in human evolution from a bioanthropological, ecological and demographic perspective, including paleoanthropology, evolutionary genetics, and the impact of health, nutrition and disease in human populations. May be repeated for up to 6 credits. PREREQ: ANTH 2230 or permission of instructor. D

**ANTH 4432 Human Osteology: 3 semester hours.**

Provides a comprehensive, working knowledge of the human skeletal system presented in a laboratory context, including identification of individual bones, osteogenesis, pathologies, demography and the applications of knowledge and techniques in real world settings. PREREQ: ANTH 2230 or permission of instructor. D

**ANTH 4439 Principles of Taphonomy: 3 semester hours.**

Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Equivalent to BIOL 4439 and GEOL 4439. PREREQ: Permission of instructor. AS

**ANTH 4449 Qualitative Research Methods: 3 semester hours.**

Study of the methods of field work and analysis in sociocultural anthropology; design of field studies; data types; techniques for collection and analysis of empirical data; report writing; experimental field projects. AF

**ANTH 4450 Sociolinguistics: 3 semester hours.**

Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses. Equivalent to ENGL 4488. PREREQ: ANTH 1107, ENGL 2280 or ENGL 2281, or permission of instructor. F

**ANTH 4452 American Indian Verbal Arts: 3 semester hours.**

Analysis of current theories in the study of oral literature and ethnopoetics, focusing on the oral traditions of American Indians. PREREQ: ANTH 1107 or permission of instructor. AF

**ANTH 4453 American Indian Literature: 3 semester hours.**

Considers literary works by and about North American native people, especially in relationship to history, genre, and culture, including oral traditions. Equivalent to ENGL 4453. PREREQ: Objective 1. R2

**ANTH 4454 Survey of American Indian Languages: 3 semester hours.**

History of scholarship, analysis and classification of American Indian languages with emphasis on the languages of a particular phylum or geographical area. REREQ: ANTH 1107 or permission of instructor. AF

**ANTH 4455 Phonetics: 3 semester hours.**

Introduction to descriptive linguistics focusing on the phonetics and phonetic phenomena of English and the other languages of the world. Extensive practice in perception and production of such phenomena. Equivalent to LANG 4455. PREREQ: ANTH/ENGL/LANG 1107. D

**ANTH 4456 Phonology and Morphology: 3 semester hours.**

Phonological theory and analysis; current theories in morphology. Phonological rules, representations, underlying forms, derivations, justifications of phonological analyses; morphological structure, derivational and inflectional morphology; relation of morphology to phonology. Equivalent to LANG 4456. PREREQ: ANTH/ENGL/LANG 1107. D

**ANTH 4457 Survey of Indo European Languages: 3 semester hours.**

Survey of Indo-European languages from ancient to modern times, their relationships to one another, and chief characteristics. Equivalent to LANG 4457. PREREQ: Completion of Objective 9. D

**ANTH 4458 Historical Linguistics: 3 semester hours.**

The methods and theories of the historical study of language. The comparative method, internal reconstruction, linguistic change over time, genetic typology of languages, and applications to prehistory. PREREQ: ANTH 1107. AS

**ANTH 4459 Linguistic Field Methods: 3 semester hours.**

Practical experience in linguistic analysis of a language using data elicited from a native speaker. May be repeated for up to 6 credits. PREREQ: ANTH 4456 or permission of instructor. D

**ANTH 4463 Applied Statistics in Anthropology: 3 semester hours.**

Practical applications of commonly used statistical analyses in anthropology. PREREQ: MATH 1153 or permission of instructor. AF

**ANTH 4464 Analytical Methods: 4 semester hours.**

Examination of and practical experience in applying advanced quantitative, qualitative, and laboratory methods and analyses. May be taken for up to 6 credits. PREREQ: ANTH 4463 or permission of instructor. D

**ANTH 4472 Native American Arts: 3 semester hours.**

Survey of Native American arts and industries, including prehistoric, ethnographic, and contemporary venues. PREREQ: ANTH 2238 and permission of instructor. D

**ANTH 4474 Topics in Indian Education: 3 semester hours.**

Rotating review of topics dealing with issues in Indian education. Consult current schedule of classes for exact course being taught. D

**ANTH 4478 Federal Indian Laws: 3 semester hours.**

Examination of tribal governments; their relationship with the federal government; sovereignty, jurisdictional conflicts over land and resources; and economic development. Equivalent to POLS 4478. D

**ANTH 4479 Tribal Governments: 3 semester hours.**

Complex legal position of Indian tribes as self-governing entities; principles of inherent powers; governmental organization, lawmaking, justice, relation to state and federal government. Equivalent to POLS 4479. D

**ANTH 4480 Varieties of American English: 3 semester hours.**

In-depth study of various dialects of American English, including historical evolution of different dialects, effects of migration on dialects, and influences of non-English immigrant languages on development of American English. Field-work studying the Snake River dialects of Idaho. Equivalent to ENGL 4480. PREREQ: ANTH/LANG/ENGL 1107. D

**ANTH 4481 Topics in Sociocultural Anthropology: 3 semester hours.**

Selected topics in social, political, economic, and religious systems/organization. Intensive survey of literature and analysis of relevant materials. See current schedule of classes for exact course titles. May be repeated for up to 9 credits with different course topics. PREREQ: Upper division status or permission of instructor. D

**ANTH 4482 Independent Problems in Anthropology: 1-3 semester hour.**

Investigation of an anthropological problem chosen by the student and approved by the staff. May be repeated for up to 6 credits. PREREQ: Permission of instructor. D

**ANTH 4483 Field Research: 3 semester hours.**

Practical experience in field research. May be repeated for up to 6 credits. PREREQ: Permission of instructor. D

**ANTH 4484 Rotating Topics in Linguistics: 3 semester hours.**

Rotating topics in different areas of linguistics and linguistic analysis. Consult current schedule of classes for exact course being taught. May be repeated for up to 6 credits. Equivalent to ENGL 4484 and LANG 4484. PREREQ: ANTH/ENGL/LANG 1107 or ENGL 2280 or ENGL 2281. D

**ANTH 4485 Anthropology of War and Violence: 3 semester hours.**

Survey of war and violence from its evolutionary foundations through its modern representations. History and ethnography of violent conflict around the world. PREREQ: Any upper division Social Science course. AS

**ANTH 4486 Archaeology Field School: 1-6 semester hour.**

Practical field and laboratory training in archaeological excavation techniques and methods of analysis. May be repeated for up to 6 credits. PREREQ: ANTH 2203 or permission of instructor. Su

**ANTH 4487 Ethnographic Field School: 1-6 semester hour.**

Supervised fieldwork in cultural anthropology in a given ethnographic setting where students and faculty work on a specific set of field problems. May be repeated for up to 6 credits. PREREQ: ANTH 2250 and ANTH 4449 or permission of instructor. D

**ANTH 4489 Topics in American Indian Studies: 3 semester hours.**

Rotating review of topics dealing with issues in American Indian studies. Consult current schedule of classes for exact course being taught. May be repeated with different content. D

**ANTH 4490 Topics in Folklore: 3 semester hours.**

Focused study of an issue in folkloristics or a particular genre of folklore, including history of the scholarship concerning that issue or genre. Rotating topics. May be repeated for up to 9 credits with different topics. Equivalent to ENGL 4490. R1

**ANTH 4491 Archeology Laboratory Analysis: 3 semester hours.**

Directed analysis of archaeological remains and report writing. May be repeated for up to 6 credits. PREREQ: Permission of instructor. F, S

**ANTH 4492 Senior Seminar: 3 semester hours.**

Integration and application of anthropological theories and methods to current research issues. S

**ANTH 4494 Visual Anthropology: 3 semester hours.**

Documentary and ethnographic filmmaking techniques including story structure, interviewing, audio and lighting, camera handling, composition, POV, and editing. Anthropological critiques of visual representation. Students create their own short film for a final project. May be repeated for up to 6 credits. PREREQ: ANTH 1100 or ANTH 2250 or permission of instructor. F

**ANTH 4495 Department Colloquium: 1 semester hour.**

Presentations of current research issues in Anthropology by faculty and students. S

**ANTH 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**ANTH 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Art

The primary focus of the art program is to develop an aesthetic awareness and technical proficiency in the individual student in the visual arts. The student who declares an art major can earn the Bachelor of Arts degree or the Bachelor of Fine Arts degree. The B.F.A. is strongly recommended for those students who plan to pursue graduate work in the visual arts or who intend to work as studio artists. The studio areas offered are: drawing, painting, printmaking, sculpture, fiber media, ceramics and jewelry/metals. Additionally, papermaking, watercolor, and special topics courses are available. The art major may concentrate in one studio area or work in several areas. In addition, for students majoring in other fields, our program offers a minor in art history and studio.

Students who are working on the B.A or B.F.A. must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

For art majors, Objective 4 of the General Education Requirements must be met with courses outside the Department of Art.

## Prerequisites

Students who major in art must complete the foundation courses (ART 1100, ART 1103, ART 1104, ART 1105, ART 1106) in sequence before enrolling in any 2000 level or above studio courses. ART 1103 must be taken before enrolling in ART 1104. ART 1105 must be taken before enrolling in ART 1106. The student should take these five courses during the freshman year. After completion and upon achieving a 3.0 in these foundation classes, the student may formally declare Art as a major. For Art majors, ART 1100 will be required prior to enrollment in ART 1101 and ART 1102. Non-majors may take studio courses/art history without the foundation prerequisites. Note: ART 3310, Professional Practice and Display, requires at least 60 completed credits and is for declared art majors.

## Senior Presentation

During the last semester of the student's senior year, he/she must enroll in Senior Presentation, ART 4494. As a requirement for graduation, the student must present an exhibit of work, participate in an oral review with two faculty members chosen by the student, and write a statement that addresses his/her development and growth as an artist/scholar. Elementary and secondary art education majors should refer to the College of Education (<http://coursecat.isu.edu/education>) section of this catalog for additional information. **Please note that ART 3334, Secondary Art Methods, will be offered only at the department's discretion (D)**. Summer school graduates must exhibit during the spring semester preceding graduation. **At least 36 of the credits earned toward graduation must be in upper division courses (3000 or 4000 numbers) and sixteen of these must be in Art.**

## Admission to Program

Departmental requirements are the same for both degrees. Students who wish to declare a major in art must meet the following criteria:

1. Overall grade point average of 2.5.
2. Achieve a grade point average of 3.0 or higher in the foundation courses (ART 1100, ART 1103, ART 1104, ART 1105, and ART 1106). Students who do not have a 3.0 grade point average in these foundation courses may, with the approval of their advisor, appeal for admission as an art major by submitting a portfolio for faculty review. The student should consult his/her advisor for declaration of major forms.

The Department of Art will accept no D or F grades for major or minor course work. **Courses with D or F grades, including art electives, must be repeated and a higher grade earned before a student can qualify for graduation with a degree in art.** Individual Project courses (ART 3385) must be taken in the same medium when being repeated to raise a grade.

## Bachelor of Arts in Art

The Bachelor of Arts degree in art combines a liberal arts education with a strong concentration in studio areas and art history.

### Required Courses:

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
ART 1102	History of Western Art II	3
(each of the 3 courses above partially satisfies General Education Objective 4)		
ART 1103	Creative Process	3
ART 1104	Creative Process	3
ART 1105	Drawing I	3
ART 1106	Drawing II	3
ART 4494	Senior Presentation	1
<b>In Addition:</b>		
Art electives		27
Total Hours		49

## Bachelor of Fine Arts in Art

Students planning professional art careers in educational or studio fields or who are planning to do graduate work in art are encouraged to earn the B.F.A. degree.

### Required Courses:

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
ART 1102	History of Western Art II	3
(each of the 3 courses above partially satisfies General Education Objective 4)		
ART 1103	Creative Process	3
ART 1104	Creative Process	3
ART 1105	Drawing I	3
ART 1106	Drawing II	3
ART 2201	Intermediate Drawing	3
ART 2231	Introduction to Printmaking	3
ART 2241	Introduction to Painting and Composition	3
ART 2251	Introduction to Metals and Jewelry	3
ART 2261	Introduction to Fiber Media	3
ART 2271	Introduction to Ceramics	3
ART 2281	Introduction to Sculpture	3
ART 3301	Anatomy Drawing and Painting	3
ART 3310	Professional Practice and Display	3
ART 4494	Senior Presentation	1
<b>In Addition: Upper-division electives</b>		
Studio electives		18
Art history electives <sup>1</sup>		6
(In addition to the required 73 credits for the B.F.A., 6 additional upper division credits will complete the 36 credits of upper division work required by the University.)		
Total Hours		73

<sup>1</sup> Offered every other semester; please check Class Schedule ([https://ssb.isu.edu/bprod/bwckschd.p\\_disp\\_dyn\\_sched](https://ssb.isu.edu/bprod/bwckschd.p_disp_dyn_sched)).

## Minor in Art History

The minor in art history allows the university student to develop their interests in the art of various cultures and periods.

### Required Courses:

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
ART 1102	History of Western Art II	3
(each of the 3 courses above partially satisfies General Education Objective 4)		
ART 3385	Individual Projects (Art History)	3
ART 4422	World Arts	3
<b>Plus 2 of the following:</b>		6
ART 4423	Nineteenth Century Art	
ART 4424	Twentieth Century Art	
ART 4425	Contemporary Art Forms	
ART 4426	Seminar in Art History	
Total Hours		21

## Minor in Studio

### Required Courses:

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
or ART 1102	History of Western Art II	
(each of the 3 courses above partially satisfies General Education Objective 4)		
ART 1103	Creative Process	3
ART 1105	Drawing I	3
<b>In Addition:</b>		
Select one course in each of the following groups, and one additional elective		9
<b>Two dimensional (2D):</b>		
ART 2231	Introduction to Printmaking	
ART 2241	Introduction to Painting and Composition	
ART 2261	Introduction to Fiber Media	
<b>Three dimensional (3D):</b>		
ART 2251	Introduction to Metals and Jewelry	
ART 2271	Introduction to Ceramics	
ART 2281	Introduction to Sculpture	
Total Hours		21

## Courses

### **ART 1100 Survey of Art: 3 semester hours.**

A study of the elements of visual art, various media and techniques of artistic expression, with a brief historical overview. When appropriate, gallery tours and presentations by visiting artists will be included. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

### **ART 1101 History of Western Art I: 3 semester hours.**

Study of the visual arts from prehistoric to Gothic times and the cultural influences on art forms. Partially satisfies Objective 4 of the General Education Requirements. F

### **ART 1102 History of Western Art II: 3 semester hours.**

Study of the visual arts from the Renaissance to the modern era with comparisons of major movements. Partially satisfies Objective 4 of the General Education Requirements. S

**ART 1103 Creative Process: 3 semester hours.**

A foundation course that deals with the "vocabulary" of design and the basic elements of art through a series of exercises in both black and white and color and in two and three dimensions. F, S

**ART 1104 Creative Process: 3 semester hours.**

Use of design vocabulary in the solution of specific 2 and 3 dimensional visual problems. Emphasis shifts to the thought-process - the formulation of ideas and solutions and the implementation of concept and craft. PREREQ: ART 1103. F, S

**ART 1105 Drawing I: 3 semester hours.**

Introduction to the fundamental skills of drawing, including composition, proportion, light, gesture, and black and white media. Students will begin to explore technical and conceptual approaches to drawing. May cover still life, landscape, figure drawing. Investigate artists and stylistic periods. F, S

**ART 1106 Drawing II: 3 semester hours.**

Continuation of ART 1105; refine skills and further explore technical and conceptual approaches to drawing. Introduction to color. Continue investigating historical and contemporary artists. PREREQ: ART 1105. F, S

**ART 2201 Intermediate Drawing: 3 semester hours.**

Course designed to expand the student's creative range in subject matter and technique. Includes studies in the historical importance of the drawing in art. PREREQ: ART 1105 and ART 1106. S

**ART 2202 Intermediate Drawing: 3 semester hours.**

Further exploration in drawing technique and theme. Also includes thorough experience with varieties of drawing media and papers, both traditional and contemporary. PREREQ: ART 2201. S

**ART 2210 History and Appreciation of Photography: 3 semester hours.**

Discovery of the photographic process and its evolution to present. Analysis of many recognized masters of photography. Equivalent to CMP 2250. Partially satisfies Objective 4 of the General Education Requirements. F, S

**ART 2231 Introduction to Printmaking: 3 semester hours.**

Introduction to one of several major print media - etching, lithography, relief, collograph, monotype. Emphasis is on the learning of various technical processes and their incorporation in the development of the student's imagery. F, S

**ART 2241 Introduction to Painting and Composition: 3 semester hours.**

Introduction to methods, materials, and basic concepts of painting. F, S

**ART 2243 Watercolor: 3 semester hours.**

Beginning watercolor techniques, color theory, traditional and contemporary subject matter. One field trip required. D

**ART 2251 Introduction to Metals and Jewelry: 3 semester hours.**

Introduction to jewelry and metalsmithing in various metals with emphasis on design, basic technical processes and craftsmanship. F, S

**ART 2261 Introduction to Fiber Media: 3 semester hours.**

Introduction to surface design and weaving processes and materials, such as dyeing, basic weave structures, tapestry, basketry, and mixed media. F, S

**ART 2271 Introduction to Ceramics: 3 semester hours.**

Techniques of forming ceramic art by coiling, slab construction, and throwing on the potter's wheel, with emphasis on form, glazing, and decorative techniques. F, S, Su

**ART 2281 Introduction to Sculpture: 3 semester hours.**

Introduction to various methods and materials of sculpture construction, including additive, subtractive, manipulative, and substitution techniques. F, S, Su

**ART 3301 Anatomy Drawing and Painting: 3 semester hours.**

Course designed for intense explorations of human form using both drawing and painting media. Some studies in the historical position of the figure in art of the present and the past. PREREQ: ART 1105 and ART 1106 or permission of instructor. F

**ART 3302 Advanced Anatomy Painting and Sculpture: 3 semester hours.**

Further work with human form using two and three dimensional format. PREREQ: ART 3301 or permission of instructor. F

**ART 3310 Professional Practice and Display: 3 semester hours.**

Course will prepare the student to present work professionally, and to explore employment possibilities, grant writing, gallery maintenance, business practices, and survival skills. PREREQ: 60 credits and declared Art major. F

**ART 3331 Intermediate Printmaking: 3 semester hours.**

Individual work within the media of one's experience or introduction to a new print medium. Students will be exposed to new techniques and processes including those used in color printing. PREREQ: ART 2231. F, S

**ART 3332 Intermediate Printmaking: 3 semester hours.**

Individual work within the media of one's experience or introduction to a new print medium. Students will be exposed to new techniques and processes including those used in color printing. PREREQ: ART 3331. F, S

**ART 3334 Secondary Art School Methods: 3 semester hours.**

Practical techniques and philosophical approaches to teaching art in the middle and high schools. PREREQ: 12 hours of studio classes. D



**ART 3341 Intermediate Painting and Composition I: 3 semester hours.**

Utilize technical skills from ART 2241. Emphasis on work ethic and conceptual investigation. Actively research historical and contemporary artists.

PREREQ: ART 2241. F, S

**ART 3342 Intermediate Painting and Composition II: 3 semester hours.**

Complete independent projects. Equal emphasis placed on conceptual and technical development. High level of work ethic and craftsmanship expected.

Actively research historical and contemporary artists. PREREQ: ART 3341. F, S

**ART 3343 Intermediate Watercolor: 3 semester hours.**

Further experiments in opaque and transparent media, variety of supports and styles. One field trip required. PREREQ: ART 2243. D

**ART 3351 Intermediate Metals: 3 semester hours.**

Experimental work. Individual projects may include stone settings, enameling, angle raising, procedure for hinges, anodizing, repousse and riveting.

PREREQ: ART 2251. F, S

**ART 3352 Intermediate Metals: 3 semester hours.**

Experimental work. Individual projects may include stone settings, enameling, angle raising, procedure for hinges, anodizing, repousse and riveting.

PREREQ: ART 3351. F, S

**ART 3361 Intermediate Fiber Media: 3 semester hours.**

Further exploration of surface design and weaving as techniques for art making. The curriculum rotates study topics and includes on-loom and off-loom fiber media techniques, such as felt making, dyeing processes, mixed media, and installation. F, S

**ART 3362 Intermediate Fiber Media: 3 semester hours.**

Further exploration of surface design and weaving as techniques for art making. The curriculum rotates study topics and includes on-loom and off-loom fiber media techniques, such as felt making, dyeing processes, mixed media, and installation. F, S

**ART 3371 Intermediate Ceramics: 3 semester hours.**

Individual work. Special projects may include glaze and clay technology, history of ceramic art, work on the potter's wheel and forming techniques.

PREREQ: ART 2271. F, S, Su

**ART 3372 Intermediate Ceramics: 3 semester hours.**

Individual work. Special projects may include glaze and clay technology, history of ceramic art, work on the potter's wheel and forming techniques.

PREREQ: ART 3371. F, S, Su

**ART 3381 Intermediate Sculpture: 3 semester hours.**

Further explorations in imagery and development of skills in sculptural media. PREREQ: ART 2281. F, S, Su

**ART 3382 Intermediate Sculpture: 3 semester hours.**

Further explorations in imagery and development of skills in sculptural media. PREREQ: ART 3381. F, S, Su

**ART 3385 Individual Projects: 1-3 semester hour.**

Supervised research, experimentation, or creative work in an art history subject or studio area not listed in the regular offerings. Course may be repeated for up to 6 credits. PREREQ: Permission of instructor or department chair. F, S, Su

**ART 3391 Papermaking: 3 semester hours.**

History, fundamental techniques of Western/Eastern papermaking based on traditional methods. Traditional sheet forming, paper chemistry, pulp preparation, types of nonadhesive book structures, history and terminology of book binding. PREREQ: 12 hours studio or permission of instructor. F

**ART 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**ART 4401 Advanced Study in Drawing: 3 semester hours.**

Individualized course-of-study designed to address drawing-specific concerns for the advanced art student. Involves exploration of technical, material, and/or conceptual possibilities inherent to drawing as an independent medium. PREREQ: ART 2202. F, S

**ART 4422 World Arts: 3 semester hours.**

Study of the art produced in cultures outside the western tradition. Topics include pre-Hispanic art of Mexico, Central and South American art, East Indian art, and the art of Africa south of the Sahara. S

**ART 4423 Nineteenth Century Art: 3 semester hours.**

History of the visual arts from the beginning of the 19th century up to the advent of Expressionism. F

**ART 4424 Twentieth Century Art: 3 semester hours.**

History of the visual arts from Expressionism to the present. S

**ART 4425 Contemporary Art Forms: 3 semester hours.**

The study of the major developments of art as an expression of contemporary society. Emphasis on art since 1950. PREREQ: ART 4423 or ART 4424 or permission of instructor. F

**ART 4426 Seminar in Art History: 3 semester hours.**

Extensive reading and discussion in art history and aesthetics under the supervision of the instructor. May be repeated for up to 6 credits. F

**ART 4431 Advanced Printmaking: 3 semester hours.**

Advanced work in printmaking. Choice of medium. PREREQ: ART 3332. F, S

**ART 4432 Advanced Printmaking: 3 semester hours.**

Advanced work in printmaking. Choice of medium. PREREQ: ART 4431. F, S

**ART 4435 Narrative and Print: 3 semester hours.**

Exploration and reconsideration of conventional concepts of what makes a book, both in terms of narrative structure and physical form. Focus on examination of familiar forms in new ways to help students learn to approach all multi-page projects from fresh and new angles. Equivalent to CMP 4435. PREREQ: CMP 2231 or permission of instructor. S

**ART 4441 Advanced Painting and Composition I: 3 semester hours.**

Special projects, individual experimentation and independent thinking. Continued emphasis placed on conceptual and technical nature of work. High level of work ethic and craftsmanship expected. Frequent readings assigned. Continue artist research. PREREQ: ART 3342. F, S

**ART 4442 Advanced Painting and Composition II: 3 semester hours.**

Special projects, individual experimentation, and independent thinking. Develop a thorough understanding of conceptual and technical nature of work. High level of work ethic and craftsmanship expected. Frequent readings assigned. Continue artist research. PREREQ: ART 4441. F, S

**ART 4451 Advanced Metals: 3 semester hours.**

Experimental work. Individual projects may include plastics, electroplating, electroforming, advanced fabrication or raising techniques. PREREQ: ART 3352. F, S

**ART 4452 Advanced Metals: 3 semester hours.**

Experimental work. Individual projects may include plastics, electroplating, electroforming, advanced fabrication or raising techniques. PREREQ: ART 4451. F, S

**ART 4461 Advanced Fiber Media: 3 semester hours.**

Experimental work. Individual projects may include on-loom and off-loom techniques, dyeing processes, basketry, or multilayered fabrics. PREREQ: ART 3362. F, S

**ART 4462 Advanced Fiber Media: 3 semester hours.**

Experimental work. Individual projects may include on-loom and off-loom techniques, dyeing processes, basketry, or multilayered fabrics. PREREQ: ART 4461. F, S

**ART 4471 Advanced Ceramics: 3 semester hours.**

Individual projects may include ceramic sculpture, mosaics or experimental problems in form and techniques. PREREQ: ART 3371 or ART 3372. F, S, Su

**ART 4472 Advanced Ceramics: 3 semester hours.**

Individual projects may include ceramic sculpture, mosaics or experimental problems in form and techniques. PREREQ: ART 3371 or ART 3372. F, S, Su

**ART 4473 Clay and Glaze Calculation: 3 semester hours.**

Research in clay bodies and glaze calculation. Development of formulas for stoneware, whiteware and porcelain. Simple to complex glaze calculation. Historical use of clays and glazes. PREREQ: ART 2271 or permission of instructor. F, S, Su

**ART 4474 Kiln Construction: 3 semester hours.**

Historical use and structure of all types of kilns. Design and construction principles of kilns, burner systems, and safety methodology. PREREQ: ART 3371 or permission of instructor. D

**ART 4481 Advanced Sculpture: 3 semester hours.**

Experimental work with an emphasis on scale and environmental problems. PREREQ: ART 3382. F, S, Su

**ART 4482 Advanced Sculpture: 3 semester hours.**

Experimental work with an emphasis on scale and environmental problems. PREREQ: ART 4481. F, S, Su

**ART 4490 Experimental Studio: 3 semester hours.**

Class work will be in two and three dimension, conceptual art, environmental art, performance and multimedia modes. PREREQ: Three semesters of studio or permission of instructor. D

**ART 4491 Advanced Papermaking: 3 semester hours.**

Further development of topics from ART 3391. PREREQ: ART 3391 or permission of instructor. F

**ART 4494 Senior Presentation: 1 semester hour.**

A retrospective exhibit of the student's best work. This includes techniques of professional presentation, posters and publicity. To be completed under advisor and/or director, Davis Gallery. F, S

**ART 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**ART 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Communication, Media, and Persuasion

### James E. Rogers Department of Communication, Media, and Persuasion

The James E. Rogers Department of Communication, Media, and Persuasion administers a Bachelor of Arts or Bachelor of Science in Communication and Rhetorical Studies, with emphases in Organizational Communication or Rhetorical Studies; a Bachelor of Arts in Mass Communication, with emphases in Visual Communication or Journalism; and minors in Organizational Communication, Rhetorical Studies, Mass Communication, and Leadership Studies.

The primary objectives related to the Bachelor of Arts and Bachelor of Science programs in Communication and Rhetorical Studies and the Bachelor of Arts in Mass Communication are to assist all students in developing the following:

1. The ability to engage in critical thinking.
2. The ability to communicate effectively in writing.
3. The ability to communicate effectively through oral presentation.
4. The ability to engage in effective applied problem-solving for personal and professional goals.
5. The ability to construct and evaluate strategic verbal and visual messages.
6. The ability to use effective information research strategies.
7. An understanding of the role of communication in interpersonal, group/team, corporate, political, cultural, mediated, and historical contexts.
8. Knowledge and skill useful to graduates' professional success.
9. Knowledge and skill applicable to graduates' personal lives.

Effective communication is vital to successful social interaction and depends upon an adequate breadth of knowledge. The Communication, Media, and Persuasion curriculum program offerings emphasize the importance of a strong liberal arts education as well as relevant technical skill development in preparing students for communication careers and for participation as members of a diverse global society.

## Bachelor of Arts or Bachelor of Science in Communication and Rhetorical Studies

### Select one of the following emphases:

#### 1) Emphasis in Organizational Communication

<b>Core courses:</b>		<b>18</b>
CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2231	Introduction to Graphic Design	3
CMP 3308	Groups and Communication	3
CMP 4409	Communication Inquiry	3

### Select ONE of the following tracks:

#### A) Leadership Track

<b>Required track courses</b>		<b>12</b>
CMP 3320	Foundations of Leadership	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
<b>Track electives</b>		<b>15</b>
Complete 15 credits from the following list of electives:		
CMP 2205	Argumentation	3
CMP 2241	Introduction to Public Relations	3
CMP 2261	Introduction to Advertising	3
CMP 2286	Visual Rhetoric	3

CMP 3302	Image Management	3
CMP 3346	Public Relations Writing	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4446	Public Relations Programs	3
CMP 4475	Corporate Video Production	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

**B) Public Relations Track**

<b>Required track courses</b>		<b>15</b>
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2241	Introduction to Public Relations	3
CMP 3335	Typography and Layout	3
CMP 3346	Public Relations Writing	3
CMP 4446	Public Relations Programs	3

**Track electives** 12

Complete 12 credits from the following list of electives:

CMP 2205	Argumentation	3
CMP 2261	Introduction to Advertising	3
CMP 2271	Introduction to Television Production	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3
CMP 3320	Foundations of Leadership	3
CMP 3339	Web Design	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
CMP 4475	Corporate Video Production	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

**C) Advertising Track**

<b>Required track courses</b>		<b>18</b>
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 2261	Introduction to Advertising	3
CMP 3335	Typography and Layout	3
CMP 3365	Advertising Strategy and Copywriting	3
CMP 3367	Advertising Media Planning	3
CMP 4465	Advertising Campaigns	3
Select ONE of the following:		3
CMP 3339	Web Design	
CMP 4475	Corporate Video Production	

<b>Track electives</b>		<b>6</b>
Complete 6 credits from the following list of electives:		
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
INFO 3301	Introduction to Informatics and Analytics	3
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2205	Argumentation	3
CMP 2241	Introduction to Public Relations	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3
CMP 3320	Foundations of Leadership	3
CMP 3346	Public Relations Writing	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4424	Management Communication	3
CMP 4446	Public Relations Programs	3
CMP 4460	Special Projects in Advertising	3
CMP 4475	Corporate Video Production	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3
MKTG 2225	Basic Marketing Management	3

**Total major credits: 45**

## 2) Emphasis in Rhetorical Studies

<b>Core courses:</b>		<b>30</b>
CMP 2205	Argumentation	3
CMP 2209	Persuasion	3
CMP 2286	Visual Rhetoric	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4482	American Public Address	3
CMP 4483	Rhetoric of Popular Culture	3
CMP 4484	Recent Rhetorical Issues	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3

**Select ONE of the following options (6 credits):**

### A) Design Option

<b>Select TWO of the following courses:</b>		<b>6</b>
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2231	Introduction to Graphic Design	3
CMP 3339	Web Design	3

### B) Advertising Option

<b>Select TWO of the following courses:</b>		<b>6</b>
CMP 2231	Introduction to Graphic Design	3
CMP 2261	Introduction to Advertising	3
CMP 3365	Advertising Strategy and Copywriting	3

### C) Public Relations Option

<b>Select TWO of the following courses:</b>		<b>6</b>
CMP 2241	Introduction to Public Relations	3
CMP 3346	Public Relations Writing	3
CMP 4446	Public Relations Programs	3

**Electives**

<b>Select THREE of the following courses:</b>		<b>9</b>
CMP 2201	Business and Professional Communication	3
CMP 3302	Image Management	3
CMP 3308	Groups and Communication	3
CMP 4404	Gender and Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3

**Total major credits: 45**

## Bachelor of Arts in Mass Communication

**Select one of the following emphases:****1) Emphasis in Visual Communication**

<b>Core courses:</b>		<b>15</b>
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3
CMP 4410	Mass Media History, Law, and Ethics	3

**Select ONE of the following options (15 credits):****A) Photo Media Option**

CMP 2250/ART 2210	History and Appreciation of Photography (Partially satisfies General Education Objective 4)	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3352 & 3352L	Photo Communication and Photo Communication Laboratory	3
CMP 4455 & 4455L	Photo Media and Photo Media Laboratory	3
CMP 4457 & 4457L	Advanced Photo Media and Advanced Photo Media Laboratory	3

**B) Design Option**

CMP 2231	Introduction to Graphic Design	3
CMP 3335	Typography and Layout	3
CMP 3337	Illustration	3
CMP 4435	Narrative and Print	3
CMP 4436	Advanced Issues in Design	3

**C) Video Option**

CMP 2271	Introduction to Television Production	3
CMP 3310	Multiplatform Storytelling	3
CMP 3371	Video Editing and Compositing	3
CMP 4471	Advanced Television Production	3
CMP 4475	Corporate Video Production	3

**Electives**

<b>Select any TWO additional courses from the option lists above</b>		6
<b>Select any THREE of the following courses:</b>		9
CMP 2201	Business and Professional Communication	3
CMP 2209	Persuasion	3
CMP 2241	Introduction to Public Relations	3
CMP 2261	Introduction to Advertising	3
CMP 2286	Visual Rhetoric	3
CMP 4404	Gender and Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
CMP 4483	Rhetoric of Popular Culture	3

**Total major credits: 45****2) Emphasis in Journalism**

CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2271	Introduction to Television Production	3
CMP 3302	Image Management	3
CMP 3310	Multiplatform Storytelling	3
CMP 3311	Public Affairs and Investigative Reporting	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3
CMP 4409	Communication Inquiry	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4415	Television News	3
CMP 4418	Advanced Reporting	3
CMP 4471	Advanced Television Production	3
CMP 4495	Senior Capstone Experience	3

**Total major credits: 45**

**Note:** The course requirements for the following emphases are available in earlier versions of the ISU Catalog. These emphases are targeted for future elimination. Students who are working from older catalogs and who are pursuing these emphases will be able to complete their programs by taking the newer versions of CMP courses and should meet with an advisor to check for course equivalents and approve any needed course substitutions.

- **Emphasis in Advertising**
- **Emphasis in Media Studies**
- **Emphasis in Public Relations**
- **Emphasis in Television**

**Minor in Organizational Communication**

<b>Required Minor courses</b>		12
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2241	Introduction to Public Relations	3
CMP 2261	Introduction to Advertising	3
CMP 3346	Public Relations Writing	3

**Select ONE of the following options (6 credits):**

**Option A: Take both of the following courses**

CMP 2231	Introduction to Graphic Design	3
CMP 3365	Advertising Strategy and Copywriting	3

**Option B: Select any TWO of the following courses**

CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2231	Introduction to Graphic Design	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4446	Public Relations Programs	3
CMP 4475	Corporate Video Production	3

**Total minor credits: 18**

## Minor in Rhetorical Studies

**Required Minor courses**

CMP 2205	Argumentation	3
CMP 2209	Persuasion	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3

**Select ONE of the following courses:**

CMP 2286	Visual Rhetoric	3
CMP 4483	Rhetoric of Popular Culture	3
CMP 4486	Contemporary Rhetorical Theory	3

**Select ONE of the following courses:**

CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4482	American Public Address	3
CMP 4484	Recent Rhetorical Issues	3

**Total minor credits: 18**

## Minor in Mass Communication

**Required minor courses**

CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3

**Select ONE of the following minor options (6 credits)****1) Photo Media Option**

CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
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**And ONE of the following courses:**

CMP 3352 & 3352L	Photo Communication and Photo Communication Laboratory	3
CMP 4455 & 4455L	Photo Media and Photo Media Laboratory	3
CMP 4457 & 4457L	Advanced Photo Media and Advanced Photo Media Laboratory	3

**2) Design Option**



CMP 2231	Introduction to Graphic Design	3
And ONE of the following courses:		3
CMP 3335	Typography and Layout	
CMP 3337	Illustration	
CMP 4435	Narrative and Print	

### 3) Video Option

CMP 2271	Introduction to Television Production	3
And ONE of the following courses:		3
CMP 3310	Multiplatform Storytelling	
CMP 3371	Video Editing and Compositing	
CMP 4471	Advanced Television Production	

Total minor credits: 18

## Minor in Leadership Studies

<b>Required minor courses</b>		15
CMP 2201	Business and Professional Communication	3
CMP 3308	Groups and Communication	3
CMP 3320	Foundations of Leadership	3
CMP 4420	Advanced Leader Communication	3
CMP 4424	Management Communication	3
<b>Select ONE of the following courses:</b>		3
CMP 2205	Argumentation	3
CMP 2209	Persuasion	3
CMP 4409	Communication Inquiry	3
CMP 4422	Conflict Management	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4482	American Public Address	3
CMP 4484	Recent Rhetorical Issues	3

Total minor credits: 18

## Comm and Rhetorical Studies Courses

### **COMM 1101 Principles of Speech: 3 semester hours.**

Basic course in oral communication that emphasizes the theory and practice of informative speaking, logical argumentation, persuasion, small group discussion, and interpersonal communication. Designed to explain the humanistic nature of human communication and to improve a student's ability to express ideas orally. Satisfies Objective 2 of the General Education Requirements. F, S

## Comm, Media, and Persuasion Courses

### **CMP 1110 Introductory Convergent Newswriting and Reporting: 3 semester hours.**

Production of news stories across different platforms and in various formats. Course will focus on a range of core themes, including identifying story ideas, research techniques, interviewing, and writing, all interwoven within a range of ethical and legal concepts that underpin newswriting and reporting. PREREQ: ENGL 1101, placement into ENGL 1102, or permission of instructor. F, S

### **CMP 2201 Business and Professional Communication: 3 semester hours.**

Advanced speech course emphasizes practical speaking needs of business and professional people. PREREQ: COMM 1101. F, S, Su

### **CMP 2202 Photo, Graphic, and Video Editing: 3 semester hours.**

An introduction to photographic, graphic design, and non-linear video editing skills. The course is designed to prepare students for more advanced courses in any of these specific areas. Students will learn how to apply multimedia production applications including professional industry standard photo, graphic, and video editing software. F, S

### **CMP 2205 Argumentation: 3 semester hours.**

Study of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. S

### **CMP 2209 Persuasion: 3 semester hours.**

Advanced theory and performance course emphasizing principles of message composition and methods affecting attitude change in public communication. F, S

**CMP 2231 Introduction to Graphic Design: 3 semester hours.**

Introduction to concepts and procedures of graphic design. Lectures, studio, and computer exercises will explore issues in design for graphic media, typography, and design for the page. F, S

**CMP 2241 Introduction to Public Relations: 3 semester hours.**

Provides background in the history, scope, ethics, and functions of the public relations field. Particular attention given to understanding of publics and ways of gaining public support for an activity, cause, movement, or institution. F

**CMP 2250 History and Appreciation of Photography: 3 semester hours.**

Discovery of the photographic process and its evolution to present. Analysis of many recognized masters of photography. Equivalent to ART 2210. Partially satisfies Objective 4 of the General Education Requirements. F, S

**CMP 2251 Introduction to Photography: 3 semester hours.**

Introduction to the fundamentals of digital camera use, and important techniques such as light and composition. The use of photography as an artistic and expressive medium is explored through assignments. Class consists of lectures, demonstrations, and group critiques. Students must have own camera and paper. Laboratory required. COREQ: CMP 2251L. F, S

**CMP 2251L Introduction to Photography Laboratory: 0 semester hours.**

Assignments to apply principles from CMP 2251. COREQ: CMP 2251. F, S

**CMP 2261 Introduction to Advertising: 3 semester hours.**

In-depth study of the various aspects of advertising including agencies, media, clients, suppliers, creativity in advertising, consumers, ethics and law, strategy, and culture. F

**CMP 2271 Introduction to Television Production: 3 semester hours.**

Emphasis on studio and remote television production, with exercises in basic camera operation, electronic editing, studio directing and field reporting. PREREQ: CMP 1110 and CMP 2202. F

**CMP 2286 Visual Rhetoric: 3 semester hours.**

Introduction to visual media. Students will be introduced to theories explaining the persuasive function of images and apply these approaches in a variety of contexts such as images in political cartoons, film, television, and print. S

**CMP 3302 Image Management: 3 semester hours.**

Explores the management of public images of individuals (politicians, athletes, celebrities, teams, and corporations) during times of crisis and success. This course examines and evaluates the rhetorical strategies used in many contemporary situations of crisis and success. S

**CMP 3305 Intercollegiate Debate: 1-3 semester hour.**

Students prepare for regional- and national-level intercollegiate debate tournament competition. May be repeated for up to 8 credits. PREREQ: Debate team member. F, S

**CMP 3308 Groups and Communication: 3 semester hours.**

Examines the process of human communication among members of organized groups. Topics studied include leadership development, norms, roles, cohesion, problem-solving techniques, and conflict. F

**CMP 3310 Multiplatform Storytelling: 3 semester hours.**

Exploration of narrative reporting and storytelling in an online environment through different styles and various technologies. PREREQ: CMP 1110. S

**CMP 3311 Public Affairs and Investigative Reporting: 3 semester hours.**

Examination of the processes of government at all levels from an investigative journalist's perspective. Students will employ advanced reporting and journalism skills in the production of in-depth stories in various formats. PREREQ: CMP 1110. F

**CMP 3320 Foundations of Leadership: 3 semester hours.**

Introductory exploration of the modern dimensions of leadership. Students will link current theory and practices to personal self-assessment and behavioral applications. F

**CMP 3335 Typography and Layout: 3 semester hours.**

The history, development, and design of typefaces and their use in layout with other elements with attention to perceptual, emotional, and stylistic issues. Development and creation of content as well as grid structures to organize complex information. Critique and individual discussion focused on developing typographic refinement and attention to detail. PREREQ: CMP 2231. S

**CMP 3337 Illustration: 3 semester hours.**

Examination of the effectiveness and power of illustration through images found in book and magazine illustration, advertising, and web design. From the sketch process to the development of finished images, students are exposed to a variety of working methods. Production of work such as editorial images, packaging, and poster design with an emphasis on concept, creativity, communication, technical achievement, and presentation. PREREQ: CMP 2231. F

**CMP 3339 Web Design: 3 semester hours.**

A communicative approach to strategies and tools for web publishing with a focus on both practical and aesthetic contexts. Exploration of ethics, current practices, purposes, styles, genres, and directions in authoring for the World Wide Web. PREREQ: CMP 2202 or permission of instructor. F, S

**CMP 3346 Public Relations Writing: 3 semester hours.**

Development of professional writing disciplines and skills expected of PR practitioners through exploration of various forms of public relations writing such as press releases, statements, public service announcements, media correspondence, media advisories, newsletter articles, fact sheets, and talking points. PREREQ: CMP 1110 and CMP 2241. F

**CMP 3352 Photo Communication: 3 semester hours.**

Application of still photographic methods to newspaper, magazine, and advertising/public relations needs. Introduction to computer manipulation of images. COREQ: CMP 3352L. PREREQ: CMP 2202 and CMP 2251, or permission of instructor. F

**CMP 3352L Photo Communication Laboratory: 0 semester hours.**

Assignments to apply principles from CMP 3352. COREQ: CMP 3352. F

**CMP 3365 Advertising Strategy and Copywriting: 3 semester hours.**

Overview of basic creative skills, with emphasis on how to write and develop strategic creative advertising messages for print, radio, television, and the Internet. Students begin to develop a marketing communication portfolio. PREREQ: CMP 1110, CMP 2261, and CMP 2231, or MKTG 2225. F

**CMP 3367 Advertising Media Planning: 3 semester hours.**

Selecting and evaluating media for marketing communication campaigns. Media characteristics, media markets and comparisons, audience and product usage. Elements of a strategic media plan. Trends in mass communication media. PREREQ: CMP 2261 or MKTG 2225. S

**CMP 3371 Video Editing and Compositing: 3 semester hours.**

Application of visual storytelling techniques, styles, and devices used in digital video production including theory and aesthetic expression to increase student understanding of visual syntax and timing. In-depth exploration and usage of professional video editing and motion graphics software. PREREQ: CMP 2202 and CMP 2271, or permission of instructor with demonstrated professional experience. S

**CMP 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**CMP 4403 Mass Communication and Society: 3 semester hours.**

Introduces students to mass media theories scholars use to study the effects of media messages. Students will also read and discuss research illustrating the media's impact on individuals, society, and cultures. Topics include the media's relationship to stereotyping, images of sexuality, violence, values, politics, and globalization. PREREQ: CMP 1110. S

**CMP 4404 Gender and Communication: 3 semester hours.**

Course examines communication arenas from a perspective that focuses on gender and includes study of similarities and differences in female/male patterns. Topics include nonverbal, organizational, language, family, and friendship. F

**CMP 4409 Communication Inquiry: 3 semester hours.**

Introduces tools and strategies communication professionals use to answer questions and solve problems through systematic investigation. The course will focus on developing an understanding of applied communication research, including design, sampling, data collection, and data analysis. F

**CMP 4410 Mass Media History, Law, and Ethics: 3 semester hours.**

A comprehensive exploration of mass communication law and the history of mass media. The course examines media rights of free expression and First Amendment including libel privacy, access to information, free-press, and other related topics and themes. F

**CMP 4415 Television News: 3 semester hours.**

Writing, reporting, and producing the television newscast. Emphasis on proper technique as well as ethical and social issues. PREREQ: CMP 1110, CMP 2271, and CMP 3310 or CMP 3311. F

**CMP 4418 Advanced Reporting: 3 semester hours.**

In-depth writing and reporting of important topics of feature-length, investigative journalism on various platforms and different formats. PREREQ: CMP 1110, CMP 3310, and CMP 3311; or permission of instructor. S

**CMP 4420 Advanced Leader Communication: 3 semester hours.**

Advanced exploration of the vital relationship between communication and leader effectiveness with a focus on particular communication tools and strategies. PREREQ: CMP 3320. S

**CMP 4422 Conflict Management: 3 semester hours.**

Examines the dynamics of everyday conflicts across a variety of settings, from personal to organizational. Principles of conflict, similar across all communicative contexts, are emphasized. Theory and its application are given equal importance. F

**CMP 4424 Management Communication: 3 semester hours.**

Examines the communication goals and functions unique to organizational managers and leaders. Topics studied include socialization and training, leader-member relationships, incentive-based systems of motivation, employee identification and commitment, and organizational development. S

**CMP 4435 Narrative and Print: 3 semester hours.**

Exploration and reconsideration of conventional concepts of what makes a book, both in terms of narrative structure and physical form. Focus on examination of familiar forms in new ways to help students learn to approach all multi-page projects from fresh and new angles. Equivalent to ART 4435. PREREQ: CMP 2231 or permission of instructor. S

**CMP 4436 Advanced Issues in Design: 3 semester hours.**

Focuses on complex design challenges, professional-level assignments, and design projects with multiple components. Application of research and entrepreneurial skills to seek innovative solutions for appropriate economic constituencies, users, and audiences. Professional presentations of ideas and design solutions for critique and discussion are central to this course. PREREQ: CMP 2231, and CMP 3335 or CMP 3337. F

**CMP 4446 Public Relations Programs: 3 semester hours.**

Tactics and strategies for planning public relations programs for public and private organizations. PREREQ: CMP 3346. S

**CMP 4455 Photo Media: 3 semester hours.**

Focuses on the art of visually communicating news or feature stories with still pictures and/or video. Emphasis on photographer adaptation to situations to cover stories as they unfold without becoming part of the story and application of multimedia formats expected within current social and mass media environments. CMP 3352/3352L strongly recommended. COREQ: CMP 4455L. PREREQ: CMP 2251 or permission of instructor. F

**CMP 4455L Photo Media Laboratory: 0 semester hours.**

Assignments apply principles from CMP 4455. COREQ: CMP 4455. F

**CMP 4457 Advanced Photo Media: 3 semester hours.**

Explores the notion of visual storytelling for multi-media/multi-platform productions. Investigation into photographer intent as it relates to crafting color or black and white images into a visual story, elements and decisions required for storytelling, and concept research techniques. Students create a body of cohesive images suitable for various forms of professional multi-platform distribution. COREQ: CMP 4457L. PREREQ: CMP 2251/2251L or permission of instructor. S

**CMP 4457L Advanced Photo Media Laboratory: 0 semester hours.**

Assignments apply principles from CMP 4457. COREQ: CMP 4457. S

**CMP 4460 Special Projects in Advertising: 3 semester hours.**

Students work as a team to apply persuasive mass communication principles to solving a real-world marketing communication problem such as the annual AAF/NSAC client case. May be repeated for up to 9 credits. PREREQ: Permission of instructor. S

**CMP 4465 Advertising Campaigns: 3 semester hours.**

Capstone course; the development of an advertising campaign; includes situation analysis, research, strategy, and creation of the advertising. PREREQ: CMP 3365. S

**CMP 4471 Advanced Television Production: 3 semester hours.**

Theory and practical experience producing and presenting information on-air television broadcast programs with attention to role of broadcast television in society, nature of audiences, production techniques, and TV news management. Will include both on-camera and production experience reflecting a professional environment. Students will create material for professional portfolios. May be repeated for up to 6 credits. PREREQ: CMP 1110, CMP 2271, and CMP 3310 or CMP 3311 or permission of instructor. S

**CMP 4475 Corporate Video Production: 3 semester hours.**

Producing for corporate, educational, home video, documentary and other nonfiction markets. Advanced production techniques. Major project required. PREREQ: CMP 2202 and CMP 2271 or permission of instructor. F

**CMP 4481 Rhetoric of Hitler and Churchill: 3 semester hours.**

Rhetorical theory and practice of these influential leaders and the impact of their persuasion. Topics include Hitler's oratory, Nazi propaganda, and Churchill's World War II speeches. F

**CMP 4482 American Public Address: 3 semester hours.**

Has a dual purpose: to study the impact of rhetoric (oral and written persuasion) on major events in American history; to examine great speakers and rhetorical documents in their historical context. S

**CMP 4483 Rhetoric of Popular Culture: 3 semester hours.**

Explores the functions of rhetoric in popular culture mass media including news, television, film, fiction, advertising, music, and the internet. Emphasizes understanding how rhetoric in these mediums reflects, influences, and interacts with the culture. S

**CMP 4484 Recent Rhetorical Issues: 3 semester hours.**

Study of the rhetoric of contemporary issues such as the Vietnam War, the Black Revolution, and other current political and social topics, including the rhetoric of ongoing election campaigns. F

**CMP 4485 Classical Rhetorical Theory: 3 semester hours.**

Principle western rhetorical theories discussed from a historical perspective, beginning with the ancient Greeks, Romans, Second Sophistic, and ending with the Middle Ages. Some of the works stressed include writings by Plato, Aristotle, Cicero, Longinus, and St. Augustine. F

**CMP 4486 Contemporary Rhetorical Theory: 3 semester hours.**

This course examines rhetorical theories as a cultural phenomenon including modern, contemporary, and postmodern approaches. S

**CMP 4488 Rhetorical Criticism: 3 semester hours.**

Study and application of various theories and methods of rhetorical criticism including Aristotelian and Burkeian principles. PREREQ: CMP 4485. S

**CMP 4491 Independent Projects: 1-3 semester hour.**

Under the supervision of professors in the various areas of communication, students will prepare reports and carry out projects designed to promote professional growth. May be repeated for up to 6 credits. PREREQ: Permission of instructor and department. F, S

**CMP 4494 Internship: 1-3 semester hour.**

Department approval required. Directed field experience with an approved agency. Learning contract required. May be repeated for up to 6 credits. PREREQ: Permission of instructor and department. F, S

**CMP 4495 Senior Capstone Experience: 3 semester hours.**

Experience in different professional media outlets. Students will demonstrate professionalism and proficiency in areas such as research, writing, technical abilities, meeting deadlines, positive attitude, commitment, ethics, and sensitivity to diversity. Students will complete a professional portfolio suitable for applications to potential employers. S

**CMP 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

## English and Philosophy

The Department of English and Philosophy offers broad curricula in two humanistic disciplines. English studies include courses that treat the nature of language, courses that explore human experience as represented in imaginative literature, and courses that develop general and specialized writing skills. The philosophy curriculum examines such topics as the nature of reality and being, the ways that knowledge is acquired, and the bases for ethical choices.

These curricula serve two broad purposes: 1) they contribute to the general education, the personal enrichment and fulfillment, of students in all disciplines, and 2) they lead to degrees with majors or minors. Specifically, the department offers the B.A. and M.A. in English, the Ph.D. in English and Teaching of English, and the B.A. in philosophy. (Full descriptions of the graduate degree programs in English may be found in the Graduate Catalog (<http://coursecat.isu.edu/graduate>).)

Equipped with an undergraduate degree in either English or philosophy, students are prepared to enter graduate degree programs, to pursue training in such professions as medicine, law, or religion, or to embark upon a great variety of careers in government/business/industry that demand broad, liberal arts perspectives and strong observational, fact-finding, analytical, and communication skills. Additionally, English majors (with proper certification) are well prepared for careers in secondary education.

## English Program

The Department of English and Philosophy offers broad curricula in English studies which include courses that treat the nature of language, courses that explore human experience as represented in imaginative literature, and courses that develop general and specialized writing skills. Beyond contributing to students' general education and the personal enrichment and fulfillment of students in all disciplines, courses in the English programs lead to Bachelor's degrees as well as a range of minors. After graduation English students are prepared to embark upon a variety of careers which demand broad, liberal arts perspectives, and strong observational, fact-finding, analytical, and communications skills.

As such, the Department has articulated the following goals and student learning outcomes for students at the undergraduate level.

### Mission and Goals

Undergraduate English programs in the Department of English and Philosophy provide students wishing to pursue a liberal arts education training in the study of language, literature, writing, and culture. Such training will provide students with strong communication skills, an ability to gather information and use it critically, an understanding of the function of language within the culture, and a historical and critical understanding of the role literature plays within the human experience.

### Student Learning Outcomes

- 1. Goal:** To understand the significance of language, literature, and culture as active forces in the formation and expression of identity, experience, and cultural and historical patterns.

**Outcomes:**

--Students can identify and explain the influences of language, literature, and culture on the formation and expression of identity and experience.

--Students can identify, explain, and evaluate the influences of language, literature, and culture on the formation and expression of cultural and historical patterns.

- 2. Goal:** To understand literature and other cultural artifacts as important sources of knowledge about the diversity of human experience, insight about history and culture, and wisdom about what it means to be human.

**Outcomes:**

--Students can identify and describe the ways in which literature and other cultural artifacts are important sources of knowledge, insight, and wisdom.

--Students can compare and evaluate knowledge they derive from literary and cultural sources.

--Students can articulate and defend the value of language, literature, and culture in giving meaning to our lives.

3. **Goal:** To understand language as a medium of common linguistic principles, a medium that is indispensable to thought, communication, and expression.

**Outcomes:**

--Students can identify and explain the common linguistic principles that make language an indispensable medium for thought, communication, and expression.

--Students can analyze literary and nonliterary texts for the presence and operation of the linguistic principles of the English language.

4. **Goal:** To understand a variety of theoretical approaches to the study of language, literature, and culture and to develop the ability to employ that understanding in the study of language, literature, and culture.

**Outcomes:**

--Students can identify and explain major theoretical approaches to the study of language, literature, and culture.

--Students can demonstrate an ability to employ those approaches judiciously and appropriately in their study of language, literature, and culture.

5. **Goal:** To understand the craft of effective research, the various ways in which research problems are formulated and pursued in English studies, broadly conceived, and to develop the ability to employ this understanding in research projects.

**Outcomes:**

--Students can identify and explain the principles of effective research in English studies.

--Students can describe and explain how research problems are formulated and pursued in English studies.

--Students can formulate their own research projects employing these principles.

6. **Goal:** To understand what it means to read with critical attentiveness to elements of language, style, genre, and rhetorical occasion; and to develop an ability to employ this understanding effectively in interpreting literary and nonliterary texts and other cultural artifacts.

**Outcomes:**

--Students can identify elements of language, style, genre, and rhetorical occasion that may influence the reception and interpretation of literary and nonliterary texts and other cultural artifacts.

--Students can demonstrate an ability to interpret literary and nonliterary texts and other cultural artifacts using their knowledge of key elements of language, style, genre, and rhetorical occasion.

7. **Goal:** To understand what it means to write effectively in a variety of modes and genres suitable to the given rhetorical situation and to develop an ability to put this understanding into practice.

**Outcomes:**

--Students can identify and analyze a variety of modes and genres of writing.

--Students can identify and evaluate the rhetorical situation that makes a choice of mode or genre appropriate or suitable.

--Students can demonstrate an ability to write effectively in a variety of modes and genres suitable to the given rhetorical situation.

## Philosophy Program

The Philosophy Program offers courses on the history of philosophy, philosophical issues, and the cognitive skills required in philosophy. These offer students a deeper understanding of our past and our place in the world, as well as helping them to develop analytic and writing skills that are valuable in all disciplines. Students take either Introduction to Philosophy (PHIL 1101) or Introduction to Ethics (PHIL 1103) to partially meet Objective 4 of the General Education Requirements. The Philosophy Program offers a Bachelor's degree and a minor to our undergraduate students. After graduation, philosophy students are well prepared to enter law school or graduate degree programs, or to pursue careers that require strong analytical and writing skills.

## Mission and Goals

The Philosophy Program provides students pursuing a liberal arts education training in the history of philosophy, philosophical issues, and the analytic skills required in philosophy. This training will provide students with strong analytical and writing skills, the ability to read philosophical texts critically, the ability to formulate and defend philosophical positions, and a grasp of the historical context and broader implications of philosophical positions.

### Student Learning Outcomes:

1. Undergraduate Philosophy students will be able to write clear, organized, and grammatically correct prose.
2. Students will be able to read philosophical texts critically.
3. Students will be able to formulate a clear and substantive position regarding a major philosophical problem.
4. Students will be able to develop cogent arguments in support of that position, and to recognize and criticize the strongest arguments against it.
5. Students will be aware of major philosophers' arguments relevant to that position.
6. Students will be aware of the larger historical and intellectual context of the problem addressed.
7. Students will be aware of the broader implications of the position embraced.

## Folklore Program

Folklore is the dynamic and variable expressive culture that we learn in informal interactions with people we meet regularly or that we learn through informal communications via the Internet or personal writing. The many traditional genres of folklore include the verbal arts, such as epic, ballad, folksong, folktale, legend, myth, joke, tall tale, riddle, and proverb. Newer genres include YouTube postings, contemporary ("urban") legends, and digital "memes." Folklore also includes customary and material forms, such as calendar customs, games, dances, foodways, modes of dress, folk architecture, and crafts such as chair making, blacksmithing, and the many forms of fabric art. People learn and share folklore with interest groups that have a common ethnic, religious, occupational, hobby, or other experiential basis.

Folklore studies range widely. Our program at Idaho State University has two focuses: in English courses we study oral literature: the way it is learned, transmitted, and performed, and its cultural and historical contexts. We focus on textual questions, studying folk aesthetics and connotation and the relationships between oral and written literatures. In Anthropology courses we study folklore as an expression of cultural diversity and examine the social functions of folklore within cultural groups. Students minoring in folklore may take courses from both departments to obtain a well-rounded understanding of folklore.

Knowledge and skills in folklore enhance a broad range of majors. Experience in folklore benefits students interested in continuing to graduate programs in folklore, history, anthropology, English, American studies, and sociology. Knowledge of folklore is helpful, too, in public history, museum, and oral history programs. Folklore courses enhance the knowledge of both elementary and secondary teachers and of those planning to do social work or to work in business or in the health-related professions.

## Bachelor of Arts In English

A student may select only one of the Options below--Literary, Professional Writing, or Creative Writing--to fulfill the requirements for the English major. As there is only one English major, it is not possible to select more than one of these options to double major in English. Each option requires completion of 45 semester hours as specified (excluding lower division composition courses—ENGL 0090, ENGL 1101, and ENGL 1102). For students majoring in English, one year of a foreign language is required. For English majors considering graduate school, two years of a foreign language are recommended.

### Option 1 - Literary

Take these required courses:

ENGL 2211	Introduction to Literary Analysis	3
ENGL 2280	Grammar and Usage	3
or ENGL 2281	Introduction to Language Studies	
ENGL 3311	Writing and Research about Literature	3
ENGL 4491	Senior Seminar in Literature	3

Select TWO of the following survey courses:

ENGL 2267	Survey of British Literature I Beginnings through 18th Century	6
ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	
ENGL 2278	Survey of American Literature II 1860 to Present	

Select ONE of the following genre study courses:

ENGL 3321	Genre Studies in Drama	3
ENGL 3322	Genre Studies in Poetry	
ENGL 3323	Genre Studies in Fiction	
ENGL 3324	Genre Studies in NonFiction	

ENGL 3327	Special Topics in Genre	
<b>Select TWO of the following period courses:</b>		<b>6</b>
ENGL 4461	Studies in Classical Literature	
ENGL 4462	Studies in Medieval Literature	
ENGL 4463	Studies in Renaissance Literature	
ENGL 4464	Studies in Seventeenth Century Literature	
ENGL 4465	Studies in Eighteenth Century Literature	
ENGL 4466	Studies in Nineteenth Century Literature	
ENGL 4467	Studies in Late Nineteenth Century Literature	
ENGL 4468	Studies in Early Twentieth Century Literature	
ENGL 4469	Studies in Contemporary Literature	
<b>Select ONE of the following major figure courses:</b>		<b>3</b>
ENGL 4472	Proseminar in a Major Literary Figure	
ENGL 4473	Chaucer	
ENGL 4474	Milton	
ENGL 4476	Shakespeare	
<b>Select ONE of the following themes and identity courses:</b>		<b>3</b>
ENGL 3328	Gender in Literature	
ENGL 3356	Ethnicity in Literature	
ENGL 4453	American Indian Literature	
ENGL 4470	Post-Colonial Literature	
<b>Select ONE of the following language studies courses:</b>		<b>3</b>
ENGL 4480	Varieties of American English	
ENGL 4481	Studies In Grammar	
ENGL 4484	Rotating Topics in Linguistics	
ENGL 4486	Old English	
ENGL 4487	History of the English Language	
ENGL 4488	Introduction to Sociolinguistics	
<b>Electives</b>		<b>9</b>
Select 9 additional elective credits from English courses listed in Literary Option, Professional Writing Option and Creative Writing Option, or the following courses, 6 credits of which must be upper-division courses:		
ENGL 1107	Nature of Language (Satisfies General Education Objective 7)	
ENGL 1110	Introduction to Literature	
ENGL 1115	Major Themes in Literature	
ENGL 1126	Art of Film I	
(Each of the 3 courses above partially satisfies General Education Objective 4)		
ENGL/ANTH 2212	Introduction to Folklore and Oral Tradition (Satisfies General Education Objective 9)	
ENGL 2257	Survey of World Literature I Beginnings through 16th Century	
ENGL 2258	Survey of World Literature II 17th Century to Present	
(Either of the 2 courses above partially satisfies General Education Objective 4)		
ENGL 3305	Art of the Film II	
ENGL 3341	Bible as Literature	
ENGL 3353	The West in American Literature	
ENGL 3367	Language in the United States	
ENGL 4440	Philosophy and Literature	
ENGL 4441	History of Literary Criticism	
ENGL 4455	Studies in National Literatures	
ENGL 4456	Comparative Literature	
ENGL 4477	Shakespeare in Performance	

Total Hours

45



## Option 2 - Professional Writing

*Note: Students electing the professional writing option are strongly encouraged to minor in a discipline relevant to their professional interests.*

### Take these required courses:

ENGL 2211	Introduction to Literary Analysis	3
ENGL 2280	Grammar and Usage	3
or ENGL 2281	Introduction to Language Studies	
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
ENGL 3311	Writing and Research about Literature	3
ENGL 4401	Advanced Composition	3
ENGL 4410	Writing Internship	1-6
ENGL 4493	Senior Seminar Professional Writing	3
PHIL 2201	Introduction to Logic (Satisfies General Education Objective 7)	3

### Select ONE of the following creative writing courses: 3

ENGL 2206	Creative Writing Workshop
ENGL 3306	Intermediate Creative Writing Workshop
ENGL 4406	Advanced Creative Writing Workshop

### Select THREE of the following writing, communication, and media courses: 9

INFO 1120	Web Development: Client-Side Programming
CMP 4486	Contemporary Rhetorical Theory
CMP 4485	Classical Rhetorical Theory
CMP 2231	Introduction to Graphic Design
or CMP 4436	Advanced Issues in Design
CMP 2251	Introduction to Photography
or CMP 4457	Advanced Photo Media
ENGL 4401	Advanced Composition
ENGL 4407	Topics in Professional Writing

### Select ONE of the following survey courses: 3

ENGL 2267	Survey of British Literature I Beginnings through 18th Century
ENGL 2268	Survey of British Literature II 19th Century to Present
ENGL 2277	Survey of American Literature I Beginnings to 1860
ENGL 2278	Survey of American Literature II 1860 to Present

### Select ONE of the following genre study courses: 3

ENGL 3321	Genre Studies in Drama
ENGL 3322	Genre Studies in Poetry
ENGL 3323	Genre Studies in Fiction
ENGL 3324	Genre Studies in NonFiction
ENGL 3327	Special Topics in Genre

### Select ONE of the following culture and language studies courses: 3

ENGL 2212	Introduction to Folklore and Oral Tradition (Satisfies General Education Objective 9)
ENGL 4480	Varieties of American English
ENGL 4481	Studies In Grammar
ENGL 4484	Rotating Topics in Linguistics
ENGL 4487	History of the English Language
ENGL 4488	Introduction to Sociolinguistics
ENGL 4490	Topics in Folklore

**Total Hours**

**45**

### Option 3 - Creative Writing

**Note: Students electing the creative writing option are strongly encouraged to consider a minor to broaden career options.**

#### Required courses:

ENGL 2206	Creative Writing Workshop	3
ENGL 2211	Introduction to Literary Analysis	3
ENGL 2280	Grammar and Usage	3
or ENGL 2281	Introduction to Language Studies	
ENGL 3306	Intermediate Creative Writing Workshop	3
ENGL 3311	Writing and Research about Literature	3
ENGL 4406	Advanced Creative Writing Workshop	3
ENGL 4494	Senior Seminar in Creative Writing	3

#### Select TWO of the following survey courses: 6

ENGL 2267	Survey of British Literature I Beginnings through 18th Century	
ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	
ENGL 2278	Survey of American Literature II 1860 to Present	

#### Select TWO of the following genre study courses: 6

ENGL 3321	Genre Studies in Drama	
ENGL 3322	Genre Studies in Poetry	
ENGL 3323	Genre Studies in Fiction	
ENGL 3324	Genre Studies in NonFiction	
ENGL 3327	Special Topics in Genre	

#### Select ONE of the following language studies courses: 3

ENGL 4480	Varieties of American English	
ENGL 4481	Studies In Grammar	
ENGL 4484	Rotating Topics in Linguistics	
ENGL 4487	History of the English Language	

#### Select ONE of the following period courses: 3

ENGL 4461	Studies in Classical Literature	
ENGL 4462	Studies in Medieval Literature	
ENGL 4463	Studies in Renaissance Literature	
ENGL 4464	Studies in Seventeenth Century Literature	
ENGL 4465	Studies in Eighteenth Century Literature	
ENGL 4466	Studies in Nineteenth Century Literature	
ENGL 4467	Studies in Late Nineteenth Century Literature	
ENGL 4468	Studies in Early Twentieth Century Literature	
ENGL 4469	Studies in Contemporary Literature	

#### Select ONE of the following theme, identity, and performance studies courses: 3

ENGL 3305	Art of the Film II	
ENGL 3328	Gender in Literature	
ENGL 3356	Ethnicity in Literature	
ENGL 4453	American Indian Literature	
ENGL 4470	Post-Colonial Literature	
ENGL 4490	Topics in Folklore	
ENGL 4492	Folklore and Literature	

#### Select ONE of the following advanced writing courses: 3

ENGL 4401	Advanced Composition	
ENGL 4406	Advanced Creative Writing Workshop (in a different genre)	
ENGL 4409	Literary Magazine Production	

Total Hours

45

## Minor in English

Many students take English courses as electives to enhance their studies in other areas or as preparation for professional work. The Department of English and Philosophy offers three minors in English—one general minor and two specialized minors in writing—for students who wish to receive recognition for substantial training in literature and writing. Lower division composition courses—ENGL 0090, ENGL 1101, and ENGL 1102—do not count toward completion of these minors.

### Option 1 - General

Twenty-one hours of credit in English, 12 of which must be in upper division courses, including either ENGL 3307 or ENGL 3311.

### Option 2 - Writing

#### Required Courses:

ENGL 2280	Grammar and Usage	3
or ENGL 2281	Introduction to Language Studies	
ENGL 3311	Writing and Research about Literature	3
ENGL 4487	History of the English Language	3
Plus four other courses, of which at least two must be upper-division, from among the following courses:		12
ENGL 1107	Nature of Language (Satisfies General Education Objective 7)	
ENGL 2206	Creative Writing Workshop	
ENGL 3306	Intermediate Creative Writing Workshop	
ENGL 3307	Professional and Technical Writing	
ENGL 4401	Advanced Composition	
ENGL 4406	Advanced Creative Writing Workshop	
ENGL 4481	Studies In Grammar	
ENGL 4484	Rotating Topics in Linguistics	
PHIL 2201	Introduction to Logic (Satisfies General Education Objective 7)	
Total Hours		21

### Option 3 - Creative Writing

#### Required Courses:

ENGL 2206	Creative Writing Workshop	3
ENGL 2211	Introduction to Literary Analysis	3
ENGL 3306	Intermediate Creative Writing Workshop	3
ENGL 4406	Advanced Creative Writing Workshop	3
ENGL 4494	Senior Seminar in Creative Writing	3
Select one of the following:		3
ENGL 2257	Survey of World Literature I Beginnings through 16th Century (Partially satisfies General Education Objective 4)	
ENGL 2258	Survey of World Literature II 17th Century to Present (Partially satisfies General Education Objective 4)	
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	
ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	
ENGL 2278	Survey of American Literature II 1860 to Present	
Upper-division elective		3
Total Hours		21

## English Education Program

For the requirements of the Secondary Teaching Major in English, the Single Subject Teaching Major in English, and the Teaching Minor in English, see the descriptions in the Teacher Education Program (<http://coursecat.isu.edu/education>).

## Placement in English Composition Courses

Regulations and procedures governing student placement in the composition-course sequence are summarized under General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>), Objective 1. Students should consult with the Director of Composition concerning applicability toward Objective 1 requirements of writing courses taken at other institutions.

## English Courses

### Prerequisites and Standards

Students must complete Objective 1 or its equivalent before enrolling in 2000-level ENGL courses.

At least one semester of lower-division literature is prerequisite for 3000-level literature courses.

To enroll in a 4000-level course, students must both complete all 2000-level English requirements (ENGL 2211, ENGL 2280/ENGL 2281, and two Literature survey courses) and must have junior or senior standing.

To graduate as an English major or with an English minor, a student must maintain at least a 2.25 grade point average in courses within the English curriculum.

Some courses may have additional prerequisites.

## Bachelor of Arts in Philosophy

Students who wish to major in philosophy should select either the traditional major or the major with a Pre-law Emphasis. In addition to University General Education (<http://coursecat.isu.edu/academicinformation/generaleducation>) requirements for a Bachelor of Arts degree, students wishing to major in Philosophy will follow the curriculum listed below. Students interested in coursework with an ethics or religion perspective should consult with departmental advisors.

Students wishing to earn a minor in this department may select among a minor in Ethics, a minor in Philosophy, and a minor in Philosophy and Religion.

### Option 1 - Traditional Major

#### Required courses:

PHIL 2201	Introduction to Logic (Satisfies General Education Objective 7)	3
PHIL 3305	History of Philosophy Greek Reason and Christian Faith	3
PHIL 3315	History of Philosophy Early Modern Philosophy	3
PHIL 4450	Ethical Theory	3
PHIL 4460	Theory of Knowledge	3
PHIL 4492	Senior Tutorial	3
Plus 12 additional hours of philosophy electives		12
Total Hours		30

### Option 2 - Pre-Law Emphasis

#### Required courses:

PHIL 2201	Introduction to Logic (Satisfies General Education Objective 7)	3
PHIL 3305	History of Philosophy Greek Reason and Christian Faith	3
PHIL 3353	Philosophy of Law	3
PHIL 4450	Ethical Theory	3
PHIL 4460	Theory of Knowledge	3
PHIL 4492	Senior Tutorial	3
Plus one course from the following:		3
PHIL 3355	Political and Social Philosophy	
POLS 3313	Introduction to Political Philosophy	
POLS 4418	Topics in Political Theory	
POLS 4420	Contemporary Political Theory	
Plus one course from the following:		3
POLS 2249	Introduction to Criminal Law	
POLS 4442	Constitutional Law	

POLS 4443	Constitutional Law	
POLS 4445	Jurisprudence	
Plus six additional hours of philosophy electives		6
Total Hours		30

## Minor in Ethics

**Required courses: eighteen semester-hours of philosophy including:**

PHIL 4450	Ethical Theory	3
And at least two of the following:		6
PHIL 2220	Philosophical Issues in Religion	
PHIL 2230	Medical Ethics	
PHIL 3353	Philosophy of Law	
PHIL 3355	Political and Social Philosophy	

## Minor in Philosophy

A minor in philosophy is recommended for students seeking a liberal arts education. Required courses for the minor: any eighteen semester-hour credits elected from the philosophy curriculum.

## Minor in Philosophy and Religion

**Eighteen semester-hours of philosophy including:**

Select two of the following:		6
PHIL 2210	Introduction to Asian Philosophies (Satisfies General Education Objective 9)	
PHIL 2220	Philosophical Issues in Religion	
PHIL 2225	Philosophy and the Old Testament	
PHIL 4425	Existentialism	
Plus one of the following:		3
HIST 2252	East Asian History (Satisfies General Education Objective 9)	
HIST 2254	Middle Eastern Civilization (Satisfies General Education Objective 9)	
SOC 3368	The Sociology of Religion	

## Minor in Folklore

The program in folklore offers a minor designed to augment Anthropology, English, History, Sociology, or any other major. The program's required course, ANTH 2212/ENGL 2212, introduces students to the study of folklore genres, folklore fieldwork, and types of folk groups. Upper-division courses provide students with more focused study of folklore issues and genres, the history of folklore scholarship, particular folk cultures, and the interrelationship of genres within those cultures. The program also provides opportunities for study of ethnographic and material culture fieldwork techniques. Specialized courses include material culture, American Indian verbal and material arts, and courses in the relationships between folklore and literature, including fantasy literature.

The minor in folklore consists of 18 credits as follows:

### Required Course:

ANTH 2212 or ENGL 2212	Introduction to Folklore and Oral Tradition (Satisfies General Education Objective 9)	3
Select 15 credits from:		15
ANTH 3301	Introduction to Shoshoni Folklore	
ANTH 4404	Material Culture Analysis	
ANTH 4449	Qualitative Research Methods	
ANTH 4452	American Indian Verbal Arts	
ANTH 4472	Native American Arts	
ANTH 4490 or ENGL 4490	Topics in Folklore	

## American Studies Courses

### **AMST 1100 Introduction to American Language and Cultures: 3 semester hours.**

Introduction to the forms, uses, and conventions of American English, with emphasis upon their cultural origins and functional varieties. Intended primarily for speakers of standard English as second language or second dialect. F, S

### **AMST 3348 Independent Problems: 3 semester hours.**

Consultation course for American Studies majors interested in problems in American Studies not adequately covered by regular offerings; for use in the American Studies Special Option. PREREQ: 58 credits and permission of the director of American Studies. D

### **AMST 4403 Senior Project: 3 semester hours.**

Capstone interdisciplinary research project consolidating students' grasp of American Studies by examining an issue through at least two academic disciplines. Directed by the program director and evaluated by the American Studies Committee. PREREQ: Senior standing. D

### **AMST 4410 Internship: 1-6 semester hour.**

On-the-job experience in business, industry, government, or non-profit organization settings; for use in the American Studies Special Option. May be repeated for up to 6 credits. PREREQ: 58 credits and permission of the director of American Studies. D

## English Courses

### **ENGL 0090 Basic Writing: 3 semester hours.**

For students not meeting ENGL 1101 placement requirements. Prepares students for ENGL 1101 by addressing fundamentals at sentence, paragraph, and essay levels, with emphasis on student's own writing. Graded S/U. F, S, Su

### **ENGL 1100 Introduction to Academic Writing and Speaking for Non-Native Speakers of English: 3 semester hours.**

Explores culture-based academic expectations and conventions in communication. Graded S/U. PREREQ: ISU Admission; 500+ TOEFL or permission. F, S

### **ENGL 1101 English Composition: 3 semester hours.**

Course in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English. F, S, Su

### **ENGL 1102 Critical Reading and Writing: 3 semester hours.**

Writing essays based on readings. Focus on critical reading; research methods; gathering, evaluating, analyzing, and synthesizing ideas and evidence; documentation. Satisfies Objective 1 of the General Education Requirements. PREREQ: ENGL 1101 or equivalent. F, S, Su

### **ENGL 1107 Nature of Language: 3 semester hours.**

General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language. Equivalent to ANTH 1107 and LANG 1107. Satisfies Objective 7 of the General Education Requirements. S

### **ENGL 1110 Introduction to Literature: 3 semester hours.**

Introduction to the critical reading of various literary genres, with attention to the interpretation and evaluation of representative texts. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

### **ENGL 1115 Major Themes in Literature: 3 semester hours.**

Introduction to literature through the study of one or more major themes that cross historical and cultural boundaries. May be repeated for up to 6 credits with different content. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

### **ENGL 1126 Art of Film I: 3 semester hours.**

Course examines the creative process, aesthetic principles and historical background of cinematic arts. Screening of representative films and examination of critical works and theories are included. Partially satisfies Objective 4 of the General Education Requirements. R2

### **ENGL 2206 Creative Writing Workshop: 3 semester hours.**

Introduction to one or more forms of creative writing. R1

### **ENGL 2210 American Cultural Studies: 3 semester hours.**

Themes, symbols, and expressions within American cultures. Interdisciplinary cultural studies approach focuses on interactions among diverse groups and expressive modes such as folklore, elite art, and popular entertainment. Satisfies Objective 9 of the General Education Requirements. R1

### **ENGL 2211 Introduction to Literary Analysis: 3 semester hours.**

Writing-intensive course. Teaches students how to perform close readings of poetry and prose. Introduces major theoretical approaches to literature. Includes orientation to finding and evaluating secondary criticism. PREREQ: ENGL 1102 or equivalent. F, S

### **ENGL 2212 Introduction to Folklore and Oral Tradition: 3 semester hours.**

Folklore genres and folk groups, including introductory experience in folklore fieldwork focused on study of a genre or group of genres within verbal, customary, or material culture. Equivalent to ANTH 2212. Satisfies Objective 9 of the General Education Requirements. R1

**ENGL 2257 Survey of World Literature I Beginnings through 16th Century: 3 semester hours.**

Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds. Partially satisfies Objective 4 of the General Education Requirements. R1

**ENGL 2258 Survey of World Literature II 17th Century to Present: 3 semester hours.**

Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds. Partially satisfies Objective 4 of the General Education Requirements. R1

**ENGL 2267 Survey of British Literature I Beginnings through 18th Century: 3 semester hours.**

Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds. R1

**ENGL 2268 Survey of British Literature II 19th Century to Present: 3 semester hours.**

Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds. R1

**ENGL 2277 Survey of American Literature I Beginnings to 1860: 3 semester hours.**

Examination of major works and authors in historical perspective with emphasis upon literary and cultural backgrounds. R1

**ENGL 2278 Survey of American Literature II 1860 to Present: 3 semester hours.**

Examination of major works and authors in historical perspective with emphasis upon literary and cultural backgrounds. R1

**ENGL 2280 Grammar and Usage: 3 semester hours.**

Introduction to the grammar of standard written English. The course is designed to give students an improved knowledge of grammar in order to improve usage and writing skills at both the sentence and paragraph level. S

**ENGL 2281 Introduction to Language Studies: 3 semester hours.**

Introduction to basic concepts and models for the study of English phonology, morphology, syntax, and lexis. F, S

**ENGL 3305 Art of the Film II: 3 semester hours.**

In-depth investigation of cinematic art with focus on one or more of the following: genre, historical development, aesthetics, criticism, social impact, and artists. Screening of representative films. PREREQ: ENGL 1126 or permission. D

**ENGL 3306 Intermediate Creative Writing Workshop: 3 semester hours.**

Advanced training in one or more of the forms of creative writing. PREREQ: ENGL 2206 or equivalent. R1

**ENGL 3307 Professional and Technical Writing: 3 semester hours.**

An intensive course covering skills and conventions pertinent to writing in the professions, including technical writing. Applications in disciplines or subjects of interest to the individual student. Especially appropriate for science, engineering, and pre-professional majors. PREREQ: 45 credits and ENGL 1102. F, S

**ENGL 3308 Business Communications: 3 semester hours.**

An advanced course in conventions of business communications, emphasizing purpose and audience. Focus on style, semantics, research skills, format, persuasion, and critical analysis and synthesis of data. PREREQ: 60 credits and ENGL 1102. F, S, Su

**ENGL 3311 Writing and Research about Literature: 3 semester hours.**

Writing-intensive course with continued emphasis on close reading. Fosters independent work with criticism. Students first learn to identify current scholarly conversations on issues relevant to the course. Then, in longer essays, they position their own arguments in the context of these discussions. PREREQ: 60 credits including ENGL 2211. F, S

**ENGL 3321 Genre Studies in Drama: 3 semester hours.**

Comparative study of selected plays through recognition of generic forms and conventions, their origins and continuing evolution, and their theoretical basis. R2

**ENGL 3322 Genre Studies in Poetry: 3 semester hours.**

Comparative study of selected poems through recognition of generic forms and conventions, their origins and continuing evolution, and their theoretical basis. Emphasis on lyric poetry. R2

**ENGL 3323 Genre Studies in Fiction: 3 semester hours.**

Comparative studies of varying forms and conventions in selected prose fiction, with attention to their origins, evolution, and theoretical basis. R2

**ENGL 3324 Genre Studies in NonFiction: 3 semester hours.**

Comparative study of varying forms and conventions in selected prose nonfiction, with attention to their origins, evolution, and theoretical basis. R2

**ENGL 3327 Special Topics in Genre: 3 semester hours.**

Focused study of a generic tradition modified by thematic or historical contexts, with emphasis on topics not regularly treated in ENGL 3321, ENGL 3322, ENGL 3323, and ENGL 3324. D

**ENGL 3328 Gender in Literature: 3 semester hours.**

Considers the role of gender in literature, including issues of authorship, reader communities, and literary representations of women and men. R2

**ENGL 3341 Bible as Literature: 3 semester hours.**

Study of various types of literature found in the Bible, with a view of attaining greater knowledge of and appreciation for this aspect of the literacy heritage. R2

**ENGL 3348 Independent Problems: 1-3 semester hour.**

Consultation course for upperclassmen interested in problems in language and literature not adequately covered by regular offerings. D

**ENGL 3353 The West in American Literature: 3 semester hours.**

Survey of the literature of Western America since 1800. D

**ENGL 3356 Ethnicity in Literature: 3 semester hours.**

Study of the construction of ethnicity in literature, with attention to specific concerns relevant to one or more ethnic groups. R2

**ENGL 3367 Language in the United States: 3 semester hours.**

A survey of the languages of the United States (American Indian languages, immigrant languages, and ethnic and regional varieties of English) along with the social and political aspects of American language use. Equivalent to ANTH 3367. PREREQ: ANTH/LANG/ENGL 1107. D

**ENGL 4401 Advanced Composition: 3 semester hours.**

An advanced course in which students develop an independent style in writing such types of essays as the personal, biographical, argumentative, and critical. May contain prose analysis. PREREQ: ENGL 3307, ENGL 3308, or ENGL 3311. R1

**ENGL 4406 Advanced Creative Writing Workshop: 3 semester hours.**

Production and discussion of student writing. Study in a specific genre. May be repeated for up to 6 undergraduate credits. PREREQ: ENGL 3306 or permission of instructor. R1

**ENGL 4407 Topics in Professional Writing: 3 semester hours.**

Topics in professional writing, including standard genres, new media, and emerging trends in research and the workplace. Emphasis on developing practical skills, theoretical knowledge, and finished professional documents related to the topic. May be repeated once with a different topic for a maximum total of 6 credits. PREREQ: ENGL 3307 or ENGL 3308 or permission of instructor. R1

**ENGL 4409 Literary Magazine Production: 3 semester hours.**

Hands-on experience in literary magazine production; editing, proofreading, and design. Strategies for screening and selecting stories, poems, and reviews. Consideration of the role of the small press in national literary culture. PREREQ: ENGL 2206. S

**ENGL 4410 Writing Internship: 1-6 semester hour.**

On-the-job writing experience in business, industry, or government settings. May be repeated for up to 6 credits. Graded S/U. PREREQ: 90 credits and ENGL 3307, ENGL 3308, or ENGL 3311. F, S, Su

**ENGL 4431 Teaching and Writing Projects Special Topics: 3 semester hours.**

Aids teachers of all grade levels and all academic subjects in developing skills in teaching writing. Combines composition theory and practical classroom exercises with daily writing and critiques. D

**ENGL 4433 Methods Teaching English: 3 semester hours.**

Study of the objectives and methods of teaching literature and composition in secondary schools. Ideally taken semester before student teaching. PREREQ: GOAL 1, ENGL 2211 and ENGL 2281, plus 3 additional hours of English. F

**ENGL 4440 Philosophy and Literature: 3 semester hours.**

Reflections on the relation between poetic and speculative discourse. Topics include forms of consciousness, temporality and narrative, metaphysics of genre. Equivalent to PHIL 4440. R2

**ENGL 4441 History of Literary Criticism: 3 semester hours.**

Teaches major theorists and debates that have influenced the interpretation of literature. Students read key theoretical texts. Course may use a thematic or chronological approach. D

**ENGL 4453 American Indian Literature: 3 semester hours.**

Considers literary works by and about North American native people, especially in relationship to history, genre, and culture, including oral traditions. Equivalent to ANTH 4453. PREREQ: Goal 1. R2

**ENGL 4455 Studies in National Literatures: 3 semester hours.**

Studies in important literatures and cultures not otherwise covered in the curriculum. May include literatures in translation and literature written in English outside of America and the British Isles. Equivalent to CMLT 4415. May be repeated for up to 6 credits with different content. R3

**ENGL 4456 Comparative Literature: 3 semester hours.**

The analysis of ideas, problems, and techniques common to important writers of various national literatures. R3

**ENGL 4461 Studies in Classical Literature: 3 semester hours.**

Study of the major literature of the classical Greek and Roman periods, especially in relationship to its cultural backgrounds. R3

**ENGL 4462 Studies in Medieval Literature: 3 semester hours.**

Study of the major literature of the Middle Ages and its background, with emphasis upon the development of English literature. R2

**ENGL 4463 Studies in Renaissance Literature: 3 semester hours.**

Study of the major literature of the Renaissance and its background, with emphasis upon the development of English literature. R2

**ENGL 4464 Studies in Seventeenth Century Literature: 3 semester hours.**

Study of the major literature of the seventeenth century and its background, with emphasis upon the development of English or American or other literature of the period. R2



**ENGL 4465 Studies in Eighteenth Century Literature: 3 semester hours.**

Study of the major literature of the eighteenth century and its background, with emphasis upon the development of English or American or other literature of the period. R2

**ENGL 4466 Studies in Nineteenth Century Literature: 3 semester hours.**

Study of the major literature of the early nineteenth century and its background, with emphasis upon the development of English, American or other literature of the period. R2

**ENGL 4467 Studies in Late Nineteenth Century Literature: 3 semester hours.**

Study of the major literature of the late nineteenth century and its background, with emphasis upon the development of English, American or other literature of the period. R2

**ENGL 4468 Studies in Early Twentieth Century Literature: 3 semester hours.**

Study of the major literature of the early twentieth century and its background, with emphasis upon English, American or other literature of the period. R2

**ENGL 4469 Studies in Contemporary Literature: 3 semester hours.**

Study of recent major literature and its background, with emphasis upon English or American or other literature of the period. R2

**ENGL 4470 Post-Colonial Literature: 3 semester hours.**

Study of post-colonial literary texts, with attention to the role of literature in history, political resistance, and social movements of one or more colonized cultures. R2

**ENGL 4472 Proseminar in a Major Literary Figure: 3 semester hours.**

Intensive study in a single major author other than Chaucer, Milton, and Shakespeare, demanding some independent study and small group participation. R1

**ENGL 4473 Chaucer: 3 semester hours.**

Intensive study of selected works of Chaucer. D

**ENGL 4474 Milton: 3 semester hours.**

Intensive study of selected works of Milton. D

**ENGL 4476 Shakespeare: 3 semester hours.**

Intensive study of selected works of Shakespeare. R1

**ENGL 4477 Shakespeare in Performance: 3 semester hours.**

Intensive study of selected works by Shakespeare, with special emphasis placed upon performance issues. Includes field trip to attend live dramatic productions of Shakespearian plays. D

**ENGL 4480 Varieties of American English: 3 semester hours.**

In-depth study of various dialects of American English, including historical evolution of different dialects, effects of migration on dialects, and influences of non-English immigrant languages on development of American English. Field-work studying the Snake River dialects of Idaho. Equivalent to ANTH 4480. PREREQ: ANTH/ENGL/LANG 1107 or ENGL 2280 or ENGL 2281. D

**ENGL 4481 Studies In Grammar: 3 semester hours.**

The advanced study of English grammar. Possible theoretical approaches might include generative grammar, functional grammar, relational grammar, and communicative grammar. PREREQ: ENGL 2280. R2

**ENGL 4484 Rotating Topics in Linguistics: 3 semester hours.**

Rotating topics in different areas of linguistics and linguistic analysis. Consult current schedule of classes for exact course being taught. May be repeated for up to 6 credits. Equivalent to ANTH 4484 and LANG 4484. PREREQ: ANTH/ENGL/LANG 1107 or ENGL 2280 or ENGL 2281. D

**ENGL 4486 Old English: 3 semester hours.**

Intensive study of the Old English language, with attention to its intrinsic structure and its relation to Middle and Modern English. R2

**ENGL 4487 History of the English Language: 3 semester hours.**

Study of the linguistic and socio-political changes and developments in the English language. PREREQ: ENGL 2280 OR ENGL 2281. R2

**ENGL 4488 Introduction to Sociolinguistics: 3 semester hours.**

Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses. Equivalent to ANTH 4450. PREREQ: ANTH 1107, ENGL 2280 or ENGL 2281, or permission of instructor. F

**ENGL 4490 Topics in Folklore: 3 semester hours.**

Focused study of an issue in folkloristics or a particular genre of folklore, including history of the scholarship concerning that issue or genre. Rotating topics. May be repeated up to 9 credits with different topics. Equivalent to ANTH 4490. R1

**ENGL 4491 Senior Seminar in Literature: 3 semester hours.**

Students demonstrate their reading and research skills in this capstone course. Within instructor's chosen theme, students develop a cumulative research project including a substantial paper and oral presentation. PREREQ: ENGL 3311 and 6 additional hours of upper-division English. F, S

**ENGL 4492 Folklore and Literature: 3 semester hours.**

Study of cross-influences between oral and written literatures. Emphasis may be on a written genre that imitates and draws upon oral genres, a movement or period in which oral tradition strongly influences written forms, or a particular writer who incorporates motifs and storytelling patterns from folklore. Rotating topics. May be repeated for up to 9 credits. R2

**ENGL 4493 Senior Seminar Professional Writing: 3 semester hours.**

Capstone course for professional writing students. Each student will design and complete a substantial professional writing project. Projects will require a project proposal or outline, reading list, final document, and oral presentation. PREREQ: ENGL 4410 or permission of instructor. R1

**ENGL 4494 Senior Seminar in Creative Writing: 3 semester hours.**

Capstone course suitable for students working in any creative writing genre. Each student will compile in advance a reading list and project outline in consultation with instructor. During course, the student will complete a substantial creative writing project and give a presentation. Instructor will also assign class-wide readings, some from each student's list. Workshop-based. PREREQ: ENGL 4406 and permission of instructor. R1 S

**ENGL 4497 Workshop: 1-2 semester hour.**

Workshop aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

## Philosophy Courses

**PHIL 1101 Introduction to Philosophy: 3 semester hours.**

An introduction to the major thinkers and major problems in Western philosophical and scientific traditions. Sections may emphasize either an historical or problems approach. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**PHIL 1103 Introduction to Ethics: 3 semester hours.**

An introduction to philosophy through an analytical and historical study of major ethical theories. The course will focus on the basis of judgments and reasoning concerning questions of good and bad, right and wrong. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**PHIL 2201 Introduction to Logic: 3 semester hours.**

An introduction to the concepts and methods of deductive and inductive logic, with special emphasis on the use of logical methods to identify, analyze, construct, and evaluate everyday arguments. Satisfies Objective 7 of the General Education Requirements. R1

**PHIL 2210 Introduction to Asian Philosophies: 3 semester hours.**

A study of Hindu, Buddhist, and other Far Eastern approaches to topics such as immortality, time, reality, mystical experience, the divinity of the soul, the question of duty. Emphasis varies. Satisfies Objective 9 of the General Education Requirements. R2

**PHIL 2220 Philosophical Issues in Religion: 3 semester hours.**

An inquiry into the nature of religious belief, the concept of God, rational proofs of the existence of God, the religious experience, the concept of faith, the character of religious language, the meaning of myths and symbols, and the question of modern atheism. R2

**PHIL 2225 Philosophy and the Old Testament: 3 semester hours.**

Discussion of Hebrew Scripture, with emphasis on the narrative material in the Pentateuch. Commentaries drawn from classical and contemporary philosophy, theology, and literary theory. D

**PHIL 2230 Medical Ethics: 3 semester hours.**

An examination of ethical issues that arise in medical practice. Topics may include informed consent, withdrawing life-sustaining treatment, abortion, assisted suicide, and the allocation of scarce resources. F, S, Su

**PHIL 2250 Contemporary Moral Problems: 3 semester hours.**

Examination of ethical issues that arise in modern society. Topics may include global justice, same-sex marriage, human and animal rights, abortion, affirmative action, climate change, and war. R1

**PHIL 2299 Experimental Course: 1-6 semester hour.****PHIL 3305 History of Philosophy Greek Reason and Christian Faith: 3 semester hours.**

Philosophical readings from the pre-Socratics to St. Thomas Aquinas. Topics include the theory of essence, human nature and happiness, the problem of evil, the relation of reason and faith. R2

**PHIL 3315 History of Philosophy Early Modern Philosophy: 3 semester hours.**

Readings in philosophy from Descartes to Kant. Rationalist and empiricist answers to questions concerning the source and scope of human knowledge. R2

**PHIL 3325 History of Philosophy Modern Philosophical Movements: 3 semester hours.**

Readings in philosophy of the 19th and 20th centuries. Organized to illuminate the development of particular schools of thought, including existentialism, pragmatism, phenomenology, analytic philosophy, and Marxism. Emphasis varies. D

**PHIL 3353 Philosophy of Law: 3 semester hours.**

An investigation of historical and contemporary theoretical approaches to law and a variety of philosophical problems that arise with respect to the law. Topics include natural law theory, legal positivism, legal realism, Constitutional interpretation, theory of punishment, and civil liberties. R2

**PHIL 3355 Political and Social Philosophy: 3 semester hours.**

Questions concerning social justice as discussed by Plato, Aristotle, Hobbes, Locke, Hegel, Marx and others. D

**PHIL 4400 Philosophy of Art: 3 semester hours.**

Study of philosophic problems encountered in perceiving, interpreting, and evaluating works of art. Topics include the nature of a work of art, aesthetic response, expression, symbol; the nature and role of representation; the nature of interpretive and evaluative claims. R2

**PHIL 4410 Philosophy of Language: 3 semester hours.**

Study of theories of language, with emphasis on contemporary thinkers such as Frege, Heidegger, Russell, Wittgenstein, Piaget, and Chomsky. Topics include the nature and origin of meaning, the temporal dimension of discourse, the significance of syntax, animal languages, computer languages. D

**PHIL 4420 Philosophy of Mind: 3 semester hours.**

Inquiry into the mind-body problem and representative solutions, such as dualism, philosophical behaviorism, central-state materialism. Related topics include the self, personal identity, immortality, claims of parapsychology, mystical consciousness. R2

**PHIL 4425 Existentialism: 3 semester hours.**

A survey of major works of Kierkegaard, Nietzsche, Heidegger, Sartre, and Camus. Topics may include the origins of values, the death of God, the varieties of despair, the inevitability of love's failure and the absurdity of life. R2

**PHIL 4430 Philosophy of Science: 3 semester hours.**

A survey of the philosophical issues related to science. Topics include the nature of scientific theories, science and non-science, scientific explanation and causation, realism and anti-realism in science, and scientific revolutions. R2

**PHIL 4435 Metaphysics: 3 semester hours.**

A study of some of the main questions of metaphysics, including such topics as being, substance, universals, space and time, appearance and reality, identity, freewill and determinism, causality and the nature and possibility of metaphysics itself. D

**PHIL 4440 Philosophy and Literature: 3 semester hours.**

Reflections on the relation between poetic and speculative discourse. Topics include forms of consciousness, temporality and narrative, metaphysics of genre. Equivalent to ENGL 4440. D

**PHIL 4450 Ethical Theory: 3 semester hours.**

Study of the nature of value claims, stressing ethical value claims; examination of the scope of reason in ethical decision-making. Applications to normative ethical theories. Related topics include human rights, justice, ethical and legal systems. R2

**PHIL 4455 Environmental Ethics: 3 semester hours.**

Examination of ethical issues that arise in our relationship with the natural environment. Topics include the moral status of non-human animals and ecosystems, the nature and value of wilderness, endangered species, human population, human poverty, sustainable growth, and climate change. R1

**PHIL 4460 Theory of Knowledge: 3 semester hours.**

A survey of topics in epistemology such as the nature of knowledge, the problem of skepticism, and the nature of justification. Various claims about the sources of knowledge, and accounts of a priori knowledge and truth will also be considered. Readings from classical and contemporary sources. R2

**PHIL 4470 Symbolic Logic and Foundations of Mathematics: 3 semester hours.**

A comprehensive study of formal methods of determining validity and of systems of symbolic logic, with attention to the philosophy of logic and the relationship between logic and mathematics. D

**PHIL 4480 Philosophy Tutorial: 2 semester hours.**

Consultation course for seniors interested in a philosophical problem connected with their major field. Will consist of independent reading, conferences, and the preparation of a term paper. May be repeated for up to 6 credits. F, S

**PHIL 4490 Philosophy Seminar: 1-3 semester hour.**

Advanced reading and discussion on selected topics in philosophy. May be repeated with permission of the department. D

**PHIL 4492 Senior Tutorial: 3 semester hours.**

A culminating course for senior majors. Directed research resulting in a senior thesis, to be evaluated by the philosophy faculty. PREREQ: 90 credits and permission of the Director of Philosophy. S

## History

### Historical Thinking Objectives

The Department of History has developed the following Historical Thinking Objectives as a guide to the design of the undergraduate curriculum. We use this list to review the department's course offerings to make sure that the students have adequate opportunities to develop toward these goals.

1. Explain historical developments and events in their global contexts.
2. Identify regions as historical entities, how they are connected, and how they have changed over time.
3. Interpret individual and collective actions in historical contexts.
4. Analyze primary and secondary sources and develop interpretations.
5. Develop and present historical interpretations in writing and in oral presentations.

# Bachelor of Arts in History

## Graduation Requirements

In addition to 8 of the 9 General Education Objectives (minimum 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), all history majors must take a minimum of 36 credits from the following six categories:

### Category I: World Regions

9 credits, at least 3 of which must be in HIST 1101 or HIST 1102 9

HIST 1101 Foundations of Europe

HIST 1102 Modern Europe

(Each course above partially satisfies General Education Objective 6)

HIST 1120 Global History Since 1500 (Satisfies General Education Objective 7.)

HIST 2221 Ancient World

HIST 2249 World Regional Geography

HIST 2251 Latin America

HIST 2252 East Asian History

HIST 2254 Middle Eastern Civilization

HIST 2255 African History and Culture

(Each of the five courses above satisfy General Education Objective 9)

### Category II: Research Skills

6

HIST 2291 The Historian's Craft (Satisfies General Education Objective 8)

HIST 4491 Seminar

### Category III: Course for Teachers

The following course is designed expressly for education majors. It may be taken as elective credit under Category IV below:

HIST 4418 United States History for Teachers

### Category IV: Upper Division United States History

6

HIST 3307 Early North America

HIST 3308 Industrialization and Reform in the United States

HIST 3309 Modern United States

HIST 4421 Federal Indian Relations

HIST 4423 Idaho History

HIST 4425 Women in the North American West

HIST 4427 North American West

HIST 4432 U.S. Environmental History

HIST 4465 US Political History

HIST 4479 Disease and US Public Health

HIST 4485 Historical Geography of National Parks

### Category V: Upper division world, comparative, and non-U.S. history

6

HIST 3318 History of Christianity

HIST 3322 Religious Reformation and Conflict

HIST 3323 Old Regime and French Revolution

HIST 3325 Early Modern Europe

HIST 3326 Twentieth Century Europe

HIST 3382 Russia

HIST 4429 Foreign Relations since 1900

HIST 4430 Global Environmental History

HIST 4435 Colonial Frontiers

HIST 4437 Families in Former Times

HIST 4438 Women in Pre-Industrial Europe

HIST/WS 4439 Feminism and Equality in World History

HIST 4441 The Viking Age

HIST 4443 English History

HIST 4444	Victorian England and After	
HIST 4445	Modern Ireland	
HIST 4446	Social and Economic History of Greece and Rome	
HIST 4448	Medieval Social and Economic History	
HIST 4450	Golden Age Castile	
HIST 4478	Imperialism and Progressivism	
HIST 4490 & 4490L	Cartography History and Design and Cartography Lab	
<b>Category VI: Electives</b>		<b>9</b>
Students must take at least 9 additional credits from courses listed in Categories III, IV, V, or the following list of courses:		<b>9</b>
HIST 3337	Archaeology and History of Southern Idaho	
HIST 3364	Public History Internship	
HIST 4405	Problems in History	
HIST/MUSE 4411	Introduction to Museum Studies	
HIST 4461	Independent Study United States <sup>1</sup>	
HIST 4462	Independent Study Europe <sup>1</sup>	
HIST 4463	Independent Study World Regions <sup>1</sup>	
ANTH 4410	Introduction to Cultural Resources Management	
ECON 3323	Economic History	
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
HIST 4489	GIS for Social Sciences	
MATH 3350	Statistical Methods	
POLS 3313	Introduction to Political Philosophy	
POLS 4411	American Political Theory	
<b>Total Hours</b>		<b>45</b>

<sup>1</sup> Using more than one independent study class (HIST 4461, HIST 4462, or HIST 4463) to fulfill the requirements requires the permission of the history chair.

## Foreign Language Requirement

All History majors must complete 1 year of a foreign language or its equivalent to complete the B.A. degree. These courses also partially satisfy Objective 4 of the General Education requirements. All students, particularly those planning graduate work, are strongly urged to pursue additional foreign language training beyond this requirement.

## Minor in History

**World Regions (9 credits, no more than 3 of which must be HIST 1101 or HIST 1102):** **9**

Students must take at least three of the following World Regions courses:

HIST 1101	Foundations of Europe
HIST 1102	Modern Europe
(Each course above partially satisfies General Education Objective 6)	
HIST 1120	Global History Since 1500 (Satisfies General Education Objective 7)
HIST 2221	Ancient World
HIST 2249	World Regional Geography
HIST 2251	Latin America
HIST 2252	East Asian History
HIST 2254	Middle Eastern Civilization
HIST 2255	African History and Culture
(Each of the five courses above satisfy General Education Objective 9)	

### Other Courses:

ONE additional 2000-4000 level course in History

**3**

TWO additional 3000-4000 level courses in History

6

Total Hours

18

## Teaching Majors and Minors

Students pursuing a major in Secondary Education History follow a nearly identical curriculum to the B.A. in History. The Department recommends that those students pursue a double major with History. All History majors and minors in Education should consult an advisor in the History Department as well as in the College of Education (<http://coursecat.isu.edu/education>).

## Pre-Law Majors

A History degree provides popular and valuable training for law school. Students interested in a postgraduate legal education should consult the History Department to meet with an advisor.

## Courses

### ***HIST 1101 Foundations of Europe: 3 semester hours.***

Historical development of Europe since ancient times as a world region and its expanding importance in the first global age, to 1700. Partially satisfies Objective 6 of the General Education Requirements. F, S

### ***HIST 1102 Modern Europe: 3 semester hours.***

Europe's rise and decline as the dominant world region during the second global age, from 1700 to the present. Partially satisfies Objective 6 of the General Education Requirements. F, S

### ***HIST 1111 US History I to 1865: 3 semester hours.***

Colonial origins and achievement of independence, constitutional government, national boundaries, and the preservation of the union. Partially satisfies Objective 6 of the General Education Requirements. F, S

### ***HIST 1112 US History II 1865 to present: 3 semester hours.***

The domestic and international development of a plural, industrial society. Partially satisfies Objective 6 of the General Education Requirements. F, S

### ***HIST 1118 US History and Culture: 3 semester hours.***

An introduction to U.S. history and culture, including cultural change over time. Satisfies Objective 7 of the General Education Requirements. F, S, Su

### ***HIST 1120 Global History Since 1500: 3 semester hours.***

This course takes a thematic approach to investigating major patterns of interaction between diverse human societies over the past 500 years. Students will critically analyze how cultural, social, economic, and/or environmental exchanges between people from different regions helped shape the modern world. Satisfies Objective 7 of the General Education Requirements. F, S

### ***HIST 1199 Experimental Course: 1-6 semester hour.***

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

### ***HIST 2221 Ancient World: 3 semester hours.***

History and archaeology of social, political, economic, and cultural developments in the ancient world. Rotating topics include Egypt, the Near East, Greece, Rome, and Central Asia. D

### ***HIST 2249 World Regional Geography: 3 semester hours.***

Introduction to world regions, using a geographic perspective as a vehicle, through the principal themes of human geography including, but not limited to, the spatial distributions and interactions of history, culture, economy, population, and environment. Satisfies Objective 9 of the General Education Requirements. F, S, Su

### ***HIST 2251 Latin America: 3 semester hours.***

Historical development in its global context of Latin America as a world region, defined by the religion, political institutions, and languages brought by Iberian conquerors and characterized by the contributions of Native Americans, Africans, and Europeans. Satisfies Objective 9 of the General Education Requirements. D

### ***HIST 2252 East Asian History: 3 semester hours.***

The origins and growth of the distinctive cultures of China and Japan; their encounters with the West and different responses to Westernization, and their roles in the modern world. Satisfies Objective 9 of the General Education Requirements. D

### ***HIST 2254 Middle Eastern Civilization: 3 semester hours.***

Middle Eastern Civilization from the emergence of Islam to the present. Emphasis on fundamentals of Islamic culture and modern political and social developments. Satisfies Objective 9 of the General Education Requirements. D

### ***HIST 2255 African History and Culture: 3 semester hours.***

An introductory survey of Africa covering traditional political systems and culture, the impact of Christianity and Islam, the economic and political intrusion of Europe, and the development of economic and political crises in contemporary Africa. Satisfies Objective 9 of the General Education Requirements. D

**HIST 2258 Native American History: 3 semester hours.**

Assesses diversity of North American natives, their life and thought; European impact; federal policy; and natives' response to continual cultural and physical assault. Equivalent to ANTH 2258. D

**HIST 2291 The Historian's Craft: 3 semester hours.**

Develops an interdisciplinary approach to historical research methods and trains students in locating and evaluating sources and in developing research proposals using those sources. Open to non-majors. Required prerequisite for HIST 4491. Satisfies Objective 8 of the General Education Requirements. F, S

**HIST 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**HIST 3307 Early North America: 3 semester hours.**

A study of American cultures prior to the arrival of Europeans, of the variety of transplanted cultures in America and their changes over time. Special emphasis on the founding of the United States and the establishment of government under the Constitution. R2

**HIST 3308 Industrialization and Reform in the United States: 3 semester hours.**

1820-1932. The emergence of industrialization in the early 19th century, the impact of the Civil War on industrialization, and industrialization's attendant political, social, cultural, and economic reforms and changes. Special attention paid to abolitionism, postwar reconstruction, and the Great Migration of African Americans to the industrialized North. R2

**HIST 3309 Modern United States: 3 semester hours.**

An historical examination of the United States from the 1930s to the present, focusing on the Great Depression, New Deal, World War II, the U.S. rise to global power, its maturation as a mass society, the rise and decline of liberalism and conservatism, the Civil Rights Movement, the Vietnam War, the changing nature of citizenship and culture, and the end of the Cold War. R2

**HIST 3318 History of Christianity: 3 semester hours.**

This course will survey the history of Christianity from its origins to its various expressions in the modern world. Special attention will be given to the initial formation of Christian traditions, the encounter of Christianity with intellectual and social trends in western history, and the periodic movements of reform which sought to refashion Christian life and institutions. D

**HIST 3322 Religious Reformation and Conflict: 3 semester hours.**

A comparative study of the development of new faith communities and the religious violence which shattered the unity of Western Christianity, 1300-1650. D

**HIST 3323 Old Regime and French Revolution: 3 semester hours.**

A study of traditional European institutions, society, and culture from 1650 to 1789 and their transformation in the age of the French Revolution and Napoleon, 1789-1815. D

**HIST 3325 Early Modern Europe: 3 semester hours.**

Early Modern Europe examines the history of European politics, religion, culture, and interactions with the rest of the world from the Black Death to the French Revolution. Special focus on European global expansion, the development of capitalism, royal absolutism, the Enlightenment, and the Scientific Revolution. R2

**HIST 3326 Twentieth Century Europe: 3 semester hours.**

Europe from World War I through the end of the century, including the world wars, the rise of communism, fascism, and totalitarianism, the Holocaust, the 1980s revolutions, and the uniting of Europe in the European Union. D

**HIST 3337 Archaeology and History of Southern Idaho: 2 semester hours.**

A multicultural, ethnographic perspective on the history of the Snake River Plain. Course content focuses on the 1811 to 1890s time period and is rich in details based on information gathered from the earliest accounts and historical archaeological fieldwork. D

**HIST 3364 Public History Internship: 1-6 semester hour.**

Faculty-supervised placement in historical societies, museums, archives, government agencies, municipal departments, libraries or other institutions engaged in historical preservation, dissemination, and/or research. May be repeated for a maximum of 6 credits. D

**HIST 3382 Russia: 3 semester hours.**

Russian history and civilization from the medieval Kievan state to modern times. D

**HIST 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**HIST 4405 Problems in History: 3 semester hours.**

A thorough consideration of historical problems, particularly from a comparative perspective. Designed to give deeper insight into problems, issues, and topics which are treated more generally in other courses. May be repeated with different content. D

**HIST 4411 Introduction to Museum Studies: 2 semester hours.**

History, philosophy, purposes, organization and administration of museums. Practical work in collections management and museum interpretation. Equivalent to MUSE 4411. F

**HIST 4418 United States History for Teachers: 3 semester hours.**

U.S. history from indigenous cultures through modern America. Based on Idaho Department of Education Standards for high school students. F, S

**HIST 4421 Federal Indian Relations: 3 semester hours.**

Legal-historical examination of the relationship between North American tribal peoples and the U.S. federal government between 1750 and the present. Special emphasis will be placed on Indian removal, assimilation policy, treaty negotiation, the Dawes Severalty Act, education policy, Indian reorganization policy, and termination. R2

**HIST 4423 Idaho History: 3 semester hours.**

A survey of the social, cultural, environmental, and political history of Idaho from pre-contact indigenous cultures to the present, emphasizing Idaho's relation to other states and regions in the West. F, S, Su

**HIST 4425 Women in the North American West: 3 semester hours.**

Comparative examination of the varied experiences of women in the North American West. Analyzes perceptions of women and women's views of themselves, women's activism, and women's cultural activities. Places special emphasis on the use of non-textual historical sources in uncovering the past lives of North American western women. R

**HIST 4427 North American West: 3 semester hours.**

History of the North American West from pre-contact indigenous cultures to the present, with an emphasis on exploration, settlement, ethnic groups, borderlands, environment, federal policy, and cultural depictions. R2

**HIST 4429 Foreign Relations since 1900: 3 semester hours.**

An introduction to the history of international relations in the twentieth century. This course emphasizes the impact of wars on various peoples and cultures, anti-colonialism and the rise of the so-called 'Third World,' and the processes of political, cultural and economic 'globalization.' R2

**HIST 4430 Global Environmental History: 3 semester hours.**

Comparative examinations of historical interactions between humans and environmental factors in various time periods and regions throughout the world, and an assessment of their impacts on historical change. R2

**HIST 4432 U.S. Environmental History: 3 semester hours.**

Cultural, social, and political analysis of historical interactions between humans and environmental factors in North America. Includes assessment of the roles of conservation, energy, resource use, land management, urban and rural development, disease, and food. R2

**HIST 4435 Colonial Frontiers: 3 semester hours.**

A comparative examination of conquest, resistance, and the interaction of cultures in frontier settings. Examines the experience of the frontier from Western and indigenous perspectives, discusses theories of cross-cultural interaction, and considers the importance of the frontier in global history. R2

**HIST 4437 Families in Former Times: 3 semester hours.**

Reconstructs the marriage patterns and domestic lives of people in pre-industrial Europe (1000-1700 AD). R2

**HIST 4438 Women in Pre-Industrial Europe: 3 semester hours.**

Compares and contrasts the social, cultural and economic roles of women from 700-1700 AD, and analyzes the impacts of historical change on their lives. D

**HIST 4439 Feminism and Equality in World History: 3 semester hours.**

Interdisciplinary study of the history of feminism and women's rights in different world regions, involving the social constructs of gender, race, and class. Equivalent to WS 4439. S

**HIST 4441 The Viking Age: 3 semester hours.**

Studies the cultures and societies of Scandinavia, England and continental Europe from 700 to 1100 AD. D

**HIST 4443 English History: 3 semester hours.**

Survey of the most important British political, constitutional, economic, and cultural developments from Anglo-Saxon times to the Victorian period. D

**HIST 4444 Victorian England and After: 3 semester hours.**

England, 1837 to the present. An examination of the cultural, social, political, and economic history of the most prosperous and productive period of English history including British national and imperial decline in the twentieth century. D

**HIST 4445 Modern Ireland: 3 semester hours.**

Major events in Irish history, from the eighteenth to the twenty-first century, focusing on Ireland's political, economic, and cultural development. Explores Ireland's relationship with Great Britain and Europe, themes of nationalism and Unionism, rebellions, the Northern Ireland Troubles, and the global Irish Diaspora. R2

**HIST 4446 Social and Economic History of Greece and Rome: 3 semester hours.**

Investigates ways in which geography, demography and politics affected the mentalities and behaviors of social groups--women, patrons, clients and slaves--and the functioning of households, villages and cities. D

**HIST 4448 Medieval Social and Economic History: 3 semester hours.**

Analyzes the impact of political instability, migration and environment upon Europeans (AD 200-1400). D

**HIST 4450 Golden Age Castile: 3 semester hours.**

History of a major European country in an age of globalization, military revolution, religious conflict, and significant cultural development, 1450-1700. D



**HIST 4461 Independent Study United States: 1-3 semester hour.**

Selected readings in areas and periods not covered by the regular curriculum offerings. PREREQ: Previous upper-division course work in the subject area with a minimum grade of A-; GPA of 3.5 in all history courses; permission of the instructor; and approval by the department chair. D

**HIST 4462 Independent Study Europe: 1-3 semester hour.**

Selected readings in areas and periods not covered by the regular curriculum offerings. PREREQ: Previous upper-division course work in the subject area with a minimum grade of A-; GPA of 3.5 in all history courses; permission of the instructor; and approval by the department chair. D

**HIST 4463 Independent Study World Regions: 1-3 semester hour.**

Selected readings in areas and periods not covered by the regular curriculum offerings. PREREQ: Previous upper-division course work in the subject area with a minimum grade of A-; GPA of 3.5 in all history courses; permission of the instructor; and approval by the department chair. D

**HIST 4465 US Political History: 3 semester hours.**

Study of the political history of the United States involving a discussion of theories of popular voting behavior, critical elections, and political party systems. Equivalent to POLS 4465. R2

**HIST 4471 Historical Geography of Idaho: 3 semester hours.**

Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught and include field trips, discussion sections. Equivalent to GEOL 4471 and POLS 4471. D

**HIST 4478 Imperialism and Progressivism: 3 semester hours.**

A study of the world 1880-1920. Movements of change within the West, Third World responses to the Western challenge, and global crisis. D

**HIST 4479 Disease and US Public Health: 3 semester hours.**

A survey of health, disease, and public health developments in American history. The course takes a broad approach to health, but includes the development of public health offices, the role of disease in society, specific diseases and related eradication programs, and questions related to health, equity, and civil liberties. R2

**HIST 4485 Historical Geography of National Parks: 3 semester hours.**

This class provides a survey of the environmental, social, cultural, economic and political history of the national park system of the United States, emphasizing the geographical development of the system from 1872 to the present. Students will discuss contemporary events, use a variety of technologies and mapping strategies, and will analyze issues and debates concerning national park establishment, use, management, and planning. R2

**HIST 4489 GIS for Social Sciences: 3 semester hours.**

An introduction to geographic information systems theory and applications focusing on subjects related to human systems in historical context (census, health, urban communities, etc.). Students will work directly with GIS software and learn foundational data management and processing skills along with introductory spatial analysis. Requires competence in computer operating systems. S, Su

**HIST 4490 Cartography History and Design: 3 semester hours.**

History of how map-makers represent geographic, spatial data. Special attention to the elements of successful cartographic design. PREREQ: Admission to the Historical Resources Management Program or permission of instructor. COREQ: HIST 4490L. F

**HIST 4490L Cartography Lab: 1 semester hour.**

Focuses on the application of Cartographic design concepts and techniques discussed in lecture. Provides students with hands-on practice designing map products of publication quality. COREQ: HIST 4490. F

**HIST 4491 Seminar: 3 semester hours.**

Reading, discussion, and preparation for research papers on selected topics. F, S

**HIST 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**HIST 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Idaho Museum of Natural History

The Idaho Museum of Natural History was founded by legislative proclamation in 1977. At that time, the Museum received its state-mandated mission to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. The Museum has four divisions: Anthropology, Earth Science, Life Science, and Public Programs. Each of the first three divisions is headed by a Research Curator, with other affiliate curators and collections managers. Significant collections include the Anthropology ethnographic collections, the Earl R. Swanson Archaeological Repository, extensive collections in vertebrate and invertebrate paleontology, and the Ray J. Davis Herbarium. The Museum houses the Idaho Virtualization Laboratory and the Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). Affiliated research institutes include the GIS Training and Research Center, the Informatics Research Institute, and the Don Crabtree Experimental Archaeology Lab.

Curators in Anthropology, Earth Science and Life Science lead national and international research. Our active research profile supports acquisition and use of collections for all areas of natural history research and education. ISU faculty and students have access to Museum collections for instruction, training, and graduate theses and dissertations.

Our Public Programs Division develops and implements programs and exhibitions on a wide range of science topics, emphasizing current Museum research and environmental and ecological themes. These programs are both university level and for K-12 education.

The Museum offers undergraduate and graduate students educational credits under the Museum subject code and through courses in Anthropology, Biology, Education, Geosciences, History, and other affiliate Idaho State University departments. See course descriptions (<http://coursecat.isu.edu/artsandletters/idahomuseumofnaturalhistory/#courseinventory>) in the College of Arts and Letters section of the catalog.

The Idaho Museum of Natural History gallery is open from 11:00 a.m.-5:00 p.m., Tuesday through Saturday, closed Sunday, Monday, and Federal and state holidays. Admission to the museum is \$5 for adults and \$1 for children K-12.

For more information, please visit the Idaho Museum of Natural History's website at: <http://imnh.isu.edu/>.

## Courses

### ***MUSE 4411 Introduction to Museum Studies: 2 semester hours.***

History, philosophy, purposes, organization and administration of museums. Practical work incollections management and museum interpretation. D

### ***MUSE 4412 Advanced Topics in Museum Studies: 3 semester hours.***

Study and analysis of selected, varying advanced topics in museum studies. Emerging issues in museum professional practice. Students will explore the chosen topics through current research, theory, and best practice in museums. Potential topics include: conservation and preservation, documentation, funding sources, legal and ethical issues, security, standards, education, or technology. May be repeated with different content for a total of 6 credits. PREREQ: MUSE 4411. F, S, Su

### ***MUSE 4450 Independent Study in Museum Methods: 1-3 semester hour.***

Individual projects based on student's background and interests. Could include, but not limited to, advanced work in collections management, exhibit design andconstruction, museum education, or administration. May be repeated up to 6 credits. PREREQ: MUSE 4411 or permission of instructor. D

### ***MUSE 4451 Internship in Museum Studies: 3-6 semester hour.***

Supervised internship in museum studies where students work with faculty and museum staff on a specific set of museum activities. The internship potential encompasses, but is not limited to: practica in anthropology/archaeology, paleontology, geology, biology, and education. The internship would include investigation of best practice in museum documentation, collections care, archival care, database development, conservation of objects, educational practice in the museum setting, exhibition practice in museum setting, and the development of specific faculty and student-selected practicum experiences. May be repeated for a total of 6 credits. F, S, Su

### ***MUSE 4460 Museum Field Research: 3-6 semester hour.***

Supervised fieldwork in museum field studies in a given museum research field setting where students and faculty work on a specific set of field problems. Research potential encompasses, but is not limited to: field research in anthropology, at specific archaeological, paleontological, geological, or biological sites, or in an interdisciplinary field setting. May also include investigation of best practice in museum documentation, collections care, archival care, database development, conservation of objects, education in the museum setting, exhibition practice in museum setting, and research into specific faculty and student-selected research topics. May be repeated with different content for a total of 12 credits. PREREQ: Permission of instructor. F, S, Su

## International Studies

The International Studies Program offers to students an opportunity to expand their cultural, linguistic, and social horizons beyond their own local experience. As the world becomes increasingly interdependent, it demands of all of us an expanded knowledge of other people, their social and political institutions, and their culture. The program leads to a B.A. in International Studies. There is no B.S. option.

The International Studies Program encourages students to develop a general understanding of language, culture, economics, and politics while simultaneously offering the opportunity to specialize in one of three areas:

1. Political and Economic Development;
2. Language, Literature, and Culture; or
3. The United States and World Affairs.

## Admission Requirements

For final admission to status as a major in the International Studies Program, a student must have completed:

1. General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) 1, 2, 3, and a minimum of eight (8) credits of a foreign language (or demonstrated equivalent);
2. POLS 2221 Introduction to International Relations (with at least a C grade);
3. A minimum of 24 credit hours with at least a 2.25 grade point average;
4. A signed agreement with the International Studies Program Director for advising.

# Bachelor of Arts in International Studies

## Program Requirements

The following courses may be taken as part of the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) of the University:

1. Sixteen (16) credits of a modern foreign language or the equivalent demonstrated competency. The languages offered at Idaho State University are Arabic, Chinese, French, German, Japanese, Russian, Shoshoni, and Spanish.
2. ECON 2201, Principles of Macroeconomics (3 credits).

## Major Requirements

The major in International Studies, in addition to the general requirements stated above, requires thirty-seven (37) credits distributed in the following categories:

1. Required Courses,
2. Areas of Concentration, and
3. Electives.

### 1. Required Courses (9 credits):

IS 2200	Simulation <sup>1</sup>	1
IS 4400	Simulation <sup>1</sup>	1
IS 4493	Senior Thesis	4
POLS 2221	Introduction to International Relations	3

<sup>1</sup> May be repeated once

### 2. Areas of Concentration (18 credits):

Students must complete eighteen (18) credits to be chosen from within one of the following areas of concentration (select A, B, or C)

#### A. Political and Economic Development

This area of concentration has as its focus issues of political and economic development in those parts of the world which at once seek the possibility of change and are threatened by change. Eighteen (18) credits are to be selected from the following list and approved by your advisor. No more than twelve (12) of these required eighteen credits are to be taken from any one department's offerings.

#### **Anthropology**

ANTH 2250	Introduction to Sociocultural Anthropology	3
ANTH 4402	Ecological Anthropology	3

#### **Economics <sup>1</sup>**

ECON 4434	International Trade	3
ECON 4435	International Finance	3
ECON 4433	Economic Development	3

#### **History**

HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3

(Each of the 4 courses above satisfies General Education Objective 9)

HIST 3382	Russia	3
HIST 4430	Global Environmental History	3
HIST 4478	Imperialism and Progressivism	3

#### **Political Science**

POLS 3331	Comparative Politics Framework for Analysis	3
POLS 4432	Comparative Politics Change and Political Order	3
POLS 4433	Politics of Developing Nations	3
POLS 4434	Terrorism and Political Violence	3

POLS 4435	Topics in National and Regional Studies <sup>2</sup>	3
<b>Sociology</b>		
SOC 3335	Population and Environment	3

<sup>1</sup> Both ECON 2201 and ECON 2202 are prerequisites for the Economics courses above.

<sup>2</sup> In consultation with your advisor and when the topic relates to political and economic development.

### **B. Language, Literature, and Culture**

This area of concentration is for those wishing to study the language, literature, and culture of societies other than the United States. It is limited to concentrations in French, German, Japanese, Russian, and Spanish. No more than twelve (12) of the required eighteen (18) credits may be taken from the offerings of a single department.

#### **French**

CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
FREN 3301 & FREN 3302	French Conversation and Composition I and French Conversation and Composition II	6
FREN 3341 & FREN 3342	Survey of French Literature and Civilization I and Survey of French Literature and Civilization II	6
FREN 3381	French Current Affairs	3
FREN 4400	French Advanced Grammar	3
FREN 4470	Readings in French	2
FREN 4480	Independent Studies in French	3
FREN 4490	French Senior Seminar	3
HIST 2255	African History and Culture (Satisfies General Education Objective 9)	3
HIST 3323	Old Regime and French Revolution	3
HIST 3326	Twentieth Century Europe	3
POLS 4435	Topics in National and Regional Studies <sup>1</sup>	3

#### **German**

CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
GERM 3301 & GERM 3302	German Conversation and Composition I and German Conversation and Composition II	6
GERM 3341 & GERM 3342	Survey of German Literature and Civilization and Survey of Austrian and Swiss Literature	6
GERM 3381	German Current Affairs	3
GERM 4470	Readings in German	2
GERM 4480	Independent Studies in German	3
GERM 4490	German Senior Seminar	3
HIST 3326	Twentieth Century Europe	3
POLS 4435	Topics in National and Regional Studies <sup>1</sup>	3

#### **Japanese**

HIST 2252	East Asian History (Satisfies General Education Objective 9)	3
JAPN 3301 & JAPN 3302	Japanese Conversation and Composition I and Japanese Conversation and Composition II	6
JAPN 3341 & JAPN 3342	Survey of Japanese Literature and Civilization I and Survey of Japanese Literature and Civilization II	6
JAPN 4470	Readings in Japanese	2
POLS 4432	Comparative Politics Change and Political Order	3
POLS 4435	Topics in National and Regional Studies <sup>1</sup>	3

#### **Russian**

CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
HIST 3326	Twentieth Century Europe	3
HIST 3382	Russia	3

POLS 4432	Comparative Politics Change and Political Order	3
POLS 4435	Topics in National and Regional Studies <sup>1</sup>	3
RUSS 3301 & RUSS 3302	Russian Conversation and Composition I and Russian Conversation and Composition II	6
RUSS 4470	Readings in Russian	2
<b>Spanish</b>		
CMLT 2207	Contemporary European Culture	3
HIST 2251	Latin America	3
(Each of the 2 courses above satisfy General Education Objective 9)		
HIST 4450	Golden Age Castile	3
SPAN 3301 & SPAN 3302	Spanish Conversation and Composition I and Spanish Conversation and Composition II	6
SPAN 3341 & SPAN 3342	Survey of Spanish Literature and Civilization and Survey of Latin American Literature and Civilization	6
SPAN 3381	Hispanic Current Affairs	3
SPAN 4400	Spanish Advanced Grammar	3
SPAN 4470	Readings in Spanish	2
SPAN 4480	Independent Studies in Spanish	3
SPAN 4490	Spanish Senior Seminar	3
POLS 4432	Comparative Politics Change and Political Order	3
POLS 4433	Politics of Developing Nations	3
POLS 4435	Topics in National and Regional Studies <sup>1</sup>	3

<sup>1</sup> In consultation with your advisor and when the topic relates to this area of concentration.

### **C. The United States and World Affairs**

This area of concentration is for those students whose primary interest is in American foreign policy and national security affairs. No more than twelve (12) of the required eighteen (18) credits may be taken from the offering of a single department.

#### **Communication, Media, and Persuasion**

CMP 4422	Conflict Management	3
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#### **Economics**

ECON 4434	International Trade	3
ECON 4435	International Finance	3

#### **History**

HIST 3309	Modern United States	3
HIST 4429	Foreign Relations since 1900	3

#### **Political Science**

POLS 3326	Recent American Foreign Policy	3
POLS 4403	The Presidency	3
POLS 4404	The Legislative Process	3
POLS 4425	Topics in International Politics <sup>1</sup>	3
POLS 4434	Terrorism and Political Violence	3
POLS 4453	Public Policy Analysis	3

<sup>1</sup> In consultation with your advisor and when the topic relates to American foreign policy.

### **3. Electives**

Ten (10) credits to be selected from either courses listed in Areas of Concentration A, B, and C and not taken to fulfill the requirements for one of those Concentration; or the courses listed below; or a mixture of Concentration courses and those listed here.

#### **Business**

FIN 4475	International Corporate Finance	3
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MGT 4465	International Business	3
MKTG 4465	International Marketing	3
<b>Communication, Media, and Persuasion</b>		
CMP 4481	Rhetoric of Hitler and Churchill	3
<b>English</b>		
ENGL 4455/CMLT 4415	Studies in National Literatures	3
ENGL 4456	Comparative Literature	3
<b>History</b>		
HIST 4435	Colonial Frontiers	3
HIST 4441	The Viking Age	3
HIST 4443	English History	3
HIST 4444	Victorian England and After	3
HIST 4448	Medieval Social and Economic History	3
HIST 4478	Imperialism and Progressivism	3
HIST 4490	Cartography History and Design	3
<b>International Studies</b>		
IS 2200	Simulation	1
IS 3300	Travel and Study Abroad	3,6
IS 3301	Seminar International Studies	1-3
IS 3350	International Symposium	1
IS 4400	Simulation	1
<b>Political Science</b>		
POLS 4492	Seminar <sup>1</sup>	1-3
<b>Sociology</b>		
SOC 3368	The Sociology of Religion	3

<sup>1</sup> In consultation with your advisor and when the topic relates to International Studies.

## Minor in International Studies

### General Requirements

1. Eight (8) credits in a foreign language or the equivalent demonstrated competency.
2. ECON 2201 (3 credits).

### Minor Requirements

In addition to the General Requirements, students wishing to minor in International Studies must complete twenty-three (23) credits as detailed under Required Courses and Electives below.

#### Required Courses:

POLS 2221	Introduction to International Relations	3
IS 2200	Simulation	1
IS 4400	Simulation	1

### Electives

Eighteen (18) credits selected from any of the courses listed in the categories ([1] Required Courses, [2] Areas of Concentration, and [3] Electives) under Major Requirements.

### Courses

#### **IS 2200 Simulation: 1 semester hour.**

Preparation for, and participation in, a simulation of international affairs. Required for International Studies majors and minors. May be repeated for up to 2 credits. F, S

**IS 2202 The World Today: Introduction to Global Issues: 3 semester hours.**

This course takes a thematic approach to highlight major Global issues including health, politics, sports, terrorism, women's empowerment, human rights, science, technology, poverty, etc., and how various regions of the world have responded to the stress and storm that often characterize these life challenges with particular focus on the past two decades. Students will critically analyze how cultural, social, economic, and/or environmental exchanges between people from different regions interact in our globalized world today. Satisfies Objective 9 of the General Education Requirements. F, S, Su

**IS 2203 Introduction to International Organizations: 3 semester hours.**

This course takes a thematic approach to introduce students to international organizations (IOs), their formation, legal foundations, functions, operations, and performances. The approach to the course will be multidisciplinary and will present students with interdisciplinary perspectives. The course will evaluate the role of IOs in facilitating cooperation, resolving conflicts, and solving externality problems among member nations. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su

**IS 3300 Travel and Study Abroad: 3,6 semester hours.**

Travel and study abroad through student exchange programs and other supervised experience. PREREQ: Approval of the Director of International Studies. F, S, Su

**IS 3301 Seminar International Studies: 1-3 semester hour.**

Selected topics of international interest. May be repeated for up to 6 credits. D

**IS 3350 International Symposium: 1 semester hour.**

Active participation in organizing the annual Frank Church Symposium for International Affairs, and attendance at the sessions. May be repeated for up to 8 credits. F, S

**IS 4400 Simulation: 1 semester hour.**

Preparation for, and participation in, a simulation of international affairs. Required for International Studies majors and minors. May be repeated for up to 2 credits. F, S

**IS 4493 Senior Thesis: 4 semester hours.**

International Studies majors will write and present a senior thesis under direction of one of the faculty affiliated with the International Studies Program. F, S

**IS 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Languages and Literatures

### Mission

The goal of the Department of Languages and Literatures is to teach skills in speaking, listening, reading, and writing in languages other than English; to increase the student's understanding of the history, traditions, literature, and civilization associated with the language of study; and to develop the critical, analytical, and composition skills necessary to use the language in the profession of choice.

The Department of Languages and Literatures offers a Bachelor of Arts (B.A.) degree in French, German, and Spanish, intended to prepare students for admission to graduate school; for careers in international organizations, government, and business; and for public school teaching and certification in cooperation with the College of Education. Language majors are expected to achieve satisfactory levels of proficiency in speaking, listening, reading, and writing and to acquire knowledge of the literature, history, and culture of a language. In addition, majors in Languages can pursue interdisciplinary studies in related fields or add to more professional fields a foundational linguistic component advantageous for employment opportunities.

Minors in French, German, Japanese, and Spanish, and introductory and intermediate courses in Arabic, Chinese, Latin, Russian, and Shoshoni, provide an important component of the student's general education in the Humanities and complement a wide variety of majors in other disciplines, increasing the ability to compete for jobs where a knowledge of one or more foreign languages is desired. The Department of Languages and Literatures also teaches courses in comparative literature, literature in translation, film, and cultural studies designed for a broad audience, in particular for those who lack the language competency to read major works in their original language.

Two years (or equivalent) of a foreign language are prerequisites to all upper-division courses in French, German, Japanese, Russian and Spanish. However, the department reserves the right to place students at a level commensurate with their knowledge of a specific language.

### Language Placement Testing

It is strongly recommended that all students with previous experience in French, German, or Spanish who have not yet taken a course in the language at Idaho State University take a placement test to determine the appropriate course in which to enroll. Placement tests are offered in the Counseling and Testing Center (<http://www.isu.edu/ctc>) on the Second Floor (South Wing) of Graveley Hall. Results are available immediately upon completion of the exam. Students who have questions about how to determine an appropriate course after taking a placement exam should contact the Department of Languages and Literatures at (208) 282-3630. Students who have no experience in a language should enroll in the first course in the language (i.e. FREN 1101).

## C.L.E.P. Credit

Students can receive credits by examination (C.L.E.P.) to be applied to their transcripts with an "S" grade (16 credits maximum).

## Other Language Exams

Students who have learned languages other than French, German, or Spanish may partially satisfy Objective 4 of the General Education Requirements by successfully completing one of the proficiency exams developed by Brigham Young University for a number of rarely taught languages. Applications for this exam may be obtained in the office of the Department of Languages and Literatures (Business Administration Building, Room 338-A).

## Language Requirement for International Students

International students cannot apply their native languages to partial fulfillment of Objective 4 of the General Education Requirements. Instead, their passing ENGL 1101 and ENGL 1102 with at least a C- average will serve the dual purpose of fulfilling Objective 1 and partially fulfilling Objective 4.

## General Education Requirements

1. To complete a major or minor in a foreign language, the student must fulfill 8 of the 9 General Education Objectives (a minimum of 36 credits-- see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).
2. The following 3 credit courses taught in English fulfill Objective 9: CMLT 2207, Contemporary European Culture; CMLT 2208, Cultures of the Spanish-Speaking World; CMLT 2209, Cultures of Asia.
3. ANTH 1107, ENGL 1107, or LANG 1107 satisfies General Education Objective 7.
4. One semester of Arabic, Chinese, French, German, Japanese, Latin, Russian, Shoshoni, or Spanish at the elementary level may be taken to partially fulfill Objective 4.
5. One semester of Arabic, Chinese, French, German, Japanese, Latin, Russian, Shoshoni, or Spanish at the intermediate level may be taken to fulfill Objective 9.

## Language Laboratory and Testing Center

The department maintains Language Laboratory and Testing Center on the Pocatello campus, which includes tapes, CDs, DVDs, record and film archives, computers and video equipment. Its facilities are available to all language students.

## Departmental Grade Requirement

*All courses required for the majors and minors must be completed with a minimum grade of C- (C minus).*

## Bachelor of Arts in French, German or Spanish

All courses required for the majors and minors listed below must be completed with a minimum grade of a C- (C-minus).

Prospective high school teachers may obtain teaching majors or minors in foreign languages. They should consult the Teacher Education Program in the College of Education (<http://coursecat.isu.edu/education>) concerning the requirements for certification. Foreign language majors and minors are expected to include in their programs the designated required courses and to attain a reasonable degree of fluency in the languages they have selected.

## Degree Requirements for Bachelor of Arts in French

### Language Component

FREN 2201	Intermediate French I (Satisfies General Education Objective 9)	4
FREN 2202	Intermediate French II (Satisfies General Education Objective 9)	4
FREN 3301	French Conversation and Composition I	3
FREN 3302	French Conversation and Composition II	3
FREN 3341	Survey of French Literature and Civilization I	3
Choose Option 1 or Option 2 below		18 or
		22

### Option 1: 18 Additional Credits

Select at least 12 credits from elective upper-division courses in French, CMLT, LANG, or in related fields in the College of Arts and Letters, or 3-12 credits of upper-level study abroad (dependent on length of stay and level of course work) using FREN 3305.

Students may select 6 of these 18 credits from courses in lists A and B, below:

#### A -- Recommended for students without immersion experiences or who enter language study below the 3000 level

FREN 2200	Intermediate Enrichment <sup>1</sup>	3-4
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FREN 3300	Intensive Conversation	3
CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
CMLT 2208	Cultures of the Spanish Speaking World (Satisfies General Education Objective 9)	3

<sup>1</sup> This is a variable-credit course repeated to obtain the required number of credits.

**B -- Recommended for students who have had immersion experiences or who enter language study at the 3000 level:**

ANTH 2250	Introduction to Sociocultural Anthropology	3
CMLT 2207 or CMLT 2208	Contemporary European Culture Cultures of the Spanish Speaking World	3
(Either course satisfies General Education Objective 9)		
HIST 2249	World Regional Geography (Satisfies General Education Objective 9)	3
LANG/ANTH/ENGL 1107	Nature of Language (Satisfies General Education Objective 7)	3
POLS 2221	Introduction to International Relations	3

**Option 2 -- Second Language: 22 Additional Credits**

Second language: German, Japanese, or Spanish. Students take the following courses in their chosen second language:

1101 and 1102 Elementary I and II 8 cr

2201 and 2202 Intermediate I and II 8 cr

Two upper-division courses in the chosen language 6 cr

**Degree Requirements for Bachelor of Arts in German**

**Language Component**

GERM 2201	Intermediate German I (Satisfies General Education Objective 9)	4
GERM 2202	Intermediate German II (Satisfies General Education Objective 9)	4
GERM 3301	German Conversation and Composition I	3
GERM 3302	German Conversation and Composition II	3
GERM 3341	Survey of German Literature and Civilization	3
GERM 3342	Survey of Austrian and Swiss Literature	3

Chose Option 1 or Option 2 below:

18 or  
22

**Option 1: 18 Additional Credits**

Select at least 12 credits from elective upper-division courses in French, CMLT, LANG, or in related fields in the College of Arts and Letters, or 3-12 credits of upper-level study abroad (dependent on length of stay and level of course work) using GERM 3305.

Students may select 6 of these 18 credits from courses in lists A and B, below:

**A -- Recommended for students who have not had immersion experiences or who enter language study below the 3000 level**

GERM 2200	Intermediate Enrichment <sup>1</sup>	3-4
GERM 3300	Intensive Conversation	3
CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
CMLT 2208	Cultures of the Spanish Speaking World (Satisfies General Education Objective 9)	3

<sup>1</sup> This is a variable-credit course repeated to obtain the required number of credits.

**B -- Recommended for students who have had immersion experiences or who enter language study at the 3000 level:**

ANTH 2250	Introduction to Sociocultural Anthropology	3
CMLT 2207 or CMLT 2208	Contemporary European Culture Cultures of the Spanish Speaking World	3
Either course satisfies General Education Objective 9		
HIST 2249	World Regional Geography (Satisfies General Education Objective 9)	3

LANG/ANTH/ENGL 1107	Nature of Language (Satisfies General Education Objective 7)	3
POLS 2221	Introduction to International Relations	3

### Option 2 -- Second Language: 22 Additional Credits

Second language: French, Japanese, or Spanish. Students take the following courses in their chosen second language:

1101 and 1102 Elementary I and II 8 cr  
 2201 and 2202 Intermediate I and II 8 cr  
 Two upper-division courses in the chosen language 6 cr

## Degree Requirements for Bachelor of Arts in Spanish

### Language Component

SPAN 2201	Intermediate Spanish I (or equivalent)	4
SPAN 2202	Intermediate Spanish II (or equivalent)	4
(Either of the two courses listed above satisfies General Education Objective 9)		
SPAN 3301	Spanish Conversation and Composition I	3
SPAN 3302	Spanish Conversation and Composition II	3
SPAN 3341	Survey of Spanish Literature and Civilization	3
SPAN 3342	Survey of Latin American Literature and Civilization	3
Choose Option 1 or Option 2 below		18 or 22

### Option 1: 18 Additional Credits

Select at least 12 credits from elective upper-division courses in French, CMLT, LANG, or in related fields in the College of Arts and Letters, or 3-12 credits of upper-level study abroad (dependent on length of stay and level of course work) using SPAN 3305.

Students may select 6 of these 18 credits from courses in lists A and B, below:

#### A -- Recommended for students who have not had immersion experiences or who enter language study below the 3000 level:

SPAN 2200	Intermediate Enrichment <sup>1</sup>	3-4
SPAN 2210	Spanish for Health Care I	3
SPAN 2211	Spanish for Health Care II	3
SPAN 3300	Intensive Conversation	3
CMLT 2207	Contemporary European Culture (Satisfies General Education Objective 9)	3
CMLT 2208	Cultures of the Spanish Speaking World (Satisfies General Education Objective 9)	3

<sup>1</sup> This is a variable-credit course repeated to obtain the required number of credits.

#### B -- Recommended for students who have had immersion experiences or who enter language study at the 3000 level:

ANTH 2250	Introduction to Sociocultural Anthropology	3
CMLT 2207	Contemporary European Culture	3
or CMLT 2208	Cultures of the Spanish Speaking World	
Either course satisfies General Education Objective 9		
HIST 2249	World Regional Geography (Satisfies General Education Objective 9)	3
LANG/ANTH/ENGL 1107	Nature of Language (Satisfies General Education Objective 7)	3
POLS 2221	Introduction to International Relations	3

### Option 2 -- Second Language: 22 Additional Credits

Second language: French, German, or Japanese. Students take the following courses in their chosen second language:

1101 and 1102 Elementary I and II 8 cr  
 2201 and 2202 Intermediate I and II 8 cr  
 Two upper-division courses in the chosen language 6 cr

## Bachelor of Arts in French for Business and Professions

FREN 2201	Intermediate French I (Satisfies General Education Objective 9)	4
FREN 2202	Intermediate French II (Satisfies General Education Objective 9)	4
FREN 3301	French Conversation and Composition I	3
FREN 3302	French Conversation and Composition II	3
FREN 3341	Survey of French Literature and Civilization I	3
FREN 3381	French Current Affairs	3
Upper-division elective courses - recommendations listed below		6
Select ONE of the following two courses:		3
CMLT 2207	Contemporary European Culture	
or CMLT 2208	Cultures of the Spanish Speaking World	
(Either course satisfies General Education Objective 9)		
AND		
One of the following minors offered by the College of Business: <sup>1</sup>		
Business (for Non-Business Majors only) 18 cr		
Business Administration (for Non-Business Majors only) 33 cr		
Marketing (for Non-Business Majors only) 18 cr		

<sup>1</sup> See the detailed listings of requirements for the three minors in the College of Business (<http://coursecat.isu.edu/business>) section of the catalog.

## Bachelor of Arts in German for Business and Professions

GERM 2201	Intermediate German I (Satisfies General Education Objective 9)	4
GERM 2202	Intermediate German II (Satisfies General Education Objective 9)	4
GERM 3301	German Conversation and Composition I	3
GERM 3302	German Conversation and Composition II	3
GERM 3341	Survey of German Literature and Civilization	3
or GERM 3342	Survey of Austrian and Swiss Literature	
GERM 3381	German Current Affairs	3
Upper-division elective courses - recommendations listed below		6
Select ONE of the following two courses		3
CMLT 2207	Contemporary European Culture	3
or CMLT 2208	Cultures of the Spanish Speaking World	
(Either course satisfies General Education Objective 9)		
AND		
One of the following minors offered by the College of Business: <sup>1</sup>		
Business (for Non-Business Majors only) 18 cr		
Business Administration (for Non-Business Majors only) 33 cr		
Marketing (for Non-Business Majors only) 18 cr		

<sup>1</sup> See the detailed listings of requirements for the three minors in the College of Business (<http://coursecat.isu.edu/business>) section of the catalog.

## Bachelor of Arts in Spanish for Business and Professions

SPAN 2201	Intermediate Spanish I (or equivalent)	4
SPAN 2202	Intermediate Spanish II (or equivalent)	4
(Either of the two courses listed above satisfies General Education Objective 9)		
SPAN 3301	Spanish Conversation and Composition I	3
SPAN 3302	Spanish Conversation and Composition II	3
SPAN 3341	Survey of Spanish Literature and Civilization	3
or SPAN 3342	Survey of Latin American Literature and Civilization	
SPAN 3381	Hispanic Current Affairs	3

Select ONE of the following two courses	3
CMLT 2207 Contemporary European Culture	3
or CMLT 2208 Cultures of the Spanish Speaking World	
(Either course satisfies General Education Objective 9)	

AND	
One of the following minors offered by the College of Business <sup>1</sup>	
Business (for Non-Business Majors only) 18 cr	
Business Administration (for Non-Business Majors only) 33 cr	
Marketing (for Non-Business Majors only) 18 cr	

<sup>1</sup> See the detailed listings of requirements for the three minors in the College of Business (<http://coursecat.isu.edu/business>) section of the catalog.

## Recommended Electives

FREN 3300 Intensive Conversation <sup>1</sup>	3
FREN 3303 Professional French	3
FREN 3305 Study Abroad	1-6
FREN 4465 French Translation and Interpretation	3
FREN 4465L Translation and Interpretation Laboratory	1-3
GERM 3300 Intensive Conversation <sup>1</sup>	3
GERM 3303 Professional German	3
GERM 3305 Study Abroad	1-6
GERM 4460 German Translation and Interpretation	3
GERM 4460L Translation and Interpretation Laboratory	1-3
SPAN 3300 Intensive Conversation <sup>1</sup>	3
SPAN 3303 Professional Spanish	3
SPAN 3305 Study Abroad	1-6
SPAN 4460 Spanish Translation and Interpretation	4

<sup>1</sup> For students who have not yet had an immersion experience

## Bachelor of Arts in Spanish for the Health Professions (120 credits)

All students wishing to graduate in the Spanish for the Health Professions must take the ACTFL Oral Proficiency Interview (OPI). Please see your advisor for information regarding this exam.

### A. Linguistic Core (33 credits)

HCA/HE 2210 Medical Terminology and Communication	2
SPAN 2201 Intermediate Spanish I	8
& SPAN 2202 and Intermediate Spanish II (or equivalent)	
(Either course satisfies General Education Objective 9)	
OR	
SPAN 2265 Accelerated Intermediate Spanish (or equivalent)	
SPAN 2210 Spanish for Health Care I	3
SPAN 2211 Spanish for Health Care II	3
SPAN 3300 Intensive Conversation	3
SPAN 3301 Spanish Conversation and Composition I	3
OR	
SPAN 3302 Spanish Conversation and Composition II	
SPAN 4400 Spanish Advanced Grammar	3
SPAN 4460 Spanish Translation and Interpretation	4

## B. Health Professions Core (9 credits minimum)

Select 9 credits minimum; 3 must be upper division:

COUN 3300	Interpersonal Skills in Health Professions	2
HCA 1110	Introduction to the Allied Health Professions	3
HCA 1115	US Health System	3
HCA 3350	Organizational Behavior in Healthcare	3
HCA 4450	Special Topics in Healthcare	1-3
HCA 4475	Health Law and Bioethics	3
NURS 2220	Professional Nursing	2
PAS 4489	Independent Problems in Physician Assistant Studies	1-3
PHIL 2230	Medical Ethics	3
Approved Health Science Course		1-3

## C. Culture Core (9 credits minimum)

Select 9 credits minimum; 3 must be upper division:

ANTH 2239	Latino Peoples and Cultures (Satisfies General Education Objective 9)	3
ANTH 4407	Anthropology of Global Health	3
ANTH 4430	Human Evolution	3
CMLT 2208	Cultures of the Spanish Speaking World (Satisfies General Education Objective 9)	3
COUN 2200	Multicultural Development	1
COUN 3300	Interpersonal Skills in Health Professions	2
HIST 2251	Latin America (Satisfies General Education Objective 9)	3
HIST 4479	Disease and US Public Health	3
SOC 2248	Critical Analysis of Social Diversity (Satisfies General Education Objective 7)	3
SPAN 3305	Study Abroad	1-6
SPAN 3341	Survey of Spanish Literature and Civilization	3
SPAN 3342	Survey of Latin American Literature and Civilization	3
SPAN 3381	Hispanic Current Affairs	3
SPAN 4493	Spanish Internship	1-3
SPAN 4494	Topics in Language and Culture for the Professions I	1-3
SPAN 4495	Topics in Language and Culture for the Professions II	1-3

## D. Electives (23-31 credits) - A minimum of 13 elective credits must be upper division

After completing the 38 to 46 General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) and the 51 core area credits, the remaining 23-31 credits (at least 13 upper division) may be fulfilled by the students' completion of major requirements in one of the following programs or another approved, related field of study. All students need a minimum of 120 credits to graduate:

**Addiction and Dependency Anthropology Associate Degree Registered Nursing**

**Biology Biochemistry Counseling**

**CSD Deaf Education Dental Hygiene**

**Dietetics Health Care Administration Health Care Info Systems Management**

**Health Education Health Physics Nursing**

**Occupational Therapy Pharmacy Physical Education**

**Physical Therapy Psychology Radiographic Science**

**Respiratory Therapy Sign Language Studies Sociology**

**Spanish**

## Minor in a Foreign Language (27 credits)

### French

FREN 1101	Elementary French I	4
FREN 1102	Elementary French II	4
(Either of the two courses above partially satisfies General Education Objective 4)		
FREN 2200	Intermediate Enrichment <sup>1</sup>	2
FREN 2201	Intermediate French I (Satisfies General Education Objective 9)	4
FREN 2202	Intermediate French II (Satisfies General Education Objective 9)	4
FREN 3301	French Conversation and Composition I	3
or FREN 3302	French Conversation and Composition II	
One elective upper-division course in French		3
Select ONE of the following:		3
CMLT 2207	Contemporary European Culture	
CMLT 2208	Cultures of the Spanish Speaking World	
CMLT 2209	Cultures of East Asia	
(Each of the three courses listed above satisfies General Education Objective 9)		

<sup>1</sup> This is a variable-credit course that may be repeated to obtain at least 2 credits.

### German

GERM 1101	Elementary German I	4
GERM 1102	Elementary German II	4
(Either of the two courses above partially satisfies General Education Objective 4)		
GERM 2200	Intermediate Enrichment <sup>1</sup>	2
GERM 2201	Intermediate German I (Satisfies General Education Objective 9)	4
GERM 2202	Intermediate German II (Satisfies General Education Objective 9)	4
GERM 3301	German Conversation and Composition I	3
or GERM 3302	German Conversation and Composition II	
One elective upper-division course in German		3
Select ONE of the following:		3
CMLT 2207	Contemporary European Culture	
CMLT 2208	Cultures of the Spanish Speaking World	
CMLT 2209	Cultures of East Asia	
(Each of the three courses listed above partially satisfies General Education Objective 9)		

<sup>1</sup> This is a variable-credit course that may be repeated to obtain at least 2 credits.

### Japanese

JAPN 1101	Elementary Japanese I	4
JAPN 1102	Elementary Japanese II	4
(Either of the two courses above partially satisfies General Education Objective 4)		
JAPN 2200	Intermediate Enrichment <sup>1</sup>	2
JAPN 2201	Intermediate Japanese I (Satisfies General Education Objective 9)	4
JAPN 2202	Intermediate Japanese II (Satisfies General Education Objective 9)	4
JAPN 3301	Japanese Conversation and Composition I	3
or JAPN 3302	Japanese Conversation and Composition II	
One elective upper-division course in Japanese		3
Select ONE of the following:		3
CMLT 2207	Contemporary European Culture	
CMLT 2208	Cultures of the Spanish Speaking World	

CMLT 2209	Cultures of East Asia	
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(Each of the three courses listed above partially satisfies General Education Objective 9)

<sup>1</sup> This is a variable-credit course that may be repeated to obtain at least 2 credits.

## Spanish

SPAN 1101	Elementary Spanish I (or equivalent)	4
SPAN 1102	Elementary Spanish II (or equivalent)	4
(Either of the two courses above partially satisfies General Education Objective 4)		
SPAN 3301	Spanish Conversation and Composition I	3
or SPAN 3302	Spanish Conversation and Composition II	
One elective upper-division course in Spanish		3
EITHER the following THREE courses		10
SPAN 2200	Intermediate Enrichment <sup>1</sup>	
SPAN 2201	Intermediate Spanish I (or equivalent)	
SPAN 2202	Intermediate Spanish II (or equivalent)	
(Both SPAN 2201 and SPAN 2202 satisfy General Education Objective 9)		
OR the following THREE courses		10
SPAN 2200	Intermediate Enrichment <sup>2</sup>	
SPAN 2210	Spanish for Health Care I	
SPAN 2211	Spanish for Health Care II	
Choose ONE of the following:		3
CMLT 2207	Contemporary European Culture	
CMLT 2208	Cultures of the Spanish Speaking World	
CMLT 2209	Cultures of East Asia	
(Each of the three courses listed above partially satisfies General Education Objective 9)		

<sup>1</sup> This is a variable-credit course that may be repeated to obtain at least 2 credits.

<sup>2</sup> This is a variable-credit course that may be repeated to obtain at least 4 credits.

## Associate of Arts Degree

Students seeking an Associate of Arts degree in Russian or Shoshoni must complete the following:

ANTH/ENGL/LANG 1107	Nature of Language (Satisfies General Education Objective 7)	3
ENGL 1110	Introduction to Literature (Partially satisfies General Education Objective 4)	3
ENGL 2211	Introduction to Literary Analysis	3
All of the General Education Objectives, using the courses below <sup>1</sup>		36
Select ONE of the following courses		3
CMLT 2207	Contemporary European Culture	
CMLT 2208	Cultures of the Spanish Speaking World	
CMLT 2209	Cultures of East Asia	
(Each of the three courses listed above satisfies General Education Objective 9)		
Select ONE of the following sets:		16
RUSS 1101	Elementary Russian I	
RUSS 1102	Elementary Russian II	
(Either of the two courses above partially satisfies General Education Objective 4)		
RUSS 2201	Intermediate Russian I	
RUSS 2202	Intermediate Russian II	
(Each of the two courses above satisfies General Education Objective 9)		
OR		
SHOS 1101	Elementary Shoshoni I	
SHOS 1102	Elementary Shoshoni II	

(Either of the two courses above partially satisfies General Education Objective 4)

SHOS 2201 Intermediate Shoshoni I

SHOS 2202 Intermediate Shoshoni II

(Each of the two courses above satisfies General Education Objective 9)

In Addition:

Electives to bring total to 64 credits

variable

<sup>1</sup> The number of credits required for the General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) varies depending on the student's performance on proficiency or placement tests in English, foreign languages, and mathematics.

## Arabic Courses

### **ARBC 1000A Guided Self Study: 1 semester hour.**

Introduction to the Arabic language via a computerized program in the Language Laboratory. Students work at their own pace. F, S

### **ARBC 1000B Guided Self Study: 1 semester hour.**

Continued practice in the Arabic language via a computerized program in the Language Laboratory. Students work at their own pace. PREREQ: ARBC 1000A. F, S

### **ARBC 1101 Elementary Arabic I: 4 semester hours.**

Basic communication skills and grammatical structures of Arabic and introduction to cultures of Arabic-speaking countries. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. D

### **ARBC 1102 Elementary Arabic II: 4 semester hours.**

Continuation of ARBC 1101. Practice in the language laboratory is required. PREREQ: ARBC 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. D

### **ARBC 2201 Intermediate Arabic I: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Arabic. Contrastive study of culture as reflected in the Arabic language. Practice in the language laboratory is required. PREREQ: ARBC 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

### **ARBC 2202 Intermediate Arabic II: 4 semester hours.**

Continuation of ARBC 2201. Practice in the language laboratory is required. PREREQ: ARBC 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

### **ARBC 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

## Chinese Courses

### **CHNS 1000A Guided Self Study: 1 semester hour.**

Introduction to the Mandarin language via a computerized program in the Language Laboratory. Students work at their own pace. F, S

### **CHNS 1000B Guided Self Study: 1 semester hour.**

Continued practice in the Mandarin language via a computerized program in the Language Laboratory. Students work at their own pace. PREREQ: CHNS 1000A. F, S

### **CHNS 1101 Elementary Chinese I: 4 semester hours.**

Basic communication skills and grammatical structures in Chinese and introduction to the culture of Mandarin Chinese-speaking peoples. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. D

### **CHNS 1102 Elementary Chinese II: 4 semester hours.**

Continuation of CHNS 1101. Practice in the language laboratory is required. PREREQ: CHNS 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. D

### **CHNS 2201 Intermediate Chinese I: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing communication skills in Chinese. Contrastive study of culture as reflected in the Chinese language. Practice in the language laboratory is required. PREREQ: CHNS 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

### **CHNS 2202 Intermediate Chinese II: 4 semester hours.**

Continuation of CHNS 2201. PREREQ: CHNS 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

### **CHNS 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D



## Comparative Literatures Courses

### ***CMLT 2207 Contemporary European Culture: 3 semester hours.***

European culture in French, German, and Spanish-speaking countries is examined in terms of its historical bases and its contemporary expressions in customs, institutions, lifestyles, literature, art, and music. Taught in English. Satisfies Objective 9 of the General Education Requirements. D

### ***CMLT 2208 Cultures of the Spanish Speaking World: 3 semester hours.***

Topics in art, history, literature and film of Spain, Spanish-America and Latino USA. Taught in English. Satisfies Objective 9 of the General Education Requirement. D

### ***CMLT 2209 Cultures of East Asia: 3 semester hours.***

Overview of the cultures of China, Japan, and Korea, intended to help the student understand each within the framework of East Asian civilization, their historical importance and the crucial role they play in the world today. Satisfies Objective 9 of the General Education Requirements. D

### ***CMLT 2220 Introduction to International Film Studies: 3 semester hours.***

An introduction to the world of international film and the cultural, historical, and artistic issues the art form embodies. Focus on interpretations of nationality and multiculturalism through the medium of film. D

### ***CMLT 3335 World Film Studies: 3 semester hours.***

Based on the premise of film as text. Examines the creative process, aesthetic principles, and historical background, through the screening of representative films and the reading of theory and critical analysis of European, Francophone, African, and Latin American cinema. Taught in English. PREREQ: Permission of instructor. D

### ***CMLT 3360 Critical Theory: 3 semester hours.***

The application of critical theory to the reading of world literature. Taught in English. PREREQ: ENGL 1102. D

### ***CMLT 3399 Experimental Course: 1-6 semester hour.***

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

### ***CMLT 4415 Studies in National Literatures: 3 semester hours.***

Studies in important literatures and cultures not covered by regular course offerings. May include literatures in translation and literature written in English outside of America and the British Isles. Equivalent to ENGL 4455. May be repeated for up to 6 credits with different content. D

### ***CMLT 4435 Topics in World Film Studies: 3 semester hours.***

Rotating topics in world film studies. Consult Class Schedule for topic being taught. May be repeated with different content. PREREQ: Permission of instructor. D

### ***CMLT 4488 Comparative Literature Seminar: 3 semester hours.***

Advanced work in the areas of cultural studies, literature, and research methods. May be conducted in English. May be repeated for up to 6 credits with different content. PREREQ: Permission of instructor. D

### ***CMLT 4499 Experimental Course: 1-6 semester hour.***

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## French Courses

### ***FREN 1101 Elementary French I: 4 semester hours.***

Intended to teach students basic communication skills and grammatical structures in French and to acquaint them with the culture of the French-speaking countries. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. F, S

### ***FREN 1102 Elementary French II: 4 semester hours.***

Intended to teach students basic communication skills and grammatical structures in French and to acquaint them with the culture of the French-speaking countries. Practice in the language laboratory is required. PREREQ: FREN 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. F, S

### ***FREN 2200 Intermediate Enrichment: 1-4 semester hour.***

Enhances intermediate students' progress in listening, speaking, reading, writing as well as broadening cultural and historical understanding. May be repeated for a maximum of 4 credits. COREQ: FREN 2201 or FREN 2202. PREREQ: C- in FREN 1102. F, S, Su

### ***FREN 2201 Intermediate French I: 4 semester hours.***

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in French. Contrastive study of culture as reflected in the French language. Practice in the language laboratory is required. PREREQ: FREN 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F

### ***FREN 2202 Intermediate French II: 4 semester hours.***

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in French. Contrastive study of culture as reflected in the French language. Practice in the language laboratory is required. PREREQ: FREN 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. S

**FREN 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**FREN 3300 Intensive Conversation: 3 semester hours.**

Students who have not had an immersion experience but who have completed intermediate course work focus on developing conversational skills. Emphasis on real-life topics, tasks, and functions. Graded S/U. Restricted to declared FREN major or graduate student. PREREQ: C- in FREN 2202 and permission of instructor. D

**FREN 3301 French Conversation and Composition I: 3 semester hours.**

Intensive practice speaking and writing French in forms and styles common to economics, politics, science, society, the arts and creative writing of the French-speaking world. PREREQ: FREN 2202 or equivalent. F

**FREN 3302 French Conversation and Composition II: 3 semester hours.**

Intensive practice speaking and writing French in forms and styles common to economics, politics, science, society, the arts and creative writing of the French-speaking world. PREREQ: FREN 2202 or equivalent. S

**FREN 3303 Professional French: 3 semester hours.**

Intensive practice speaking, reading and writing in French in business, medical, legal, or other professions. PREREQ: FREN 2202 or equivalent experience. Can be repeated for up to 6 credits with different content. D

**FREN 3305 Study Abroad: 1-6 semester hour.**

Available only through study overseas. Development of upper-division level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**FREN 3341 Survey of French Literature and Civilization I: 3 semester hours.**

Comprehensive overview of the main currents of French cultural history and literature. PREREQ: FREN 2202 or equivalent. Conducted in French. D

**FREN 3342 Survey of French Literature and Civilization II: 3 semester hours.**

Comprehensive overview of the main currents of French cultural history and literature. PREREQ: FREN 2202 or equivalent. D

**FREN 3375 Topics in Culture and Literature: 3 semester hours.**

Explore a topic of interest in French literature and culture through the study of a wide variety of literary and cultural texts at an introductory level. May be repeated 3 times with different content. PRE-or-COREQ: C- in CMLT 3360 or FREN 3301 or FREN 3302. F, S

**FREN 3381 French Current Affairs: 3 semester hours.**

Study of contemporary French culture through an examination of current sociocultural issues in French speaking countries. Conducted in French. D

**FREN 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**FREN 4400 French Advanced Grammar: 3 semester hours.**

Survey of selected grammar and composition topics on the advanced level. PREREQ: Permission of instructor. D

**FREN 4465 French Translation and Interpretation: 3 semester hours.**

Theory and principles of translation and/or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary. May be repeated three times with different content. COREQ: FREN 4465L. PREREQ: Permission of instructor. D

**FREN 4465L Translation and Interpretation Laboratory: 1-3 semester hour.**

Intensive application of interpretation practices and procedures presented in FREN 4465. May be repeated 3 times with different content. PRE-or-COREQ: C- in FREN 3301 or FREN 3302. COREQ: FREN 4465. D

**FREN 4470 Readings in French: 2 semester hours.**

Reading, discussion, and preparation of reports on selected topics in French literature. May be repeated for up to 4 credits with different content. Conducted in French. PREREQ: Permission of instructor. D

**FREN 4475 Topics in Culture and Literature: 3 semester hours.**

Explore a topic of interest in French literature and culture at a more advanced level through the study of a wide variety of literacy and cultural texts. May be repeated 3 times with different content. PREREQ: C- in CMLT 3360 or FREN 3301 or FREN 3302. F, S

**FREN 4480 Independent Studies in French: 3 semester hours.**

A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the student. PREREQ: Permission of instructor. D

**FREN 4490 French Senior Seminar: 3 semester hours.**

Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated for up to 6 credits with different content. Conducted in French. PREREQ: Permission of instructor. D

**FREN 4493 French Internship: 1-3 semester hour.**

Internship coordinated by faculty providing significant exposure to the use of French in a professional environment. May be repeated for up to 3 credits. Graded S/U. D

**FREN 4495 Topics in Language and Culture for the Professions: 1-3 semester hour.**

Enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. May be repeated for a maximum of 3 credits with different content. PREREQ: Permission of instructor. D

**FREN 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## German Courses

**GERM 1101 Elementary German I: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in German and to acquaint them with the culture of the German-speaking countries. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. F, S

**GERM 1102 Elementary German II: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in German and to acquaint them with the culture of the German-speaking countries. Practice in the language laboratory is required. PREREQ: GERM 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. F, S

**GERM 2200 Intermediate Enrichment: 1-4 semester hour.**

Enhances intermediate students' progress in listening, speaking, reading, writing as well as broadening cultural and historical understanding. May be repeated for a maximum of 4 credits. PREREQ: C- in GERM 1102. COREQ: GERM 2201 or GERM 2202. F, S, Su

**GERM 2201 Intermediate German I: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in German. Contrastive study of culture as reflected in the German language. Practice in the language laboratory is required. PREREQ: GERM 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F

**GERM 2202 Intermediate German II: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in German. Contrastive study of culture as reflected in the German language. Practice in the language laboratory is required. PREREQ: GERM 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. S

**GERM 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**GERM 3300 Intensive Conversation: 3 semester hours.**

Students who have not had an immersion experience but who have completed intermediate course work focus on developing conversational skills. Emphasis on real-life topics, tasks, and functions. Graded S/U. Restricted to declared GERM major or graduate student. PREREQ: C- in GERM 2202 and permission of instructor. D

**GERM 3301 German Conversation and Composition I: 3 semester hours.**

Students work toward mastery of German through readings, compositions, discussions and oral presentations. Subject matter centers on business, science, politics, and society. PREREQ: GERM 2202 or equivalent. F

**GERM 3302 German Conversation and Composition II: 3 semester hours.**

Students work toward mastery of German through readings, compositions, discussions and oral presentations. Subject matter centers on business, science, politics, and society. PREREQ: GERM 2202 or equivalent. S

**GERM 3303 Professional German: 3 semester hours.**

Intensive practice speaking, reading and writing German in business, medical, legal, or other professions. May be repeated for up to 6 credits with different content. PREREQ: GERM 2202 or equivalent. D

**GERM 3305 Study Abroad: 1-6 semester hour.**

Available only through study overseas. Development of upper-division level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**GERM 3341 Survey of German Literature and Civilization: 3 semester hours.**

Comprehensive overview of the main currents of German cultural history and literature. Conducted in German. PREREQ: GERM 2202 or equivalent. D

**GERM 3342 Survey of Austrian and Swiss Literature: 3 semester hours.**

Comprehensive overview of the main currents of Swiss and Austrian cultural history and literature. PREREQ: GERM 2202 or equivalent. D

**GERM 3375 Topics in Culture and Literature: 3 semester hours.**

Explore a topic of interest in German literature and culture through the study of a wide variety of literary and cultural texts at an introductory level. May be repeated 3 times with different content. PRE-or-COREQ: C- in CMLT 3360 or GERM 3301 or GERM 3302. F, S

**GERM 3381 German Current Affairs: 3 semester hours.**

Study of contemporary German culture through an examination of current sociocultural issues in the German-speaking world. Conducted in German. D

***GERM 3399 Experimental Course: 1-6 semester hour.***

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

***GERM 4460 German Translation and Interpretation: 3 semester hours.***

Theory and principles of translation and/or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary. May be repeated 3 times with different content. PREREQ: Permission of instructor. COREQ: GERM 4460L. D

***GERM 4460L Translation and Interpretation Laboratory: 1-3 semester hour.***

Intensive application of interpretation practices and procedures presented in GERM 4460. May be repeated 3 times with different content. PRE-or-COREQ: C- in GERM 3301 or GERM 3302. COREQ: GERM 4460. D

***GERM 4470 Readings in German: 2 semester hours.***

Reading, discussion, and writing on selected topics in German literature. May be repeated for up to 4 credits with different content. Conducted in German. PREREQ: Permission of instructor. D

***GERM 4475 Topics in Culture and Literature: 3 semester hours.***

Explore a topic of interest in German literature and culture at a more advanced level through the study of a wide variety of literary and cultural texts. May be repeated 3 times with different content. PREREQ: C- in CMLT 3360 or GERM 3301 or GERM 3302. F, S

***GERM 4480 Independent Studies in German: 3 semester hours.***

A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the student. PREREQ: Permission of instructor. D

***GERM 4490 German Senior Seminar: 3 semester hours.***

Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated for up to 6 credits with different content. Conducted in German. PREREQ: Permission of instructor. D

***GERM 4493 German Internship: 1-3 semester hour.***

Internship coordinated by faculty providing significant exposure to the use of German in a professional environment. May be repeated for up to 3 credits. Graded S/U. D

***GERM 4495 Topics in Language and Culture for the Professions: 1-3 semester hour.***

Enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. May be repeated for a maximum of 3 credits with different content. PREREQ: Permission of instructor. D

## Japanese Courses

***JAPN 1101 Elementary Japanese I: 4 semester hours.***

Basic communication skills, grammatical structures, and acquaintance with culture in Japan. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. F, S

***JAPN 1102 Elementary Japanese II: 4 semester hours.***

Basic communication skills, grammatical structures, and acquaintance with culture in Japan. Practice in the language laboratory is required. PREREQ: JAPN 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. F, S

***JAPN 2200 Intermediate Enrichment: 1-4 semester hour.***

Enhances intermediate students' progress in listening, speaking, reading, writing as well as broadening cultural and historical understanding. May be repeated for a maximum of 4 credits. PREREQ: C- in JAPN 1102. COREQ: JAPN 2201 or JAPN 2202. F, S, Su

***JAPN 2201 Intermediate Japanese I: 4 semester hours.***

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Japanese. Contrastive study of culture as reflected in the Japanese language. Practice in the language laboratory is required. PREREQ: JAPN 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F

***JAPN 2202 Intermediate Japanese II: 4 semester hours.***

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Japanese. Contrastive study of culture as reflected in the Japanese language. Practice in the language laboratory is required. PREREQ: JAPN 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. S

***JAPN 2205 Study Abroad: 3-6 semester hour.***

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

***JAPN 2220 Basic Kanji I: 3 semester hours.***

Introduction to basic kanji practice through acquisition of communication skills, grammatical structures, and acquaintance with culture in Japan. Writing, reading, and speaking of basic kanji and kanji components. PREREQ: JAPN 1101 or equivalent. D

***JAPN 2221 Basic Kanji II: 3 semester hours.***

Introduction to basic kanji practice through acquisition of communication skills, grammatical structures, and acquaintance with culture in Japan. Writing, reading, and speaking of basic kanji and kanji components. PREREQ: JAPN 2220 or equivalent. D

**JAPN 3301 Japanese Conversation and Composition I: 3 semester hours.**

Intensive practice speaking and writing Japanese in forms and styles common to economics, politics, science, society, the arts and creative writing of the Japanese-speaking world. PREREQ: JAPN 2202 or equivalent. F

**JAPN 3302 Japanese Conversation and Composition II: 3 semester hours.**

Intensive practice speaking and writing Japanese in forms and styles common to economics, politics, science, society, the arts and creative writing of the Japanese-speaking world. PREREQ: JAPN 2202 or equivalent. S

**JAPN 3303 Professional Japanese: 3 semester hours.**

Intensive practice speaking, reading and writing Japanese in business, medical, legal, or other professions. May be repeated for up to 6 credits with different content. PREREQ: JAPN 2202 or equivalent. D

**JAPN 3305 Study Abroad: 1-6 semester hour.**

Available only through study overseas. Development of upper-division level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**JAPN 3320 Intermediate Kanji I: 3 semester hours.**

Intensive practice of intermediate kanji through development of intermediate level communicative competencies in speaking, listening, reading, and writing in kanji and kanji components. PREREQ: JAPN 2221 or equivalent. D

**JAPN 3321 Intermediate Kanji II: 3 semester hours.**

Intensive practice of intermediate kanji through development of upper-division level communicative competencies in speaking, listening, reading, and writing in kanji and kanji components. PREREQ: JAPN 3320 or equivalent. D

**JAPN 3341 Survey of Japanese Literature and Civilization I: 3 semester hours.**

Comprehensive overview of main currents of Japanese cultural history and literature. Conducted in English using translated texts. Knowledge of the language is not required. PREREQ: ENGL 1102. D

**JAPN 3342 Survey of Japanese Literature and Civilization II: 3 semester hours.**

Comprehensive overview of main currents of Japanese cultural history and literature. Conducted in English using translated texts. Knowledge of the language is not required. PREREQ: ENGL 1102. D

**JAPN 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**JAPN 4470 Readings in Japanese: 2 semester hours.**

Reading, discussion, and writing on selected topics in Japanese literature. May be repeated for up to 4 credits with different content. Conducted in English or Japanese, depending on each student's skills. PREREQ: Permission of instructor. D

**JAPN 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**Languages and Literatures Courses****LANG 1107 Nature of Language: 3 semester hours.**

General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language. Equivalent to ANTH 1107 and ENGL 1107. Satisfies Objective 7 of the General Education Objectives. S

**LANG 1199 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**LANG 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**LANG 4437 The Teaching of Foreign Languages: 3 semester hours.**

Study of the various methods used in teaching foreign languages, the extent and scope of language courses; the selection of suitable text books; audio-visual techniques and their contribution to language instruction. PREREQ: Permission of instructor. S

**LANG 4455 Introduction to Phonetics: 3 semester hours.**

Introduction to descriptive linguistics focusing on the phonetics and phonetic phenomena of English and the other languages of the world. Extensive practice in perception and production of such phenomena. Equivalent to ANTH 4455. PREREQ: ANTH/ENGL/LANG 1107. D

**LANG 4456 Introduction to Phonology and Morphology: 3 semester hours.**

Phonological theory and analysis; current theories in morphology. Phonological rules, representations, underlying forms, derivations, justifications of phonological analyses; morphological structure, derivational and inflectional morphology; relation of morphology to phonology. Equivalent to ANTH 4456. PREREQ: ANTH/ENGL/LANG 1107. D

**LANG 4457 Survey of Indo European Languages: 3 semester hours.**

Survey of Indo-European languages from ancient to modern times, their relationships to one another, and chief characteristics. Equivalent to ANTH 4457. PREREQ: Completion of Goal 10B. D

**LANG 4477 Phonology: 3 semester hours.**

Study of articulatory phonetics and practice in phonetic transcription of a broad survey of languages; phonological analysis and theory. D

**LANG 4484 Rotating Topics in Linguistics: 3 semester hours.**

Rotating topics in different areas of linguistics and linguistic analysis. Consult current schedule of classes for exact course being taught. May be repeated for up to 6 credits. Equivalent to ANTH 4484 and ENGL 4484. PREREQ: ANTH/LANG/ENGL 1107 or ENGL 2280 or ENGL 2281. D

**LANG 4488 Foreign Language Seminar: 3 semester hours.**

Advanced studies in selected topics from language, culture, literatures or methods of research. May be conducted in English. May be repeated for up to 6 credits with different content. PREREQ: Permission of instructor. D

**LANG 4497 Workshop: 1-2 semester hour.**

Workshop aimed at development and improvement of skills. Does not satisfy requirement for major or minor. May be repeated. Graded S/U. D

**LANG 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Latin Courses

**LATN 1101 Elementary Latin I: 4 semester hours.**

Intended to teach students basic reading skills and grammatical structures in Latin and to acquaint them with the culture of Ancient Rome. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. D

**LATN 1102 Elementary Latin II: 4 semester hours.**

Intended to teach students basic reading skills and grammatical structures in Latin and to acquaint them with the culture of Ancient Rome. Practice in the language laboratory is required. PREREQ: LATN 1101. Partially satisfies Objective 4 of the General Education Requirements. D

**LATN 2201 Intermediate Latin I: 4 semester hours.**

Review and further study of Latin grammar. Readings from various authors. Study of one book of Virgil's Aeneid. PREREQ: LATN 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

**LATN 2202 Intermediate Latin II: 4 semester hours.**

Review and further study of Latin grammar. Readings from various authors. Study of one book of Virgil's Aeneid. PREREQ: LATN 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

**LATN 4470 Readings in Latin: 2 semester hours.**

Reading, discussion, and writing on selected topics in Latin literature. May be repeated for up to 6 credits with different content. PREREQ: Permission of instructor. D

## Russian Courses

**RUSS 1101 Elementary Russian I: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in Russian and to acquaint them with the culture of Russian speakers. Practice in the language laboratory is required. Partially satisfies Objective 4 of the General Education Requirements. D

**RUSS 1102 Elementary Russian II: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in Russian and to acquaint them with the culture of Russian speakers. Practice in the language laboratory is required. PREREQ: RUSS 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. D

**RUSS 2201 Intermediate Russian I: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Russian. Contrastive study of culture as reflected in the Russian language. Practice in the language laboratory is required. PREREQ: RUSS 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

**RUSS 2202 Intermediate Russian II: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Russian. Contrastive study of culture as reflected in the Russian language. Practice in the language laboratory is required. PREREQ: RUSS 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. D

**RUSS 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**RUSS 3301 Russian Conversation and Composition I: 3 semester hours.**

Intensive practice speaking and writing Russian in forms and styles common to economics, politics, science, society, the arts and creative writing of the Russian-speaking world. PREREQ: RUSS 2202 or equivalent. D

**RUSS 3302 Russian Conversation and Composition II: 3 semester hours.**

Intensive practice speaking and writing Russian in forms and styles common to economics, politics, science, society, the arts and creative writing of the Russian-speaking world. PREREQ: RUSS 2202 or equivalent. D

**RUSS 3305 Study Abroad: 1-6 semester hour.**

Available only through study overseas. Development of upper-division level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**RUSS 4470 Readings in Russian: 2 semester hours.**

Reading, discussion, and writing on selected topics in Russian literature. May be repeated for up to 6 credits with different content. Conducted in Russian. PREREQ: Permission of instructor. D

**Shoshoni Courses****SHOS 1101 Elementary Shoshoni I: 4 semester hours.**

Basic communication skills and grammar of Shoshoni and introduction to Shoshoni culture. Equivalent to ANTH 1101. Partially satisfies Objective 4 of the General Education Requirements. F

**SHOS 1102 Elementary Shoshoni II: 4 semester hours.**

Furthering basic communication skills and grammar of Shoshoni and introduction to Shoshoni culture. Equivalent to ANTH 1102. PREREQ: ANTH/SHOS 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. S

**SHOS 2201 Intermediate Shoshoni I: 4 semester hours.**

Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni Culture and builds on skills and knowledge gained in Elementary Shoshoni. Equivalent to ANTH 2201. PREREQ: ANTH/SHOS 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F

**SHOS 2202 Intermediate Shoshoni II: 4 semester hours.**

Intermediate communication skills and grammar of Shoshoni. Deepens understanding of Shoshoni culture and builds on skills and knowledge gained in Elementary Shoshoni. Cross-listed as ANTH 2202. PREREQ: SHOS 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. S

**Spanish Courses****SPAN 1101 Elementary Spanish I: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in Spanish and to acquaint them with the culture of the Spanish-speaking countries. Partially satisfies Objective 4 of the General Education Requirements. F, S

**SPAN 1102 Elementary Spanish II: 4 semester hours.**

Intended to teach students basic communication skills and grammatical structures in Spanish and to acquaint them with the culture of the Spanish-speaking countries. PREREQ: SPAN 1101 or equivalent. Partially satisfies Objective 4 of the General Education Requirements. F, S

**SPAN 2200 Intermediate Enrichment: 1-4 semester hour.**

Enhances intermediate students' progress in listening, speaking, reading, writing as well as broadening cultural and historical understanding. May be repeated for a maximum of 4 credits. F, S, Su

**SPAN 2201 Intermediate Spanish I: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language. PREREQ: SPAN 1102 or equivalent. Satisfies Objective 9 of the General Education Requirements. F, S

**SPAN 2202 Intermediate Spanish II: 4 semester hours.**

Extensive review of grammatical structures and continued emphasis on developing students' communication skills in Spanish. Contrastive study of culture as reflected in the Spanish language. PREREQ: SPAN 2201 or equivalent. Satisfies Objective 9 of the General Education Requirements. F, S

**SPAN 2205 Study Abroad: 3-6 semester hour.**

Available only through study overseas. Development of intermediate-level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**SPAN 2210 Spanish for Health Care I: 3 semester hours.**

A course designed to teach health care professionals how to communicate proficiently with Spanish-speaking patients. Integrates thematically-related vocabulary, grammar, and culture with an emphasis on occupational communication. Credit by examination option is available for this class. Contact department for details. PREREQ: SPAN 1102 or equivalent. D

**SPAN 2211 Spanish for Health Care II: 3 semester hours.**

A course designed to teach health care professionals how to communicate proficiently with Spanish-speaking patients. Integrates thematically-related vocabulary, grammar, and culture with an emphasis on occupational communication. Credit by examination option is available for this class. Contact department for details. PREREQ: SPAN 2210 or equivalent. D

**SPAN 2265 Accelerated Intermediate Spanish: 8 semester hours.**

Concepts and content of SPAN 2201 and SPAN 2202 in one semester. Lab hours required. PREREQ: C- in SPAN 1102 or equivalent, and permission of instructor. D

**SPAN 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**SPAN 3300 Intensive Conversation: 3 semester hours.**

Students who have not had an immersion experience but who have completed intermediate course work focus on developing conversational skills. Emphasis on real-life topics, tasks, and functions. Graded S/U. PREREQ: C- in SPAN 2202 and permission of instructor. D

**SPAN 3301 Spanish Conversation and Composition I: 3 semester hours.**

Intensive practice speaking, reading, and writing standard Spanish in the forms and styles common to the media, commerce, research and the arts. Conducted in Spanish. PREREQ: SPAN 2202 or equivalent. F, S

**SPAN 3302 Spanish Conversation and Composition II: 3 semester hours.**

Intensive practice speaking, reading, and writing standard Spanish in the forms and styles common to the media, commerce, research and the arts. Conducted in Spanish. PREREQ: SPAN 2202 or equivalent. F, S

**SPAN 3303 Professional Spanish: 3 semester hours.**

Intensive practice speaking, reading, and writing Spanish in business, medical, legal, or other professions. May be repeated for up to 6 credits with different content. PREREQ: SPAN 2202 or equivalent. D

**SPAN 3305 Study Abroad: 1-6 semester hour.**

Available only through study overseas. Development of upper-division level communicative competencies in speaking, listening, reading and writing, and of cultural awareness through exposure to customs, traditions, places, and peoples. Graded S/U. D

**SPAN 3341 Survey of Spanish Literature and Civilization: 3 semester hours.**

Comprehensive overview of main currents of Peninsular cultural history and literature. Conducted in Spanish. PREREQ: SPAN 2202 or equivalent. F

**SPAN 3342 Survey of Latin American Literature and Civilization: 3 semester hours.**

Comprehensive overview of main currents of Latin American cultural history and literature. Conducted in Spanish. PREREQ: SPAN 2202 or equivalent. S

**SPAN 3375 Topics in Culture and Literature: 3 semester hours.**

Explore a topic of interest in Hispanic literature and culture through the study of a wide variety of literary and cultural texts at an introductory level. May be repeated 3 times with different content. PRE-or-COREQ: C- in CMLT 3360 or SPAN 3301 or SPAN 3302. F, S

**SPAN 3381 Hispanic Current Affairs: 3 semester hours.**

Study of contemporary Hispanic culture through an examination of current sociocultural issues in Spanish speaking countries. Conducted in Spanish. D

**SPAN 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**SPAN 4400 Spanish Advanced Grammar: 3 semester hours.**

Survey of selected grammar and composition topics on the advanced level. PREREQ: SPAN 3301 or SPAN 3302 or permission of instructor. D

**SPAN 4460 Spanish Translation and Interpretation: 4 semester hours.**

Theory and principles of translation and/or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary. May be repeated for a total of 12 credits. D

**SPAN 4470 Readings in Spanish: 2 semester hours.**

Reading, discussion, and preparation of reports on selected topics in Spanish literature. May be repeated for up to 4 credits with different content. Conducted in Spanish. PREREQ: SPAN 3301 or SPAN 3302 and permission of instructor. D

**SPAN 4475 Topics in Culture and Literature: 3 semester hours.**

Explore a topic of interest in Hispanic literature and culture at a more advanced level through the study of a wide variety of literary and cultural texts. May be repeated 3 times with different content. PREREQ: C- in CMLT 3360 or SPAN 3301 or SPAN 3302. F, S

**SPAN 4480 Independent Studies in Spanish: 3 semester hours.**

A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the student. PREREQ: SPAN 3301 or SPAN 3302 and permission of instructor. D

**SPAN 4490 Spanish Senior Seminar: 3 semester hours.**

Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated for up to 6 credits with different content. Conducted in Spanish. PREREQ: SPAN 3301 or SPAN 3302 or permission of instructor. D

**SPAN 4493 Spanish Internship: 1-3 semester hour.**

Internship coordinated by faculty providing significant exposure to the use of Spanish in a professional environment. May be repeated for up to 3 credits. Graded S/U. D

**SPAN 4494 Topics in Language and Culture for the Professions I: 1-3 semester hour.**

Enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. May be repeated with different content for a maximum of 3 credits. Graded S/U. D



**SPAN 4495 Topics in Language and Culture for the Professions II: 1-3 semester hour.**

Enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. May be repeated for a maximum of 3 credits with different content. Graded S/U. PREREQ: Permission of instructor. D

**SPAN 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Military Science

The U.S. Army Reserve Officers' Training Corps (ROTC) was established at Idaho State University under provisions recommended to the State Board of Education and in accordance with national requirements. Participation by students in the program is voluntary. The objective of the Advanced Course is to provide students who have the ability and desire, the opportunity to become commissioned officers in the United States Army, Army Reserve, or Army National Guard. Students interested in scholarship information may contact Enrollment Officer George Hansen, Reed Gym Room 223, **(208) 282-3061**. For more information please visit: <http://military.isu.edu/index.shtml>.

## Scope of Instruction

Instruction in ROTC is divided into the Basic Course and the Advanced Course. Each is described below.

### General

The program of instruction leading to a commission as a second lieutenant consists of academic classes in military science, one or more several-week summer training events, and a bachelor's degree in an academic major (including the Bachelor of Applied Science and Bachelor of Applied Technology). Training in leadership is emphasized. Instruction is given in subjects common to all branches of the Army with emphasis placed on the following: organization of the Army and ROTC; individual weapons and marksmanship; military history; management; leadership; map reading, land navigation and orienteering; U.S. Army and national security; military teaching principles; tactics; communications; operations; logistics; administration; military law; and the role of the United States military in world affairs.

### Basic Course

Normally taken the freshman and sophomore years, the Basic Course gives the student the opportunity to experience the Army without incurring any obligation.

Satisfactory completion of the Basic Course fulfills one of the requirements for continuation in the four-year program and acceptance into the Advanced Course. Those students desiring to take the Advanced Course but lacking the credit for the Basic Course may satisfy the requirements by attending a 28-day summer camp or by completing Military Basic Training. Veterans and Reserve/National Guard members may receive credit for the Basic Course.

Students in the Basic Course who are contemplating taking the Advanced Course are highly encouraged to take either the Military Style Fitness class or the Ranger Challenge fitness class.

### Advanced Course

In addition to the requirements of the Basic Course, the Advanced Course requires two additional years of military science and a 29-day training course, which provides practical application of instruction previously given. Admission to the Advanced Course is by permission of the Chair of the Department of Military Science.

### Scholarships

The Military Science department offers a multitude of scholarships, both Cadet Command Army-sponsored and Idaho State University-sponsored. Cadet Command offers a four-year scholarship to high school graduating seniors which pays up to 100% of tuition and education fees, OR room and board (chosen by the student). There is an additional book allowance. There are also limited numbers of 4, 3 and 2-year scholarships available once a student is on campus. In addition, Army scholarship winners also receive a tax-free subsistence allowance for 10 months per year, increasing yearly upon progression through Military Science. Each student selected for a scholarship must serve in the National Guard, Reserves, or Active Duty as a commissioned officer upon commissioning. For more information, please log on to [www.rotc.usaac.army.mil](http://www.rotc.usaac.army.mil) (<http://www.rotc.usaac.army.mil>). Students who are in the Advanced Course (junior and senior status) and some qualifying sophomores will also receive an additional monthly subsistence.

### Uniforms

Basic and Advanced Course students will be provided uniforms and equipment for ROTC classes. All such items of clothing and equipment are the property of the U.S. government and are provided solely for the purpose of furthering the military training of the student. Students are responsible for the safekeeping, care, and return of the property issued to them.

## Admission Requirements

Advanced Course cadets must:

1. Have satisfied one of the following requirements: Successful completion of the Basic Course, the 28-day summer Leader Training Course (LTC) or Basic Training. In addition, all students must have completed a minimum of 54 credits toward their chosen career field.
2. Be able to complete all requirements for commissioning before their 34th birthday (waivable to 39 years).
3. Successfully complete the prescribed survey and general screening tests.
4. Execute an individual contract with the government in which they agree to complete the Advanced Course at Idaho State University or any other institution at which they may thereafter be enrolled where such a program is offered.
5. Devote a minimum of eight hours a week to the military training prescribed by the Secretary of the Army.
6. Contract into the Army Reserve ROTC Control Group. This enlistment does not involve additional training or duty but is to insure compliance with the terms of the contract signed by the student.
7. Agree to accept a commission if tendered.
8. Serve as a commissioned officer in the active Army, the Army Reserve, or the National Guard. Guaranteed Reserve Forces Duty (GRFD) assignments are available for those who do not want to compete for the active duty assignments. The GRFD assignment allows officers to serve in the Reserves or National Guard with an Army Commission.
9. Complete the requirements for Professional Military Education (PME). The PME system is designed to articulate skills and knowledge that are required of all U.S. Army Officers. The professional military education component consists of two parts, a baccalaureate degree in an academic field and a military history course.
10. Participate in either the Ranger Challenge fitness class or the Military Style fitness class every semester until commissioned.

## Required Courses/Activities

### **Basic Course (select a, b, or c):**

#### **a) The following four courses:**

MSL 1101 & 1101L	Leadership and Personal Development and Leadership and Personal Development Laboratory	2
MSL 1102 & 1102L	Introduction to Tactical Leadership and Introduction to Tactical Leadership Laboratory	2
MSL 2201 & 2201L	Innovative Team Leadership and Innovative Team Leadership Laboratory	3
MSL 2202 & 2202L	Foundations of Tactical Leadership and Foundations of Tactical Leadership Laboratory	3

#### **Optional:**

MSL 1110	Military Style Physical Fitness Civilian Only	
MSL 1104	Ranger Challenge	

#### **b) Attendance at ROTC Leaders Training Course <sup>1</sup>** 6

#### **c) Prior military service**

<sup>1</sup> Attendance at ROTC Leader Training Course (LTC) is one means of completing the Basic Course. Students may sign up for MSL 2290 to receive 6 elective credits for LTC.

### **ROTC Advanced Course (For contracted cadets ONLY):**

MSL 3301 & 3301L	Adaptive Technical Leadership and Adaptive Team Leadership Laboratory	4
MSL 3302 & 3302L	Leadership in Changing Environments and Leadership in Changing Environments Laboratory	4
MSL 3310	ROTC Physical Fitness <sup>1</sup>	1
MSL 3320	Leadership in US Military History	3
MSL 4401 & 4401L	Developing Adaptive Leaders and Developing Adaptive Leaders Laboratory	4
MSL 4402 & 4402L	Leadership in a Complex World and Leadership in a Complex World Laboratory	4

#### **Optional:**

MSL 1104	Ranger Challenge	
MSL 3380	ROTC Nurse Seminar Training	
MSL 3390	Leader Development and Assessment Course LDAC <sup>2</sup>	
MSL 4492	Military Science Internship	

- <sup>1</sup> Required if student is on scholarship and/or contracted.
- <sup>2</sup> Attendance at Leader Development and Assessment Course (MSL 3390) is required of all contracted students normally between junior and senior year. Students may sign up for MSL 3390 to receive academic credit for Leader Development and Assessment Course.

## Minor in Military Science

(For contracted cadets ONLY)

### Required Military Science Courses :

MSL 3301 & 3301L	Adaptive Technical Leadership and Adaptive Team Leadership Laboratory	4
MSL 3302 & 3302L	Leadership in Changing Environments and Leadership in Changing Environments Laboratory	4
Physical Fitness		4
MSL 3310	ROTC Physical Fitness <sup>1</sup>	
MSL 3320	Leadership in US Military History	3
MSL 3390	Leader Development and Assessment Course LDAC	6
MSL 4401 & 4401L	Developing Adaptive Leaders and Developing Adaptive Leaders Laboratory	4
MSL 4402 & 4402L	Leadership in a Complex World and Leadership in a Complex World Laboratory	4
MSL 4492	Military Science Internship <sup>2</sup>	6
Total Hours		35

- <sup>1</sup> This is a 1-credit course, taken once each semester, for a total of 4 credits.
- <sup>2</sup> Optional, if student qualifies.

## Courses

### **MSL 1101 Leadership and Personal Development: 2 semester hours.**

Introduces personal challenges and competencies critical for effective leadership. Learn life skills such as critical thinking, goal setting, time management, physical fitness, and stress management, as related to leadership, officership, and the Army profession. Develop basic knowledge and comprehension of Army leadership dimensions, the ROTC program, its purpose, and its advantages. COREQ: MSL 1101L. F

### **MSL 1101L Leadership and Personal Development Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 1101. F

### **MSL 1102 Introduction to Tactical Leadership: 2 semester hours.**

Setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Explore in more detail the Army's leadership philosophy and learn fundamental military concepts. COREQ: MSL 1102L. S

### **MSL 1102L Introduction to Tactical Leadership Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 1102. S

### **MSL 1104 Ranger Challenge: 1 semester hour.**

Students are instructed in basic military/survival skills: field expedient bridging, marksmanship, individual weapons familiarization, individual tactical movement, and physical readiness. Culminates in team competitions with other universities. May be repeated for up to 4 credits by Military Science students. F

### **MSL 1110 Military Style Physical Fitness Civilian Only: 1 semester hour.**

Participate in and learn to lead a physical fitness program. Emphasis on developing an individual fitness program and the role of exercise and fitness in one's life. Equivalent to PEAC 1110. F, S

### **MSL 2201 Innovative Team Leadership: 3 semester hours.**

Explore creative and innovative tactical leadership strategies and styles; examine team dynamics and two historical leadership theories. Includes planning, executing and assessing team exercises and participating in leadership labs as well as land navigation and squad tactics. COREQ: MSL 2201L. F

**MSL 2201L Innovative Team Leadership Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 2201. F

**MSL 2202 Foundations of Tactical Leadership: 3 semester hours.**

Terrain analysis, patrolling, operation orders, and other challenges of leading tactical teams in the contemporary operating environment (COE). Students assess their own leadership styles and practice communication and team building. COE case studies reflect the importance and practice of teamwork and tactics in real-world scenarios. COREQ: MSL 2202L. S

**MSL 2202L Foundations of Tactical Leadership Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 2202. S

**MSL 2290 ROTC Leaders Training Course: 6 semester hours.**

5-week summer course taken at Fort Knox, KY provides an introduction to military science for students having little or no military experience. Provides experiences in management, teaching, first aid, physical conditioning. Qualifies student for ROTC Advanced Course. PREREQ: Permission of Chair. F

**MSL 3301 Adaptive Technical Leadership: 4 semester hours.**

Study, practice, develop, and evaluate adaptive leadership skills using squad tactical operations scenarios and systematic feedback on leadership attributes and actions. Cadets develop tactical leadership abilities to enable success at the summer Leadership Development and Assessment Course. PREREQ: Contracted MLS student. COREQ: MSL 3301L. F

**MSL 3301L Adaptive Team Leadership Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 3301. F

**MSL 3302 Leadership in Changing Environments: 4 semester hours.**

Intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Review aspects of combat, stability, and support operations; conduct military briefings; develop operation orders. Explore, evaluate, and develop skills in decision-making, persuading, and motivating team members in the COE. PREREQ: MSL 3301. COREQ: MSL 3302L. S

**MSL 3302L Leadership in Changing Environments Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 3302. S

**MSL 3310 ROTC Physical Fitness: 1 semester hour.**

Participate in, plan and lead physical fitness programs. Develop the physical fitness requirements of an officer in the Army. Emphasis on developing an individual fitness program and the role of exercise and fitness in one's life. May be repeated for up to 8 credits by contracted Military Science students. COREQ: Enrolled in MSL class. F, S

**MSL 3320 Leadership in US Military History: 3 semester hours.**

Introduction to American military experience. Personal and military examples of changes made as a result of lessons learned from history. Accounts from major wars and battles throughout U.S. history are described to focus on how leadership decisions affected the success or failure of military operations. PREREQ: Contracted student or permission of Instructor. F, S

**MSL 3380 ROTC Nurse Seminar Training: 3 semester hours.**

Clinical leadership experience with an Army Nurse Corps preceptor at an Army hospital in the US or overseas after completion of Leader Development and Assessment Course (MSL 3390). PREREQ: MSL 3390 and one clinical nursing course. F

**MSL 3390 Leader Development and Assessment Course LDAC: 6 semester hours.**

Culmination of MSL 3301 and MSL 3302; Leader Development and Assessment Course at Fort Lewis, Washington. Required of all contracted students, normally between junior and senior years. PREREQ: MSL 3301 and MSL 3302. F

**MSL 4401 Developing Adaptive Leaders: 4 semester hours.**

Develop proficiency in planning, executing, and assessing complex operations, and in functioning as a member of a staff. Provide performance feedback to subordinates by assessing risk, making ethical decisions, and leading fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to becoming officers. PREREQ: MSL 3301 and MSL 3302. COREQ: MSL 4401L. F

**MSL 4401L Developing Adaptive Leaders Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 4401. F

**MSL 4402 Leadership in a Complex World: 4 semester hours.**

Explore dynamics of leading in complex situations of current military operations in the COE. Examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Explore aspects of interacting with non-government identities/civilians on the battlefield. PREREQ: MSL 4401. COREQ: MSL 4402L. S

**MSL 4402L Leadership in a Complex World Laboratory: 0 semester hours.**

Practical application of classroom instruction, leadership exercises, adventure training, military skills, and tactical instruction. Military branch and rank orientation is also applied. COREQ: MSL 4402. S

**MSL 4492 Military Science Internship: 6 semester hours.**

Apply skills learned in MSL program. PREREQ: Permission of Chair. COREQ: Simultaneous membership in ROTC and Army Reserves/National Guard.  
S

## Music

The School of Performing Arts (<http://www.isu.edu/sopa>) is comprised of the music, theatre, and dance disciplines. The goal of the School is to provide the highest quality education and performance activities to those whom it serves. We are located in the Stephens Center for the Performing Arts, as well as the Fine Arts building (for most music courses), and the Red Hill Building (for most dance courses).

## Department of Music

The Department of Music (see also <http://www.isu.edu/sopa/music/>) offers programs leading to Bachelor of Music, Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education degrees. Students who major in music take courses that provide a broad cultural background for careers in music teaching, performance, graduate study and music-related work. Membership in organized music groups, including Wind Ensemble, Symphonic Band, Marching Band, Symphony Orchestra, Concert Choir, ISU Women's Choir, Idaho State Chorale, Jazz Bands, Chamber Choir, Opera Workshop and a variety of small woodwind, brass, percussion, string, vocal and keyboard ensembles, is open to all university students. ISU's music department provides a wide variety of experiences and opportunities to work with dedicated faculty and guest artists, in an unparalleled state-of-the-art facility.

### Accreditation

The Idaho State University Department of Music is an accredited institutional member of the National Association of Schools of Music. Its music education program is also accredited by regional and state accrediting agencies.

### Goals and Objectives

The Department of Music at Idaho State University has the following goals:

1. To offer instruction of the highest possible quality to music students;
2. To provide an atmosphere of professional experiences in music, including concerts, master classes, and guest artists;
3. To prepare professional musicians for careers in teaching and/or performance;
4. To offer courses and musical experiences as an element of cultural enrichment for students who do not major in music;
5. To provide opportunities for continued participation by all university students in various performing ensembles and other musical activities; and
6. To exhibit a strong posture in community service through co-sponsorship and promotion of music cultural events.

The student-related outcome objectives relating to these goals are as follows:

1. Students will gain professional level performing experience in a variety of settings including large ensemble, small ensemble, and solo performance. These performance experiences will culminate in the presentation of a solo recital in the senior year.
2. Students will gain a broad understanding of the history of music, focusing primarily upon Western musical culture, but also including an overview of world musics. Students will gain an understanding of how music functions within society and culture.
3. Students will gain a broad understanding of music theory, including part writing, analysis, and composition.
4. Students will develop ear training skills, including the abilities to hear and notate pitch, intervals, chords, and rhythms. Students will be able to hear and identify procedures and large scale structures that are used in music.
5. Students, especially those in the Bachelor of Music Education degree, will gain knowledge and experience in the art of teaching music.
6. Students will gain and be able to display basic competencies on piano, including performance, sight reading, transposition, harmonization, and proper piano technique.

## Admission

All prospective music majors/minors and transfer students must contact the department office prior to their first semester's registration to be assigned a departmental advisor and take diagnostic placement tests and performance auditions. Acceptance as a music major/minor is dependent upon auditions and these examinations. Examinations should be taken before or during the week preceding classwork.

### Performance Auditions

These auditions will include technique demonstration and repertoire performance.

### Theory Placement Exam

This exam will determine the specific semester of music theory to which a student will be assigned.

## Piano Placement Exams

These tests serve to determine the specific semester and section of class piano or private instruction to which a student will be admitted. All music majors must successfully complete the department's required piano proficiency to graduate. Credits in MUSC 1118-MUSC 1119, MUSC 2218-MUSC 2219, or MUSA 1120 may be used toward passing the piano proficiency. The student must register for piano or piano class each semester until passing the proficiency exam.

## Special Graduation Requirements

1. An overall accumulative grade point average of 2.0 for all University courses is required for graduation. The Music Department requires a Music GPA of 2.5 as a standard for graduation. An additional requirement is that a music major or minor must earn no less than a "C-" grade in each music course. Furthermore, at least a "C-" grade must be received to advance to another course for which the earlier course is a prerequisite, or to advance to the next level of a continuation course.
2. All Music majors must pass the department's Junior Standing Exam (usually taken at the end of the sophomore year) and register for, and pass, applied music lessons, a minimum of 2 semesters at the 3000 level, and 1-2 semesters at the 4000 level.

## Music Department Handbook

A handbook is available online at <http://www.isu.edu/sopa/music/handbook.shtml> which describes more completely the facilities, policies, course sequencing and departmental operations. Prospective students and music majors/minors are urged to become familiar with its contents.

## Bachelor of Music

The Bachelor of Music degree is designed for students preparing for graduate study or careers in performance. A student majoring in Music Performance may select to specialize in **voice, piano, guitar, strings, winds, or percussion**. Students completing the Bachelor of Music must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this Catalog). Voice majors are strongly encouraged to elect one year of foreign language study in both French and German.

## Basic Music Requirements (common to all options)

MUSC 1103	Theory of Music I	3
MUSC 1104	Theory of Music II	3
MUSC 1107	Recital Attendance (7 semesters)	0
MUSC 1108	The World of Music (Partially satisfies General Education Objective 4)	4
MUSC 1113	Aural Skills I	1
MUSC 1114	Aural Skills II	1
MUSC 2203	Theory of Music III	3
MUSC 2204	Theory of Music IV	3
MUSC 2213	Aural Skills III	1
MUSC 2214	Aural Skills IV	1
MUSC 3304	Music History I	3
MUSC 3305	Music History II	3
MUSC 3306	Music History III	3
MUSC 3311	Form and Analysis	2
MUSC 4495	Senior Recital	2
Piano Proficiency <sup>1</sup>		4
Upper Division Music Theory/History Elective		2-3
Other Music Electives <sup>2</sup>		2
<b>Total Hours</b>		<b>41-42</b>

<sup>1</sup> Piano proficiency is required for all degree candidates. Applied music secondary credits (MUSC 1118-MUSC 1119, MUSC 2218-MUSC 2219, or MUSA 1120) may be used toward passing the piano proficiency. The student must register for piano each semester until able to pass the proficiency exam.

<sup>2</sup> Music electives must be chosen from Music Courses, not from Applied Music or Music Ensembles (Performing Organizations).

## Instrumental Option

MUSC 3320	Instrumental Conducting	2
MUSC 4411	Instrument Literature	2

MUSC 4412	Instrument Pedagogy	2
Applied Music (major instrument)		24
Large Ensembles (band, orchestra, choir)		8
Chamber Music (instrumental ensemble)		4

## Piano Option

MUSC 3319	Choral Conducting	2
or MUSC 3320	Instrumental Conducting	
MUSC 3395	Junior Recital	1
MUSC 4413	Piano Literature	2
MUSC 4414	Piano Pedagogy	2
Applied Music (piano)		24
Large Ensembles (band, orchestra, choir)		7
Chamber Music (keyboard collaboration)		4

## Voice Option

MUSC 2225	Voice Diction	2
MUSC 3319	Choral Conducting	2
MUSC 3325	Advanced Voice Diction	2
MUSC 4419	Voice Literature	3
MUSC 4420	Voice Pedagogy	3
Applied Music (voice)		16
Large Ensembles (choir)		8
Opera Workshop		2

## Bachelor of Music Education

The Bachelor of Music Education is a nine-semester degree program designed to prepare students to teach music in secondary and elementary schools. Graduating students will be eligible for certification K-12, vocal and instrumental music.

Music Education students must complete requirements and be fully admitted to the Teacher Education Program before they can take courses in professional Education number 3000 and above. Refer to the Teacher Education Program (<http://coursecat.isu.edu/education>) in the College of Education section of this Undergraduate Catalog.

Students completing the Bachelor of Music Education must complete 8 of the 9 General Education Objectives (minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this Catalog).

### Basic Music Requirements

MUSC 1103	Theory of Music I	3
MUSC 1104	Theory of Music II	3
MUSC 1107	Recital Attendance (7 semesters)	0
MUSC 1108	The World of Music (Partially satisfies General Education Objective 4)	4
MUSC 1113	Aural Skills I	1
MUSC 1114	Aural Skills II	1
MUSC 1127	Class Voice	1
or MUSP 1172	ISU Women's Choir	
or MUSP 1173	Concert Choir	
MUSC 2203	Theory of Music III	3
MUSC 2204	Theory of Music IV	3
MUSC 2213	Aural Skills III	1
MUSC 2214	Aural Skills IV	1
MUSC 2252	Introduction to Music Education	1
MUSC 2255	Woodwind Methods	2

MUSC 2256	Brass Methods	2
MUSC 2258	Percussion Methods	2
MUSC 2259	String Methods	2
MUSC 3304	Music History I	3
MUSC 3305	Music History II	3
MUSC 3306	Music History III	3
MUSC 3311	Form and Analysis	2
MUSC 3312	Music Technology	2
MUSC 3319	Choral Conducting	2
MUSC 3320	Instrumental Conducting	2
MUSC 3333	Elementary Music Methods	3
MUSC 3334	Choral Music Methods	2
MUSC 3335	Instrumental Music Methods	2
MUSC 3338	Field Experience in Music Education	2
MUSC 4401	Orchestration	2
Applied music ( major instrument or voice)		7
Large Performing Ensembles ( band, orchestra, choir)		7
IN ADDITION:		
Solo or joint senior recital		
Piano proficiency <sup>1</sup>		
Chamber Ensembles		

<sup>1</sup> Piano proficiency is required for all degree candidates. Applied music secondary credits (MUSC 1118-MUSC 1119, MUSC 2218-MUSC 2219, or MUSA 1120) may be used toward passing the piano proficiency. The student must register for piano each semester until able to pass the proficiency exam.

### Professional Education Requirements

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture (Satisfies General Education Objective 9)	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 4401	Content Area Literacy	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4492	Secondary Music Education Student Teaching Internship	7-14

**Note:** Music Education students are not required to take EDUC 2215, which is normally part of the Education core courses.

## Bachelor of Arts or Bachelor of Science in Music

The Bachelor of Arts in Music degree is a general music degree with additional electives in the arts and humanities. The Bachelor of Science in Music degree emphasizes the study of music with additional electives in science and mathematics. Seventy credits of non-music courses are required in the B.A. and B.S. degrees.

Students completing the Bachelor of Music Education must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.)

Degree candidates whose applied major is voice are encouraged to take a second year of a foreign language--French or German.

### Basic Music Requirements

MUSC 1103	Theory of Music I	3
MUSC 1104	Theory of Music II	3
MUSC 1107	Recital Attendance (7 semesters)	0
MUSC 1108	The World of Music (Partially satisfies General Education Objective 4)	4
MUSC 1113	Aural Skills I	1
MUSC 1114	Aural Skills II	1
MUSC 2203	Theory of Music III	3



MUSC 2204	Theory of Music IV	3
MUSC 2213	Aural Skills III	1
MUSC 2214	Aural Skills IV	1
MUSC 3304	Music History I	3
MUSC 3305	Music History II	3
MUSC 3306	Music History III	3
MUSC 3311	Form and Analysis	2
MUSC 4495	Senior Recital	2
Applied Music		8
Piano Proficiency <sup>1</sup>		
Large Ensembles (band, orchestra, choir)		8
Chamber Ensembles		
Upper Division Music Theory/History Elective		2-3
Other Music Electives <sup>2</sup>		2

<sup>1</sup> Piano proficiency is required for all degree candidates. Applied music secondary credits (MUSC 1118-MUSC 1119, MUSC 2218-MUSC 2219, or MUSA 1120) may be used toward passing the piano proficiency. The student must register for piano each semester until able to pass the proficiency exam.

<sup>2</sup> Music electives must be chosen from Music courses, not from Applied Music or Music Ensembles (performing organizations).

## Minor in Music

### Required Courses

MUSC 1103	Theory of Music I	3
MUSC 1104	Theory of Music II	3
MUSC 1107	Recital Attendance (4 semesters)	0
MUSC 1108	The World of Music (Partially satisfies General Education Objective 4)	4
MUSC 1113	Aural Skills I	1
MUSC 1114	Aural Skills II	1

### Applied Music

(2 credits at the 1000 level, 2 credits at the 2000 level) 4

### Large Performing Ensembles

(Band, Choir, Orchestra) 4

Music Elective 2

## Performing Organizations

Membership in organized music groups is open to all university students subject to approval of the respective directors. All ensembles listed below may be repeated at any time without limitation. However, only 8 credits of music ensembles can be counted toward graduation credit hour requirements. All music majors are required to participate in a large ensemble (band, orchestra, choir) as a portion of their applied music study. \*\*Participation in chamber ensembles is expected during the degree program with a chamber ensemble performance required as a portion of the student's senior recital program.

## Applied Music—Private Lessons

Private lessons are offered in band and orchestral instruments, voice, piano, percussion, and classical guitar for 1-3 credits each semester.

***A special music fee is charged for enrollment in applied music. Students taking applied music lessons pay fees currently set at \$175, \$230, and \$350, depending on the level and length of the lessons. Please see the Class Schedule for the applicable fee under Applied Music Lessons.***

Students desiring to major or minor in music will normally be classified as entering freshmen in the 1000 level of the series. All music majors must pass the department's Junior Standing Exam in applied music (usually taken at the end of the sophomore year) and register for, and pass, a minimum of 2 semesters at the 3000 level and 1-2 semesters at the 4000 level. Music Education students will take applied music for 1 credit per semester; Music Performance students will take applied music for 2-3 credits per semester. The courses in this section all use the MUSA prefix.

Department	Freshman	Sophomore	Junior	Senior
Piano	1121	2221	3321	4421

Voice	1131	2231	3331	4431
Organ	1141	2241	3341	4441
Strings	1161	2261	3361	4461
Brass	1165	2265	3365	4465
Woodwinds	1175	2275	3375	4475
Percussion	1185	2285	3385	4485

Any student registering in any of the above course numbers except those at the 4000 level will be required to register for MUSC 1107 and attend the weekly General Recital Hours/Studio Classes and evening concerts until degree requirements for recital attendance have been fulfilled. A student who does not plan to attend the required recital hour/studio classes and evening concerts should register for one of the following secondary instruction course numbers.

MUSA 1120	Music Lessons Secondary Piano	1
MUSA 1130	Music Lessons Secondary Voice	1
MUSA 1140	Music Lessons Secondary Organ	1
MUSA 1160	Music Lessons Secondary Strings	1
MUSA 1164	Music Lessons Secondary Brass	1
MUSA 1174	Music Lessons Secondary Woodwinds	1
MUSA 1184	Music Lessons Secondary Percussion	1

These courses are an undergraduate classification for non-majors, for prospective majors who do not yet meet the level of proficiency expected of a major, or for majors who wish to study an additional applied music area other than their major area.

## Music:Applied Lessons Courses

### ***MUSA 1120 Music Lessons Secondary Piano: 1 semester hour.***

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

### ***MUSA 1121 Applied Music Lessons Piano: 1-3 semester hour.***

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

### ***MUSA 1130 Music Lessons Secondary Voice: 1 semester hour.***

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

### ***MUSA 1131 Applied Music Lessons Voice: 1-3 semester hour.***

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

### ***MUSA 1140 Music Lessons Secondary Organ: 1 semester hour.***

### ***MUSA 1141 Applied Music Lessons Organ: 1-3 semester hour.***

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

### ***MUSA 1160 Music Lessons Secondary Strings: 1 semester hour.***

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

### ***MUSA 1161 Applied Music Lessons Strings: 1-3 semester hour.***

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

### ***MUSA 1164 Music Lessons Secondary Brass: 1 semester hour.***

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

### ***MUSA 1165 Applied Music Lessons Brass: 1-3 semester hour.***

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

### ***MUSA 1174 Music Lessons Secondary Woodwinds: 1 semester hour.***

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

**MUSA 1175 Applied Music Lessons Woodwinds: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 1184 Music Lessons Secondary Percussion: 1 semester hour.**

Applied music for non-majors, for prospective majors not yet meeting required proficiency level, or for majors studying additional applied music. May be repeated

**MUSA 1185 Applied Music Lessons Percussion: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2221 Applied Music Lessons Piano: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2231 Applied Music Lessons Voice: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2241 Applied Music Lessons Organ: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2261 Applied Music Lessons Strings: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2265 Applied Music Lessons Brass: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2275 Applied Music Lessons Woodwinds: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 2285 Applied Music Lessons Percussion: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3321 Applied Music Lessons Piano: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3331 Applied Music Lessons Voice: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3341 Applied Music Lessons Organ: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3361 Applied Music Lessons Strings: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3365 Applied Music Lessons Brass: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3375 Applied Music Lessons Woodwinds: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 3385 Applied Music Lessons Percussion: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4421 Applied Music Lessons Piano: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4431 Applied Music Lessons Voice: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4441 Applied Music Lessons Organ: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4461 Applied Music Lessons Strings: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4465 Applied Music Lessons Brass: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4475 Applied Music Lessons Woodwinds: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**MUSA 4485 Applied Music Lessons Percussion: 1-3 semester hour.**

For students with a Music or Music Education major or minor. Music Education students take for 1 credit; Music Performance students take for 2-3 credits per semester. May be repeated

**Music:Performance Courses****MUSP 1163 Chamber Orchestra: 1 semester hour.**

Study and performance of traditional and modern works for chamber orchestra. F, S

**MUSP 1166 Chamber Choir: 1 semester hour.**

Reading, study and performance of representative literature for chamber choir. Emphasis is placed on the individual's contribution toward the highest of choral standards. Open to all students by audition. May be repeated. F, S

**MUSP 1167 Opera Workshop: 1 semester hour.**

Ensemble course devoted to the study of opera from the standpoint of workshop. May be repeated. S

**MUSP 1168 Instrumental Ensemble: 1 semester hour.**

Ensemble training in various instrument combinations, such as string quartet and various woodwind and brass ensembles. Section 1, Woodwind Ensemble; 2, Brass Ensemble; 3, Percussion Ensemble; 4, String Ensemble; 5, Keyboard Ensemble. May be repeated. F, S

**MUSP 1169 Orchestra: 1 semester hour.**

Sight reading of representative orchestral literature; orchestral routine, study, and public performance of major symphonic compositions including orchestral accompaniments. May be repeated. F, S

**MUSP 1170 Camerata Singers Idaho State Chorale: 1 semester hour.**

Reading, study, and performance of representative choral literature. Open to community members and students. Does not meet the ensemble requirement for music majors. May be repeated. F, S

**MUSP 1172 ISU Women's Choir: 1 semester hour.**

Study, rehearsal and performance of traditional and non-traditional choral music for treble voices. May be repeated. F, S

**MUSP 1173 Concert Choir: 1 semester hour.**

Study and performance of the entire body of choral music. Includes several performances and concerts. Emphasis on attaining high musical standards and levels of choral-vocal proficiency. Open to all students by audition. May be repeated. F, S

**MUSP 1177 Symphonic Band: 1 semester hour.**

Rehearsal and performance of traditional and contemporary wind literature in on- and off-campus concerts. Open to all students by audition. May be repeated. F, S

**MUSP 1178 Jazz Band: 1 semester hour.**

Rehearsal and performance of standard and contemporary big-band literature. One or two concerts are given each semester. Open to all students by audition. May be repeated. F, S

**MUSP 1179 Bengal Marching Band: 1 semester hour.**

Rehearsal and performance at home football games and other events. May include travel to selected away football games. Open to all students by audition. May be repeated. F

**MUSP 4463 Chamber Orchestra: 1 semester hour.**

Study and performance of traditional and modern works for chamber orchestra. PREREQ: Junior level standing in applied music. F, S

**MUSP 4466 Chamber Choir: 1 semester hour.**

Reading, study and performance of representative literature for chamber choir. Emphasis is placed on the individual's contribution toward the highest of choral standards. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4467 Opera Workshop: 1 semester hour.**

Ensemble course devoted to the study and presentation of an opera. PREREQ: Junior level standing in applied music. S

**MUSP 4468 Instrumental Ensemble: 1 semester hour.**

Ensemble training in various instrument combinations, such as string quartet and various woodwind and brass ensembles. Section 1, Woodwind Ensemble; 2, Brass Ensemble; 3, Percussion Ensemble; 4, String Ensemble; 5, Keyboard Ensemble. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4469 Orchestra: 1 semester hour.**

Sight reading of representative orchestral literature; orchestral routine, study, and public performance of major symphonic compositions including orchestral accompaniments. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4472 ISU Women's Choir: 1 semester hour.**

Study, rehearsal and performance of traditional and non-traditional choral music for treble voices. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4473 Concert Choir: 1 semester hour.**

Study and performance of the entire body of choral music. Includes several performances and concerts. Emphasis on attaining high musical standards and levels of choral vocal proficiency. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4477 Symphonic Band: 1 semester hour.**

Rehearsal and performance of traditional and contemporary wind literature in on- and off-campus concerts. May be repeated. PREREQ: Junior level standing in applied music. F, S

**MUSP 4478 Jazz Band: 1 semester hour.**

Rehearsal and performance of standard and contemporary big-band literature. One or two concerts are given each semester. May be repeated. PREREQ: Junior level standing in applied music. F, S

## Music Courses

**MUSC 1100 Introduction to Music: 3 semester hours.**

A listening-oriented course with Western art music as its principal focus. Designed for the general student. No music reading ability/performance skills are assumed. Credit cannot be granted in both MUSC 1100 and MUSC 1108. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**MUSC 1102 Elements of Music: 2 semester hours.**

Introductory course for non-majors or prospective majors covering music reading/notation and elementary music theory. Music performance skills are not a prerequisite. D

**MUSC 1103 Theory of Music I: 3 semester hours.**

Melodic and harmonic part writing and basic analysis. Majors who have not passed piano proficiency should register concurrently with class piano MUSC 1118 and MUSC 1119 or MUSC 2218 and MUSC 2219. PREREQ: MUSC 1102 or equivalent. F

**MUSC 1104 Theory of Music II: 3 semester hours.**

Continuation of MUSC 1103. PREREQ: MUSC 1103 and MUSC 1113. S

**MUSC 1106 American Music: 3 semester hours.**

A listening-oriented course for general students focusing on American folk, popular and art music styles. No music reading/performance skills assumed. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**MUSC 1107 Recital Attendance: 0 semester hours.**

Attendance at weekly recital hour and prescribed number of evening concerts. Enrollment in this course is required of all students taking applied lessons numbered 1121-4485. Graded S/U. F, S

**MUSC 1108 The World of Music: 4 semester hours.**

A survey of world music, including styles of a variety of cultures, with a focus on Western art music. Music reading ability required. Credit cannot be granted in both MUSC 1100 and MUSC 1108. Partially satisfies Objective 4 of the General Education requirements. F

**MUSC 1109 Survey of Jazz History: 3 semester hours.**

Historical survey of jazz music, jazz-related musical idioms, and leading jazz performers. Through listening, reading and writing about the music, students will have the opportunity to develop a greater understanding and appreciation for jazz, for the musicians who created it, and for the music's cultural value. Partially satisfies Objective 4 of the General Education Requirements. D

**MUSC 1113 Aural Skills I: 1 semester hour.**

Development of skills in sight singing, aural recognition, and critical listening. Designed to correlate with Theory of Music I. PREREQ: MUSC 1102 or equivalent. F

**MUSC 1114 Aural Skills II: 1 semester hour.**

Continued development of skills in sight singing, aural recognition, and critical listening. Designed to correlate with Theory of Music II. PREREQ: MUSC 1103 and MUSC 1113. S

**MUSC 1118 Class Piano I: 1 semester hour.**

Primarily for music and elementary education majors completing piano proficiency requirements. Normally taken concurrently with MUSC 1103. F

**MUSC 1119 Class Piano II: 1 semester hour.**

Primarily for music and elementary education majors completing piano proficiency requirements. Normally taken concurrently with MUSC 1104. S

**MUSC 1125 Beginning Guitar Class: 1 semester hour.**

Basic guitar technique and repertoire. Open to any student. Students must provide their own guitars. F, S

**MUSC 1126 Intermediate Guitar Class: 1 semester hour.**

Intermediate guitar technique and repertoire. Open to any student. Students must provide their own guitars. F, S

**MUSC 1127 Class Voice: 1 semester hour.**

Basic singing technique and vocal repertoire. Open to any student, including elementary education majors completing requirements. F, S

**MUSC 2203 Theory of Music III: 3 semester hours.**

Continued development in aural and visual perception through analysis and writing of 18th, 19th, and 20th century styles. PREREQ: MUSC 1104 and MUSC 1114. F

**MUSC 2204 Theory of Music IV: 3 semester hours.**

Continuation of MUSC 2203. PREREQ: MUSC 2203 and MUSC 2213. S

**MUSC 2213 Aural Skills III: 1 semester hour.**

Continued development of skills in sight singing, aural recognition, and critical listening. Designed to correlate with Theory of Music III. PREREQ: MUSC 1104 and MUSC 1114. F

**MUSC 2214 Aural Skills IV: 1 semester hour.**

Continued development of skills in sight singing, aural recognition, and critical listening. Designed to correlate with Theory of Music IV. PREREQ: MUSC 2203 and MUSC 2213. S

**MUSC 2218 Class Piano III: 1 semester hour.**

Primarily for music and elementary education majors completing piano proficiency requirements. Normally taken concurrently with MUSC 2203. F

**MUSC 2219 Class Piano IV: 1 semester hour.**

Primarily for music and elementary education majors completing piano proficiency requirements. Normally taken concurrently with MUSC 2204. S

**MUSC 2225 Voice Diction: 2 semester hours.**

Principles of voice diction with emphasis on English and Italian. AF

**MUSC 2233 Music Methods for Elementary Teachers: 2 semester hours.**

Methodology/materials for teaching elementary school music. Basic skills for the classroom teacher include: basic notation, conducting, autoharp, Orff instruments, piano, recorder, guitar, singing, listening. Two lectures, one lab per week. F, S, Su

**MUSC 2235 Singing for Actors: 2 semester hours.**

Introduction to sound vocal technique and basic musicianship through the study of folk song and musical theater repertory. Selecting and preparing audition repertory. Vocal health issues. AF

**MUSC 2252 Introduction to Music Education: 1 semester hour.**

An introduction to music education philosophy, psychology, and history, and a survey of music education approaches. Requires nine hours of classroom observations. D

**MUSC 2255 Woodwind Methods: 2 semester hours.**

Designed primarily for music education majors. Application of the theory and playing techniques involved in teaching students to play woodwind instruments in band/orchestra. R1

**MUSC 2256 Brass Methods: 2 semester hours.**

Designed primarily for music education majors. Application of the theory and playing techniques involved in teaching students to play brass instruments in band/orchestra. R1

**MUSC 2258 Percussion Methods: 2 semester hours.**

Designed primarily for music education majors. Application of the theory and playing techniques involved in teaching students to play percussion instruments in band/orchestra. R1

**MUSC 2259 String Methods: 2 semester hours.**

Designed primarily for music education majors. Application of the theory and playing techniques involved in teaching players of stringed instruments in band/orchestra. R1

**MUSC 3304 Music History I: 3 semester hours.**

Study of music and the development of Western art music from ancient times to circa 1750. Examination of major trends, including chant and song in the Middle Ages, Ars Antiqua, Ars Nova, Burgundian Music, the Renaissance, and the Baroque. PREREQ: ENGL 1102, MUSC 2203, and either MUSC 1100 or MUSC 1108. S

**MUSC 3305 Music History II: 3 semester hours.**

Study of Western art music during the Pre-classic, Classic and Romantic periods. Examination of major trends and philosophies including the Enlightenment, Romanticism and Nationalism. PREREQ: ENGL 1102, MUSC 2203, and either MUSC 1100 or MUSC 1108. F

**MUSC 3306 Music History III: 3 semester hours.**

Study of music in Europe and America from Post-Romanticism to the present. Examination of major trends, including impressionism, expressionism, serialism, jazz, the avant-garde, neo-classicism, neo-romanticism, and post-modernism. PREREQ: ENGL 1102, MUSC 2204, and either MUSC 1100 or MUSC 1108, or permission of instructor. S

**MUSC 3311 Form and Analysis: 2 semester hours.**

Analysis and study of standard compositions from the Renaissance to the 20th century with emphasis on structural, stylistic, and historical aspects. PREREQ: MUSC 2203 and MUSC 2204. F

**MUSC 3312 Music Technology: 2 semester hours.**

Introduction to music technology concepts using computers and MIDI instruments. Includes computer accompaniments, improvisation and development of creativity. PREREQ: MUSC 1103 or permission of instructor. D

**MUSC 3314 Jazz Improvisation: 1 semester hour.**

Development of skills and knowledge necessary to become a competent jazz improviser. Activities include jazz theory, aural skills and practical applications. Proficient knowledge of scales and advanced instrumental technique are required. May be repeated for up to 2 credits. D

**MUSC 3315 Marching Band Methods and Techniques: 2 semester hours.**

Prepares the student to successfully administer and teach the unique aspects of a marching band program. Topics include marching fundamentals, military and corps-style idioms, drill design, organization, budgets, adjudication, leadership, and conflict resolution. Ability to understand written music/scores recommended. OF

**MUSC 3319 Choral Conducting: 2 semester hours.**

A practical course in selecting and conducting choral materials, rehearsal techniques, use of small ensembles, planning and organization of choral groups. Students will work with ensemble groups for laboratory experience in conducting. PREREQ: MUSC 1104. F

**MUSC 3320 Instrumental Conducting: 2 semester hours.**

A practical course in selecting and conducting instrumental materials, rehearsal techniques, use of small ensembles, planning and organization of instrumental groups. Students will work with ensemble groups for laboratory experience in conducting. PREREQ: MUSC 1104. S

**MUSC 3325 Advanced Voice Diction: 2 semester hours.**

Principles of voice diction with emphasis on French, German and Latin. PREREQ: MUSC 2225. D

**MUSC 3333 Elementary Music Methods: 3 semester hours.**

Music curriculum, materials, and teaching techniques for the development of sequential experiences which contribute to children's musical growth in the elementary schools, including Kodaly, Orff, choral music, recorder, and guitar. Includes practicum. PREREQ: MUSC 2204, MUSC 2214, and MUSC 2252. D

**MUSC 3334 Choral Music Methods: 2 semester hours.**

Methods and materials of choral music education in secondary schools including: ensemble instruction, classroom management and organization. PREREQ: MUSC 2204, MUSC 2214, and MUSC 2252. D

**MUSC 3335 Instrumental Music Methods: 2 semester hours.**

Methods and materials of instrumental music education in secondary schools including: ensemble instruction, classroom management and organization. PREREQ: MUSC 2252, MUSC 2255, MUSC 2256, MUSC 2258, and MUSC 2259. D

**MUSC 3338 Field Experience in Music Education: 2 semester hours.**

Student completes 30 hours of practicum within secondary school music settings, and develops teacher work samples. D

**MUSC 3395 Junior Recital: 1 semester hour.**

A solo and/or collaborative public recital. PREREQ: Junior level standing in Applied Music. Graded S/U. D

**MUSC 3397 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**MUSC 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**MUSC 4401 Orchestration: 2 semester hours.**

Study of the characteristics of individual instruments and their combinations from section to full orchestral scoring. Scores, recordings, and performances may be used as available and appropriate. PREREQ: MUSC 2204. AS

**MUSC 4406 Opera Literature: 3 semester hours.**

Masterworks of operatic literature. PREREQ: MUSC 3304, MUSC 3305 and MUSC 3306. D

**MUSC 4407 Symphonic Music Literature: 3 semester hours.**

Masterworks of symphonic literature. PREREQ: MUSC 3304, MUSC 3305 and MUSC 3306. D

**MUSC 4408 Chamber Music Literature: 3 semester hours.**

Masterworks of chamber music literature. PREREQ: MUSC 3304, MUSC 3305, and MUSC 3306. D

**MUSC 4411 Instrument Literature: 2 semester hours.**

A study of instructional materials and literature for an orchestral instrument or guitar. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4412 Instrument Pedagogy: 2 semester hours.**

A survey and comparative study of pedagogical materials, principles and procedures. Application of pedagogical techniques in teaching situations. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4413 Piano Literature: 2 semester hours.**

A study of instructional materials and literature for piano. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4414 Piano Pedagogy: 2 semester hours.**

A survey and comparative study of pedagogical materials, principles and procedures for piano. Application of pedagogical techniques in teaching situations. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4415 Seminar in Band Music: 2 semester hours.**

Analysis and study of instrumental works from the Baroque to the present era with particular attention to performance practice. PREREQ: MUSC 3305 and MUSC 3306 or equivalent. D

**MUSC 4416 Seminar in Choral Music: 2 semester hours.**

Analysis and study of choral works from the Renaissance through the present era with particular attention to performance practice. PREREQ: MUSC 3305 and MUSC 3306 or equivalent. D

**MUSC 4418 Seminar in Orchestral Music: 2 semester hours.**

Analysis and study of orchestral works from the Baroque to the present era with particular attention to performance practice. PREREQ: MUSC 3305 and MUSC 3306 or equivalent. D

**MUSC 4419 Voice Literature: 3 semester hours.**

Instructional materials and literature for voice. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4420 Voice Pedagogy: 3 semester hours.**

A survey and comparative study of pedagogical materials, principles and procedures for voice, with application. PREREQ: Junior level standing in applied music or permission of instructor. D

**MUSC 4424 Music in the Baroque Era: 3 semester hours.**

Intensive study of music from Monteverdi through J.S. Bach. PREREQ: MUSC 3304. D

**MUSC 4425 Music in the Classical Era: 3 semester hours.**

Intensive study of music in the Classical era, principally 1730 through Beethoven. PREREQ: MUSC 3305. D

**MUSC 4426 Music in the Romantic Era: 3 semester hours.**

Intensive study of music in the Romantic era, principally 1800 to 1900. PREREQ: MUSC 3305. D

**MUSC 4427 Music in the Modern Era: 3 semester hours.**

Intensive study of music in the Modern era, principally since 1900. PREREQ: MUSC 3306. D

**MUSC 4429 Advanced Music History Survey: 3 semester hours.**

Study of music history topics, including vocal and instrumental forms and styles. PREREQ: MUSC 3304, MUSC 3305 and MUSC 3306. D

**MUSC 4432 Instrumental Arranging: 2 semester hours.**

Arranging music for different instrumental combinations and various textures. PREREQ: MUSC 2204. D

**MUSC 4433 Composition: 2 semester hours.**

Individual instruction in the organization of musical ideas into logical and homogeneous forms with an emphasis on contemporary styles. May be repeated for up to 12 credits. PREREQ: MUSC 2204 or permission of instructor. F, S

**MUSC 4435 Analysis of Musical Styles: 2 semester hours.**

The techniques of stylistic analysis of music from the Baroque period through the 20th century. PREREQ: MUSC 3311. D

**MUSC 4438 Special Topics in Music Theory: 2 semester hours.**

Advanced studies in selected topics in music theory. May be repeated for up to 6 credits with change of topic. PREREQ: MUSC 3311. D

**MUSC 4439 Advanced Music Theory Survey: 3 semester hours.**

Study of music theory methods, including harmonic and formal analysis. PREREQ: MUSC 3311. D

**MUSC 4445 Advanced Instrumental Conducting: 2 semester hours.**

Designed for secondary school music educators. Practical experience in analyzing and rehearsing instrumental conducting techniques for a wide variety of instrumental music. PREREQ: MUSC 3320. D

**MUSC 4446 Advanced Choral Conducting: 2 semester hours.**

Designed for secondary school music educators. Practical experience in analyzing and rehearsing choral conducting techniques for a wide variety of choral music. PREREQ: MUSC 3319. D



**MUSC 4491 Independent Study: 1-4 semester hour.**

Supervised study in selected areas, primarily research, writing, or analysis. May be repeated for up to 7 credits. PREREQ: Permission of instructor and the department Chair. D

**MUSC 4495 Senior Recital: 2 semester hours.**

Graded S/U. D

**MUSC 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**MUSC 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**MUSC 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Theatre and Dance

The School of Performing Arts (<http://www.isu.edu/sopa>) is comprised of the music, theatre, and dance disciplines. The goal of the School is to provide the highest quality education and performance activities to those whom it serves. We are located in the Stephens Center for the Performing Arts, as well as the Fine Arts building (for most music courses), and the Red Hill Building (for most dance courses).

The Department of Theatre and Dance administers a Bachelor of Arts or Bachelor of Science degree in Theatre, a Bachelor of Arts in Theatre, Film, and Video, a Bachelor of Arts degree in Dance, and a variety of minors in Theatre and Dance.

## Theatre Program

Idaho State University's Theatre Department (see also <http://www.isu.edu/sopa/theatre/>) provides a well-rounded curriculum that is both fundamental and innovative. Theatrical productions range from classics to contemporary, from intimate to large-scale, and from student-directed to faculty produced. The program is structured to provide a rich mixture of academic, design, and performance courses, coupled with a broad array of electives, enabling ISU students to pursue theatre as a profession or an avocation.

## Accreditation

The Idaho State University Theatre Program is an accredited institutional member of the National Association of Schools of Theatre.

## Objectives

The primary objectives related to the undergraduate Theatre programs (B.A. and B.S.) are to help all students obtain a level of achievement appropriate to entry-level professionals in their specialty areas:

1. Knowledge of theatre as a social and aesthetic experience.
2. Knowledge of the history of the theatre and related dramatic literature.
3. Competence in basic acting and directing skills.
4. Competence in technical aspects of theatre.
5. Competence in study skills.
6. Competence in research skills.
7. Competence in thinking clearly, logically, and independently.
8. Ability to effectively communicate and work within a collaborative art.

The theatre curriculum is designed to provide not only a humanistic awareness of our history and civilization through a study of dramatic literature and theatre history, but also to allow the student to pursue courses of study which develop skills and techniques applicable to the production of plays and other theatrical media. A balance between theoretical and practical courses is offered in several degree programs. A theatre program can lead to careers in such varying areas as theatre, television, film, education, journalism, public relations, personnel work, sales, insurance, government, and law.

## Special Graduation Requirements

The Theatre and Dance Department requires a departmental GPA of 2.5 as a standard for graduation. An additional requirement is that a Theatre major or minor or Dance major or minor must earn no less than a "C-" grade in each THEA or required dance course which is fulfilling a degree program requirement to be considered passing. Furthermore, at least a "C-" grade must be received to advance to another course for which the earlier course is a prerequisite, or to advance to the next level of a continuation course.

Students completing any Bachelor's degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<https://next.coursecat.isu.edu/academicinformation>) in the Academic Information section of this catalog.)

## Auditions

Auditions for Theatre ISU productions are open to all University students. Theatre majors are expected to audition for every mainstage production in order to remain in good standing as a theatre major. Only Theatre majors in good standing are eligible to audition for theatre scholarships.

## Dance Program

The Dance Program at Idaho State University provides a liberal arts-based approach to the study of dance as a unique discipline within a collaborative, interconnected setting. Training in Dance from ISU may lead to professional careers in performance, choreography, and direction; technical design; arts administration; dance writing and criticism; dance medicine and dance therapy as well as serve as the basis for graduate study. Throughout the year, the Department of Theatre and Dance produces faculty and guest artist dance performances that range from repertory dance concerts to evening-length works of dance theatre, musical theatre, and more. See the Dance Program's web pages at <http://www.isu.edu/sopa/dance/>.

## Bachelor of Arts or Bachelor of Science in Theatre

### Required Theatre Courses:

THEA 1107	Theatre and Dance Showcase (7 semesters)	0
THEA 1111	Stagecraft	3
THEA 1131	Voice and Diction	2
THEA 1191	Theatre Production	1
THEA 2211	Drafting	3
THEA 2214	Makeup	2
THEA 2221	Stage Costume Construction	3
THEA 2251	Fundamentals of Acting (Satisfies General Education Objective 7)	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 3304	Theatre Management	2
THEA 3311	Introduction to Scene Design	3
THEA 3312	Stage Lighting Design	3
THEA 3391	Theatre Production	1
THEA 4400	Theatre Background I	3
THEA 4401	Theatre Background II	3
THEA 4403	Stage Costume Design	3
THEA 4455	Beginning Stage Direction	3
<b>Select TWO of the following:</b>		<b>6</b>
THEA 4419	Modern European Theatre	
THEA 4420	American Theatre History	
THEA 4470	Contemporary Theatre	

<b>Plus:</b>		
Upper division THEA electives		6

## Related Areas

### Required Courses:

DANC 1110	Elements of Movement	2
ENGL 4476	Shakespeare	3
PEAC 1139A	Beginning Fencing	1
<b>Plus 2 credits from the following dance courses:</b>		<b>2</b>
DAAC 1100	Dance Basics	
DANC 1100	Ballet I	
DANC 1120	Jazz Dance I	
DANC 1130	Modern Dance I	
DANC 2230	Modern Dance II	

DAAC 1140	Tap Dance I
DAAC 1141	Tap Dance II

## Minors—Theatre

### General Minor in Theatre (Unspecified)

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
<b>In Addition:</b>		
THEA electives		20
(Program must be approved by the department)		
Total Hours		23

### Minor in Acting

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 1118	Oral Interpretation of Literature (Satisfies General Education Objective 7)	3
THEA 1131	Voice and Diction	2
THEA 2214	Makeup	2
THEA 2251	Fundamentals of Acting (Satisfies General Education Objective 7)	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 4404	Problems in Acting	3
THEA 4424	Advanced Acting Styles	3
Theatre Production <sup>1</sup>		3
THEA 1191	Theatre Production	
or THEA 3391	Theatre Production	
Total Hours		25

<sup>1</sup> Theatre Production courses may be taken for 8 cumulative credits.

### Minor in Acting and Directing

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 1111	Stagecraft	3
THEA 1131	Voice and Diction	2
THEA 2214	Makeup	2
THEA 2251	Fundamentals of Acting (Satisfies General Education Objective 7)	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 3312	Stage Lighting Design	3
THEA 4404	Problems in Acting	3
THEA 4424	Advanced Acting Styles	3
THEA 4455	Beginning Stage Direction	3
THEA 4456	Advanced Stage Direction	3
Total Hours		31

### Minor in Costume

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 2211	Drafting	3
THEA 2214	Makeup	2

THEA 2221	Stage Costume Construction	3
THEA 3312	Stage Lighting Design	3
THEA 4402	Stage Costume History	3
THEA 4403	Stage Costume Design	3
THEA 4421	Basic Pattern Drafting for Stage Costuming	3
Theatre Production <sup>1</sup>		3
THEA 1191 or THEA 3391	Theatre Production Theatre Production	
Total Hours		26

<sup>1</sup> Theatre Production courses may be taken for 8 cumulative credits.

## Minor in Technical Theatre

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 1111	Stagecraft	3
THEA 2211	Drafting	3
THEA 2221	Stage Costume Construction	3
THEA 3304	Theatre Management	2
THEA 3311	Introduction to Scene Design	3
THEA 3312	Stage Lighting Design	3
THEA 4426	Advanced Scene Design	3
Theatre Production <sup>1</sup>		3
THEA 1191 or THEA 3391	Theatre Production Theatre Production	
Total Hours		26

<sup>1</sup> Theatre Production courses may be taken for 8 cumulative credits.

## Minor in Technical Theatre and Costume

THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 1111	Stagecraft	3
THEA 2211	Drafting	3
THEA 2214	Makeup	2
THEA 2221	Stage Costume Construction	3
THEA 3304	Theatre Management	2
THEA 3311	Introduction to Scene Design	3
THEA 3312	Stage Lighting Design	3
THEA 4402 or THEA 4403	Stage Costume History Stage Costume Design	3
Theatre Production <sup>1</sup>		3
THEA 1191 or THEA 3391	Theatre Production Theatre Production	
Total Hours		28

<sup>1</sup> Theatre Production courses may be taken for 8 cumulative credits.

## Minor in Theatre History and Dramatic Literature

ENGL 1126	Art of Film I	3
ENGL 4476	Shakespeare	3
THEA 1101	Survey of Theatre (Partially satisfies General Education Objective 4)	3
THEA 1107	Theatre and Dance Showcase (4 semesters)	0
THEA 4400	Theatre Background I	3
THEA 4401	Theatre Background II	3
THEA 4419	Modern European Theatre	3
THEA 4420	American Theatre History	3
THEA 4470	Contemporary Theatre	3
Total Hours		24

## Bachelor of Arts in Theatre, Film, and Video

Theatre, Film, and Video is a major designed for students interested in a career in producing, directing, and recording live performances. It approaches professional opportunities from both on-stage and video recording perspectives.

### Objective:

To help all students obtain a level of achievement appropriate to entry-level professionals in their specialty areas or to use the confidence, expressiveness, and cooperative skills gained through their studies at ISU to succeed in a diverse range of careers in the world of technology and the arts.

The program's goals include developing in the student the following:

- The ability to communicate effectively orally and in writing;
- Competency in study and research skills;
- Competency in thinking clearly, logically, and independently;
- The ability to solve problems that arise in a professional setting and working within a collaborative art form;
- Competency with theatre, film, and video technology;
- Sufficient general knowledge to pursue and succeed in a career in theatre, film, and/or video;
- The ability to critique one's work and accept criticism.

### Required Courses

CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2271	Introduction to Television Production	3
CMP 2286	Visual Rhetoric	3
CMP 3371	Video Editing and Compositing	3
CMP 4475	Corporate Video Production	3
THEA 1111	Stagecraft	3
THEA 2214	Makeup	2-3
or THEA 3312	Stage Lighting Design	
THEA 2251	Fundamentals of Acting (Satisfies General Education Objective 7)	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 3311	Introduction to Scene Design	3
or THEA 4403	Stage Costume Design	
THEA 4455	Beginning Stage Direction	3

### Plus ONE of the following:

THEA 4400	Theatre Background I	3
THEA 4401	Theatre Background II	3
THEA 4419	Modern European Theatre	3
THEA 4420	American Theatre History	3
THEA 4470	Contemporary Theatre	3

Select electives each semester from the list below:

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ANTH 4494	Visual Anthropology	3
ART 1103	Creative Process	3
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
CMLT 2220	Introduction to International Film Studies	3
CMLT 3335	World Film Studies	3
CMLT 4435	Topics in World Film Studies	3
ENGL 1126	Art of Film I (Partially satisfies General Education Objective 4)	3
ENGL 3305	Art of the Film II	3
CMP 2231	Introduction to Graphic Design	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3337	Illustration	3
CMP 3352	Photo Communication	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4471	Advanced Television Production	3
THEA 1131	Voice and Diction	2
THEA 1191/3391	Theatre Production <sup>1</sup>	1
THEA 2218	Stage Dialects	2
THEA 3390	Practicum Theatre Arts I	1-2
OR		
THEA 4490	Practicum Theatre Arts II	1-3
THEA 4404	Problems in Acting	3
THEA 4405	Advanced Costume Construction	3
THEA 4424	Advanced Acting Styles	3
THEA 4426	Advanced Scene Design	3
THEA 4456	Advanced Stage Direction	3

<sup>1</sup> Theatre Production courses may be taken for 8 cumulative credits.

## Dance Program

### Bachelor of Arts in Dance: Choreography and Performance

#### Required Basic Dance Technique Courses

Dance majors are expected to enroll in a dance technique class every semester. Auditions for placement into the appropriate level take place at the beginning of each semester.

Ballet (must include DANC 2200)	4
Jazz Dance (must include DANC 2220)	4
Modern Dance (must include DANC 3330)	6
Electives (must be selected from):	3
DANC 2290 Contact Improvisation	
DANC 3300 Ballet III	
DANC 3320 Jazz Dance III	
DANC 3390 Workshop Cultural Forms	
OR any DAAC course	

#### Other Required Courses

DANC 1104	World Dance Local Identity	3
DANC 1107	Theatre and Dance Showcase (7 semesters)	0
DANC 1110	Elements of Movement	2
DANC 2205	Dance in the Modern Era (Partially satisfies General Education Objective 4)	3
DANC 2210	Dance Composition I	3
DANC 2270	Dance Repertory	1
DANC 3301	Performance and Society	3

DANC 3311	Theatre Movement Workshop	2
DANC 3380	Dance Management and Production	2
DANC 4401	Aesthetic Issues in Dance	3
DANC 4410	Dance Composition II	3
DANC 3360	Methods of Dance for Children	3
or DANC 4460	Dance Teaching Methods and Curriculum Design	
PE 2243	Anatomical Foundations of Human Activity	3
PE 3370	Care and Prevention of Athletic Injuries	3
THEA 1111	Stagecraft	3
<b>Select ONE of the following courses:</b>		
THEA 2214	Makeup	2
THEA 2221	Stage Costume Construction	3
THEA 3304	Theatre Management	2
THEA 3312	Stage Lighting Design	3
<b>Select ONE of the following courses:</b>		
MUSC 1100	Introduction to Music (Partially satisfies General Education Objective 4)	3
MUSC 1102	Elements of Music	2
MUSC 1106	American Music (Partially satisfies General Education Objective 4)	3

## Minor in Dance

The Dance minor may be taken by any Idaho State University student. Courses are especially designed to meet the needs of students involved in the performing arts, liberal arts, and education, as well as private dance studio teachers and those interested in pursuing professional careers in dance.

Students pursuing a minor in Dance should be enrolled in a dance technique class every semester. See also the list of courses recommended for students minoring in Dance.

### Required Courses

DANC 1104	World Dance Local Identity	3
DANC 1107	Theatre and Dance Showcase (4 semesters)	0
DANC 1110	Elements of Movement	2
DANC 2205	Dance in the Modern Era (Partially satisfies General Education Objective 4)	3
DANC 2210	Dance Composition I	3
DANC 3380	Dance Management and Production	2
DANC 1100	Ballet I	2
DANC 1130	Modern Dance I	2
DANC 2230	Modern Dance II	2
<b>Select ONE of the following courses:</b>		
DANC 3301	Performance and Society	3
DANC 3311	Theatre Movement Workshop	2
DANC 3360	Methods of Dance for Children	3
DANC 4401	Aesthetic Issues in Dance	3
DANC 4410	Dance Composition II	3
DANC 4460	Dance Teaching Methods and Curriculum Design	3

### Dance Activity Courses

#### **DAAC 1100 Dance Basics: 1 semester hour.**

Introduction and exploration of the basic terms and concepts of dance fundamental to ballet, jazz, modern and social dance techniques. Through the techniques of ballet barre, center floor work, and across the floor movement combinations, students will practice conditioning, strength, flexibility, alignment coordination, rhythm, musicality, body and spatial awareness. F, S

#### **DAAC 1110 Ballroom Dance I: 1 semester hour.**

Beginning techniques in twostep, Fox Trot, Waltz, Polka, Cha Cha Cha, Swing, and others. Taught at beginning skill level along with partnering, appropriate dress, proper etiquette. Informal performance opportunities available. F, S

**DAAC 1111 Ballroom Dance II: 1 semester hour.**

Intermediate techniques in wostep, Fox Trot, Waltz, Polka, Cha Cha Cha, Swing, and others. Taught at intermediate skill level along with partnering, appropriate dress, proper etiquette. Informal performance opportunities available. S

**DAAC 1115 Ballroom Dance Performance: 1 semester hour.**

Advanced ballroom dance students learn to choreograph and perform a "Couples" dance routine; learn how to select music, costumes, and stage individual performances for formal presentation. F

**DAAC 1125 Latin Dance I: 1 semester hour.**

Learn footwork, turns, patterns, proper posture, weight transfer, frame, connection and techniques of leading and following while learning many different Latin Dances and Music which may include Salsa, Merengue, Tango, Bachata, Rhumba, and Samba. Informal performance opportunities available. F, S

**DAAC 1135 Middle Eastern Dance: 1 semester hour.**

Modern Middle Eastern Dance derives from the ancient cultures of the Orient to India to the Middle East. Learn basic techniques including proper stance, posture, isolations, hip and upper body movement, arm positions and traveling patterns, shimmies, turns and traveling steps while exploring aspects of music and culture specific to the varying regions presented in class. Introduction to use of finger cymbals and veil work. F, S

**DAAC 1140 Tap Dance I: 1 semester hour.**

Introduction to basic steps of tap technique, including coordination, rhythmic variations, and performance skills through a series of tap combinations. Tap shoes are required. Informal performance opportunities available. F, S

**DAAC 1141 Tap Dance II: 1 semester hour.**

Continuation of DAAC 1140, increasing in complexity of steps of tap technique. Students learn coordination, rhythmic variations, and performance skills through a series of tap combinations. Tap shoes are required. Informal performance opportunities available. F, S

**DAAC 1150 Folk and Square Dance I: 1 semester hour.**

Steps/combinations taught at various skill levels. Folk dances from around the world, square dances from America are included. Informal performance at end of semester. D

**DAAC 1151 Folk and Square Dance II: 1 semester hour.**

Steps/combinations taught at various skill levels. Folk dances from around the world, and square dances from America are included. Informal performance at end of semester. PREREQ: DAAC 1150 or equivalent. D

**DAAC 1160 Recreational Dance I: 1 semester hour.**

Recreational dance forms such as line dance, country western, mixers, and round dances will be taught in a social setting. Partners not required. D

**DAAC 1161 Recreational Dance II: 1 semester hour.**

More recreational dances in line dance, country western, mixers, and round dances will be taught in a social setting. Partners not required. PREREQ: DAAC 1160 or equivalent. D

**DAAC 1175 Pilates Dance Conditioning-Matwork: 1 semester hour.**

A Pilates based fitness and dance conditioning floor work-out balances strength with flexibility. Designed by Joseph Pilates in the 1920's, Pilates tones the body's major and minor muscles, increases circulation, and enhances movement performance. F, S

**DAAC 1176 Pilates Dance Conditioning-Equipment: 1 semester hour.**

A Pilates based fitness and dance conditioning work-out with equipment balances strength with flexibility while toning the body's major and minor muscles, increasing circulation, aiding correct alignment and movement efficiency for optimal performance potential. Includes training on the Wunda Chair, the Pilates Reformer, and the Cadillac. F, S

**DAAC 1180 Hip Hop I: 1 semester hour.**

Beginning techniques in step, break, and other elements of this social form. Students participate in improvisation and performance activities to present at an end of semester informal presentation. F, S

**DAAC 1181 Hip Hop II: 1 semester hour.**

Intermediate techniques in step, break, and other elements of this social form. Students participate in improvisation and performance activities to present at an end of semester informal presentation. F, S

**DAAC 1182 Hip Hop Performance: 1 semester hour.**

Intermediate level course designed to develop students' technique, performance and repertoire within the specialized styles of hip hop. Focus upon intermediate/advanced hip-hop dance techniques, patterns, routines, and choreography in preparation for formal performances. F

**DAAC 1195 Swing Dance: 1 semester hour.**

Swing techniques taught at a beginning skill level along with partnering, appropriate dress, proper etiquette. Informal performance opportunities available. F, S

## Dance Courses

**DANC 1100 Ballet I: 2 semester hours.**

Beginning barre, center floor work, and across the floor movement combinations including adagio, petit allegro, and grand allegro. Development of a ballet vocabulary of movement, musicality and music awareness, performance quality and intent. Focus upon classical and/or contemporary ballet dependent upon instructor of record. Assumes prior dance training. DAAC 1100 Dance Basics highly recommended. May be repeated for up to 6 credits. F, S



**DANC 1104 World Dance Local Identity: 3 semester hours.**

Compare traditional and contemporary cultures of Native America, Africa, Asia, the Americas, Oceania, and Europe; examine movement as the primary extension system, and the body as a tool of communication central to the social, political and religious life of community. Includes frameworks for observation; cross-cultural examinations of work, war, contest, social display and worship; diaspora, and global imperialism. F, S

**DANC 1105 Survey of Dance: 3 semester hours.**

Historical development of dance cross-culturally from early to modern times. A study of language, literature and forms of dance through readings, demonstrations, and performances. Relationship of dance to the fine arts and other disciplines. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**DANC 1107 Theatre and Dance Showcase: 0 semester hours.**

Attendance at weekly showcase hour. Enrollment in this course is required of all students in Theatre and Dance majors and minors. Graded S/U. F, S

**DANC 1110 Elements of Movement: 2 semester hours.**

Introduction to the Elements of Movement (body, space, time, energy) as described in the theories of H'Doubler Movement Analysis and Laban Effort/Shape and Space Harmony. Exploration of how the Elements of Movement may be manipulated to create movement phrases and develop character and emotional performance. F

**DANC 1120 Jazz Dance I: 2 semester hours.**

Development of the jazz dance technique with focus on rhythmic complexity of movement combinations, the ability to perceive movement quickly and accurately, and performance quality and intent. Class will consist of core training; isolations; strength, flexibility, and speed; floor work; turns; dynamic, fluid and percussive movement. Assumes prior dance training. DAAC 1100 Dance Basics highly recommended. May be repeated for up to 6 credits. F, S

**DANC 1130 Modern Dance I: 2 semester hours.**

Contemporary modern dance with focus upon lifted center; fluid and articulate spine; strength and flexibility; falls, suspension and balance; musicality and music awareness developed through exercises at the barre, center floor work and movement combinations across the floor. Style of modern dance technique dependent upon instructor of record. Assumes prior dance training. DAAC 1100 Dance Basics highly recommended. May be repeated for up to 6 credits. F, S

**DANC 2200 Ballet II: 2 semester hours.**

Continued development of barre exercises, center floor work, and across the floor movement combinations including adagio, petit allegro, and grand allegro. Continued development of ballet vocabulary of movement and movement qualities, musicality and music awareness, performance quality and intent. Focus upon classical and/or contemporary ballet dependent upon instructor of record. May be repeated for up to 6 credits. PREREQ: DANC 1100. F, S

**DANC 2205 Dance in the Modern Era: 3 semester hours.**

Concentrated study of the history of dance in the 20th and 21st centuries and its direct relationship to events and trends of the Modern Era through readings, films, demonstrations, and live performances. PREREQ: At least Sophomore standing. Partially satisfies Objective 4 of the General Education Requirements. AF

**DANC 2210 Dance Composition I: 3 semester hours.**

Explore various techniques and processes used to create movement studies and choreographic work at the beginning level. Students explore improvisational processes and design and present choreography created for individuals and groups. May be repeated for up to 8 credits. PREREQ: DANC 1110. S

**DANC 2220 Jazz Dance II: 2 semester hours.**

Continued development of the jazz dance technique with focus on rhythmic complexity of movement combinations, the ability to perceive movement quickly and accurately, performance quality and intent. Class will consist of increasing difficulty in core training; isolations; strength, flexibility, and speed; floor work; turns; dynamic, fluid and percussive movement. May be repeated for up to 6 credits. PREREQ: DANC 1120. F, S

**DANC 2230 Modern Dance II: 2 semester hours.**

Continued development of contemporary modern dance technique with focus upon lifted center; fluid and articulate spine; strength and flexibility; falls, suspension and balance; musicality and music awareness developed through exercises at the barre, center floor work and movement combinations across the floor. Style of modern dance technique dependent upon instructor of record. May be repeated for up to 6 credits. PREREQ: DANC 1130. F, S

**DANC 2270 Dance Repertory: 1-2 semester hour.**

Rehearse and perform faculty choreographed works. Enrollment must be approved by a theatre/dance faculty member and does not presume casting in a given production. May be repeated for up to 8 credits. COREQ: DANC 1100, DANC 1120, DANC 1130, DANC 2200, DANC 2220, DANC 2230, DANC 3300, DANC 3320, OR DANC 3330. F, S

**DANC 2290 Contact Improvisation: 2 semester hours.**

Beginning techniques of contact improvisation including focus on momentum, flow, gravity, and partnering skills. May be repeated for up to 4 credits. AS

**DANC 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**DANC 3300 Ballet III: 2 semester hours.**

Intermediate level barre exercises, center floor work, and across the floor movement combinations with increasing difficulty. Higher level of focus upon technique, performance quality and performance intent. Focus upon classical and/or contemporary ballet dependent upon instructor of record. Pointe work optional based on instructor and students. May be repeated for up to 6 credits. PREREQ: DANC 2200. F, S

**DANC 3301 Performance and Society: 3 semester hours.**

Examination of performance as praxis, the embodiment of theory. Draws upon the canon of 20th century theories and the performance projects they influenced to explore the performance art tradition and to create original interdisciplinary intermedia work that is reflective and reflexive of society. F

**DANC 3311 Theatre Movement Workshop: 2 semester hours.**

Exploration of techniques of movement improvisation and the text/movement synthesis of physical theatre. Equivalent to THEA 3300. PREREQ: DANC 1110. F

**DANC 3320 Jazz Dance III: 2 semester hours.**

Intermediate level jazz technique with increased rhythmic complexity of movement combinations, turns and body isolations. Increasing difficulty in perceiving movement quickly and accurately, and a higher level of performance quality and intent will be demonstrated. May be repeated for up to 6 credits. PREREQ: DANC 2220. F, S

**DANC 3330 Modern Dance III: 2 semester hours.**

Intermediate level technique: lifted center; fluid and articulate spine; strength and flexibility; falls, suspension and balance; musicality and music awareness developed through increased difficulty of barre exercises, center floor work and movement combinations across the floor. Style of modern dance technique dependent upon instructor of record. May be repeated for up to 6 credits. PREREQ: DANC 2230. F, S

**DANC 3360 Methods of Dance for Children: 3 semester hours.**

Study of a variety of dance activities suitable for early childhood through grade 6. Students plan and teach dance to children. Interdisciplinary approaches to incorporate dance into an educational setting are used. AF

**DANC 3380 Dance Management and Production: 2 semester hours.**

Overview of skills necessary to manage and produce formal dance productions; design of costumes, lights, sets and sound; house and stage management. Exploration of business and administration including auditioning, resumes, fund-raising, advertising, promotion, community outreach, and documentation. D

**DANC 3390 Workshop Cultural Forms: 1-2 semester hour.**

Workshops aimed at the development and breadth of dance skills cross-culturally. May be repeated for up to 6 credits with different titles. F, S

**DANC 4401 Aesthetic Issues in Dance: 3 semester hours.**

An examination into the aesthetics of human movement as they relate to the human body biologically, socially, politically, historically and culturally. S

**DANC 4410 Dance Composition II: 3 semester hours.**

Explore various techniques and processes used to create movement studies and choreographic work at an intermediate/advanced level. Students continue to explore improvisational processes based in the Elements of Movement. Students present their work in a concert at the end of the semester. PREREQ: DANC 2210 and THEA 3300. F

**DANC 4460 Dance Teaching Methods and Curriculum Design: 3 semester hours.**

Study of curricular designs, methods, materials utilized in teaching dance in schools. Practical experience in teaching others. Develop basic skills in a variety of dance forms such as creative, folk, square. AS

**DANC 4485 Independent Study in Dance: 1-3 semester hour.**

Individual work under the direction of a dance faculty member. Field and/or library study on specific dance related topics of interest to students who want further studies in dance. May be repeated up to 6 credits. PREREQ: Permission of instructor. F, S, Su

## Theatre Courses

**THEA 1101 Survey of Theatre: 3 semester hours.**

An audience-oriented course in the creative processes and aesthetic principles which guide artists of the live theatre, film and television in the shaping and reflection of human value. Partially satisfies Objective 4 of the General Education Requirements. F, S, Su

**THEA 1107 Theatre and Dance Showcase: 0 semester hours.**

Attendance at weekly showcase hour. Enrollment in this course is required of all students in Theatre and Dance majors and minors. Graded S/U. F, S

**THEA 1111 Stagecraft: 3 semester hours.**

Shop and crew based course in building scenery, hanging lights, painting and properties. Lectures are based on construction theories. Students will form a production staff and crews for university productions. Required for majors. F

**THEA 1118 Oral Interpretation of Literature: 3 semester hours.**

Development of skills conveying an understanding of prose, poetry, and dramatic literature through the use of body, voice, and mind, thus enhancing one's communication and critical thinking skills. Students learn the art of communicating to an audience the various genres of literature through thorough analysis and interpretation of the selection. Satisfies Objective 7 of the General Education Requirements. S

**THEA 1131 Voice and Diction: 2 semester hours.**

A performance-based course focusing on basic breathing, tone, diction, and other aspects of speech for stage. Students will demonstrate acquisition of these skills through lab performances. F

**THEA 1191 Theatre Production: 1 semester hour.**

Supervised work in theatre production. Enrollment must be approved by a theatre faculty member and does not presume casting in a given production. May be repeated for up to 8 credits. F, S, Su

**THEA 2211 Drafting: 3 semester hours.**

Class explores mechanical drafting needs in the performing arts with special emphasis on scene and lighting design. Class offers an in-depth look at manual drafting and its extension toward computer-aided drawings. S

**THEA 2214 Makeup: 2 semester hours.**

Laboratory sessions on the technique of makeup. Includes participation on crews of university productions. F

**THEA 2218 Stage Dialects: 2 semester hours.**

A practical course in the production of commonly used stage dialects. Students study the international phonetic alphabet (IPA), and train in dialect development techniques. PREREQ: THEA 1131. D

**THEA 2221 Stage Costume Construction: 3 semester hours.**

Methods of assembling stage costumes. Use of various fabrics and materials will be emphasized. S

**THEA 2251 Fundamentals of Acting: 3 semester hours.**

Introduction to acting theories and "action" based methodology. Skills demonstrated in areas of imagination, observation, improvisation, text analysis, and some monologue and scene work. Satisfies Objective 7 of the General Education Requirements. F, S, Su

**THEA 2252 Intermediate Acting Scene Study: 3 semester hours.**

A continuation of "action" based methodology through scene study in Dramatic Realism. Focus on character development, scoring analysis, and repeatable performance technique. PREREQ: THEA 2251 or permission of instructor. S

**THEA 3300 Theatre Movement Workshop: 2 semester hours.**

Exploration of techniques of movement improvisation and the text/movement synthesis of physical theatre. Equivalent to DANC 3311. PREREQ: DANC 1110. D

**THEA 3301 Theatre Voice Workshop: 1-2 semester hour.**

Intensive vocal workshop for the actor, resulting in an understanding of phonetics using the International Phonetic Alphabet. The class will correct regional and other speech deficiencies, and aid the student in attaining a clear, articulate, and standardized American Speech for the stage. D

**THEA 3302 Beginning Costume Materials Workshop: 1-2 semester hour.**

Beginning costume materials, including millinery, jewelry, and mask making. D

**THEA 3303 Advanced Costume Materials Workshop: 1-2 semester hour.**

Experimentation with several types of fabric dye and fabric modification, such as stenciling, screen painting, batik methods, Devoe, and piping. D

**THEA 3304 Theatre Management: 2 semester hours.**

Consideration of administrative aspects of play production with emphasis on stage management, theatre management, publicity, and advertising. S

**THEA 3311 Introduction to Scene Design: 3 semester hours.**

Basic scene design emphasizing concepts of line, color, form, and texture; drafting techniques, perspective drawing, foreshortening, rendering, and model building will be introduced. PREREQ: THEA 2211. F

**THEA 3312 Stage Lighting Design: 3 semester hours.**

Theory and practice of lighting design as applied to various types of stage production. Includes script analysis, programming of lighting consoles, and methods of design incorporating the manipulation of the controllable properties of light. PREREQ: THEA 1111. S

**THEA 3331 Materials and Methods for High School Speech Arts: 3 semester hours.**

Required for teaching majors in speech and theatre. D

**THEA 3390 Practicum Theatre Arts I: 1-2 semester hour.**

Recital projects for intermediate student groups in various areas of theatre arts. May be repeated for a maximum of 4 credits with different titles. AS

**THEA 3391 Theatre Production: 1 semester hour.**

Supervised work in theatre production. Enrollment must be approved by a theatre faculty member and does not presume casting in a given production. May be repeated for up to 8 credits. F, S, Su

**THEA 3393 Independent Research Projects I: 1-3 semester hour.**

Under the supervision of the Theatre faculty, intermediate students will undertake special research projects in theatre, focusing on themes, methods and/or problems encountered early in one's stage life. May be repeated once with different content for a maximum total of 6 credits. F, S

**THEA 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**THEA 4400 Theatre Background I: 3 semester hours.**

Theatre and drama, from their origins through the Jacobean period. AF

**THEA 4401 Theatre Background II: 3 semester hours.**

Study of the theatre and drama from the Spanish Golden Age through the "well-made play." AS

**THEA 4402 Stage Costume History: 3 semester hours.**

A survey of the history of western clothing from Ancient Egypt through the present. Study of the social context and motivations behind the evolution of clothing, silhouette, and costume components. PREREQ: THEA 2221 or permission of instructor. AF

**THEA 4403 Stage Costume Design: 3 semester hours.**

Costume design for the theatre incorporating the influence of period, concept, and mood. Course work includes text analysis, research, drawing, painting, and collage. AS

**THEA 4404 Problems in Acting: 3 semester hours.**

Focuses on special acting problems such as characterization, movement, voice, pantomime, film and television acting. Content varies from year to year. May be repeated for up to 6 credits with permission of the instructor. PREREQ: THEA 2251, THEA 2252. AS

**THEA 4405 Advanced Costume Construction: 3 semester hours.**

A study in period corset and millinery construction. A lab course in which students gain practical experience and skills crucial to a career in costume technology. PREREQ: THEA 2221. AF

**THEA 4406 Advanced Light Design: 3 semester hours.**

Study of lighting design in performing arts. Students gain knowledge through actualized projects, study of television and film lighting, and exploration of the Controllable Properties including color. PREREQ: THEA 1111, THEA 3311, and THEA 3312. D

**THEA 4412 Scenic Painting: 3 semester hours.**

A study of painting techniques as used in theatrical scenery; theory, practice, and equipment will be investigated as they apply to the art of stage painting. AF

**THEA 4414 Advanced Makeup: 2 semester hours.**

Concentrated study of characterization, care, setting, styling and application of various types of wigs. Design and construction of polyfoam prosthesis. PREREQ: THEA 2214 or permission of instructor. AS

**THEA 4419 Modern European Theatre: 3 semester hours.**

Continental and British theatre and drama from 1850 to mid-twentieth century. OF

**THEA 4420 American Theatre History: 3 semester hours.**

American theatre and drama from the beginnings to mid-twentieth century. D

**THEA 4421 Basic Pattern Drafting for Stage Costuming: 3 semester hours.**

Cutting patterns from measurements. Adjusting various patterns to designs. Alterations and fittings. PREREQ: THEA 2221 or permission of instructor. AF

**THEA 4422 Period Pattern Drafting for Stage Costuming: 3 semester hours.**

Use of the basic patterns to reproduce historical costumes from the 12th century to 1950. PREREQ: THEA 4405 or permission of instructor. OF

**THEA 4424 Advanced Acting Styles: 3 semester hours.**

Study of various period styles of acting including Greek, Medieval, Elizabethan, Restoration, and 19th century melodrama. The student will act in a series of special projects encompassing a variety of styles. PREREQ: THEA 2251, THEA 2252, or permission of instructor. AF

**THEA 4426 Advanced Scene Design: 3 semester hours.**

Study of scene design in performing arts and beyond. Students work toward portfolio-quality work in realized and non-realized projects in theatre, television, film, and design areas. PREREQ: THEA 1111, THEA 3311, and THEA 3312. D

**THEA 4455 Beginning Stage Direction: 3 semester hours.**

Consideration of aesthetics of dramatic production and the relationship of basic techniques of stage direction. Includes the direction of scenes and one-act plays. PREREQ: THEA 1111, THEA 2251, THEA 2252, or permission of instructor. F

**THEA 4456 Advanced Stage Direction: 3 semester hours.**

Advanced theories in techniques of stage direction including consideration of period styles. The student will direct a series of advanced projects including scenes and a full-length play. PREREQ: THEA 4455 or permission of instructor. AS

**THEA 4470 Contemporary Theatre: 3 semester hours.**

World drama and theatre during the two most recent decades. AS

**THEA 4490 Practicum Theatre Arts II: 1-3 semester hour.**

Recital projects for advanced students in various areas of theatre arts. May be repeated for a maximum of 4 credits with different titles. AS

**THEA 4491 Independent Research Projects II: 1-3 semester hour.**

Under the supervision of the Theatre faculty, the advanced student will undertake special research projects in theatre, focusing on themes, methods and/or problems encountered later in one's stage life. May be repeated once with different content for a maximum total of 6 credits. F, S

**THEA 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Political Science

The study of governments and human beings as decision makers is at once an ancient discipline and one of the most recently developed social sciences. Political inquiry reaches back to the recorded beginnings of human society, for individuals have always been curious about the nature of governments, the bases of authority and personality of leaders, the obligations of followers, and consequences of public policies. Although interest persists in these matters, inquiry has broadened to include scientific observations about politics which utilize relatively new techniques of analysis that are common to many of the social sciences. The newer emphasis is upon systematic procedures of investigation, rigorous standards of proof, comparative analysis and interdisciplinary studies.

Both of these approaches—the traditional and the behavioral—are offered in the undergraduate and graduate levels of study. The curriculum provides background in the theory and practice of politics and techniques of methodological inquiry for the student with general interests. It offers training of a general and specific nature that is useful for persons planning to seek careers in education, the legal profession, state and local government, urban and regional planning, the federal bureaucracy and journalism, or in any of the proliferating quasi-public organizations which seek to monitor the political processes or to influence the content of public policy.

The Department of Political Science offers programs leading to Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Public Administration, and Doctor of Arts degrees. Within the framework of the Bachelor of Arts and Bachelor of Science programs, students may pursue a major in political science or they may choose an emphasis in pre-law. There is no required or specified curriculum which students who emphasize pre-law are expected to follow. An advisory committee has been created to assist such students in developing a curriculum that reflects their individual needs.

Outcome objectives are related to both student and program development. Student-related outcome objectives are listed below:

1. To gain a well-rounded knowledge of the basic fields of the discipline.
2. To develop an understanding of how political scientists think, gather evidence, process data, and reach tentative conclusions.
3. To think critically about political phenomena and thought.
4. To develop effective oral and written communication skills.
5. To engage in problem solving.
6. To be exposed to a rich variety of perspectives and ideas.
7. To prepare for a career or profession after graduation that is related to the political science major. This includes graduate school.

## Admission Requirements

1. Completion of a minimum of 24 credit hours with at least a 2.25 GPA.
2. Satisfactory completion of General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) 1 (English Composition), 2 (Principles of Speech), and 3 (Mathematics).
3. Completion of both POLS 1101, Introduction to United States Government, and POLS 2202, Introduction to Politics, (or their equivalents) with at least a C grade in each.
4. A signed agreement between the student and a member of the faculty agreeing to academic advising.

## Bachelor of Arts or Bachelor of Science in Political Science

### Requirements for the B.A. and B.S. Degrees:

In addition to 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), political science majors are required to take the following courses from the "core curriculum":

POLS 1101	Introduction to United States Government (partially satisfies General Education Objective 6)	3
POLS 2202	Introduction to Politics Critical Thinking and Analysis	3
POLS 2221	Introduction to International Relations	3
POLS 3313	Introduction to Political Philosophy	3
POLS 3331	Comparative Politics Framework for Analysis	3
POLS 4401 or POLS 4427	Political Parties and Interest Groups Voting and Public Opinion	3
POLS 4403 or POLS 4404	The Presidency The Legislative Process	3
POLS 4442 or POLS 4443	Constitutional Law Constitutional Law	3
POLS 4460	Senior Seminar	3

In addition to the 27 credits from the core curriculum, majors are required to earn a minimum of 12 elective credits selected from any of the courses in the political science curriculum (excluding POLS 4459).

## Emphasis in Pre-law

Students who desire to complete this emphasis should consult with a pre-law advisor in the Department of Political Science.

## Minor in Political Science

Students seeking a minor in political science must complete the following: POLS 1101, POLS 2202, six credits of core curriculum courses (excluding POLS 4460) and six elective political science credits (excluding POLS 4459).

## Political Science Courses

Topics into which courses are grouped:

- American Indian Studies
- American Politics
- Comparative Government
- General Courses
- International Politics
- Introductory Courses
- Political Analysis
- Political Theory
- Public Administration
- Public Law

### *Courses in numerical order, showing title and the topic group where course description appears:*

POLS 1101	Introduction to United States Government (Introductory Courses)	3
POLS 2202	Introduction to Politics Critical Thinking and Analysis (Introductory Courses)	3
POLS 2221	Introduction to International Relations (International Politics)	3
POLS 2248	Politics and the Administration of Justice (Public Law)	3
POLS 2249	Introduction to Criminal Law (Public Law)	3
POLS 2250	Idaho Politics (American Politics)	3
POLS 3308	State and Local Government (American Politics)	3
POLS 3313	Introduction to Political Philosophy (Political Theory)	3
POLS 3326	Recent American Foreign Policy (International Politics)	3
POLS 3331	Comparative Politics Framework for Analysis (Comparative Government)	3
POLS 3350	Special Topics in Political Science (General Courses)	3
POLS 4401	Political Parties and Interest Groups (American Politics)	3
POLS 4403	The Presidency (American Politics)	3
POLS 4404	The Legislative Process (American Politics)	3
POLS 4405	The Administrative Process (American Politics)	3
POLS 4406	Intergovernmental Relations (American Politics)	3
POLS 4408	Metropolitan and Urban Studies (American Politics)	3
POLS 4409	Community and Regional Planning (American Politics)	3
POLS 4411	American Political Theory (Political Theory)	3
POLS 4412	Modern Political Analysis (Political Analysis)	3
POLS 4418	Topics in Political Theory (Political Theory)	3
POLS 4419 & 4419L	Political Research Methods and Political Research Methods Laboratory (Political Analysis)	4
POLS 4420	Contemporary Political Theory (Political Theory)	3
POLS 4421	Democratic Political Thoughts (Political Theory)	3
POLS 4425	Topics in International Politics (International Politics)	3
POLS 4427	Voting and Public Opinion (American Politics)	3
POLS 4432	Comparative Politics Change and Political Order (Comparative Government)	3
POLS 4433	Politics of Developing Nations (Comparative Government)	3
POLS 4434	Terrorism and Political Violence (International Politics)	3

POLS 4435	Topics in National and Regional Studies (Comparative Government)	3
POLS 4436	Elite Deviance and Crime (American Politics)	3
POLS 4441	Administrative Law (Public Administration)	3
POLS 4442	Constitutional Law (Public Law)	3
POLS 4443	Constitutional Law (Public Law)	3
POLS 4445	Jurisprudence (Public Law)	3
POLS 4450	Special Topics in Law (Public Law)	3
POLS 4451	Organizational Theory and Bureaucratic Structure (Public Administration)	3
POLS 4452	Financial Administration and Budgeting (Public Administration)	3
POLS 4453	Public Policy Analysis (American Politics)	3
POLS 4454	Public Personnel Administration (Public Administration)	3
POLS 4455	Environmental Politics and Policy (American Politics)	3
POLS 4456	Labor Organization (Public Administration)	3
POLS 4457	Grantwriting (Public Administration)	3
POLS 4458	Public Administration Ethics (Public Administration)	3
POLS 4459	Government Internship (General Courses)	1-9
POLS 4460	Senior Seminar (General Courses)	3
POLS 4465	US Political History (American Politics)	3
POLS 4466	Public Lands Policy (American Politics)	3
POLS 4467	State and Local Administration (Public Administration)	3
POLS 4471	Historical Geography of Idaho (General Courses)	3
POLS 4478	Federal Indian Law (American Indian Studies)	3
POLS 4479	Tribal Governments (American Indian Studies)	3
POLS 4491	Seminar (General Courses)	1-3
POLS 4492	Seminar (General Courses)	1-3

## Courses

### ***POLS 1101 Introduction to United States Government: 3 semester hours.***

This class examines the United States political system covering not only the Constitutional basis, structure, and organization of the national government but also the interactions of individual citizens and organized groups in civil society with the institutions of government. Required for all students majoring in political science. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su (Contingent on Summer Session demand)

### ***POLS 2202 Introduction to Politics Critical Thinking and Analysis: 3 semester hours.***

Introduction to critical thinking about politics. Students learn to comprehend and critically analyze discourse and writings on political and social issues, to identify errors in the logical or presentation of facts in political discourse, to be able to demonstrate independent political judgment by formulating logically valid and factually sound arguments. Required for all students majoring in political science. Satisfies Objective 7 of the General Education Requirements. F, S, Su

### ***POLS 2221 Introduction to International Relations: 3 semester hours.***

Conceptual introduction to international relations, with emphasis on sovereignty, national interest, power, and balance of power. F, S

### ***POLS 2248 Politics and the Administration of Justice: 3 semester hours.***

The criminal justice system in the United States will be examined by investigating its component parts: police, court, and correction. In addition, the problem of coordination among these agencies will be explored as will the relationship of the criminal justice network to the larger society. D

### ***POLS 2249 Introduction to Criminal Law: 3 semester hours.***

The major categories of criminal liability are studied within the context of American criminal justice. These include crimes against individuals, property, and society. Defenses available to those accused of criminal activity are also discussed. D

### ***POLS 2250 Idaho Politics: 3 semester hours.***

Historical development and political analysis of Idaho politics from the first settlers to the present. D

### ***POLS 3308 State and Local Government: 3 semester hours.***

Study of the institutions of state and local government in a behavioral context. D

### ***POLS 3313 Introduction to Political Philosophy: 3 semester hours.***

Examination of selected writings in political philosophy from the classical, Christian and early modern eras. F, S

### ***POLS 3326 Recent American Foreign Policy: 3 semester hours.***

Study of recent American foreign policy focused on the interrelationship of domestic and foreign policies and the problems of formulating foreign policy in a democratic state. D

**POLS 3331 Comparative Politics Framework for Analysis: 3 semester hours.**

Introduction to various theoretical approaches to comparative analyses of different cultures and nations, and to other courses in this area of emphasis. F, S, Su

**POLS 3350 Special Topics in Political Science: 3 semester hours.**

Examine and analyze selected topics in politics. May be repeated for up to 6 credits. D

**POLS 4401 Political Parties and Interest Groups: 3 semester hours.**

The nature and development of political parties and pressure groups as exemplified in the United States. S, Su

**POLS 4403 The Presidency: 3 semester hours.**

Evolution and development of the office of the President; its major responsibilities in domestic and foreign affairs, with emphasis on particular power problems that confront the President. F, Su

**POLS 4404 The Legislative Process: 3 semester hours.**

Nature and functions of the U.S. Congress. Topics covered: legislative campaigns, the politics of lawmaking, congressional investigations, and major problems facing the Congress. S, Su

**POLS 4405 The Administrative Process: 3 semester hours.**

Analysis of the principles of public administration with an introduction to theories of organization and administration. D

**POLS 4406 Intergovernmental Relations: 3 semester hours.**

Analysis of patterns of intergovernmental relations including changing patterns of program and fiscal responsibility in the federal system. The emerging role of new federal structures, state and substate regional organizations will be reviewed in the context of "new" federalism and its implications for intergovernmental relationships. D

**POLS 4408 Metropolitan and Urban Studies: 3 semester hours.**

Analysis of metropolitan and smaller urban systems with emphasis on relationships among general groups, political organizations and institutions. Federal, state and interlocal programs will serve as a focus for analyzing particular problems of metropolitan and urban systems in the 20th century. D

**POLS 4409 Community and Regional Planning: 3 semester hours.**

Steps involved in planning will be analyzed in the context of community and regional decision-making processes. Two perspectives will be stressed -- that of the decision-maker, the social structure within which the decision-maker operates and strategies for implementing decision; and that of the citizen or group interest which lies outside the power structure of the community. Each perspective will be used as a framework for analyzing power configurations, techniques of identifying patterns of decision making, and various forms of citizen participation. D

**POLS 4411 American Political Theory: 3 semester hours.**

Political ideas in the United States from Colonial and Revolutionary times through the controversies of the Civil War to the present. D

**POLS 4412 Modern Political Analysis: 3 semester hours.**

Methods of political inquiry and theories and doctrines of politics, with emphasis on modern developments. D

**POLS 4418 Topics in Political Theory: 3 semester hours.**

This course requires examination, analysis and investigation of selected texts and topics in political philosophy. May be repeated for up to 6 credits. D

**POLS 4419 Political Research Methods: 3 semester hours.**

This class investigates the theory and application of various research methods and statistical techniques common to the social sciences, with particular reference to their use in political inquiry. COREQ: POLS 4419L. D

**POLS 4419L Political Research Methods Laboratory: 1 semester hour.**

Application of, and practice in research methods. COREQ: POLS 4419. D

**POLS 4420 Contemporary Political Theory: 3 semester hours.**

Recent 20th century political philosophies and theories ranging from democratic, Marxist, and existentialist thought to Critical Theory and post-modernism. D

**POLS 4421 Democratic Political Thoughts: 3 semester hours.**

Historical and contemporary models of democracy as well as contemporary debates in democratic thought. Democracy is treated as a contested idea. D

**POLS 4425 Topics in International Politics: 3 semester hours.**

This course requires examination, analysis and evaluation of selected topics in international politics. May be repeated for a maximum of 6 credits. D

**POLS 4427 Voting and Public Opinion: 3 semester hours.**

Analysis of the way citizens and government communicate with each other. Elections, public opinion, and media influence are studied. F

**POLS 4432 Comparative Politics Change and Political Order: 3 semester hours.**

An examination of political change, political order, political culture and the role of revolutionary violence. Change and order in the context of globalization is emphasized. D

**POLS 4433 Politics of Developing Nations: 3 semester hours.**

Study of problems in the political analysis of rapidly changing and unstable "developing" nation states with an emphasis on problems of the political, economic, and social development of selected states. D



**POLS 4434 Terrorism and Political Violence: 3 semester hours.**

A survey of forms of domestic and transnational terrorism, other forms of political violence, and problems of counter-terrorism. D

**POLS 4435 Topics in National and Regional Studies: 3 semester hours.**

Surveys the political, economic, and social issues of a nation or region. May be repeated for up to 6 credits with different content. D

**POLS 4436 Elite Deviance and Crime: 3 semester hours.**

Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Equivalent to SOC 4436 and SOWK 4436. F

**POLS 4441 Administrative Law: 3 semester hours.**

Introductory survey of the legal principles defining governmental administrative processes. Topics include judicial review, tort liability of governments and offices, rules and rule-making, due process, and the limits of administrative discretion. D

**POLS 4442 Constitutional Law: 3 semester hours.**

Analysis of opinions of the United States Supreme Court concerning the distribution of authority between the national government and the states and the relationship among the branches of the national government. F

**POLS 4443 Constitutional Law: 3 semester hours.**

Analysis of opinions of the United States Supreme Court with a special emphasis on criminal cases and civil liberties. S

**POLS 4445 Jurisprudence: 3 semester hours.**

Nature, source, and theories of law; the role of law in modern society; and the application of legal philosophy to the political system. D

**POLS 4450 Special Topics in Law: 3 semester hours.**

Examine and analyze selected topics in constitutional law and legal philosophy. Topics may include the constitution and foreign affairs, women and the law, law and literature, and law and film. May be repeated for up to 6 credits. D

**POLS 4451 Organizational Theory and Bureaucratic Structure: 3 semester hours.**

Introduction to the study of complex organizations and organizational behavior in the administration of public policy. Emphasis on public institutions. POLS 4405 recommended. D

**POLS 4452 Financial Administration and Budgeting: 3 semester hours.**

Emphasis on different approaches to financial administration, ranging from incremental and short-term planning to more recent and comprehensive emphases on management by objectives and zero based budgeting. The development of the Office of Management and Budget and its relationship with the President, Congress and the Federal Bureaucracy will be considered as well as political, organizational and behavioral constraints on budgetary decision-making. D

**POLS 4453 Public Policy Analysis: 3 semester hours.**

Theoretical and practical analyses of public policies, including theories of policy formation and their political implementation through governmental institutions. Case studies will provide the means of analyzing specific policy problems. D

**POLS 4454 Public Personnel Administration: 3 semester hours.**

Operations and processes of personnel management in public institutions. Major topics include personnel processes, public employee rights and duties, employee motivation and morale, the political environment of public personnel administration, and the impact of professionalism, technology, and participatory democracy on public personnel practices. D

**POLS 4455 Environmental Politics and Policy: 3 semester hours.**

Study of the political forces affecting environmental policy and investigation of several specific policies affecting the environment, such as: pollution control, energy production, hazardous chemicals, and the public lands. D

**POLS 4456 Labor Organization: 3 semester hours.**

Evolution of economic systems and labor's response to changing patterns of production is studied, and a counter perspective to traditional management views of "efficiency" is presented. Emphasis is on governmental employee unions. D

**POLS 4457 Grantwriting: 3 semester hours.**

Steps involved in the grantwriting process from strategic planning, research, and writing to finding appropriate grant sources. D

**POLS 4458 Public Administration Ethics: 3 semester hours.**

A course in applied ethics serving to educate students from a theoretical and a practical point of view. The course provides an historical and social perspective of ethics in public administration. D

**POLS 4459 Government Internship: 1-9 semester hour.**

Directed student internship in political science and organizations or associations related to public policy and the selection of public officials involving supervised work experience in research, staff management practices, or making and implementing public policies. The student will be placed in a supervised position commensurate with his/her abilities as determined and approved by faculty in the department. May be repeated for a total of 9 credits. Graded S/U. F, S, Su

**POLS 4460 Senior Seminar: 3 semester hours.**

This seminar is designed to integrate undergraduate academic experience in the major. Students will be required to do research and writing on topics encountered in their undergraduate curriculum. Required of, and open to, senior majors. F, S

**POLS 4465 US Political History: 3 semester hours.**

Study of the political history of the United States involving a discussion of theories of popular voting behavior, critical elections, and political party systems. Equivalent to HIST 4465. D

**POLS 4466 Public Lands Policy: 3 semester hours.**

Analysis of the historical and contemporary use and disposition of the federal public lands. The agencies that manage the public lands, major laws, and regulations and the political conflict that surrounds their use and conservation. D

**POLS 4467 State and Local Administration: 3 semester hours.**

Seminar in the practice and principles of state, municipal, and sub-state management. Emphasis on the evolution of interaction between different branches of sub-national government. S

**POLS 4471 Historical Geography of Idaho: 3 semester hours.**

Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught and include field trips, discussion sections. Equivalent to GEOL 4471 and HIST 4471. D

**POLS 4478 Federal Indian Law: 3 semester hours.**

Examination of tribal governments; their relationship with the federal government; sovereignty, jurisdictional conflicts over land and resources; and economic development. Equivalent to ANTH 4478. D

**POLS 4479 Tribal Governments: 3 semester hours.**

Complex legal position of Indian tribes as self-governing entities; principles of inherent powers; governmental organization, lawmaking, justice, relation to state and federal government. Equivalent to ANTH 4479. D

**POLS 4491 Seminar: 1-3 semester hour.**

Research, reading, discussion, and the preparation of reports on selected topics. Ordinarily for seniors majoring in political science and having the instructor's consent. May be repeated for a total of 6 credits. F, S, Su

**POLS 4492 Seminar: 1-3 semester hour.**

Research, reading, discussion, and the preparation of reports on selected topics. Ordinarily for seniors majoring in political science and having the instructor's consent. May be repeated for a total of 6 credits. F, S, Su

**POLS 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**POLS 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Psychology

Psychology is defined as the science of behavior and conscious experience. Its domain ranges from the natural to the social sciences and includes such diverse topics as brain function, sensation and perception, learning and cognition, development, personality, and social behavior. At the undergraduate level, the major emphasizes the role of the liberal arts in higher education and personal development.

Goals for majors in the undergraduate program in psychology are listed below; each goal has associated objectives and competencies.

1. Be informed of the departmental goals and degree requirements for psychology majors,
2. Know about possible careers in and/or related to psychology,
3. Integrate knowledge and theories across, and think critically about, topics within the domains of psychology,
4. Be competent in library information technology and computer applications related to the study of psychology,
5. Be competent in scientific methodology and analysis as they apply to the study of psychology,
6. Communicate effectively, in both oral and written form, about issues within the field of psychology,
7. Have an understanding of the breadth of the field of psychology and its applications,
8. Have knowledge pertaining to individual and cultural differences and their importance in community and public policy decisions,
9. Perceive their undergraduate education and the skills they developed as beneficial in their chosen fields, and
10. Be prepared for post-graduate study.

Beyond the university's General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>), psychology students learn critical thinking and problem-solving skills by developing competence in the methods of scientific research, psychometric principles, and data analysis. They integrate and apply the theories and knowledge base from the various domains of psychology and develop a well-rounded view of psychology and its importance in understanding behavior. Psychology promotes an appreciation for individual and cultural differences, as well as ethical principles in decision-making. The study of psychology increases understanding of self and others and enables individuals to make informed judgments that strengthen community and public policy.

The major assists students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology students are encouraged to participate in research projects and community practicums. They also become aware of the various career options related to the major. By providing a broad-based education and the aforementioned skills, the major prepares students for entry-level positions in business, government, and a wide range of human service positions. The major also prepares students for graduate education and careers in psychology as well as areas such as law and public service, medicine and health-related professions, business programs emphasizing organizational development and human resources, and seminary.

## Admission

The requirements for admission to the Psychology major are as follows:

- Successful completion of General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) 1, 2, and 3 (C- or better for Objective 1 and D- or better for Objectives 2 and 3)
- Successful completion of PSYC 1101 and PSYC 2201 (D- or better)
- GPA of 2.0 or better.

## Bachelor of Arts or Bachelor of Science in Psychology

### Required Courses

PSYC 1101	Introduction to General Psychology (partially satisfies General Education Objective 6)	3
PSYC 2201	Careers in Psychology	1
PSYC 2227	Basic Statistics	3
PSYC 3303	Psychology Research Methods	4
Total Hours		11

### Core Areas

<b>Category 1: Select two of the following four courses:</b>		6
PSYC 2225	Child Development	3
PSYC 3301	Abnormal Psychology I	3
PSYC 3341	Social Psychology	3
PSYC 4401	Theories of Personality	3
<b>Category 2: Select two of the following four courses:</b>		6
PSYC 4431	Behavioral Neuroscience I	3
PSYC 4445	Learning and Behavior	3
PSYC 4446	Cognitive Process	3
PSYC 4472	History of Psychology	3

### Elective Courses

- Students may choose fifteen (15) elective credits, at least twelve (12) of which must be upper-division.
- No more than nine (9) credits can come from PSYC 4483, Special Problems.
- Students planning to apply to graduate school are encouraged to enroll in PSYC 4491, Senior Seminar, which offers opportunities for design and conduct of experiments, as well as additional training in writing. These students are also encouraged to take more classes from the core areas that will be counted as electives and will prepare them for graduate school.

## Minor in Psychology

### Required Courses

PSYC 1101	Introduction to General Psychology (partially satisfies General Education Objective 6)	3
PSYC 2227	Basic Statistics	3
PSYC 3303	Psychology Research Methods	4
<b>Category 1: Select one of the following four courses:</b>		3
PSYC 2225	Child Development	3
PSYC 3301	Abnormal Psychology I	3
PSYC 3341	Social Psychology	3
PSYC 4401	Theories of Personality	3
<b>Category 2: Select one of the following four courses:</b>		3
PSYC 4431	Behavioral Neuroscience I	3

PSYC 4445	Learning and Behavior	3
PSYC 4446	Cognitive Process	3
PSYC 4472	History of Psychology	3
<b>Electives</b>		<b>6</b>

The student must take six additional elective credits in psychology

## Courses

### **PSYC 1101 Introduction to General Psychology: 3 semester hours.**

Introduction to the study of human behavior and mental processes, with emphases on history, theories, research methods and findings, and applications in psychology's major areas of study: biological, cognitive, learning, personality, social processes, developmental, and abnormal. Partially satisfies Objective 6 of the General Education Requirements. F, S

### **PSYC 2200 Child Abuse: 3 semester hours.**

Investigation into the psychological and social factors which contribute to child abuse and neglect, and to their identification, treatment, and prevention. D

### **PSYC 2201 Careers in Psychology: 1 semester hour.**

Provides psychology majors with the information and skills necessary to be successful and to pursue a career in psychology or a related field. F, S

### **PSYC 2205 Human Sexuality: 3 semester hours.**

The psychological, biological, and sociological aspects of human sexuality. Emphasis on gender identity, the human reproductive system, human sexual expressions, and sexual problems in males and females. D

### **PSYC 2211 Personality and Adjustment: 3 semester hours.**

The lifelong development of personality and the search for self-realization will be emphasized. Opportunities and crises common at various periods will be discussed. PREREQ: PSYC 1101. D

### **PSYC 2225 Child Development: 3 semester hours.**

Study of development from conception through adolescence. Considers typical changes within the biological, cognitive, and socioemotional domains and the influence of contexts (e.g., family, peers, school, culture) within each area. F, S

### **PSYC 2227 Basic Statistics: 3 semester hours.**

Consideration of statistical techniques and methods used in psychological investigations in terms of derivation, application, and limitation. PREREQ: MATH 1153 or permission of instructor. F, S

### **PSYC 2228 Introduction to the Theory of Measurement and Test Construction: 3 semester hours.**

Brief history and survey of the development of psychological test instruments and an introduction to the theory and mechanisms of test construction. PREREQ: PSYC 2227. D

### **PSYC 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

### **PSYC 3301 Abnormal Psychology I: 3 semester hours.**

Theory and research on characteristics, contributing factors, and treatment of psychological disorders. Topics include historical approaches to mental illness and evaluation of current practices in diagnosis of and treatment for psychological disorders. PREREQ: PSYC 1101. F, S

### **PSYC 3302 Abnormal Psychology II: 3 semester hours.**

Alcoholism and drug dependence, psychosomatic disorders, organic brain syndromes, and mental retardation. Contemporary approaches to assessment and treatment of abnormal behavior, including a survey of psychotherapeutic methods. PREREQ: PSYC 1101 and PSYC 3301. D

### **PSYC 3303 Psychology Research Methods: 4 semester hours.**

Introduction to descriptive and experimental research designs in psychology. Students design and carry out research projects, with the goals of exposure to research ethics and advancing critical thinking, scientific writing, and oral presentation skills. PREREQ: PSYC 1101 and PSYC 2227. F, S

### **PSYC 3305 Psychology of Consciousness: 3 semester hours.**

This course presents the principle concepts, theories, and research regarding the nature of consciousness and its various states. Topics may include the human sleep-wake cycle, dreaming, time phenomenology, psychotropic drug effects, hypnosis, meditation, biofeedback, and intuition. PREREQ: PSYC 1101 or permission of instructor. D

### **PSYC 3310 Applied Techniques: 2 semester hours.**

Acquaints students with techniques in selected areas of applied psychology, such as stress management, animal training, human factors, behavior modification, etc. May be repeated for up to 6 credits. PREREQ: PSYC 1101. D

### **PSYC 3332 Psychology of Adolescence: 3 semester hours.**

Critical review of work related to the physiological, cognitive, and emotional development of the adolescent personality. General concepts relating to specific characteristics of adolescent behavior will be developed. PREREQ: PSYC 1101 and PSYC 2225. D

**PSYC 3341 Social Psychology: 3 semester hours.**

Study of the impact of social and cultural forces upon the individual and of the interaction between individuals producing social phenomena. PREREQ: PSYC 1101 or permission of instructor. F

**PSYC 3344 Adult Development and Aging: 3 semester hours.**

Study of development across adulthood, emphasizing late adulthood to death. Considers biological, social, and cognitive domains of development and contexts of change. PREREQ: PSYC 1101 and PSYC 2225. D

**PSYC 3369 AIDS: 1 semester hour.**

This survey course provides an overview of AIDS from biomedical, psychological, and sociological perspectives. The intrusive nature of this epidemic into all aspects of our lives is emphasized. No science background is required. Graded S/U. PREREQ: PSYC 1101 or permission of instructor. D

**PSYC 4401 Theories of Personality: 3 semester hours.**

Study of the main theories of personality from both historical and contemporary perspectives, including trait theory, biological, psychoanalytic, humanistic, cross-cultural, behavioral, and social learning. Emphasis will be given to applying theories with the goal of understanding personality and predicting behavior. PREREQ: PSYC 1101 or permission of instructor. S

**PSYC 4404 Sensation and Perception: 4 semester hours.**

The anatomical and physiological bases of sensation will be reviewed. Moreover, traditional and contemporary theories of perception will be critically considered. Students will be expected to do laboratory work illustrating basic concepts of sensory and perceptual functions. PREREQ: PSYC 1101 and PSYC 4431 or PSYC 4446. D

**PSYC 4408 Science Pseudoscience and Psychology: 3 semester hours.**

Critical evaluation of fringe-science, paranormal, and other unproven claims. Introduction to the psychological processes underlying pseudo-scientific thinking and beliefs. PREREQ: PSYC 1101 or permission of instructor. D

**PSYC 4412 Ethical and Professional Issues in Psychology: 2 semester hours.**

An introduction to ethical and professional standards in the field of psychology including a historic and contemporary framework. PREREQ: PSYC 1101; 24 credits in psychology or permission of instructor. F

**PSYC 4417 Interdisciplinary Evaluation Team: 1 semester hour.**

Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. PREREQ: PSYC 1101 or permission of instructor. Equivalent to NURS 4417, SOWK 4417, and CSD 4417. S

**PSYC 4423 Community Practicum: 1-2 semester hour.**

Students work in regional agencies by observing or participating in professional activities under appropriate supervision. Four hours per week per credit. May be repeated up to 6 credits. Graded S/U. PREREQ: PSYC 1101 and permission of instructor. F, S, Su

**PSYC 4425 Psychology Clinic Practicum: 1-2 semester hour.**

Undergraduates observe and assist graduate students and faculty in the delivery of psychological services. Four hours per week per credit. May be repeated up to 6 credits. Graded S/U. PREREQ: PSYC 1101 and permission of instructor. F, S, Su

**PSYC 4431 Behavioral Neuroscience I: 3 semester hours.**

Introduction to behavioral neuroscience with an emphasis on the relation between the central nervous system and behavior. Topics include: basic neuroanatomy, neurophysiology, hormones, sensory systems, motor systems, learning, memory, homeostatic regulation, and evolution. PREREQ: Six hours of Psychology beyond PSYC 1101 or permission of instructor. F

**PSYC 4432 Behavioral Neuroscience II: 3 semester hours.**

Critical evaluation of contemporary research in behavioral neuroscience. Emphasizes current research and theories concerning neural mechanisms of behavior. PREREQ: PSYC 4431 or permission of instructor. AS

**PSYC 4435 Animal Behavior: 3 semester hours.**

Study of experiments in animal learning which relate to our understanding of human learning. Course is concerned with both observation and experimental studies of habit formation, conditioning, related endocrinology, and nerve structure as they are associated with behavior capabilities. PREREQ: Six hours in Psychology beyond PSYC 1101 or permission of instructor. D

**PSYC 4443 Advanced Social Psychology: 3 semester hours.**

In-depth study of current theory, issues and research in the field of social psychology. Emphasis is on newly emerging research areas. PREREQ: PSYC 3341 or permission of instructor. D

**PSYC 4445 Learning and Behavior: 3 semester hours.**

Survey of the major principles of learning, including the processes underlying operant and classical conditioning. PREREQ: PSYC 1101 and permission of instructor. F

**PSYC 4446 Cognitive Process: 3 semester hours.**

A survey of the major and current concepts, theories, and research in cognitive psychology. Areas of emphasis include attention, memory, information processing, mental imagery, decision-making, and problem solving. PREREQ: PSYC 1101. PREREQ or COREQ: PSYC 3303. S

**PSYC 4451 Clinical Psychology: 3 semester hours.**

Surveys the field of clinical psychology; with emphasis on past and present status, diagnosis, assessment, critical topics related to intervention, the clinical psychologist's professional role, and student training. PREREQ: PSYC 1101 or permission of instructor. D

**PSYC 4453 Theory and Method of Psychosocial Child Therapy: 3 semester hours.**

Review of the psychopathology, diagnosis, and treatment of the major psychosocial disorders of childhood. PREREQ: PSYC 1101 and PSYC 2225. D

**PSYC 4463 Clinical Psychology and the Law: 3 semester hours.**

An introduction to the field of forensic psychology by exposing students to the primary areas in which clinical psychology relates to the legal system. Emphasis will be on expert testimony by clinicians in matters of criminal responsibility, mental competency, civil commitment, and child custody. PREREQ: PSYC 1101. D

**PSYC 4465 Behavioral Medicine: 3 semester hours.**

Psychological issues of health, disease states, and prevention. Critical evaluation of clinical research and practice, including nontraditional healing techniques and current models used to understand health and disease. PREREQ: PSYC 1101 or permission of instructor. D

**PSYC 4467 Topics in Psychology: 1-3 semester hour.**

Selected topics in psychology. Contents vary. May be repeated with different content and departmental approval up to 3 times for a total of 9 credits. PREREQ: PSYC 1101 or permission of the instructor. D

**PSYC 4472 History of Psychology: 3 semester hours.**

Modern psychology in historical perspective. Genesis and development of fundamental problems and methods, with emphasis on specific fields of research. PREREQ: Fifteen hours in Psychology beyond PSYC 1101 or permission of instructor. S

**PSYC 4483 Special Problems: 1-3 semester hour.**

Research or readings in a special area of interest to be arranged on an individual basis with individual faculty. May be repeated to a maximum of 9 credits. PREREQ: Permission of instructor. D

**PSYC 4491 Senior Seminar: 3 semester hours.**

Library, field, or experimental research in an area selected by the instructor, including oral and written presentation of results. PREREQ: 90 credits and PSYC 3303. Graded S/U. D

**PSYC 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. PREREQ: PSYC 1101 or permission of instructor. Graded S/U. D

**PSYC 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Social Work

### Mission

The four programs in the Department are interconnected. The Department contributes to the mission of the College of Arts and Letters by encouraging collaboration with other departments and programs within the College. The Department concentrates on research, theory, and service in regard to the community. The community plays a pivotal role in the life of individuals and it serves as a platform from which to study health and illness, diversity and social hierarchies, and criminal justice. The focus on community issues enables us to showcase the usefulness of sociology at the graduate and undergraduate levels; to create a niche for social work, particularly in the areas of child welfare, gerontology, and sexual diversity; and to find a pivotal role for criminal justice by emphasizing rehabilitation and reintegration of offenders into the community. The agenda of the DHHS Healthy People 2020 serves as concrete guideline for conducting qualitative and quantitative research, theory building, and the generation of external funding.

The Department of Sociology, Social Work and Criminal Justice offers courses leading to the Associate of Arts degree in criminal justice, the Bachelor of Arts degree in sociology or social work, and the Master of Arts degrees in sociology. For a full description of the M.A. degrees, refer to the Graduate Catalog (<http://coursecat.isu.edu/graduate>).

As a graduate of the program, the student is eligible to apply for licensure as a social worker to the State of Idaho. Many excellent career opportunities for social workers are available in the areas of family and children's services, adult and juvenile corrections, health care, community mental health and services for senior citizens.

### Outcome Objectives

The objectives of the Sociology program are:

1. To gain a well-rounded knowledge of the fields of the discipline.
2. To develop an understanding of how sociologists think, gather information, process data and reach tentative conclusions.
3. To sort out trends in social data.
4. To assist in conflict resolution between groups of people in society.
5. To engage in problem solving based on varying patterns of behavior of diverse groups.
6. To be exposed to a rich variety of perspectives and ideas.
7. To prepare for a career after graduation that is related to the sociology major.

The goals of the Social Work program are:

1. Preparation of students for beginning generalist social work practice with individuals, families, small groups, organizations and communities.
2. Preparation of students to develop an identity which will incorporate the values, principles and ethics of the social work profession.
3. Preparation of students as beginning social work generalists who link social research and social work practice.
4. Preparation of students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation and a professional foundation.
5. Preparation of students to work with diverse, vulnerable, oppressed and disadvantaged populations.

## Admission to the Social Work Program

Application for admission to the Social Work Program is required of all students desiring to progress toward a social work major. Admission to the Social Work Program is competitive. Students may apply to the major at the completion of the sophomore year and after completing or with current enrollment in required prerequisite Objectives and courses.

The following criteria must be met for an applicant to be eligible for consideration for admission to the social work major:

1. Completion of a minimum of 61 credit hours with a minimum cumulative GPA of 2.75 for the semester at the time of application.
2. Completion of or with current enrollment in the following Objectives and departmental requirements: Objectives 1, 3, 4, and 5, and 6, and SOC 2248, SOWK 2271, SOWK 2272, and MATH 1153 with a minimum grade of "C" in each course.
3. Completion of the Application for admission to the Social Work Major including a \$30 application fee, a three to five-page typed statement explaining why you would like to be a social worker and why you might be a good fit for the Social Work Program at Idaho State University, and an unofficial copy of your transcript. See online application form for further details, at <http://www.isu.edu/sociology/pdf/swapp.pdf>.
4. Students must have a background check performed by <https://www.certifiedbackground.com/> The cost to the student is approximately \$45. The criminal history check must be "in progress" or completed before application is submitted. A background check conducted by the Department of Health & Welfare within six months of application to the Social Work program is acceptable with documentation. Senior practicum agencies may require an additional background check. For further information, please refer to the Faculty/Staff Handbook at [http://www.isu.edu/fs-handbook/part6/6\\_4/6\\_4o.html](http://www.isu.edu/fs-handbook/part6/6_4/6_4o.html).
5. Completion of a Declaration of Major form.

## Application Deadline

The above admission materials must be completed and submitted to the Department of Social Work prior to **February 15** for fall semester admission, and prior to **October 1** for Spring semester admission.

The Social Work Program does not grant credit for previous life or work experience.

All social work majors are required to meet the above standards before they may enroll in upper division social work courses (those numbered 3000 and above). Pre-social work students enrolled in upper division courses without admission to the major will be withdrawn until major admission requirements have been met.

## Admission to 4000 Level Courses

Admission to the senior field courses (SOWK 4476-SOWK 4477) is contingent upon completion of the following:

- a. Completion of SOC 3308/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309 with a minimum GPA of 2.5;
- b. Maintenance of GPA to senior year at the 2.5 level;
- c. Submission of form applying for senior field experience;
- d. Interview by program senior field placement coordinator prior to notification of field agencies.

## Bachelor of Arts in Sociology

Sociology deals with social institutions, activities, and patterns of behavior of diverse groups. The challenge for sociologists is to sort out trends and to find ways to resolve the conflicts between groups of people. The sociology major provides students with background in the basic theoretical, research, and substantive areas of the discipline. The field of sociology leads to an understanding of the social forces impinging upon one's life and can lead to careers in many diverse settings.

Sociology majors must attain a grade of "C" or better in all required and elective courses.

Students completing the Bachelor of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.)

## Required Courses for Graduation

SOC 1101	Introduction to Sociology	3
SOC 3301	Classical Social Theory	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 4403	Contemporary Social Theory	3
SOC 4462	Power Class and Prestige	3
Elective Courses <sup>1</sup>		18
Total Hours		36

<sup>1</sup> In addition to the required courses, students are expected to complete 18 credit hours from any of the remaining courses in the Sociology curriculum excluding SOC 4482. Fifteen (15) of the elective credit hours must be upper division.

## Minor in Sociology

### Required Courses

SOC 1101	Introduction to Sociology (partially satisfies General Education Objective 6)	3
SOC 3301	Classical Social Theory	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 4462	Power Class and Prestige	3
Elective Courses <sup>1</sup>		9
Total Hours		21

<sup>1</sup> With the approval of a Department of Sociology faculty member, the student shall select nine credit hours from any of the electives listed for the sociology major.

## Bachelor of Arts in Social Work

The Social Work Program is accredited by the Council on Social Work Education at the Baccalaureate level. As such it provides students with a generalist framework for beginning professional social work practice. Social workers help individuals, families, groups, and communities meet basic human needs and enhance the quality of life.

### General Education Requirements

Students completing the Bachelor of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.) Certain Objectives may be met using Social Work Program requirements; for example:

Objective 3: MATH 1108 (Intermediate Algebra) and MATH 1153 (Introduction to Statistics);

Objective 5: BIOL 1100, BIOL 1100L (Concepts Biology: Human Concerns, and Lab);

Objective 6: ECON 1100 (Economic Issues) and PSYC 1101 (Introduction to General Psychology) or SOC 1101 (Introduction to Sociology).

### Social Work Requirements

PSYC 3301	Abnormal Psychology I	3
SOC 1101	Introduction to Sociology (partially satisfies General Education Objective 6)	3
SOC 2248	Critical Analysis of Social Diversity	3
SOWK 2271	Introduction to Social Work	3
SOWK 2272	Human Behavior and the Social Environment	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOWK 3371	Social Welfare Policy	3
SOWK 3372	Practice with Individuals and Families	3
SOWK 3373	Group Work	3
SOWK 3375	Advanced Social Work Theory and Practice	3
SOWK 4476	Social Work Field Practicum I	6



SOWK 4477	Social Work Field Practicum II	6
SOWK 4494	Community Organization and Social Change	3
SOWK 4498	Integration of Social Work Methods	3
Upper-Division SOC, SOWK, Criminal Justice, or PSYC courses <sup>1</sup>		6

Note: Upper division courses are those numbered 3000-4999. Social Work students must attain a C or better in departmental and Social Work requirements.

<sup>1</sup> **Social Work Electives Include:**

- SOWK 4482
- SOWK 4485
- SOWK 4486
- SOWK 4491 \*

\*May be repeated; with different content; up to 9 credits may be used toward graduation.

## Associate of Arts in Criminal Justice

In their second semester, students need to choose an advisor in the Criminal Justice Program.

Students completing the Associate of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog).

### Required Courses (21 credits):

POLS 2249	Introduction to Criminal Law	3
SOC 1102	Social Problems (partially satisfies General Education Objective 6)	3
SOC 2231	Juvenile Delinquency	3
SOC 2248	Critical Analysis of Social Diversity (satisfies General Education Objective 7)	3
SOC 2250	Women Crime and Corrections	3
SOC 2295	Criminal Justice Internship	1-4
SOC 4431	Criminology	3

### Electives from the following courses to reach a total of at least 64 credits:

PSYC 2200	Child Abuse	3
OR		
PSYC 2225	Child Development	3
OR		
PSYC 3301	Abnormal Psychology I	3
PSYC 2205	Human Sexuality	3
SOC 4436	Elite Deviance and Crime	3
SOC 4438	Sexual Crimes	3
SOC 4492	Topics in Criminal Justice <sup>1</sup>	3

<sup>1</sup> This is a 1-credit course that may be repeated with different content to reach the required credits.

### Credit Requirements for Graduation:

General Education Requirements	(min)
	38
Associate of Arts in Criminal Justice <sup>1</sup>	27
<b>Total Credits</b>	<b>65</b>

<sup>1</sup> Six (6) of the credits in the 36 listed for General Education are also in the 27 required for the degree.

## Social Work Courses

### **SOWK 2271 Introduction to Social Work: 3 semester hours.**

Introductory overview and history of the social work profession within the social welfare system, and introduction to the generalist model of practice in social work. Attention is given to micro, mezzo, and macro levels of practice as social workers may work with individuals, families, groups or communities. Students will examine their own beliefs and values and their social, cultural, and historical positioning, and how these forces influence interactions with potential clients. Students will be introduced to ethics, values and standards of the social work profession. Throughout the course, students will be encouraged to apply critical thinking skills to class material. F, S

### **SOWK 2272 Human Behavior and the Social Environment: 3 semester hours.**

Conceptual frameworks and issues in human behavior and development across the lifespan, with attention given to the concept of person in the environment as a framework for understanding individual behavior as a function of bio-psycho-social-spiritual processes and interactions. Substantial information on human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations. F, S

### **SOWK 2299 Experimental Course: 1-3 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

### **SOWK 3308 Sociological Methods and Social Work Research: 3 semester hours.**

Introduces the principles and procedures of scientific research and includes a variety of strategies and tools for studying social phenomena. Equivalent to SOC 3308. PREREQ: C in SOC 1101. F

### **SOWK 3371 Social Welfare Policy: 3 semester hours.**

Examine social policies created as society's strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social and economic justice and to deliver effective social work services. PREREQ: Admission to Social Work Major. S

### **SOWK 3372 Practice with Individuals and Families: 3 semester hours.**

Examine micro level systems within the generalist social work framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene and evaluate individuals and families. PREREQ: Admission to Social Work Major. F, S

### **SOWK 3373 Group Work: 3 semester hours.**

Mezzo level systems within the generalist social work framework. Group theory, process, dynamics, and practice applications will be covered. Students will use a generalist skill base in learning to engage, assess, intervene, and evaluate small group systems. PREREQ: SOWK 3372. F, S

### **SOWK 3375 Advanced Social Work Theory and Practice: 3 semester hours.**

Expansion of theory and practice concepts introduced in SOWK 2272 and used in social work practice courses. The relationship between social work theory and practice is explored for the purpose of increasing depth of understanding and generalization of knowledge. Focus will be on application of theory in building skills necessary for competency including written and oral communication skills, using research evidence to inform practice, and critiquing and utilizing major theoretical frameworks to guide the processes of engagement, assessment, intervention, and evaluation. S

### **SOWK 4417 Interdisciplinary Evaluation Team: 1 semester hour.**

Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Equivalent to NURS 4417, PSYC 4417, and CSD 4417. PREREQ: Permission of instructor. S

### **SOWK 4436 Elite Deviance and Crime: 3 semester hours.**

Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Equivalent to SOC 4436 and POLS 4436. F

### **SOWK 4438 Sexual Crimes: 3 semester hours.**

Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Equivalent to SOC 4438. S

### **SOWK 4476 Social Work Field Practicum I: 6 semester hours.**

Placement within a social service agency under direct supervision of a licensed social worker for a minimum of 200 hours and a weekly on-campus seminar. Functions as an entry level opportunity for the student to apply professional values, knowledge and skills. Seminar permits discussion and reflection upon this field experience and serves an integrative function for linking theory to applied practice. PREREQ: SOC/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. (For Spring Only: COREQ: SOWK 4477.) F, S

### **SOWK 4477 Social Work Field Practicum II: 6 semester hours.**

Continuation of senior field practicum experience consisting of placement within a social service agency under direct supervision of a licensed social worker for a minimum of 200 hours and a weekly on-campus seminar. Students will refine and utilize professional values, knowledge and skills. Seminar permits discussion and reflection upon this field experience and serves an integrative function for linking theory to applied practice. PREREQ: SOC/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. PREREQ or COREQ: SOWK 4476. COREQ: SOWK 4498. F, S

**SOWK 4482 Independent Problems: 1-6 semester hour.**

Consultation course. May be repeated for up to 6 credits. PREREQ: 12 credits in Social Work and permission of instructor. D

**SOWK 4484 Title IV-E Scholar Seminar: 1 semester hour.**

Professional competencies required for social work practice in foster care and adoption assistance programs, to prepare students for career advancement in public child welfare, and to prepare students for child welfare practice addressed by Title IV-E of the Social Security Act. PREREQ: Permission of instructor. COREQ: SOWK 4476 or SOWK 4477. D

**SOWK 4485 Grief and Loss for the Helping Professional: 3 semester hours.**

Prepares students to work with clients experiencing grief and loss issues stemming from a variety of loss experiences including death, physical health changes, trauma, and life transitions. Includes the philosophical, cultural, medical, psychological, and spiritual aspects of grieving and loss; the grief process and factors to consider in working with children, adolescents, and adults; and assessment of complicated grief reactions. D

**SOWK 4486 Family Issues for the Helping Professional: 3 semester hours.**

Advanced course focusing on understanding families and family issues. Explore techniques for assessment and intervention drawn from various current theories. Special focus on at-risk youth and the effects on family dynamics. D

**SOWK 4487 Child Welfare Issues: 3 semester hours.**

An exploration of the many facets of child welfare, including factors impacting the well-being of children and their families on a local and global level, such as governmental policies and societal values regarding child welfare, social issues that affect children, available services for children, and social work intervention strategies

**SOWK 4491 Seminar: 3 semester hours.**

Topical reading, discussion, exploration, experience, and demonstration of learning on selected topics. May be repeated for up to 9 credits with different content. D

**SOWK 4494 Community Organization and Social Change: 3 semester hours.**

Advanced focus on community and organizational structure and function. Uses the generalist model of social work with macro level systems including building knowledge and skills focusing on social action and social change. Specific attention is given to helping students develop necessary skills to engage, assess, intervene and evaluate with organizations and communities (macro level) effectively. PREREQ: SOWK 3372. F

**SOWK 4498 Integration of Social Work Methods: 3 semester hours.**

Comprehensive review and synthesis of all social work content areas within the generalist framework including ethics, critical thinking, diversity, human rights, social and economic justice, research, HBSE, policy and practice. Preparation for Social Work licensure test as well as special topics depending on student need and interests are also covered. PREREQ: SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. COREQ: SOWK 4477. F, S

**SOWK 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Sociology Courses

**SOC 1101 Introduction to Sociology: 3 semester hours.**

Introduction to the scientific point of view in the study of group life, social institutions, and processes. Partially satisfies Objective 6 of the General Education Requirements. F, S

**SOC 1102 Social Problems: 3 semester hours.**

Theoretical analyses and application of research to selected social issues and social institutions such as politics, economics, education, medicine, families, the military, crime and corrections, religion and related major social forces. Partially satisfies Objective 6 of the General Education Requirements. F, S

**SOC 2231 Juvenile Delinquency: 3 semester hours.**

Theories of delinquency, criminal behavior, and law enforcement in relation to the modern social institutions in American culture. PREREQ: SOC 1101 or SOC 1102. F, S

**SOC 2248 Critical Analysis of Social Diversity: 3 semester hours.**

Critical analysis of historical and contemporary issues and debates surrounding social categories such as race, class, gender, ethnicity, religion, and sexuality. Students will utilize and assess various sociological theories and will critically examine how social diversity affects and is affected by other social and cultural dynamics. Satisfies Objective 7 of the General Education Requirements. F, S

**SOC 2250 Women Crime and Corrections: 3 semester hours.**

Analysis of theories and research applicable to women's involvement in crime, correctional centers and in professional roles in the criminal justice system. PREREQ: SOC 1102. S

**SOC 2295 Criminal Justice Internship: 1-4 semester hour.**

Required reading assignments and daily journal to be completed. Maximum of four credits per semester. May be repeated for up to 6 credits. PREREQ: Permission of instructor. F, S, Su

**SOC 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**SOC 3301 Classical Social Theory: 3 semester hours.**

A survey of the foundation of sociological thought from the Enlightenment to 1945. The focus is on the recurring themes in sociology and the importance of classical theory to understanding contemporary sociological theory and current social issues. PREREQ: SOC 1101. D

**SOC 3308 Sociological Methods and Social Work Research: 3 semester hours.**

Introduces the principles and procedures of scientific research and includes a variety of strategies and tools for studying social phenomena. Equivalent to SOWK 3308. PREREQ: C in SOC 1101. F

**SOC 3309 Social Statistics: 3 semester hours.**

A survey of statistical techniques focusing on descriptive statistics, hypothesis testing and correlations. Students work in computer labs and use software for statistical analysis commonly used in the social sciences to produce descriptive and summary statistics for large data sets. PREREQ: C in MATH 1153. S

**SOC 3321 Families in American Society: 3 semester hours.**

American families in social-historical contexts. Contemporary issues confronting families as social institutions and impact of family interaction dynamics. PREREQ: SOC 1101 or permission of instructor. D

**SOC 3330 Sociology of Health and Illness: 3 semester hours.**

Sociological examination of health and illness including historical and cultural variations, health care and physician-patient issues. S

**SOC 3335 Population and Environment: 3 semester hours.**

The scientific study of population and its environmental consequences. D

**SOC 3366 The Community: 3 semester hours.**

Examines selected theories of community origins, characteristics, structures, boundaries, and change. Analyze methods of studying various aspects of communities. PREREQ: SOC 1101. F

**SOC 3368 The Sociology of Religion: 3 semester hours.**

Contemporary issues as they relate to religion. The relationship of religion to other social institutions. Religious experience and mysticism. Prophecy and its routinization. Cults and religious dissent. PREREQ: SOC 1101. F

**SOC 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**SOC 4402 Proseminar in Sociology: 3 semester hours.**

An overview of the field of sociology, with emphasis on the teaching of sociology, orientation to graduate education, major sociological theories, issues, research approaches, and ethical problems in the field. PREREQ: Permission of instructor. D

**SOC 4403 Contemporary Social Theory: 3 semester hours.**

Survey and appraisal of sociological theories since 1945: structural functionalism, rational choice, conflict, symbolic interactionism, and phenomenology. PREREQ: SOC 3301. S

**SOC 4408 Advanced Sociological Methods: 3 semester hours.**

Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application. PREREQ: SOC/SOWK 3308 and SOC 3309. AS

**SOC 4413 Mind Body and Society: 3 semester hours.**

Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations. PREREQ: SOC 1101. D

**SOC 4431 Criminology: 3 semester hours.**

Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relations. PREREQ: SOC 1101 or SOC 1102. S

**SOC 4436 Elite Deviance and Crime: 3 semester hours.**

Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Equivalent to POLS 4436 and SOWK 4436. F

**SOC 4438 Sexual Crimes: 3 semester hours.**

Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Equivalent to SOWK 4438. S

**SOC 4462 Power Class and Prestige: 3 semester hours.**

Theories and methodology of status systems; the relation of class to the social structure; analysis of class in different societies, with emphasis upon the class system and power. PREREQ: SOC 1101 or permission of instructor. S

**SOC 4467 Community Networking Cultivating the Sociological Imagination: 3 semester hours.**

Advanced study of the sociology of community through readings, class discussions, lectures, and a community networking internship. S

**SOC 4482 Sociology Internship: 1-3 semester hour.**

Apply sociological principles in such ways as assisting the supervising professor with a lower-level course, conducting study groups, or small group instruction. Credits not applicable toward the major. May be repeated for up to 6 credits. PREREQ: Permission of instructor; junior status; minimum of 12 hours and 3.0 GPA in Sociology. D

**SOC 4483 Independent Problems in Sociology: 1-4 semester hour.**

Readings, observations, applied work, or data analysis in content area not offered in our curriculum. May be repeated for up to 6 credits. PREREQ: Permission of the instructor; advanced junior status; minimum of 12 hours and 3.0 GPA in Sociology. D

**SOC 4491 Topics in Sociology: 3 semester hours.**

Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. D

**SOC 4492 Topics in Criminal Justice: 3 semester hours.**

Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. D

**SOC 4499 Experimental Course: 1-3 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Women Studies

The program in Women Studies promotes an interdisciplinary approach to learning that emphasizes gender as an essential component in an understanding of our past, present, and future. Grounded in contemporary scholarship, Women Studies provides students with innovative perspectives from which to analyze and assess familiar subjects. Critical and analytical skills are developed and honed as students identify and contextualize profound connections between gender and one's place in history, one's assigned roles and statuses, and one's access to social, economic, and political power.

Women Studies supports Idaho State University's mission to create an effective and efficient learning environment that serves students of various ages, abilities, needs, and backgrounds. It enhances intellectual growth and complements the degree major by broadening academic knowledge bases and by developing a wide range of skills applicable in a variety of post-graduation settings.

The Women Studies office is located in the Department of History, Liberal Arts Room 348 (208-282-2379).

Members of the Advisory Board meet to review curricula, advise the Director on program content, consider issues facing the field or program, and formulate strategy for the future of Women Studies at Idaho State University. Students may consult with any of the faculty in the program or on this committee:

- Dr. Juliet Carlisle (Political Science)
- Dr. Nicole Hill (Kasiska School of Health Professions)
- Dr. Ann Hunter (Sociology, Social Work and Criminal Justice)
- Ms. Kathleen Lane (Music)
- Dr. Linda Leeuwrik (Art)
- Dr. Shannon Lynch (Psychology)
- Dr. Priscilla Reis (College of Business)
- Ms. Valerie Williams (College of Education)
- Dr. Lynn Worsham (English)

## Minor in Women Studies

An undergraduate interdisciplinary minor in Women Studies consists of 18 credits of courses in gender topics offered by various departments and approved by the directors of Women Studies.

**Required Courses:**

WS 2201	Introduction to Womens Studies	3
HIST/WS 4439	Feminism and Equality in World History	3

**Select 12 credits from:**

ART 4423	Nineteenth Century Art
CMP 4404	Gender and Communication

ENGL 3328	Gender in Literature
HE 4445	Human Sexuality and Health Education
HIST 4437	Families in Former Times
PSYC 2205	Human Sexuality
SOC 2250	Women Crime and Corrections
SOC 3321	Families in American Society
WS 1160	Womens Rape Aggression Defense
WS 4459	Internship <sup>1</sup>
WS 4461	Independent Study <sup>1</sup>

**OR**

Select from courses listed as approved for this component in semester-by-semester course listings in the Class Schedule.

<sup>1</sup> Students may take up to 6 credits of WS 4459, Internship, and up to 6 credits of WS 4461, Independent Study. A maximum of 9 credits from any combination of WS 4459, Internship, and WS 4461, Independent Study, are applicable to the Women Studies minor.

**Courses*****WS 1160 Womens Rape Aggression Defense: 1 semester hour.***

Realistic self-defense tactics and techniques designed for women. Awareness, prevention, risk reduction, risk avoidance, and basic hands-on defense training. R.A.D. is not a Martial Arts program. Equivalent to HE 1160 and PE 1160. PREREQ: Permission of Public Safety Office or sponsoring program. F, S

***WS 2201 Introduction to Womens Studies: 3 semester hours.***

Interdisciplinary survey of the ways that various academic disciplines examine women's roles and women's issues past and present and in various cultures, with a focus on American culture. Satisfies Objective 9 of the General Education Requirements. F, S

***WS 2205 Topics in Womens Studies: 1-3 semester hour.***

Examination of topics related to Women Studies. D

***WS 3311 US Womens Activism: 3 semester hours.***

Social, historical, and political examination of the 19th century women's suffrage movement, the 20th century women's rights movement, and the current status of women's rights activism. D

***WS 4405 Topics in Womens Studies: 1-3 semester hour.***

In-depth examination of topics relating to women studies, especially from a comparative or theoretical perspective. D

***WS 4439 Feminism and Equality in World History: 3 semester hours.***

Interdisciplinary study of the history of feminism and women's rights in different world regions, involving the social constructs of gender, race, and class. Women Studies minors must take WS 2201 before taking WS 4439. Equivalent to HIST 4439. S

***WS 4459 Internship: 1-6 semester hour.***

Directed student internship in organization related to Women's Studies. The student will be placed in a supervised position approved by faculty in the program. May be repeated for up to 6 credits. PREREQ: WS 2201. D

***WS 4461 Independent Study: 1-3 semester hour.***

Selected readings and research in areas of Women's Studies not covered by the regular curricular offerings. May be repeated for up to 6 credits. PREREQ: 3.0 cumulative GPA and WS 2201 or equivalent; permission of instructor. D

***WS 4489 Internship: 1-6 semester hour.***

Directed student internship in organization related to Women's Studies. The student will be placed in a supervised position approved by faculty in the program. May be repeated for up to 6 credits. D

# College of Business

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Idaho State University offers a four-year undergraduate program of business administration and liberal arts subjects leading to the degree of Bachelor of Business Administration as well as a Bachelor of Arts and a Bachelor of Science. There are eight majors available—Accounting, Economics, Finance, General Business, Informatics, Management, Marketing, and Health Care Informatics. The College of Business also offers minors in Business Administration, Economics, Informatics, Marketing, and International Commerce. In addition, the Master of Business Administration and Master of Accountancy degrees are offered through the Graduate School. The B.B.A., M.B.A., M. Acc. and accounting programs are nationally accredited by AACSB, the International Association for Management Education.

## Role and Mission

The College of Business, an integral part of Idaho State University, shares the role and mission of the university as established by the State Board of Education. Idaho State University's business programs respond to current and emerging demands within the state and region and serve local and statewide constituencies, including students seeking traditional, nontraditional and continuing education. The College also serves public and private sector management education and economic development needs and engages in research consistent with its undergraduate and graduate programs and public service mission.

The primary mission of the College is to offer high quality professional business educational programs. Excellent undergraduate teaching and learning is a top priority. In addition, a quality M.B.A. program is a vital part of the educational mission. All areas of study appropriately emphasize the local, state, national, and international business environments. The College of Business delivers its educational programs on day and night schedules and at off-campus sites within the Idaho State University primary service area.

The research mission complements the instructional and public service missions. Research focuses on advancing understanding of theory and practice within the business disciplines, developing ways to teach business disciplines more effectively, and defining issues affecting economic development in the region and state.

The service mission of the College uses the expertise of its faculty and staff to enhance economic development. Public service programs focus on continuing education needs of business professionals and applied research and assistance needed by Idaho organizations.

In addition to its primary teaching, research, and service missions, the College of Business supports other programs within the university by providing courses and faculty support.

## Undergraduate Curriculum Learning Goals

All business majors should have a solid foundation in each of the discipline areas (accounting, finance, information systems, management, and marketing), as well as be capable of solving open-ended business problems and effectively communicating and working as part of a team. Specifically, the College of Business students should be able to:

- Apply key concepts from financial and managerial accounting in their chosen profession.
- Solve open-ended problems using critical thinking skills appropriately.
- Identify relevant financial data and apply decision-appropriate models.
- Implement the "marketing concept" (a customer-oriented approach to assessing markets and creating market offerings).
- Demonstrate knowledge of the strategic management process.
- Develop effective written business communications.
- Prepare and deliver persuasive, professional presentations on a business issue.
- Effectively use technology to find information and analyze data as part of a problem-solving process.
- Appropriately apply organizational behavior concepts to allow them to work effectively in teams and as part of the larger organization.
- Identify operations issues and apply appropriate business decisions.
- Demonstrate an appreciation for and basic understanding of the globally interdependent, culturally diverse nature of business today.
- Demonstrate ethical reasoning skills within a business context.

The College of Business faculty and departments engage in ongoing assessment activities to evaluate student learning and outcomes. The goal of the College is to prepare students to succeed and compete after completing their education. Assessment occurs in classes as part of assignments, projects and exams. Assessment is designed to help faculty insure student learning. Feedback from assessment is used to help redesign classes and class activities

## Laptop Requirement

Undergraduate students in the College of Business are required to have a laptop computer that they can bring to class with them when they begin taking 3000-level courses. We recommend that you purchase your computer prior to taking MGT 2216 and ACCT 2201, but it is not strictly required for those courses. It is, however, required for INFO 3301 and all other 3000-level business courses. We recommend that the computer be capable of running the Windows version of MS Office.

## Idaho Falls Programs

The Idaho State University College of Business offers the Bachelor of Business Administration (B.B.A.) in General Business, the Master of Accountancy (MACC) and the Master of Business Administration (M.B.A.) degrees in Idaho Falls. Students wishing to complete B.B.A. degrees with other majors must plan to complete major requirements (beyond General Education and College of Business core requirements) on the Pocatello campus.

The goal of the MACC program is to further develop students' professional knowledge, competency, skills and values for a career in accountancy with an emphasis on public accountancy. Advanced content and application in the graduate program is focused on enhancing students' technical competency, and critical thinking, interpersonal, communication, and judgment skills beyond that of an undergraduate program.

## EITC/Idaho State University Program

Eastern Idaho Technical College (EITC) and the College of Business cooperatively deliver an Associate of Applied Science (A.A.S.) degree in Marketing and Management. The A.A.S. is offered by EITC and students interested in the program should consult the EITC catalog for a detailed listing of the requirements. The purpose of this program is to provide Idaho Falls area residents with a Business Associate degree that combines the immediate job skills of a technical program with the academic foundation needed for the Bachelor of Business Administration (B.B.A.) degree. Students in this program must meet the general admission requirements of both EITC and Idaho State University.

The A.A.S. combines 32-36 credits of EITC business courses, 15-18 credits of Idaho State University Business and Economics courses, and 23-26 credits of General Education courses for a total Associate degree of 75 credits. Those completing this cooperative A.A.S. and who include MATH 1143 and MGT 2216 within their A.A.S. programs will need approximately 74--77 credits to complete a B.B.A. in Finance, Management or Marketing from Idaho State University.

Those who have completed the EITC/Idaho State University Associate of Applied Science in Marketing and Management:

1. May be admitted to Business major status if they maintain a 2.25 or higher grade point average (GPA) in the program and a 2.25 GPA in these eight courses:

ENGL 1102	Critical Reading and Writing	3
COMM 1101	Principles of Speech	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
ACCT 2202	Principles of Accounting II	3
MATH 1143	College Algebra	3
MGT 2216	Business Statistics	3
MGT 2261	Legal Environment of Organizations	3

2. Will be awarded 13 un-designated lower division Business credits towards the requirements of the B.B.A. upon admission to Business major status.

3. Will be waived from the ACCT 2201 requirement for the B.B.A. if they have earned a grade of "C" or better in ACCT 2202. Specific credit for ACCT 2201 will, however, not be awarded.

## Admission to Major Status

Students wishing to major in disciplines offered in the College of Business are first enrolled at Idaho State University as Pre-Business students. To move from Pre-Business status to Business major status, students must be formally admitted to the College of Business. Students begin the admission process by completing an application form and submitting it, together with an official copy of their transcript, to the office of the College of Business. The application process should occur during the semester in which the student will complete the following requirements:

1. Complete at least 58 credit hours.
2. Complete the remainder of the specific lower division requirements listed in the "Minimum Criteria for Admission" section below.

All College of Business majors are required to meet the minimum criteria listed below before they may enroll in upper division College of Business courses (those courses numbered 3000 and above). Pre-Business students enrolled in upper division College of Business courses without admission to Business major status will be administratively withdrawn. Pre-Business status remains in effect until the student meets the Business Major admission requirements.

Incoming freshmen or transfer students should plan their scheduled course work in order to complete the requirements for admission to Business major status. Information regarding Business major status along with application for admission are available from:

Undergraduate Programs Coordinator  
College of Business



Phone: (208) 282-3448

## Minimum Criteria for Admission to Business Major Status

Students must be officially admitted to Idaho State University. Students must successfully complete the following lower division courses or their equivalent. Successful completion means that students must have passed each course with a grade of C- or better and have a 2.25 grade point average among these required courses. Application may be made during the semester in which the student completes the remainder of these courses.

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
COMM 1101	Principles of Speech (satisfies Goal 2)	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics (each of the 2 courses above satisfies Goal 11)	3
ENGL 1102	Critical Reading and Writing (satisfies Goal 1)	3
MGT 2216	Business Statistics	3
MATH 1143	College Algebra	3
BA 1110	The World of Business	3
Total Hours		27

Students must have completed 58 credit hours. The 58 hours may include transfer credits and courses the student is taking during the application semester. Students must submit to the office of the College of Business a completed application form.

## Bachelor of Business Administration

### B.B.A. Objective

The objective of Idaho State University's Bachelor of Business Administration program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical thinking so they can analyze problems, implement courses of action, and function within an organization.

The College of Business offers major areas of study designed both to equip students for immediate entry into the professional world and to meet the challenges of our changing environment. The College delivers daytime and nighttime courses to meet the needs of both traditional and nontraditional students within the Idaho State University primary service area.

### General Education Requirements

Students pursuing the Bachelor of Business Administration degree must complete 8 of the 9 University General Education Objectives, plus any other Objective courses required to bring the minimum credit total for Objective courses to 36 (see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of the catalog). Note that certain Objectives may be met by specific College of Business requirements listed below: Objective 3 by MGT 2216; Objective 6 is partially satisfied by ECON 2201 or ECON 2202. Both of the latter courses cannot be used to satisfy that Objective, but the second could be chosen as an elective Objective course.

### Specific College of Business Graduation Requirements

Several of the specific graduation requirements listed below may also be used to satisfy General Education Requirements.

CMP 2201	Business and Professional Communication	3
ECON 2201	Principles of Macroeconomics (partially satisfies Objective 6)	3
ECON 2202	Principles of Microeconomics (partially satisfies Objective 6)	3
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
ENGL 3307	Professional and Technical Writing	3
or		
ENGL 3308	Business Communications	
MATH 1143	College Algebra <sup>1</sup>	3
Total Hours		18

<sup>1</sup> Successful completion of MATH 1147, MATH 1160 or MATH 1170 will also fulfill this requirement.

**Note: A minimum grade of C- (C Minus) or better is required to fulfill all College of Business Core Requirements, Major Requirements, and Specific Graduation Requirements. The C- or better requirement extends to satisfying prerequisites for all College of Business courses.**

A minimum of 51 credits in courses not taught by the College of Business is required to graduate. The minimum total required to graduate is 120 credits.

### Core Requirements

To assure a minimum level of competence in all functional areas of business, the College of Business requires each student to complete the following courses:

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
BA 1110	The World of Business	3
BA 2210	Introduction to Professional Development I	1
BA 3310	Exploring Professional Development II	1
BA 4410	Implementing Professional Development III	1
INFO 3301	Introduction to Informatics and Analytics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 2261	Legal Environment of Organizations	3
MGT 3312	Individual and Organizational Behavior <sup>2</sup>	3
MGT 3345	Critical Analysis and Creative Problem Solving	3
MGT 3329	Operations and Production Management	3
MGT 4460	Problems in Policy and Management	3
MKTG 2225	Basic Marketing Management <sup>2</sup>	3
Total Hours		42

- <sup>2</sup> HCA 3350 is the recommended substitute for MGT 3312 for students seeking the Major in Health Care Informatics.  
HCA 4473 is the recommended substitute for MKTG 2225 for students seeking the Major in Health Care Informatics.

### College of Business Residency Requirement

Of the last 50 credits applied to meet graduation requirements, 32 must be completed in residence at Idaho State University including adult learning centers. At least half of all business credits taken to meet degree requirements and half of the credits used to meet specific major requirements must be taken in Pocatello or Idaho Falls. No more than 16 credits of correspondence may be used to satisfy degree requirements.

### Repeating Business Courses

No College of Business course may be repeated more than once, except by petition approved by the department chair. Students wishing to repeat a course more than once will begin the petition process by meeting with the instructor of the course to discuss potential remedies to past performance problems. If a student has a major outside the College of Business, the College of Business will confer with the student's department chair when making a decision regarding the petition.

### Alternatives to MATH 1143 Requirement and Prerequisites

The requirement and prerequisite is met by the student who achieves any one of the following alternatives:

- ACT Math score of 27 or greater
- SAT Math score of 620 or greater
- Compass College Algebra (MAPL 3) score of 51 or greater
- Compass Trigonometry (MAPL 4) score of 51 or greater

### Associate of Science in Business

To earn an Associate of Science in Business, a student must complete 71 total credits as listed below.

### General Education Requirements

Students pursuing the Associate of Science in Business degree must complete the University General Education Requirements (8 of the 9 General Education Objectives, a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), some of which are satisfied by courses that are already a part of the College's requirements.

## Business and Economics Core

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
BA 1110	The World of Business	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
INFO 1101	Digital Information Literacy	3
MGT 2216	Business Statistics	3
MKTG 2225	Basic Marketing Management	3
Electives <sup>1</sup>		6
Total Hours		30

<sup>1</sup> Upper-level business courses may be used to meet this requirement.

A student taking upper division Business classes must be admitted in a Business major OR be a non-Business major with junior standing who has completed General Education Objectives 1, 2, and 3 and four other Objectives.

## Minor in Informatics

Students receiving degrees in all colleges may satisfy the requirements for a Informatics minor by completing the following courses. Students pursuing this minor should seek assignment of a minor advisor early in their program to complete a Program of Study Agreement.

### Required Courses:

INFO 1181 (p. 197)	Informatics and Programming I	3
or CS 1181 (p. 197)	Computer Science and Programming I	
INFO 1182 (p. 197)	Informatics and Programming II	3
or CS 1182 (p. 197)	Computer Science and Programming II	
INFO 2285 (p. 197)	Software and Systems Architecture	3
INFO 3307 (p. 197)	Systems Analysis and Design	3
INFO 4407 (p. 197)	Database Design and Implementation	3
Plus one additional 4000-level Informatics course		3
Total Hours		18

## Minor in International Commerce

Most often chosen by majors in Finance, Management, or Marketing, the minor in International Commerce may be added to any Business major. Requirements are:

- 1. Major in Business.** To be successful in an international business enterprise, a baccalaureate degree holder must be able to contribute to one of the functional operations of the business. For this reason, the minor in International Commerce is limited to students obtaining a major in Business.
- 2. Foreign Language Proficiency.** Students must demonstrate a proficiency in a foreign language. This requirement could be met through:
  - a. Completion of a second semester of intermediate level foreign language with a grade of C or better.
  - b. Achieving a score on the appropriate language placement exam equivalent to a grade of C in second semester intermediate level language. International students whose primary language is not English would be exempt from this requirement. Credits in foreign language used to meet this requirement could also be used to meet General Education requirements.
- 3. Courses to Develop Cultural Awareness.** Nine credit hours must be taken in courses approved by the assistant dean that compare different cultures or examine the history, politics, social structures, or cultures of countries other than those of the student. Courses taken to meet this requirement may also be used to meet General Education requirements when appropriate.
- 4. International Commerce Courses.** Nine credit hours must be taken in international or comparative business or economics. Courses taken to meet this requirement may be used to meet major requirements when appropriate, but are in addition to FIN 3317 (Fundamentals of Investments) which is required of all Business majors. Approved courses include:

### 9 credit hours from the following:

ECON 4434	International Trade	3
ECON 4435	International Finance	3
FIN 4475	International Corporate Finance	3

MGT 4465	International Business	3
MKTG 4465	International Marketing	3

## Minor in Business (for Non-Business Majors only)

The minor in Business augments the undergraduate education of non-business students by providing exposure to courses in Accounting, Finance, Marketing, Management, and Computer Information Systems. The goal of the minor is to provide students the opportunity to learn basic business language, concepts, and tools that will assist them in pursuing careers in their major fields.

Admissions to the minor program is competitive. To apply, students must complete the application form available in the Business Undergraduate Advising Office prior to taking any minor courses. Eligibility requirements to enroll in the Business minor program are:

- A minimum GPA of 2.25
- Completion of General Education Objectives 1, 2, and 3 prior to enrolling in any business course
- Sophomore standing or higher (at least 26 credit hours)
- An intended major other than Business

In the event that enrollment in the program exceeds the available resources, student selection will be made by criteria determined by the College of Business.

Students receiving degrees in other colleges may satisfy the requirements for a minor in Business by completing the following courses (total 18 credits):

ACCT 3303	Accounting Concepts	3
BA 1110	The World of Business	3
INFO 3301	Introduction to Informatics and Analytics	3
FIN 3303	Financial Concepts	3
MGT 3312	Individual and Organizational Behavior	3
MKTG 2225	Basic Marketing Management	3

## Minor in Business Administration (for Non-Business Majors only)

The minor in Business Administration is geared toward students who seek a significant exposure to business or who plan to pursue an M.B.A. after graduation.

Students receiving degrees in other colleges may satisfy the requirements for a minor in Business Administration by successfully completing the following courses (total 33 credits):

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
INFO 3301	Introduction to Informatics and Analytics	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 3312	Individual and Organizational Behavior	3
MGT 3329	Operations and Production Management	3
MKTG 2225	Basic Marketing Management	3
Total Hours		33

## Minor in Marketing (for Non-Business Majors only)

Students receiving degrees in other colleges may satisfy the requirements for a Marketing minor by completing the following courses (total 18 credit hours):

<b>Required Courses</b>		<b>6</b>
MKTG 2225 (p. 197)	Basic Marketing Management	
MKTG 4427 (p. 197)	Consumer Behavior	
<b>Marketing Electives</b>		<b>6-12</b>
<b>Other Electives from student's major coursework related to Marketing</b>		<b>0-6</b>

Examples of courses which would qualify for a Sociology Major, for example, might be: <sup>1</sup>

SOC 3335 (p. 197)	Population and Environment
SOC 3366 (p. 197)	The Community

<sup>1</sup> The courses must be at 2000-level or higher. These electives must be approved prior to the completion of MKTG 2225 (p. 197) *by the student's Marketing Advisor.*

## Post-Baccalaureate Certificate in Informatics

A certificate in Informatics is offered for those students who have a bachelor's degree in a field other than INFO and want to improve their knowledge of information systems. To earn a certificate in INFO, a student must complete 33 total credit hours from the following list. At least twelve of those credits must be taken after the student has completed a bachelor's degree.

INFO 1181 (p. 197) or CS 1181 (p. 197)	Informatics and Programming I Computer Science and Programming I	3
INFO 1182 (p. 197) or CS 1182 (p. 197)	Informatics and Programming II Computer Science and Programming II	3
INFO 2285 (p. 197)	Software and Systems Architecture	3
INFO 3301 (p. 197)	Introduction to Informatics and Analytics	3
INFO 3307 (p. 197)	Systems Analysis and Design	3
INFO 3380 (p. 197)	Networking and Virtualization	3
INFO 4407 (p. 197)	Database Design and Implementation	3
INFO 4411 (p. 197)	Intermediate Information Assurance	3
INFO 4482 (p. 197)	Systems Development and Implementation Methodologies	3
Students must take six hours of Business courses in any of the following areas:		6
Accounting		
Finance		
Management		
Total Hours		33

At least three credits of Business elective courses must be taken as upper division coursework (3000 or 4000 level).

Students must receive a grade better than a C- in all coursework that applies to the certificate in INFO.

Students must meet with an advisor and complete a Program of Study Agreement prior to the second semester of coursework.

## Accounting

### Accounting Program Learning Goals for Our Undergraduate Accounting Majors

The goal of our undergraduate program is to prepare students for entry into staff accounting positions in companies, government or not-for-profit organizations. Therefore, we emphasize a broad business core enhanced by rigorous accounting major courses that result in strong general accounting fundamentals. Moreover, we include an experiential component in our program so that our students have the opportunity to learn through applying the concepts studied in the classroom.

The learning goals of our BBA accounting program relate accounting content to both business and personal skill areas. Our content area goals are to have our graduates:

1. Understand financial accounting concepts at the intermediate accounting level.
2. Correctly apply procedures used in the taxation of entities.
3. Understand and apply managerial and cost accounting concepts, and
4. Understand the context and processes of auditing and assurance services.

Our skill area goals are to have our graduates demonstrate effective business writing, critical thinking and presentation skills, all skills deemed critical to success for business professionals.

## Career Track Considerations

Following a national trend, Idaho law requires that a candidate for Certified Public Accountant (CPA) must have a college degree and at least 150 credit hours. While many accounting positions can be filled by individuals with a bachelor's degree without a CPA certificate, graduates intending to progress in a professional career in either managerial or public accounting will benefit greatly from the additional breadth and depth offered by a graduate degree. The Idaho State University accounting program meets Idaho's legal requirements and provides the additional knowledge and skills demanded by a rapidly changing business environment with a B.B.A. in Accounting, an M.B.A. with Emphasis in Accounting, and a Master of Accountancy (MAcc).

The undergraduate degree program prepares accountants with broad knowledge in business and accounting suitable for entry level positions in several career paths available to accountants. The M.B.A. Accounting Emphasis program enhances the knowledge and skills useful for rapid advancement in managerial accounting roles and the MAcc program provides the knowledge and skills best suited to a successful career in public accounting. Students planning to pass the CPA and Certified Management Accountant (CMA) examinations should continue beyond the B.B.A. degree into the M.B.A. with Emphasis in Accounting or the Master of Accountancy (MAcc) Program.

## Accounting Major Requirements

### Required Courses:

ACCT 3323	Intermediate Accounting I	3
ACCT 3324	Intermediate Accounting II	3
ACCT 3331	Principles of Taxation	3
ACCT 3341	Managerial and Cost Accounting	3
ACCT 4425	Intermediate Accounting III	3
ACCT 4456	Auditing	3
ACCT 4403	Accounting Information Systems	3
ACCT 4440	Accounting Practicum	1-3
or ACCT 4493	Advanced Accounting Internship	
or MGT 4411	Small Business and Entrepreneurship Practicum	
Complete one track as outlined below (each has underlying prerequisites; consult the course descriptions):		6
<b>Operations</b>		
MGT 4434	Productivity and Quality	
MGT 4482	Project Management	
<b>Information Assurance</b>		
INFO 3310	Introduction to Information Assurance	
INFO 4411	Intermediate Information Assurance	
<b>Information Systems</b>		
INFO 3307	Systems Analysis and Design	
INFO 4407	Database Design and Implementation	
<b>Finance</b>		
FIN 4405	Advanced Corporate Financial Management I	
plus 1 other FIN 4000 level course		

Total Hours

28-30

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

### Requirements:

- Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
- Take the following two courses:

MGT 4420 (p. 203)	Native American Organizational Systems	3
MGT 4422 (p. 203)	Native American Enterprise	3
- Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 203) and MGT 4482 (p. 203) to satisfy major electives and the Operations Management Emphasis Requirements.

### Required courses:

ACCT 3341 (p. 203)	Managerial and Cost Accounting	3
MGT 4434 (p. 203)	Productivity and Quality	3
MGT 4482 (p. 203)	Project Management	3
<b>One elective to be selected from the following courses:</b>		<b>3</b>
ACCT 4403 (p. 203)	Accounting Information Systems	
INFO 3307 (p. 203)	Systems Analysis and Design	
MKTG 4432 (p. 203)	New Product Management	
MKTG 4421 (p. 203)	Services Marketing	
Total Hours		12

## Courses

### **ACCT 2200 Personal Tax Planning: 3 semester hours.**

Service course in federal taxation of individuals and small business, including tax-free income, legal tax deductions, inequities, tax planning opportunities, and individual tax return preparations. Not open to accounting majors. D

### **ACCT 2201 Principles of Accounting I: 3 semester hours.**

Study of financial accounting processes, including analysis and recording of transactions, preparation of financial statements, and written communication of financial information. PREREQ: ENGL 1101 and MATH 1143. F, S

### **ACCT 2202 Principles of Accounting II: 3 semester hours.**

Understanding a business from an internal management perspective. Basic terminology, use of basic cost behavior concepts, cost analysis, and planning models to support a firm's decision making processes. Basic spreadsheet assignments using Excel. PREREQ: ACCT 2201 and MATH 1143. F, S

### **ACCT 3303 Accounting Concepts: 3 semester hours.**

Overview of the use of financial and managerial accounting information by internal and external decision makers; emphasis on the uses and limitations of accounting information with real-world emphasis where appropriate. Available to non-business majors only. D

### **ACCT 3323 Intermediate Accounting I: 3 semester hours.**

Fundamental accounting principles of valuation and income determination. Financial accounting reporting in concept as well as in accordance with generally accepted accounting principles. PREREQ: ACCT 2201, ECON 2201, and ECON 2202. PRE-or-COREQ: FIN 3315. F, S

### **ACCT 3324 Intermediate Accounting II: 3 semester hours.**

Continuation of ACCT 3323. Accounting principles of valuation and income determination. Financial accounting reporting in concept as well as in accordance with generally accepted accounting principles. PREREQ: ACCT 3323. F, S

### **ACCT 3331 Principles of Taxation: 3 semester hours.**

Study of federal income taxation and its application to individual taxpayers and business enterprises. Practical problems in making and filing returns. PREREQ: Admission to Accounting Major. F, S

### **ACCT 3341 Managerial and Cost Accounting: 3 semester hours.**

A strategic approach to supporting managerial decision-making throughout an organization and across the value chain. Emphasizes the measurement, analysis, communication and control of financial and nonfinancial accounting information. PREREQ: ACCT 2202 and MGT 2217. PRE-or-COREQ: ENGL 3308. F, S

### **ACCT 3360 Small Business Accounting: 3 semester hours.**

Practical accounting issues related to starting and managing a small business, including taxes, system design and implementation, financial presentation and analysis, and personal financial planning. PREREQ: ACCT 2201 and ACCT 2202. D

### **ACCT 3393 Accounting Internship: 1-3 semester hour.**

Internship program coordinated by faculty providing significant exposure to accounting issues. May not be used to fulfill major requirements. May be repeated for up to 3 credits. Graded S/U. F, S

### **ACCT 4400 Managerial Tax Planning: 3 semester hours.**

For prospective business managers, owners, or investors interested in important tax consequences of alternative financial transactions. PREREQ: ECON 2201, ECON 2202, and FIN 3315. D

**ACCT 4403 Accounting Information Systems: 3 semester hours.**

A strategic approach to the use of Accounting Information in an organization. Tools for documentation of business processes and database design are introduced. Focuses on primary business cycles, interrelationship between them, and impact on accounting information. Includes assessment of risks in information processing and reporting. PREREQ: Accounting or Informatics major; INFO 3301. PREREQ or COREQ: ACCT 3323 and ACCT 3341. F, S

**ACCT 4425 Intermediate Accounting III: 3 semester hours.**

Continuation of ACCT 3324. Accounting principles of valuation and income determination. Financial accounting reporting in concept as well as in accordance with generally accepted accounting principles. PREREQ: ACCT 3324. D

**ACCT 4431 Advanced Tax Concepts: 3 semester hours.**

Specialized federal tax concepts for individuals, business, estates, and trusts. Elaborates on basic principles discussed in Principles of Taxation. PREREQ: ACCT 3331. D

**ACCT 4433 Legal Environment of Accounting: 3 semester hours.**

Study of legal issues facing accountants, including business law, forms of organizations, and regulatory requirements. PREREQ: ECON 2201, ECON 2202, AND MGT 2261. D

**ACCT 4440 Accounting Practicum: 3 semester hours.**

Advanced students apply accounting concepts to business issues through consulting projects under faculty supervision. Class discussions supplement field work. PREREQ: Accounting major; ACCT 3341. PREREQ or COREQ: ACCT 3331 and ACCT 4425. D

**ACCT 4441 Management Control Systems: 3 semester hours.**

Focuses on strategic and managerial evaluation and control systems using financial and nonfinancial accounting information. Prereq or senior standing and permission of instructor. PREREQ: ACCT 3341 or senior standing and permission of instructor. D

**ACCT 4456 Auditing: 3 semester hours.**

Concepts and practices of independent and internal auditing. Professional responsibilities, risk assessment, audit planning and reporting. PREREQ: ACCT 3324. PREREQ OR COREQ: ACCT 4403 or INFO 3307. F, S

**ACCT 4457 Advanced Auditing: 3 semester hours.**

Integration of financial statement auditing concepts in case discussions. Research into contemporary auditing literature. PREREQ: ACCT 4456. D

**ACCT 4460 Governmental and Not for Profit Accounting: 3 semester hours.**

Accounting and reporting principles, standards and procedures applicable to governmental units and not-for-profit institutions, i.e. universities, hospitals. Special consideration to financial management problems peculiar to the not-for-profit sector. PREREQ: ACCT 3324. D

**ACCT 4461 Advanced Accounting: 3 semester hours.**

Study of accounting problems arising in connection with partnerships, corporate affiliation; institutional, social, and fiduciary accounting; consignments; installment sales; and foreign exchange. PREREQ: ACCT 4425. D

**ACCT 4470 Contemporary Issues in Managerial Accounting: 3 semester hours.**

Contemporary topics and emerging issues in managerial accounting. This field is rapidly evolving to meet the needs of enterprises competing in a dynamic global environment. PREREQ: ACCT 3341. D

**ACCT 4490 Financial Reporting and Statement Analysis: 3 semester hours.**

A financial accounting capstone course focusing on statement analysis from the point of view of the many users of financial statements: investors, creditors, managers, auditors, analysts, regulators, and employees through the case analysis of actual companies' financial statements. PREREQ: ACCT 4461. D

**ACCT 4491 Seminar in Accounting: 3 semester hours.**

Reading, discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. May be repeated for up to 6 credits with permission of the instructor. D

**ACCT 4492 Special Problems in Accounting: 1-3 semester hour.**

Research and reports on selected problems or topics in accounting. May be repeated for up to 9 credits with different content and permission of major advisor and the Dean. PREREQ: Senior or Graduate status in Business, and permission of the Dean. D

**ACCT 4493 Advanced Accounting Internship: 1-3 semester hour.**

A program of significant business experience coordinated by the faculty to provide broad exposure to accounting issues. May be repeated for up to 3 credits. F, S

## Economics

### Program Goals

The goal of the Department of Economics is to help students prepare for a career requiring a bachelor's degree in economics and for graduate study. In order for a student to be successful in these pursuits, the following skills must be obtained:

1. Learn how economists interpret and apply economic data to understand and predict economic events.
2. Develop an ability to objectively and critically identify and analyze economic issues.



3. Acquire an understanding of the theory and technical analysis required for graduate study.

One way or another, economic forces affect every individual, and thus an understanding of economics helps individuals cope with and adapt to the rapidly changing global marketplace. Most issues discussed at local, domestic, and international centers have an economic component. As our society moves through the twenty-first century, issues such as the role and the size of the government, to what extent a nation's borders remain open to the foreign sector, the trade-off between the quality of the environment and the quantity of production, and the distribution of a country's income between labor and other resources will continue to dominate the national agenda. Indeed, the technological advances of the past century, which could have alleviated problems of scarcity and the need to make difficult decisions, seem only to have exacerbated the trade-offs nations face and the competing uses for the world's limited resources.

While it is true that to be hired with the title of economist generally requires graduate study, there are ample employment opportunities for those who achieve a baccalaureate degree. An economics degree is an excellent background for careers in banking, real estate, litigation analysis, planning, government, bond trading, financial analysis, teaching and a host of other employment opportunities. An economics background is also excellent preparation for graduate study in economics, law, business and international relations.

The Economics Department offers programs leading to Bachelor of Arts and Bachelor of Science degrees. A student may choose an option in economic theory, applied economics, or law and economics.

### Economic Theory

This option provides a broad-based background to the many specialties within the realm of economics. It provides a comprehensive overview to those who plan to pursue graduate study in Economics. It is also appropriate as a terminal degree for those who seek a diverse background in Economics.

### Applied Economics

In the applied economics option, students major in economics while they select a personalized area of emphasis to support their interests and future career plans. Areas of emphasis are often selected from disciplines such as business, political science, sociology or international studies. Economic majors planning on entering into a health profession, such as medical, dental or veterinarian school, often select their area of emphasis from the sciences.

### Law and Economics

Economics is widely viewed as a very good major for students planning on attending law school. This option provides a clearly specific path for those planning to pursue a career in the legal profession.

## Bachelor of Arts or Bachelor of Science in Economics

The following courses are required in addition to completion of 8 of the 9 General Education Objectives for the B.A. or B.S. degree (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Recommended electives for economics majors are political science, finance, or mathematics depending upon the student's specific interests.

### Option 1—

#### Economic Theory

ECON 2201 & ECON 2202	Principles of Macroeconomics and Principles of Microeconomics	6
(Each course above partially satisfies General Education Objective 6)		
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
ECON 4474	Senior Seminar	3
ECON 4485	Econometrics	3
MATH 1160 or MATH 1170	Applied Calculus Calculus I	3-4
MATH 1153 or MGT 2216	Introduction to Statistics Business Statistics	3

(Any of the last 4 courses satisfies General Education Objective 3)

Plus 15 additional hours of upper-division courses in economics and 6 additional hours in advisor-approved courses.

### Option 2—

#### Applied Economics

ECON 2201 & ECON 2202	Principles of Macroeconomics and Principles of Microeconomics	6
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(Each course above partially satisfies General Education Objective 6)		
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
ECON 4474	Senior Seminar	3
ECON 4485	Econometrics	3
MATH 1143	College Algebra	3
MATH 1153	Introduction to Statistics	3
or MGT 2216	Business Statistics	
(Each of the last 2 courses satisfies General Education Objective 3)		
Plus 12 additional upper-division economics credits and a personalized area of emphasis created by choosing classes in consultation with an economics advisor. <sup>1</sup>		

<sup>1</sup> The personal area of emphasis is typically 12-15 credits and is selected by the student with prior approval from their Department of Economics faculty advisor.

### Option 3— Law and Economics

Students choosing this option must obtain a B.A. rather than a B.S. and must partially satisfy Objective 4 using PHIL 1103 (<https://next.coursecat.isu.edu/undergraduate/artsandletters/economics>).

ECON 2201 & ECON 2202	Principles of Macroeconomics and Principles of Microeconomics	6
(Each course above partially satisfies General Education Objective 6)		
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
ECON 4474	Senior Seminar	3
ECON 4482	Internship <sup>1</sup>	1-9
ECON 4485	Econometrics	3
ENGL 4401	Advanced Composition	3
PHIL 2201	Introduction to Logic	3
MATH 1160 or MATH 1170	Applied Calculus Calculus I	3-4
MATH 1153	Introduction to Statistics	3
(Each of the last 3 courses satisfies General Education Objective 3)		
<b>Plus 18 credits selected from the following:</b>		<b>18</b>
ANTH 4478	Federal Indian Laws	
ANTH 4479	Tribal Governments	
CMP 4410	Mass Media History, Law, and Ethics	
ENGL 4410	Writing Internship (max 3 credits)	
HCA 4475	Health Law and Bioethics	
MGT 4461	Business Law	
MGT 4480	Labor and Employment Law	
PHIL 4450	Ethical Theory	
POLS 4442	Constitutional Law	
POLS 4443	Constitutional Law	
POLS 4445	Jurisprudence	
PSYC 4463	Clinical Psychology and the Law	
Plus 12 additional hours of upper-division economics courses (excluding additional ECON 4482 credits)		12

<sup>1</sup> Internship must be with a member of the legal profession.

## Economics Minor

ECON 2201 & ECON 2202	Principles of Macroeconomics and Principles of Microeconomics	6
(Each course above partially satisfies General Education Objective 6)		
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
Plus 9 additional upper-division economics credits. <sup>1</sup>		9
Total Hours		21

<sup>1</sup> All electives shall be selected by the student with prior approval from a Department of Economics faculty member.

### Courses

***ECON 1100 Economic Issues: 3 semester hours.***

Introduction to current economic issues and how they affect individuals and society. Inflation, unemployment, government spending, taxes, wages, discrimination, retirement, welfare, education, profits, poverty, pollution, quality of life, and other issues will be discussed. This course may not be taken if both ECON 2201 and ECON 2202 have been taken. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su

***ECON 2201 Principles of Macroeconomics: 3 semester hours.***

Introduction to the U.S. economy. Includes analysis of demand and supply as well as the topics of natural output, unemployment and inflation. Examines the roles of governmental spending and taxation and monetary policy conducted by the Federal Reserve. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su

***ECON 2202 Principles of Microeconomics: 3 semester hours.***

Introduction to demand and supply with applications to elasticity, consumer behavior, the cost structure of firms, the behavior of firms in industries that range from having monopoly power to being competitive, and the role of government in a market economy. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su

***ECON 3301 Macroeconomic Theory: 3 semester hours.***

Examines and analyzes aggregate economic activity as measured by the unemployment rate, inflation rate, and total output. Monetary and fiscal policy are explored and evaluated for stabilization purposes; economic growth is explained. PREREQ: ECON 2201. F

***ECON 3302 Microeconomic Theory: 3 semester hours.***

Examines and analyzes how rational buyers make optimal choices given their budgetary constraints and preferences. Examines and analyzes how sellers make profit-maximizing decisions under different market structures. Explains how these individual choices are coordinated into outcomes which result in an efficient allocation of limited resources. PREREQ: ECON 2202. S

***ECON 3303 Economics of Health Care: 3 semester hours.***

Introduction to the economics of health and health care. Explores the health care sector and health policy issues from an economic perspective, and discusses how economic principles can be used to analyze health care issues and explain the behavior of patients, medical care providers, third-party payers, and employers in health care markets. PREREQ: ECON 2202. F

***ECON 3306 History of Economic Doctrines: 3 semester hours.***

Overview of the academic and philosophical development of economic thought since its inception to modern times. Readings will come from original sources including Aristotle, Aquinas, Smith, Malthus, Ricardo, Marx, Mill, Marshall, Veblen, and Keynes. D

***ECON 3323 Economic History: 3 semester hours.***

Qualitative and quantitative analysis of how society has dealt with the ever changing landscape of structural change and economic growth. How institutions evolve in response to the conflict of perpetuating the status quo and anticipating new technology reveals insights attainable only with an economics perspective. D

***ECON 3341 Contemporary Labor Economics: 3 semester hours.***

Apply economic theories to issues affecting workers in the 21st century. These include labor's supply and demand, wages, human capital, unemployment, collective bargaining, fringe benefits, and government legislation. PREREQ: ECON 2202. D

***ECON 3352 Environmental Economics: 3 semester hours.***

Analysis of the interaction between the natural environment and the economy, including how our decisions, values and institutions affect the quality of the environment. Examine the conditions required for a market allocation to be efficient, the reasons why a market economy could fail to provide an efficient allocation of environmental resources, how this market failure results in environmental degradation, and the economics of various environmental policies. PREREQ: ECON 2202. S

***ECON 3362 Theory of Interest: 3 semester hours.***

Interest rate concepts applied to solving time value of money problems such as: valuation of bonds and annuities (level, arithmetic increasing/decreasing, geometric increasing/decreasing), loan amortization, capital budgeting, portfolio returns (dollar-weighted and time-weighted) and portfolio management (immunization). Introduction to financial instruments, including derivatives, and the no-arbitrage concept. Suitable for students pursuing a career in actuary, insurance or risk management. PREREQ: ECON 2201, ECON 2202; MATH 1160 or MATH 1170; and MATH 1153 or MGT 2216. F

**ECON 3384 Mathematics for Economics: 3 semester hours.**

Introductory study of mathematical methods that are frequently used in economics. Includes their application to basic economic theory. PREREQ: ECON 2201 and ECON 2202 or permission of instructor. D

**ECON 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**ECON 4404 Games Conflicts Cooperation and Strategy: 3 semester hours.**

Use game theory to model conflicts, cooperation and strategy, with applications in economics, business, political science, psychology, sociology, anthropology and biology. Equilibrium concepts, information structures, static and multi-period games will be discussed. PREREQ: ECON 2201 and ECON 2202 or permission of instructor. D

**ECON 4409 Industrial Organization: 3 semester hours.**

Industrial organization extends the theory of the firm to examine firms' strategic behavior, including methods to differentiate products and aggressive pricing schemes, and the government's response to these activities. PREREQ: ECON 2201 and ECON 2202. D

**ECON 4411 Political Economy: 3 semester hours.**

A critical introduction to the relationship between economic institutions and social analysis. The social implications of different views on economic concepts, such as the division of labor, capital, and value, are investigated from a classical, neoclassical and an institutional perspective. PREREQ: ECON 2201 and ECON 2202. D

**ECON 4431 Money and Banking: 3 semester hours.**

The study of financial instruments, money, interest rates, the banking industry, and the structure and monetary policies of the Federal Reserve Bank. An examination of past and present monetary policy. PREREQ: ECON 2201 and ECON 2202. F

**ECON 4433 Economic Development: 3 semester hours.**

A study primarily focused on differences between affluent areas of the world and developing nations and how this knowledge can be used to improve economic performance globally. In addition, a portion of the course will examine regional economic development models. PREREQ: ECON 2201 and ECON 2202. D

**ECON 4434 International Trade: 3 semester hours.**

Explain international trade patterns of goods, services and factors. Study government trade policies, trade laws, and national and international trade institutions. Study trade strategy from the perspective of governments and business. Understand the different levels of economic integration among countries and the political economy of trade policies and trade conflicts/cooperations. PREREQ: ECON 2201 AND ECON 2202. OS

**ECON 4435 International Finance: 3 semester hours.**

Study foreign exchange market and theories of exchange rate determination. Discuss the effectiveness of fiscal and monetary policies in an open economy and the implications of international macroeconomic policy coordination/conflict for government officials and business. Learn about foreign exchange hedging and risk management for country and business. Study lessons from recent international financial crises. PREREQ: ECON 2201 and ECON 2202. ES

**ECON 4438 Public Finance: 3 semester hours.**

Study of government revenues, expenditures, and debt management, including an analysis of the effects of these governmental activities on the American economy. PREREQ: ECON 2201 and ECON 2202. OF

**ECON 4439 State and Local Finance: 3 semester hours.**

Study of taxation, borrowing and spending by state, city, county and other local governments. Taxing and spending patterns are evaluated and compared by states. PREREQ: ECON 2201 and ECON 2202. D

**ECON 4474 Senior Seminar: 3 semester hours.**

Discussion driven capstone class that integrates selected topics in economics. Students will be required to do economic research, and write on and discuss current economic issues. PREREQ: At least senior standing. S

**ECON 4481 Independent Studies: 1-3 semester hour.**

Individuals will be assigned independent problems for research under the supervision of a departmental faculty member. May be repeated for up to 6 credits. F, S, Su

**ECON 4482 Internship: 1-9 semester hour.**

Directed student internship in economic organizations and business involving supervised work experience. The internship must be approved by the chair of the department. May be repeated for up to 9 credits. F, S, Su

**ECON 4485 Econometrics: 3 semester hours.**

Overview of the practice of econometrics, which combines economic theory, analytical reasoning and statistical techniques to better understand and interpret economic, social science and experimental data. The primary purposes of econometrics are the estimation of equation coefficients, hypothesis testing, and forecasting. PREREQ: ECON 2201, ECON 2202, and MATH 1153. F

**ECON 4491 Seminar: 1-3 semester hour.**

F

**ECON 4492 Seminar: 1-3 semester hour.**

S

**ECON 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**ECON 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Finance Major

Finance majors may earn a degree in Finance without emphasis or a degree in Finance with emphasis in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. Finance majors are encouraged to include additional courses in Finance, Economics, and Accounting as part of the 24 hour credit total.

### Finance Major Requirements:

#### Required Courses:

FIN 4405	Advanced Corporate Financial Management I	3
FIN 4478	Investments	3
<b>6 Additional credit hours of upper-division FIN electives</b>		<b>6</b>
<b>6 credit hours of upper-division College of Business courses</b>		<b>6</b>
<b>6 credit hours of additional upper-division ISU courses</b>		<b>6</b>
Total Hours		24

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

## Entrepreneurship/Small Business Emphasis

This emphasis may be added to a major in Finance, Management, or Marketing. Any College of Business course numbered 4491, Special Topics, may be applied to this emphasis when the topic relates to small business or entrepreneurship. Students should request prior approval to have a topics course used for the emphasis.

Courses used to meet the requirements for the Entrepreneurship/Small Business Emphasis may also be used to meet major requirements.

#### Requirements:

1. Complete all degree and major requirements for a B.B.A. with major in Finance, Management, or Marketing.
2. Take the following TWO courses:

MGT 4410 (p. 211)	Entrepreneurship	3
MGT 4411 (p. 211)	Small Business and Entrepreneurship Practicum	3

And TWO of the following:

ACCT 3341 (p. 211)	Managerial and Cost Accounting	3
ACCT 3360 (p. 211)	Small Business Accounting	3
FIN 4464 (p. 211)	Entrepreneurial Finance	3
MKTG 4432 (p. 211)	New Product Management	3

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

#### Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420 (p. 211)	Native American Organizational Systems	3
MGT 4422 (p. 211)	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 211) and MGT 4482 (p. 211) to satisfy major electives and the Operations Management Emphasis Requirements.

### Required courses:

ACCT 3341 (p. 211)	Managerial and Cost Accounting	3
MGT 4434 (p. 211)	Productivity and Quality	3
MGT 4482 (p. 211)	Project Management	3
<b>One elective to be selected from the following courses:</b>		<b>3</b>
ACCT 4403 (p. 211)	Accounting Information Systems	
INFO 3307 (p. 211)	Systems Analysis and Design	
MKTG 4432 (p. 211)	New Product Management	
MKTG 4421 (p. 211)	Services Marketing	

Total Hours	12
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## Courses

### **FIN 1115 Personal Finance: 3 semester hours.**

Evaluate and analyze personal and public information and databases to develop financial literacy for budgeting, credit, borrowing, planning, insurance, investing and estate planning. Examine financial literacy within the larger context of the regulatory environment, society, data integrity and ethics. Satisfies Objective 8 of the General Education Requirements. F, S

### **FIN 3303 Financial Concepts: 3 semester hours.**

Applications of basic financial decision-making tools that emphasize fundamental financial concepts and literacy. Topics include financial statement analysis, time value of money, capital budgeting, risk and return, the cost of capital, valuation, investing fundamentals, raising capital, and operation of financial markets. Available to non-business majors only. PREREQ: ACCT 3303. D

### **FIN 3315 Corporate Financial Management: 3 semester hours.**

Corporate finance basics such as financial statement analysis, time value of money, security valuation, capital investment analysis, cost of capital, capital structure, and dividend policy. PREREQ: Admission to major. F, S

### **FIN 3393 Finance Internship: 1-3 semester hour.**

Internship program coordinated by faculty providing significant exposure to finance issues. May not be used to fulfill major requirements. May be repeated for up to 3 credits. Graded S/U. F, S

### **FIN 4405 Advanced Corporate Financial Management I: 3 semester hours.**

Evaluation and analysis for financial decision making. Asset valuation, cost of capital, leasing, dividend policy, mergers and acquisitions, IPOs, asset restructuring and additional topics related to firms' financial decisions and performance. PREREQ: FIN 3315. F, S

### **FIN 4431 Financial Modeling: 3 semester hours.**

Survey of integrative modeling with special applications of computer models. Includes topics from cash flow forecasting, mergers and acquisition, financial structure, and capital budgeting. PREREQ: FIN 3315. D

### **FIN 4445 Real Estate Finance: 3 semester hours.**

Principles and methods of valuing business and residential land and improvements; analysis of sources and methods used in the financing of construction and development. PREREQ: FIN 3315. D

### **FIN 4448 Financial Management of Depository Institutions: 3 semester hours.**

An analysis of the managerial issues which affect the financial performance of depository institutions such as capital adequacy, liquidity and asset/liability management techniques, profitability analysis, funding and investment decisions. PREREQ: FIN 3315. D

### **FIN 4451 Student Managed Investment Fund I: 3 semester hours.**

Management of the D.A. Davidson Student-Managed Investment Fund. Students act as financial analysts. Provides students with the real-world knowledge and judgment crucial to sound investing. Students may apply either FIN 4451 or FIN 4452, but not both, toward their finance electives. PREREQ: FIN 3315. F

### **FIN 4452 Student Managed Investment Fund II: 3 semester hours.**

Continuation of FIN 4451. Management of the D.A. Davidson Student Investment Fund. Students act as financial analysts. Emphasis on security selection, portfolio management, and creation of an annual report. Students can apply either FIN 4451 or FIN 4452, but not both, toward their finance electives. PREREQ: FIN 3315. S

### **FIN 4464 Entrepreneurial Finance: 3 semester hours.**

Develops financial/managerial skills important to students pursuing entrepreneurial careers. Topics include financial issues to entrepreneurial firms and financing sources available to entrepreneurial companies. PREREQ: FIN 3315. D

**FIN 4475 International Corporate Finance: 3 semester hours.**

Study of financing investment projects abroad including the tapping of overseas capital markets, financing export transactions, hedging foreign exchange risks, and the control alternatives of international business. PREREQ: FIN 3315. D

**FIN 4478 Investments: 3 semester hours.**

Fundamental principles in the risk-return valuation of financial instruments. Topics include the institutional framework in which securities are traded, modern portfolio theory, asset pricing, derivatives, and portfolio management. PREREQ: FIN 3315. F, S

**FIN 4480 Corporate Analysis and Performance: 3 semester hours.**

Modeling, measuring and interpreting financial and strategic management of firms for decision making from a short- and long-term perspective. PREREQ: FIN 3315. D

**FIN 4484 Options and Futures: 3 semester hours.**

Examination of the pricing and use of options, financial futures, swaps, and other derivative securities. PREREQ: FIN 3315. D

**FIN 4491 Seminar in Finance: 3 semester hours.**

Reading, discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. May be repeated for up to 6 credits with permission of the instructor. D

**FIN 4492 Special Problems in Finance: 2-3 semester hour.**

Research and reports on selected problems or topics in finance. May be repeated for up to 9 credits with different content and permission of the major advisor and the dean. PREREQ: Senior or Graduate status in Business, and permission of the Dean. D

**FIN 4493 Advanced Finance Internship: 3 semester hours.**

Significant business experience coordinated by the faculty to provide broad exposure to finance issues. Letter grade assigned. F, S

**FIN 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

## General Business Major

The General Business major is offered to broadly augment core curricula and is often chosen by students who may be entering a family-owned or small business where they may assume multiple responsibilities. The major provides additional breadth of knowledge in contemporary business subjects and also establishes a strong foundation for those who expect to receive specialized training from an employer. Students must receive a grade of C- (C-minus) or better in all eight courses to fulfill the required 24 credits of the General Business Major. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

## General Business Major Requirements

<b>18 credit hours of upper-division College of Business courses chosen from at least two business disciplines</b>	<b>18</b>
<b>6 credit hours of additional upper-division ISU courses</b>	<b>6</b>
<b>Total Hours</b>	<b>24</b>

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

**Requirements:**

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420 (p. 213)	Native American Organizational Systems	3
MGT 4422 (p. 213)	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 213) and MGT 4482 (p. 213) to satisfy major electives and the Operations Management Emphasis Requirements.

**Required courses:**

ACCT 3341 (p. 213)	Managerial and Cost Accounting	3
MGT 4434 (p. 213)	Productivity and Quality	3
MGT 4482 (p. 213)	Project Management	3
<b>One elective to be selected from the following courses:</b>		<b>3</b>
ACCT 4403 (p. 213)	Accounting Information Systems	
INFO 3307 (p. 213)	Systems Analysis and Design	
MKTG 4432 (p. 213)	New Product Management	
MKTG 4421 (p. 213)	Services Marketing	
Total Hours		12

## Courses

### **BA 1110 The World of Business: 3 semester hours.**

An introduction to business concepts, careers, and developing students as professionals. Introduces students to the major functional areas of business including accounting, computer information systems, finance, management, and marketing. F, S

### **BA 2200 Professional Development Seminar I: 1 semester hour.**

Assessment and development of entry level technology and communication skills. Introduction to college goals and processes. Investigation of business career opportunities. Required of all students intending to major in business. PREREQ OR COREQ: ACCT 2202. F, S, Su

### **BA 2203 Issues in Business: 3 semester hours.**

A basic overview of business operations and current issues in business with an emphasis on one or more of several business dimensions. Dimensions include business ethics, international business, business law, supply chain management, and entrepreneurship. Available to non-business majors only. D

### **BA 2210 Introduction to Professional Development I: 1 semester hour.**

Helps college sophomores discover inherent skills and interests. Introduces potential careers based upon these skills and interests. Students will choose from a list of Professional Development activities such as skill and interest assessments to be used in building and envisioning their resume. Each student will also meet with an advisor, counselor, and other professionals to develop and tailor a successful career path in the desired profession. Graded S/U. F, S

### **BA 3301 Professional Development Seminar II: 1 semester hour.**

Examination of critical thinking models and development of writing, oral communication, and teamwork skills using assignments from INFO 3301. Must be taken concurrently with the same numbered section of INFO 3301. COREQ: INFO 3301. F, S, Su

### **BA 3302 Professional Development Seminar III: 1 semester hour.**

Examination of critical thinking models and development of writing, oral communication, and teamwork skills using assignments from CIS 3302. Must be taken concurrently with the same numbered section of CIS 3302. COREQ: CIS 3302. F, S, Su

### **BA 3310 Exploring Professional Development II: 1 semester hour.**

College juniors will reflect and examine whether their career of interest is truly a good fit. Students will choose from a list of Professional Development activities with the primary emphasis of obtaining an internship in the desired profession. Graded S/U. PREREQ: BA 2210. F, S

### **BA 4400 Professional Development Seminar IV: 1 semester hour.**

Assessment and development of critical thinking and communication skills. Investigation of business career and placement opportunities. COREQ: MGT 4460. F, S, Su

### **BA 4410 Implementing Professional Development III: 1 semester hour.**

Professional Development Capstone for the senior student. Students will implement skills learned in the two previous Professional Development courses with the goal of finding a job within their desired profession. Graded S/U. PREREQ: BA 3310. F, S

## Informatics

### Informatics and Computer Science

The Informatics major prepares students for a wide variety of careers, including systems analysis, software and web development, and computer operations. With a breadth of course offerings that include an emphasis on problem solving, communication, programming, process modeling, project management, and business, INFO majors are valuable to employers both for their technical skills as well as their ability to solve organizational problems. All modern organizations rely on information technology to function, and INFO majors are uniquely positioned to apply that technology to effectively support an organization's operations.

### Health Care Informatics

The Bachelor of Business Administration degree in Health Care Informatics is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. The degree is designed to enable graduates to enter careers in information systems usage in health care organizations. Information systems play an increasingly important role in the burgeoning health care field. The Health Care Informatics (HCI) degree is intended to develop the



skills necessary to manage information systems in a health care environment. Combining courses in health care administration, general business, and informatics, the HCI degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

## Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
INFO 4484	Secure Software Life Cycle Development	3
INFO 4488	Informatics Senior Project	3
or INFO 4493	Advanced Informatics Internship	
Total Hours		30

College of Business 3393 internships and College of Business Core Courses do not count toward the 30 credit hour major course requirement.

## Health Care Informatics Major Requirements

INFO 1181 (p. 214)	Informatics and Programming I	3
or CS 1181 (p. 214)	Computer Science and Programming I	
INFO 1182 (p. 214)	Informatics and Programming II	3
or CS 1182 (p. 214)	Computer Science and Programming II	
INFO 2285 (p. 214)	Software and Systems Architecture	3
INFO 3307 (p. 214)	Systems Analysis and Design	3
INFO 3380 (p. 214)	Networking and Virtualization	3
INFO 4407 (p. 214)	Database Design and Implementation	3
INFO 4420 (p. 214)	Health Care Informatics	3
INFO 4422 (p. 214)	Health Care Information Assurance	3
INFO 4426 (p. 214)	Health Care Data Analytics	3
MGT 4482 (p. 214)	Project Management	3
HCA 1115 (p. 214)	US Health System	3
HCA 4465 (p. 214)	Healthcare Operations and Quality	3
HCA 4489 (p. 214)	Healthcare Information Systems Practicum	3
Total Hours		39

## Minor in Informatics

Students receiving degrees in all colleges may satisfy the requirements for a Informatics minor by completing the following courses. Students pursuing this minor should seek assignment of a minor advisor early in their program to complete a Program of Study Agreement.

### Required Courses:

INFO 1181 (p. 214)	Informatics and Programming I	3
or CS 1181 (p. 214)	Computer Science and Programming I	
INFO 1182 (p. 214)	Informatics and Programming II	3
or CS 1182 (p. 214)	Computer Science and Programming II	
INFO 2285 (p. 214)	Software and Systems Architecture	3
INFO 3307 (p. 214)	Systems Analysis and Design	3
INFO 4407 (p. 214)	Database Design and Implementation	3

Plus one additional 4000-level Informatics course	3
Total Hours	18

## Post-Baccalaureate Certificate in Informatics

A certificate in Informatics is offered for those students who have a bachelor's degree in a field other than INFO and want to improve their knowledge of information systems. To earn a certificate in INFO, a student must complete 33 total credit hours from the following list. At least twelve of those credits must be taken after the student has completed a bachelor's degree.

INFO 1181 (p. 214) or CS 1181 (p. 214)	Informatics and Programming I Computer Science and Programming I	3
INFO 1182 (p. 214) or CS 1182 (p. 214)	Informatics and Programming II Computer Science and Programming II	3
INFO 2285 (p. 214)	Software and Systems Architecture	3
INFO 3301 (p. 214)	Introduction to Informatics and Analytics	3
INFO 3307 (p. 214)	Systems Analysis and Design	3
INFO 3380 (p. 214)	Networking and Virtualization	3
INFO 4407 (p. 214)	Database Design and Implementation	3
INFO 4411 (p. 214)	Intermediate Information Assurance	3
INFO 4482 (p. 214)	Systems Development and Implementation Methodologies	3
Students must take six hours of Business courses in any of the following areas:		6
Accounting		
Finance		
Management		
Total Hours		33

At least three credits of Business elective courses must be taken as upper division coursework (3000 or 4000 level).

Students must receive a grade better than a C- in all coursework that applies to the certificate in INFO.

Students must meet with an advisor and complete a Program of Study Agreement prior to the second semester of coursework.

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

### Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420 (p. 214)	Native American Organizational Systems	3
MGT 4422 (p. 214)	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 214) and MGT 4482 (p. 214) to satisfy major electives and the Operations Management Emphasis Requirements.

### Required courses:

ACCT 3341 (p. 214)	Managerial and Cost Accounting	3
MGT 4434 (p. 214)	Productivity and Quality	3
MGT 4482 (p. 214)	Project Management	3

### One elective to be selected from the following courses:

ACCT 4403 (p. 214)	Accounting Information Systems	3
INFO 3307 (p. 214)	Systems Analysis and Design	3

MKTG 4432 (p. 214)	New Product Management	
MKTG 4421 (p. 214)	Services Marketing	
Total Hours		12

## Courses

### **INFO 1100 Fundamental Computer Literacy: 3 semester hours.**

Use of basic productivity software. Includes familiarization with word processing, presentations, spreadsheet, Internet. Graded S/U. D

### **INFO 1101 Digital Information Literacy: 3 semester hours.**

Focuses on how to locate, evaluate, and utilize information using digital resources, i.e., computers, mobile devices, and the Internet. As such, the course begins by establishing a common model of computing that will help to understand current technologies, from cell phones to supercomputers, as well as future computing technologies. The course then investigates how best to use those tools to properly identify, collect, evaluate, synthesize, and present information. Satisfies Objective 8 of the General Education Requirements. F, S

### **INFO 1110 Web Development: Essentials: 3 semester hours.**

Introduction to the fundamentals of web site creation. Students will develop, manage, and maintain professional web sites using HTML5 and Cascading Style Sheets, and explore web site design and layout, accessibility, and globalization issues. D

### **INFO 1120 Web Development: Client-Side Programming: 3 semester hours.**

Introduces interactive web development using a client-side language like JavaScript. Basic programming concepts common to almost all programming languages form the basis of the course. Exercises are designed to enhance students' problem solving techniques and analytical thinking skills.

PREREQ: INFO 1110 or permission of instructor. D

### **INFO 1181 Informatics and Programming I: 3 semester hours.**

Problem-solving methods and algorithm development with an emphasis on programming style with Java or C#. Includes Secure Software Concepts, such as what constitutes secure software and what design aspects to take into consideration to construct resilient software. PRE-or-COREQ: MATH 1143 or MATH 1147. F, S

### **INFO 1182 Informatics and Programming II: 3 semester hours.**

Object-oriented programming in the context of design, using OO principles and UML diagrams. Includes Secure Software Concepts, such as what constitutes secure software and what design aspects to take into consideration to construct resilient software. PREREQ: INFO 1181 or CS 1181. F,S

### **INFO 2285 Software and Systems Architecture: 3 semester hours.**

Principles and application of computer hardware and systems software in the context of designing business IT infrastructures through combination of theory-based lectures and applied laboratory experiences. PRE-or-COREQ: INFO 1181 or CS 1181. D

### **INFO 3301 Introduction to Informatics and Analytics: 3 semester hours.**

Techniques and tools for analyzing and solving business problems. Development of technology-based knowledge and skills for communicating solutions. Introduction to uses of information systems in an organizational context. PRE-or-COREQ: INFO 1100 or equivalent skills and knowledge. F, S

### **INFO 3307 Systems Analysis and Design: 3 semester hours.**

Develops systems analysis skills using proven techniques, prototyping, and structured analysis and design phases of the systems development life cycle. The course emphasizes Secure Software Design, which includes secure design elements, software architecture, secure design review, and threat modeling. Requirements gathering is emphasized, including secure software requirements gathering to capture all of the security requirements from various stakeholders and understand the sources and processes needed to ensure a more effective design. PRE-or-COREQ: INFO 1182 or CS 1182 or permission of instructor. D

### **INFO 3310 Introduction to Information Assurance: 3 semester hours.**

A survey course providing an introduction to the fields of Information Assurance and Privacy. Emphasizes legal and ethical components of information security practices. The course is designed primarily for non-INFO majors. Not applicable toward INFO major. D

### **INFO 3380 Networking and Virtualization: 3 semester hours.**

Study of the implementation and development of network information systems. Protocols and techniques will be compared, and virtualization and cloud computing will be emphasized. PREREQ: INFO 2285 or CS 2275. D

### **INFO 3393 Informatics Internship: 1-3 semester hour.**

Internship program coordinated by faculty providing significant exposure to INFO issues. May not be used to fulfill major requirements. Graded S/U. F, S

### **INFO 4407 Database Design and Implementation: 3 semester hours.**

Covers multi-user relational database management systems, stored procedures, SQL, transaction processing, etc. The course emphasizes Secure Software Design, which includes secure design elements, software architecture, secure design review, and threat modeling. PRE-or-COREQ: INFO 3307. D

### **INFO 4411 Intermediate Information Assurance: 3 semester hours.**

Focuses on homeland security, information assurance, integrity, control, and privacy. Covers CNSS-4011, NIST-800-16 standards, national policy, and international treaties. The course considers Software Deployment, Operations, Maintenance and Disposal, including security issues around steady state operations and management of software, as well as security measures that must be taken when a product reaches its end of life. PREREQ: INFO 2285 or CS 2275 or INFO 3310, or permission of instructor. D

**INFO 4412 Systems Security for Senior Management: 1-3 semester hour.**

Review of system architecture, system security measures, system operations policy, system security management plan, and provisions for system operator and end user training. COREQ: INFO 4419. PREREQ: INFO 4416 or permission of instructor. D

**INFO 4413 Systems Security Administration: 1-3 semester hour.**

Outlines the basic principles of systems security administration. The student will be introduced to the methods and technologies associated with running a system to maintain privacy and security. COREQ: INFO 4419. PREREQ: INFO 4411 or permission of instructor. D

**INFO 4414 Systems Security Management: 1-3 semester hour.**

Establishes a framework for managing both systems and systems administrators operating in a secure and private computing environment. The course deals with facilities management, contingency plans, laws, standards of conduct and operations management. COREQ: INFO 4419. PREREQ: INFO 4413 or permission of instructor. D

**INFO 4415 System Certification: 1-3 semester hour.**

Describes the techniques and methods for certifying a system is in compliance with national and governmental information assurance standards. Evaluates various certification methodologies. COREQ: INFO 4419. PREREQ: INFO 4414 or permission of instructor. D

**INFO 4416 Risk Analysis: 1-3 semester hour.**

Develops techniques to characterize and provide perspective on the likelihood of adverse events. Explains methods to characterize the consequences and general costs associated with the various adverse events occurring. The analysis provides insight into various likelihood and consequence combinations. COREQ: INFO 4419. PREREQ: INFO 4415 or permission of instructor. D

**INFO 4419 Advanced Informatics Practicum: 1-3 semester hour.**

Significant informatics experience including research coordinated by the faculty designed to provide broad exposure to issues in Information Assurance. Does not fulfill major/minor requirements. May be repeated for up to 6 credits. Graded S/U. PREREQ: Permission of instructor. D

**INFO 4420 Health Care Informatics: 3 semester hours.**

Presents an overview of the evolution of health care informatics. Students will learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course will introduce the student to human factors issues in health care informatics, critical issues affecting the development and implementation of information technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and explore some of the emerging information technology in health care. PREREQ: INFO 3307. D

**INFO 4422 Health Care Information Assurance: 3 semester hours.**

This course focuses on giving students a broad based understanding of the range of issues that IT professionals entering the health care industry must be aware of. Students will be exposed to the health care industry security environment as it stands today and the larger regulatory environment in which health institutions operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third party-developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified. PREREQ: INFO 3380. D

**INFO 4424 Health Care Workflow Process Analysis and Redesign: 3 semester hours.**

This course focuses on giving students a broad based understanding of workflow processes in health care settings. In particular, the course will develop skills necessary to critically analyze and redesign clinical processes and utilize health IT systems to achieve greater operational efficiency and provide higher quality of care to patients. Quality improvement methods and tools as well as process change implementation, improvement, and management will also be discussed in this course. PREREQ: INFO 4420. D

**INFO 4426 Health Care Data Analytics: 3 semester hours.**

Use of analytics to achieve better outcomes, such as new treatments and technologies, improve effectiveness and efficiency, design and plan policy and programs, improve service delivery and operations, enhance sustainability, mitigate risk, and provide a means for measuring and evaluating critical organizational data. PREREQ: MGT 2217. D

**INFO 4430 Web Application Development: 3 semester hours.**

Focuses on the development of dynamic, online applications using a programming language like PHP or ASP.Net and a relational database. The course will consider Secure Software Implementation/Coding, which involves secure coding practices, avoiding vulnerabilities, and reviewing code to ensure that there are no errors in the code or security controls. PREREQ: INFO 3307. D

**INFO 4432 Mobile Application Development: 3 semester hours.**

This course will introduce mobile app programming and provide theoretical and practical knowledge to design and build mobile applications. Students will learn various techniques in mobile app development using a programming language like Java. PREREQ: INFO 1182 or CS 1182. D

**INFO 4482 Systems Development and Implementation Methodologies: 3 semester hours.**

This course presents the process of software development and the methodologies to lower development costs, increase software reliability, decrease development time and ensure application development success. An overview and comparison of traditional and modern methods of software development are presented. PREREQ: INFO 4407. D

**INFO 4484 Secure Software Life Cycle Development: 3 semester hours.**

In today's interconnected world, security must be included within each phase of the software lifecycle. This course contains the largest, most comprehensive collection of best practices, policies, and procedures to ensure a security initiative across all phases of application development, regardless of methodology. PREREQ: INFO 4482. D

**INFO 4486 Data Analytics: 3 semester hours.**

Provides an overview of the fundamentals of analysis to support decision makers in achieving organizational results. Students become familiar with the tools needed to frame problems, analytical techniques to generate and test hypotheses, and the skills to interpret the results into meaningful information. PREREQ: MGT 2217. D

**INFO 4487 Software Systems Study: 3 semester hours.**

In addition to system optimization techniques, management strategies will be discussed. PREREQ: INFO 3307. D

**INFO 4488 Informatics Senior Project: 3 semester hours.**

Provides the knowledge and tools necessary to develop a physical design and an operational computerized system in a secure environment. The course will consider Secure Software Implementation/Coding, which involves secure coding practices, avoiding vulnerabilities, and reviewing code to ensure that there are no errors in the code or security controls. It will also cover Secure Software Testing, including integrated software testing for security, functionality, reliability, resiliency to attack, and recoverability. Software Acceptance will also be considered, such as reviewing security implications in the software acceptance phase including completion criteria, risk acceptance, and documentation, common criteria, and methods of independent testing. COREQ: INFO 3380, senior status, and permission of instructor. PREREQ: INFO 1182. D

**INFO 4491 Seminar in Informatics: 3 semester hours.**

Reading, discussion, and reporting on selected topics. May be repeated for up to 6 credits with permission of instructor. PREREQ: Senior status in Business and permission of instructor. D

**INFO 4492 Special Problems in Informatics: 3 semester hours.**

Research and reports on problems or topics in business informatics. May be repeated for up to 9 credits with different content. PREREQ: Senior status in Business and permission of the Chair. D

**INFO 4493 Advanced Informatics Internship: 3 semester hours.**

Significant business experience coordinated by the faculty to provide broad exposure to informatics issues. Letter grade assigned. F, S

**INFO 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Management

Management majors may earn a degree in Management without emphasis or a degree in Management with emphasis in Human Resource Management, in Operations Management, or in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

### Management Major Requirements:

MGT 4441	Organization Behavior	3
MGT 4473	Human Resource Management	3
<b>6 additional credit hours of upper-division MGT electives</b>		<b>6</b>
<b>6 credit hours of upper-division College of Business courses</b>		<b>6</b>
<b>6 credit hours of additional upper-division ISU courses</b>		<b>6</b>
Total Hours		24

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

## Human Resource Management Emphasis

An option in the Management major, the Human Resource Management emphasis provides students with an understanding of the issues faced by personnel administrators, industrial relations managers, and others involved in the management of employees. Students receive a B.B.A. in Management with Human Resources Management Emphasis.

MGT 4441	Organization Behavior	3
MGT 4473	Human Resource Management	3
MGT 4474	Advanced Human Resource Management	3
MGT 4480	Labor and Employment Law	3
<b>And two of the following:</b>		<b>6</b>
MGT 4434	Productivity and Quality	
MGT 4461	Business Law	
MGT 4462	Issues in Business and Society	

MGT 4482

Project Management

Total Hours

18

## Entrepreneurship/Small Business Emphasis

This emphasis may be added to a major in Finance, Management, or Marketing. Any College of Business course numbered 4491, Special Topics, may be applied to this emphasis when the topic relates to small business or entrepreneurship. Students should request prior approval to have a topics course used for the emphasis.

Courses used to meet the requirements for the Entrepreneurship/Small Business Emphasis may also be used to meet major requirements.

### Requirements:

1. Complete all degree and major requirements for a B.B.A. with major in Finance, Management, or Marketing.
2. Take the following TWO courses:

MGT 4410 (p. 219)	Entrepreneurship	3
MGT 4411 (p. 219)	Small Business and Entrepreneurship Practicum	3

And TWO of the following:

ACCT 3341 (p. 219)	Managerial and Cost Accounting	3
ACCT 3360 (p. 219)	Small Business Accounting	3
FIN 4464 (p. 219)	Entrepreneurial Finance	3
MKTG 4432 (p. 219)	New Product Management	3

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

### Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420 (p. 219)	Native American Organizational Systems	3
MGT 4422 (p. 219)	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 219) and MGT 4482 (p. 219) to satisfy major electives and the Operations Management Emphasis Requirements.

### Required courses:

ACCT 3341 (p. 219)	Managerial and Cost Accounting	3
MGT 4434 (p. 219)	Productivity and Quality	3
MGT 4482 (p. 219)	Project Management	3

**One elective to be selected from the following courses:** 3

ACCT 4403 (p. 219)	Accounting Information Systems	
INFO 3307 (p. 219)	Systems Analysis and Design	
MKTG 4432 (p. 219)	New Product Management	
MKTG 4421 (p. 219)	Services Marketing	

Total Hours

12

## Courses

***MGT 1101 Introduction to Business: 3 semester hours.***

Relates the business person and business enterprise to the economy as a whole, describes the major field of business in terms of functions and opportunities, and charts the significant relationship to government and society. May not be taken by business students who have been admitted to major, or by juniors or seniors taking classes toward any business major. D

***MGT 2216 Business Statistics: 3 semester hours.***

Descriptive statistics, probability, confidence intervals, hypothesis testing including one and two sample z/t-tests, chi-square and ANOVA. Emphasis on statistical software to analyze data for business decision making. Satisfies Objective 3 of the General Education Requirements. PREREQ: ENGL 1101. PRE-or-COREQ: MATH 1143. F, S

***MGT 2217 Advanced Business Statistics: 3 semester hours.***

Linear and multiple regression, forecasting and statistical process control. Emphasis on use of statistical software; written and oral communication of statistical information in a business setting. PREREQ: MGT 2216. PREREQ or COREQ: MATH 1143. F, S

***MGT 2261 Legal Environment of Organizations: 3 semester hours.***

Covers the legal, ethical, social, economic, political, and regulatory environment of business. Topics include: Business ethics, constitutional law, tort law, product liability, antitrust, employment law, securities regulation, and bankruptcy. PREREQ: Sophomore standing. F, S

***MGT 2299 Experimental Course: 1-6 semester hour.***

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

***MGT 3303 Management Concepts: 3 semester hours.***

A basic overview of management concepts focusing primarily on managing people in organizations. Available to non-business majors only. D

***MGT 3312 Individual and Organizational Behavior: 3 semester hours.***

Study of internal structure and function of organizations and management practices. Provides theoretical and conceptual bases for analyzing relationships among individual, group, and total system behavior in achievement of organizational objectives within larger organizational environments. PREREQ: Junior standing and ENGL 1102. F, S

***MGT 3329 Operations and Production Management: 3 semester hours.***

Basic concepts, philosophy, and techniques of analysis for decision-making at the operational level. PREREQ: MGT 2217 and admission to College of Business. PREREQ or COREQ: INFO 3301. F, S

***MGT 3345 Critical Analysis and Creative Problem Solving: 3 semester hours.***

Provides processes and techniques for formulating and solving business-relevant problems. The ability to effectively communicate the results of the problem-solving process, especially in writing, is also stressed. PREREQ: Admission to College of Business. F, S

***MGT 3393 Management Internship: 1-3 semester hour.***

Internship program coordinated by faculty providing significant exposure to management issues. May not be used to fulfill major requirements. May be repeated for up to 3 credits. Graded S/U. F, S

***MGT 4410 Entrepreneurship: 3 semester hours.***

Developing new business ideas, initiating a new enterprise, bringing new technology to the market; applying sound business practices involving management, marketing, accounting, finance and informatics to accommodate changing marketing opportunities. Equivalent to MKTG 4410. PREREQ: FIN 3315, MGT 3312, and MKTG 2225; Business major or permission of dean. D

***MGT 4411 Small Business and Entrepreneurship Practicum: 3 semester hours.***

Advanced students address eastern Idaho entrepreneurship and small business issues. Projects address complex business problems under the supervision of a senior consultant. Class discussions supplement field work. Equivalent to MKTG 4411. PREREQ: Senior status or permission of instructor. D

***MGT 4420 Native American Organizational Systems: 3 semester hours.***

Analysis of factors and dimensions to be considered in the structure and design of contemporary Native American organizations. Comparison of contemporary Native organizational systems with traditional Native organizational approaches and contemporary non-Native organizations. PREREQ: MGT 3312 or permission of instructor. D

***MGT 4422 Native American Enterprise: 3 semester hours.***

Approaches, strategies, and models utilized in developing tribally-owned and privately-owned Native American businesses across the U.S. and Canada. Analysis of social, economic, and environmental contingency factors that contribute to successful establishment of Native American businesses. PREREQ: Junior standing or permission of instructor. D

***MGT 4430 Advanced Operations and Production Management: 3 semester hours.***

Study of problems of line management in organizations. Major sections include strategy, process analysis, manpower planning, inventories, scheduling, and control of operations. Emphasizes both behavioral and technical aspects of problem solving in the area of operations management. PREREQ: MGT 3329 and MGT 3312. D

***MGT 4434 Productivity and Quality: 3 semester hours.***

Study of the factors involved in an organization's productivity and quality of product or service. PREREQ: MGT 3329 and MGT 3312. D

**MGT 4441 Organization Behavior: 3 semester hours.**

Case study approach designed to encourage independent thought in the application of behavioral theories and concepts or organizational problems. Emphasis on integrating theoretical concepts with patterns of organizational direction, control, communications, and decision making. PREREQ: MGT 3312. F, S

**MGT 4450 Manufacturing Strategy: 3 semester hours.**

Study of the various production alternatives as critical factors in a company's competitive strategies. PREREQ: MGT 3329 and MGT 3312. D

**MGT 4460 Problems in Policy and Management: 3 semester hours.**

A capstone course which integrates the functional areas of business designed to provide insight into how business decisions are made. PREREQ: Senior standing and CIS 3301, FIN 3315, MGT 3312, MGT 3329 and MKTG 2225. F, S

**MGT 4461 Business Law: 3 semester hours.**

Traditional business law. Topics include the law of contracts, sales, agencies, business organizations, and personal property and bailments. PREREQ: MGT 2261. D

**MGT 4462 Issues in Business and Society: 3 semester hours.**

Seminar course designed to focus thinking on critical issues facing managers making decisions regarding employees and other stakeholder groups, the community, and the environment. PREREQ: Senior standing or permission of instructor. D

**MGT 4465 International Business: 3 semester hours.**

Special emphasis on managerial functions and critical elements of the management process in a firm operating under foreign economic, technological, political, social, and cultural environments. D

**MGT 4473 Human Resource Management: 3 semester hours.**

Introduction to the methodology of employee selection, employment and development; personnel supervision and management; financial compensation; job analysis; behavioral tools and techniques employed to deal with personnel problems, and contemporary problems of manpower management. PREREQ: MGT 3312. F, S

**MGT 4474 Advanced Human Resource Management: 3 semester hours.**

In-depth study of selected personnel/human resources management topics, including employee selection, performance evaluation, and compensation administration. PREREQ: MGT 2217 and MGT 4473. S

**MGT 4480 Labor and Employment Law: 3 semester hours.**

State and federal laws, domestic and foreign, governing employment relationships, including labor-management relations, discrimination and employee rights, work place safety, compensation and benefits, and related topics. PREREQ: MGT 2261 or MGT 4473. F

**MGT 4482 Project Management: 3 semester hours.**

Philosophy and tools of project management focusing on applied methodologies. Addresses project scope, breakdown structure, schedules, and closure following professionally accepted industry standards. PREREQ: MGT 3329 or permission of instructor. D

**MGT 4483 Industrial Relations: 3 semester hours.**

Integrated study of principles and practices of collective bargaining and industrial relations. Discussion of methods and techniques in dealing with labor-management problems arising out of contract negotiations and administration. PREREQ: MGT 3312. D

**MGT 4491 Seminar in Management: 3 semester hours.**

Reading, discussion, and preparation of reports on selected topics. May be repeated for up to 6 credits with permission of instructor. May be graded S/U. PREREQ: Senior or Graduate status in Business, and permission of instructor. D

**MGT 4492 Special Problems in Management: 2-3 semester hour.**

Research and reports on selected problems or topics in management and organization. May be repeated for up to 9 credits with different content and permission of major advisor and the Dean. PREREQ: Senior or Graduate status in Business, and permission of the Dean. F, S, Su

**MGT 4493 Advanced Management Internship: 3 semester hours.**

Significant business experience coordinated by the faculty to provide broad exposure to management issues. Letter grade assigned. F, S

**MGT 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Marketing

Marketing majors may earn a degree in Marketing without emphasis or a degree in Marketing with emphasis in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

### Marketing Major Requirements:

MKTG 4427	Consumer Behavior	3
MKTG 4454	Advanced Marketing Management	3



<b>6 additional credit hours of upper-division MKTG electives.</b>	<b>6</b>
<b>6 credit hours of upper-division College of Business courses</b>	<b>6</b>
<b>6 credit hours of additional upper-division ISU courses</b>	<b>6</b>
<hr/>	
Total Hours	24

College of Business 3393 internships and College of Business Core Courses may not be used to fulfill major course requirements.

## Entrepreneurship/Small Business Emphasis

This emphasis may be added to a major in Finance, Management, or Marketing. Any College of Business course numbered 4491, Special Topics, may be applied to this emphasis when the topic relates to small business or entrepreneurship. Students should request prior approval to have a topics course used for the emphasis.

Courses used to meet the requirements for the Entrepreneurship/Small Business Emphasis may also be used to meet major requirements.

### Requirements:

1. Complete all degree and major requirements for a B.B.A. with major in Finance, Management, or Marketing.
2. Take the following TWO courses:

MGT 4410 (p. 222)	Entrepreneurship	3
MGT 4411 (p. 222)	Small Business and Entrepreneurship Practicum	3

And TWO of the following:

ACCT 3341 (p. 222)	Managerial and Cost Accounting	3
ACCT 3360 (p. 222)	Small Business Accounting	3
FIN 4464 (p. 222)	Entrepreneurial Finance	3
MKTG 4432 (p. 222)	New Product Management	3

## Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

### Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420 (p. 222)	Native American Organizational Systems	3
MGT 4422 (p. 222)	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

## Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 (p. 222) and MGT 4482 (p. 222) to satisfy major electives and the Operations Management Emphasis Requirements.

### Required courses:

ACCT 3341 (p. 222)	Managerial and Cost Accounting	3
MGT 4434 (p. 222)	Productivity and Quality	3
MGT 4482 (p. 222)	Project Management	3

**One elective to be selected from the following courses:**

ACCT 4403 (p. 222)	Accounting Information Systems	3
INFO 3307 (p. 222)	Systems Analysis and Design	3
MKTG 4432 (p. 222)	New Product Management	3
MKTG 4421 (p. 222)	Services Marketing	3

Total Hours

12

## Minor in Marketing (for Non-Business Majors only)

Students receiving degrees in other colleges may satisfy the requirements for a Marketing minor by completing the following courses (total 18 credit hours):

<b>Required Courses</b>		6
MKTG 2225 (p. 222)	Basic Marketing Management	
MKTG 4427 (p. 222)	Consumer Behavior	
<b>Marketing Electives</b>		6-12
<b>Other Electives from student's major coursework related to Marketing</b>		0-6
Examples of courses which would qualify for a Sociology Major, for example, might be: <sup>1</sup>		
SOC 3335 (p. 222)	Population and Environment	
SOC 3366 (p. 222)	The Community	

<sup>1</sup> The courses must be at 2000-level or higher. These electives must be approved prior to the completion of MKTG 2225 (p. 222) by the student's Marketing Advisor.

## Courses

### **MKTG 2225 Basic Marketing Management: 3 semester hours.**

Introduction to the marketing function in business and other organizations. Environmental aspects of market selection and strategy. Analysis of product, pricing, promotion, and distribution. F, S

### **MKTG 3393 Marketing Internship: 1-3 semester hour.**

Internship program coordinated by faculty providing significant exposure to marketing issues. May not be used to fulfill major requirements. May be repeated for up to 3 credits. Graded S/U. F, S

### **MKTG 4405 Personal Selling and Sales Force Management: 3 semester hours.**

Attention given to product features, buying motives, selling points, principles and practices of selling, psychology of salesmanship, sales problems, personal requirements, opportunities. Determination of the amount and allocation of personal sales effort to be applied to the market and methods of organizing, evaluating, and controlling this effort. PREREQ: MKTG 2225. D

### **MKTG 4410 Entrepreneurship: 3 semester hours.**

Developing new business ideas, initiating a new enterprise, bringing new technology to the market; applying sound business practices involving management, marketing, accounting, finance and informatics to accommodate changing marketing opportunities. Equivalent to MGT 4410. PREREQ: FIN 3315, MGT 3312, AND MKTG 2225; Business major or permission of dean. D

### **MKTG 4411 Small Business and Entrepreneurship Practicum: 3 semester hours.**

Advanced students address eastern Idaho entrepreneurship and small business issues. Projects address complex business problems under the supervision of a senior consultant. Class discussions supplement field work. Equivalent to MGT 4411. PREREQ: Senior status or permission of instructor. D

### **MKTG 4421 Services Marketing: 3 semester hours.**

Examines the development, promotion, and management of services. Topics covered include strategic planning, delivery channels and promotional challenges inherent to services. PREREQ: MKTG 2225. D

### **MKTG 4426 Marketing Research: 3 semester hours.**

Evaluation and study of the primary means of providing relevant marketing information to management. Emphasizes problem formulation, consideration of data sources, means of acquiring information, sampling, interpretation of results. PREREQ: MGT 2216 and MKTG 2225. D

### **MKTG 4427 Consumer Behavior: 3 semester hours.**

In-depth analysis of the internal and external influences of consumer behavior and decision-making, including learning, perception, cultural values, group influences, and a range of psychological and sociological concepts. This advanced study of consumer behavior will include analysis of a consumer dataset, as well as case studies highlighting concepts under investigation. PREREQ: MKTG 2225. F

### **MKTG 4428 Integrated Brand Promotion: 3 semester hours.**

Planning and execution of advertising, sales promotion, and public relations programs developed into an integrated brand promotion program. Includes development of Integrated Brand Promotion plan. PREREQ: MKTG 2225. D

### **MKTG 4432 New Product Management: 3 semester hours.**

Analysis of new product ideas: screening, business analysis, prototype development, market testing, and commercialization of goods and services. Includes diffusion of innovation issues in consumer and industrial markets. PREREQ: MKTG 2225. D

**MKTG 4454 Advanced Marketing Management: 3 semester hours.**

Examines planning and problem-solving activities confronting the marketing manager. Integrates pricing, promotion, merchandising, and physical distribution and relates these to other major functional areas. PREREQ: 9 credits of upper division marketing courses. S

**MKTG 4465 International Marketing: 3 semester hours.**

Comparative marketing arrangements are examined. Covers factors which need to be recognized by international marketing managers in analyzing markets, covering foreign operations, and in assessing economic, cultural, and political aspects of international markets. PREREQ: MKTG 2225. D

**MKTG 4480 Marketing on the Internet: 3 semester hours.**

Understanding and using the Internet for marketing communications. Includes evaluating current sites, developing skills for authoring HTML pages, and developing an Internet marketing strategy and site for an organization. PREREQ: MKTG 2225. D

**MKTG 4491 Seminar in Marketing: 3 semester hours.**

Reading, discussion, and preparation of reports on selected topics. May be repeated for up to 6 credits with permission of the instructor. PREREQ: At least Senior level and permission of instructor. D

**MKTG 4492 Special Problems in Marketing: 2-3 semester hour.**

Research and reports on selected problems or topics in marketing. May be repeated for up to 9 credits with different content and with permission of major advisor and the Dean. PREREQ: At least Senior level and permission of the Dean. D

**MKTG 4493 Advanced Marketing Internship: 3 semester hours.**

Significant business experience coordinated by the faculty to provide broad exposure to marketing issues. Letter grade assigned. F, S

# College of Education

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## College of Education

The College of Education prepares students (known as “candidates”) who seek to enter education-related professions. Candidates pursuing teaching, professional school personnel, or administrative careers in schools and other professional roles will find an assortment of integrated programs organized to meet their professional aspirations. All programs of the College are experiential, collaborative, standards-based, assessment-informed, research-guided, and technology-supported. Idaho State University has an institutional commitment to educator preparation. Educator preparation programs are offered through the faculties of the College of Education, the College of Arts and Letters, the College of Science and Engineering, and the Division of Health Sciences.

## College Structure

The College is organized into four academic departments and five centers/offices:

### Department of Educational Foundations

David Mercaldo, Ph.D., Chair

The Department of Educational Foundations offers undergraduate and graduate degree programs in elementary education, secondary education, early childhood education, and general family and consumer sciences. The department also offers core courses in educational foundations for teacher preparation programs and master of education degree programs.

### Graduate Department of Educational Leadership and Instructional Design

Dotty Sammons-Lohse, Ed.D., Chair

The Graduate Department of Educational Leadership and Instruction Design offers graduate programs in instructional technology, instructional design, and educational leadership, including both public school and higher education administration.

### Department of School Psychology, Literacy, and Special Education

David Mercaldo, Ph.D., Chair

The Department of School Psychology, Literacy, and Special Education offers undergraduate degrees in human exceptionality, and graduate degrees in human exceptionality, literacy, school psychology, and deaf education. The department also offers literacy courses for undergraduate teacher preparation programs.

### Department of Sport Science and Physical Education

John Fitzpatrick, Ph.D., Chair

The Department of Sport Science and Physical Education offers undergraduate and graduate degrees in physical education, and the physical education major for secondary education. The undergraduate degrees have four elective emphasis areas--exercise science, outdoor education, physical education teaching K-12, and sport management. Minors in coaching, outdoor education, and sport management are also offered.

### Intermountain Center for Education Effectiveness

Charles (Chuck) R. Zimmerly, Ed.D., Director

Susan Jenkins, Ph.D., Associate Director

The Intermountain Center for Education Effectiveness (ICEE) collaborates with local school districts, education agencies, professional organizations, and policy makers throughout the Intermountain West, working within partnerships that enhance the delivery of quality education. The ICEE coordinates professional education programs and coursework, agency/school development, business and community partnerships, and research with its related services.

### Advising Center

Paula Mandeville, M.Coun., Coordinator

The Advising Center provides candidates with specific advising information relative to admission to teacher education programs, evaluation of transfer courses, submission of petitions, academic appeals, and certification recommendations. An education advisor is appointed for each candidate who applies for admission to Teacher Education in the College of Education. In addition to an education advisor in the Advising Center, the Advising Center directs each admitted candidate to obtain a second advisor in his or her major. For some majors, the education advisor may also serve as the advisor for the major.

## Office of Field Experiences

Debra Zikratch, M.Ed., Coordinator

The Office of Field Experiences administers the student-teaching internship component of clinical experiences including the placement of students, selection of cooperating teachers, and assignment of university supervisors. Copies of the Student Teaching Internship Handbook are available to teacher candidates in the Office of Field Experiences.

## Instructional Materials Center

Shu-Yuan Lin, Ed.D., Coordinator

The Instructional Materials Center (IMC) serves as the state repository for curricular materials currently under adoption in Idaho. The Center also houses varied collections of other materials including teaching manipulatives, video and audiotapes, computer software, theses and dissertations, and other professional materials. These collections are maintained to serve students and faculty in the College of Education, the entire campus community, and area in-service educators.

## Regional Special Education Office

Beth Eloee-Reep, M.S., Consultant

Shannon Mavek, M.Ed., Consultant

Frank Howe, M.Ed., Consultant

The Regional Special Education Consultants work to assist Idaho School Districts to provide high quality programs for students with disabilities. They work under the direction of the State Department of Education Division of Special Education and participate in statewide planning and coordination with the Division of Student Achievement and School Improvement to ensure that coordinated and consistent information, technical assistance, and professional development are shared with superintendents, special education directors, and district personnel throughout the state.

## Undergraduate Degrees Offered in the College of Education

**Undergraduate** degrees offered within the College of Education are:

- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts or Bachelor of Science in  
Elementary Education  
Family and Consumer Sciences  
Human Exceptionality (Special Education)  
Physical Education  
Secondary Education
- Bachelor of Music Education (see also the Department of Music in the School of Performing Arts, College of Arts and Letters)

## Declaration of Major/Program

The College of Education offers a variety of majors, minors, and emphasis areas. Some degree programs offer both teacher certification and non-teaching options. Candidates for degrees must choose from among the approved majors, minors, or emphasis areas of their degree programs. Candidates seeking teacher certification must choose from among the teaching majors and minors, or emphasis areas, and must choose the teaching option of their degree program. Declaration of major/program must be accomplished by the time a candidate has completed 58 credits of coursework. For candidates in physical education (non-teaching and teacher certification options), this is usually accomplished at the time of application and admission to the program. For teacher candidates, this is usually accomplished at the time of application and admission to Teacher Education (see the section on Teacher Education). Prior to admission to Teacher Education, prospective teacher candidates will be classified as Pre-Majors in their respective degree programs.

## General Education Requirements

All candidates who have declared a major in the College of Education and plan to acquire a Bachelor of Arts, Bachelor of Science, or Bachelor of Music Education degree must complete the objectives of the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>). A minimum total of thirty-six (36) credit hours of General Education Coursework must be taken for all baccalaureate degrees. Candidates transferring to Idaho State University from a junior college that is part of the state wide articulation agreement should refer to the Transfer Credit Limitations in the Undergraduate Admission (<http://coursecat.isu.edu/aboutISU/undergraduateadmission>) section of this catalog to determine fulfillment of the University General Education requirements; however, all candidates who plan to enter teacher education and who plan to complete the Student Teaching Internship must fulfill, or have fulfilled, General Education Objectives 1, 2, and 3. Candidates who possess a bachelor's degree in a discipline other than education and desire to complete requirements for a teaching certificate in any area must complete, or have completed, General Education Objectives 1, 2, and 3 prior to placement in a Student Teaching Internship (or equivalent). Checklists available in the College of Education Advising Center provide guidance for candidates in the Elementary, Secondary, Human Exceptionality (Special Education) programs.

## Reasonable Accommodation for Candidates with Disabilities

If you have a diagnosed disability or believe that you have a disability that might require "reasonable accommodation" on the part of the instructor, please call the Director of Disability Services, (208) 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the candidate to disclose a disability prior to requesting reasonable accommodation.

## Teacher Education

Many of the degree programs in the College of Education have been designed to meet the Idaho standards and requirements for initial certification of professional school personnel approved by the Idaho State Board of Education and the Idaho State Department of Education. The College of Education shares responsibility with the College of Arts and Letters, the College of Science and Engineering, and the Division of Health Sciences for teacher education programs. The colleges work in close cooperation through the Teacher Education Committee. The programs specified in this catalog comply with the current State of Idaho standards and requirements for certifications and endorsements. Idaho certification ensures reciprocity with the certification standards and requirements of most states. The teacher education programs described in this catalog have been approved by the State Board of Education as required for program completers to be eligible for certification. Approved programs (also called **regular route certification**) are also available to qualified persons holding bachelors degrees from accredited institutions seeking teaching certification. Candidates pursuing initial teacher certification, whether degree-seeking or not, must fulfill all teacher education requirements as outlined for institutional recommendation for teaching certification in the area of certification (i.e., Early Childhood, Elementary, Secondary, etc.) and for endorsements (i.e., Biology, History, etc.) on the certificate.

Teacher education programs are updated regularly to reflect changes to the Idaho standards and requirements. Hence, regardless of the Idaho State University Undergraduate Catalog declared for the purpose of meeting ISU graduation requirements, teacher candidates may need to meet changes to certification requirements as specified by the Idaho State Board of Education and the Idaho State Department of Education in order to be eligible for recommendation for initial teacher certification at the time of program completion.

The College of Education Advising Center informs candidates about changes to certification requirements, particularly changes to required tests and qualifying scores.

## Standard Teaching Certificates

Persons completing an initial certification program (a.k.a. Program Completers) are eligible for recommendation from the College of Education for a standard teaching certificate as follows:

Early Childhood Education/Early Childhood Special Education Blended Certificate (Birth-3)

Standard Elementary Certificate (K-8)

Standard Elementary Certificate (K-12 for Art, English as a New Language, Music, or Physical Education)

Standard Secondary Certificate (6-12)

Standard Secondary Certificate (K-12 for English as a New Language, French, German, Health, Music, Physical Education, or Spanish).

Standard Exceptional Child Certificate - Generalist (K-12)

For administrator certificates, pupil personnel services certificates (such as school psychologist or school guidance counselor), and the Standard Exceptional Child Certificate with the Hearing Impaired (K-12) endorsement, see the College of Education section of the Graduate School Catalog (<http://coursecat.isu.edu/graduate>) or pertinent sections of the undergraduate or graduate catalogs for programs offered by the Division of Health Sciences. Candidates interested in becoming certified teachers of children who are deaf/hard of hearing in Idaho will need to earn a bachelor's degree and have met the requirements for a Standard Elementary Certificate (K-8), a Standard Secondary Certificate (6-12), or a Standard Exceptional Child Certificate with the Generalist (K-12) endorsement.

## Accreditations

The State of Idaho participates in a partnership agreement with the National Council for Accreditation of Teacher Education (NCATE). To be considered State Board of Education-approved, all educator preparation programs must meet NCATE accreditation standards and they must be reviewed and approved by the Idaho State Department of Education. The College of Education is fully accredited by NCATE and its programs have been reviewed and approved by the Idaho State Department of Education. In addition, programs can achieve national recognition through accreditation by national organizations in their areas of specialization. The Bachelor of Music Education is accredited by the National Association of Schools of Music. The School Psychology programs (see the Graduate School catalog (<http://coursecat.isu.edu/graduate>)) are accredited by the National Association of School Psychologists.

## Teacher Certification Only and Accelerated Certification

Persons who already hold a Bachelor of Arts or Bachelor of Science degree may seek teaching certification by completing a regular route initial teacher certification program through the College of Education. Candidates must meet the entrance requirements for admission to Teacher Education (although some admission requirements may be waived by petition – see the section on petitions) and they must meet the coursework and completion

requirements for a standard teacher education program. An Accelerated Certification program (regular route) that starts in May of each calendar year and typically takes one year to complete is available for qualified candidates interested in a Standard Secondary Certificate (for further information, contact the Advising Center or the associate dean). In addition to application to Teacher Education, candidates for certification-only must complete a Request for Evaluation of Transcripts and submit their transcripts from other institutions for evaluation. Candidates seeking certification also have the option of pursuing a second bachelor's degree (see the requirements elsewhere in the catalog and discuss this option with an advisor).

## Alternative Routes to Certification

Idaho permits individuals to become certificated teachers without following a standard teacher education program through one of several Alternative Route programs. For more information, see the Idaho State Department of Education website at <http://www.sde.idaho.gov>. The Alternative Route programs require submission of an application packet and a plan that is approved by the Idaho State Department of Education. Some of the alternative routes require a request from and the participation of an employing school district. Some alternative routes require participation of a college or university. For the College of Education at Idaho State University to participate in an Alternative Route plan, a copy of the plan must be filed with and signed by the dean or associate dean of the College of Education. The candidate must be admitted to enroll in courses through the university and the candidate must meet other admission requirements as determined by the College of Education (such as verification of a successful background check). Candidates will be assigned a qualified faculty mentor/supervisor from the related regular route teacher preparation program. Because alternative routes are individualized programs, additional fees may be charged.

## Additional Endorsements

Candidates for the Standard Secondary Certificate are qualified for subject area endorsements matching their single-subject teaching major or their teaching major and minor fields that fulfill their degree requirements. To add endorsements, candidates can complete additional teaching majors or teaching minors prior to graduation or they can add endorsements to their existing Standard Secondary Certificate after graduation and initial certification. (See the Idaho State Department of Education website at <http://www.sde.idaho.gov> for the procedures and requirements for adding endorsements to an existing Standard Secondary Certificate.) Persons who already hold a Bachelor of Arts or Bachelor of Science degree and an existing Standard Secondary Certificate can be admitted to the university as non-degree seeking to pursue additional secondary education endorsements. This does not require admission to Teacher Education. However, persons seeking a different teaching certificate must be admitted to Teacher Education in the new certification program area or to an Alternative Route program.

## Background Checks and Fingerprinting

Applicants to Teacher Education are required to have completed a background check before taking any course that requires admission to Teacher Education. Usually, the initial background check is completed while taking EDUC 2201. Initial background checks are completed through CertifiedProfile. CertifiedProfile is a secure platform that allows you to order your background check online. For specific instructions, contact the College of Education Advising Center. Any time there is a break in the continuance of classes after admission to Teacher Education, candidates will be required to complete a new background check. The State Department of Education requires a second, full background check that includes fingerprinting before a student-teaching internship. Be aware that the second background check may take up to eight weeks so you should plan ahead. For additional information, contact the College of Education Advising Center ([http://ed.isu.edu/studentResources/undergrad\\_advising.shtml](http://ed.isu.edu/studentResources/undergrad_advising.shtml)) or the College of Education Office of Field Experiences ([http://ed.isu.edu/fieldExperiences/field\\_index.shtml](http://ed.isu.edu/fieldExperiences/field_index.shtml)).

## Admission to Teacher Education

Candidates must make a formal application and complete an interview for admission to Teacher Education. The Teacher Education Committee approves the standards for admission. Application for admission and the scheduling of the admission interview are completed through forms available in the Advising Center of the College of Education following the completion of at least 26 credit hours of college work. Candidates may not register for courses that require admittance to Teacher Education or register for courses that have prerequisites that require admittance to Teacher Education until admission is achieved. Candidates who have been denied admittance may reapply when qualification criteria have been met; however, they must meet the standards for admission in place at the time of their reapplication to attain admission.

Criteria for admission include the following:

1. A 2.75 overall grade point average including all transfer credits or credits earned in a previous degree program.
2. A grade of "B" [3.0] or higher in at least two of the following areas with a grade of no lower than "C" [2.0] in any of the three areas:
  - ENGL 1101 (English Composition) or ENGL 1102 (Critical Reading and Writing) (satisfies University General Education Objective 1) or College of Education-approved equivalent.
  - COMM 1101 (Principles of Speech) (satisfies University General Education Objective 2) or College of Education-approved equivalent.
  - MATH: Any of the following or College of Education-approved equivalent:

### *Elementary*

- a) MATH 1108 Intermediate Algebra
- b) MATH 1143 College Algebra
- c) MATH 2256 Structure of Arithmetic for Elementary School Teachers
- d) MATH 2257 Structure of Geometry and Probability for Elementary School Teachers

(each of the last two courses satisfies University General Education Objective 3)

#### Secondary

- a) MATH 1123 Mathematics in Modern Society
- b) MATH 1127 The Language of Mathematics
- c) MATH 1130 Finite Mathematics
- d) MATH 1153 Introduction to Statistics
- e) MATH 1160 Applied Calculus
- f) MATH 1170 Calculus I

(each of the 6 courses above satisfies University General Education Objective 3)

3. A successful background check (see above in Background Checks and Fingerprinting).
4. A grade of "C" [2.0] or higher in EDUC 2201, Development and Individual Difference, (or CFS 2203, The Young Child, for Bachelor of Arts in Early Childhood Education candidates) or equivalent. Applicants for admission to a Bachelor of Arts or Bachelor of Science in Human Exceptionality must also complete SPED 3330 or SPED 3340 and earn a grade of at least C [2.0].
5. A grade of "C" [2.0] or higher in EDUC 2215, Preparing to Teach with Technology, or equivalent. Individuals can test out of the requirement by passing the IC3 Key Applications competency test offered through the College of Education Advising Center.
6. Presentation of minimum scores achieved on the Praxis I Academic Skills Assessments:
  - Reading = 172;
  - Writing = 174;
  - Mathematics = 169.
7. Submission of Professional Portfolio entry with rubric scores completed as course requirement for EDUC 2201 or CFS 2203 (or College of Southern Idaho transfer equivalent).
8. A recommendation form completed by the EDUC 2201 or CFS 2203 instructor (or College of Southern Idaho transfer equivalent).
9. Submission of signed affidavit indicating awareness of the Idaho Code pertaining to teacher certification requirements.
10. Successful completion of the Teacher Education Program Admission Interview.

## Professional Education Core

In addition to meeting General Education requirements, teaching field requirements, and program-specific professional knowledge/methodology requirements, programs preparing candidates for Idaho teaching certificates must ensure that program completers have coursework and preparation in educational foundations and general methodology. The Teacher Education Committee has approved a set of professional core courses to fulfill these requirements and ensure that teacher candidates demonstrate competency with respect to the Idaho Core Teacher Standards through course-embedded performance assessments. In general, the professional core courses are taught by the Department of Educational Foundations and are taken by candidates across the teacher preparation programs. See the list of Professional Education Core courses required by your program because they vary slightly by degree program.

## Dismissal and Probation Policies

Candidates admitted to Teacher Education are subject to the same general policies as the rest the students of Idaho State University as far as probation and dismissal from the institution are concerned. Candidates must continue to demonstrate satisfactory progress in achieving the standards of their programs. In addition to academic standards, candidates may be dismissed from Teacher Education for conduct contrary to the professional standards of the Code of Ethics for Idaho Professional Educators ([http://www.sde.idaho.gov/site/teacher\\_certification/code\\_ethics.htm](http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm)) (latest revision, Idaho State Department of Education). Although admission to Teacher Education is to a specific program, dismissal from any teacher preparation program is a dismissal from Teacher Education. Candidates on probation who desire to switch their program to another program in the college or university must file a petition to obtain approval.

## Student Teaching Internship

The student teaching internship is designed to be the culminating professional clinical experience for candidates in Teacher Education. This is a professional development experience during which the intern works in a school context with students. It provides an opportunity for the intern to assume major responsibility for the full range of teaching in an approved school situation under the guidance of qualified personnel from Idaho State University and the cooperating schools.

The internship is scheduled for a full semester. Candidates should not plan to enroll in any additional coursework during the internship semester. No candidate is permitted to enroll in a correspondence or regularly scheduled course during the semester in which s/he is completing the internship without written permission from the coordinator of the Office of Field Experiences. All programs other than Music Education require 14 credits of internship. An internship may consist of two blocks of 7 credits or a single block of 14 credits. The Music Education program requires 7 credits or 14 credits to



be determined in consultation with the Music Department. Candidates pursuing dual certifications may complete separate blocks of 7 credits in each required internship area.

Teacher candidates must file an application for a student teaching internship with the Office of Field Experiences by October 20 for fall semester of the following year, and by April 20 for spring semester of the following year. There is a \$50 application fee due with the application, a \$50 charge for late applications due with the application, and a \$50 charge for out of area placements, due at the Assignment Information Meeting. Out of area is defined as any placement not in Regions IV, V, or VI. Effective Fall 2012, candidates requesting out of area placements will need to pay the \$50 fee, and the difference in what university supervisors and cooperating teachers are paid in the out of area placement. Applications for all teaching internships may be obtained from the Office of Field Experience or from the website ([http://ed.isu.edu/fieldExperiences/field\\_index.shtml](http://ed.isu.edu/fieldExperiences/field_index.shtml)). The application must be signed by the candidate's advisor(s) and approved by the coordinator of the Office of Field Experiences.

The candidate must meet the following criteria for enrollment in a student teaching internship (EDUC 4492, EDUC 4494, EDUC 4495, EDUC 4496, BED 4496, CFS 4493, PE 4495 or SPED 4495):

1. Admission to a Teacher Education program.
2. Completion of all program requirements unless specifically approved by petition.
3. Completion of at least 67% of the professional education core credits required by the program from Idaho State University.
4. A 2.75 grade point average overall including all transfer credits or credits earned in a previous degree program.
5. A 2.75 grade point average in the professional education core including all transfer credits or credits earned in a previous degree program with a grade of "C" [2.0] or higher in all courses used for the professional education core.
6. A grade point average of 2.5 or higher in all courses in the Required Elementary Education Courses for the Bachelor of Arts or Bachelor of Science in Elementary Education and all Required Secondary Education Courses for the Bachelor of Arts or Bachelor of Science in Secondary Education. A grade point average of 3.0 in all Required Special Education Courses for the Bachelor of Arts or Bachelor of Science in Human Exceptionality and no more than one grade of C [2.0] or lower.
7. A 2.50 grade point average in the teaching major and minor (secondary) or emphasis area (elementary) including all transfer credits or credits earned in a previous degree program.
8. A grade of "C" [2.0] or higher in ENGL 1102, Critical Reading and Writing, or College of Education-approved equivalent course.
9. Successful completion of the Praxis II Content Test(s) in each area being recommended for certification. The Idaho qualifying scores required for each test are available in the College of Education Advising Center and the College of Education dean's office.
10. For Elementary Education, Human Exceptionality (Special Education), and Early Childhood Education candidates, applicants must demonstrate successful completion of at least two of the three standards tests of the Idaho Comprehensive Literacy Assessment [the qualifying scores for all three tests must be met prior to graduation]. Qualifying scores for the ICLA are available in the College of Education Advising Center.

## Application for Certification

Application for certification is separate from applying for graduation. Program completers are eligible for institutional recommendation for State of Idaho professional educator certification. It is the responsibility of the applicant to have the Institutional Recommendation completed. Certification applications are forwarded to the State Department of Education Certification Office in Boise. Applications for the Standard Elementary Certificate, the Standard Secondary Certificate, the Standard Exceptional Child Certificate, the Administrator Certificate, or the Pupil Personnel Services Certificate are available in the College of Education Office of Field Experience or on-line from the College of Education (<http://ed.isu.edu/index.shtml>) website. Candidates who desire to pursue professional educator certification in a state other than Idaho are advised to consult with the Office of Field Experience regarding procedures and reciprocity agreements with other states.

Program completers must initiate the certification process by submitting a completed application for certification to the College of Education Office of Field Experience. For Idaho certification, the application must be accompanied by a check or money order for the required credential application fee payable to the Idaho Department of Education. All applicants must include verification of Praxis II qualifying scores. In addition, official copies of all transcripts must be submitted to the Office of Field Experience for forwarding to the Idaho Department of Education.

The associate dean is the official certification officer for the College of Education; all requests for certification must be processed and signed by the certification officer before the papers can be processed by any state Office of Certification. Verification of completion of an Idaho State Board of Education-approved teacher preparation program is required to support the application for an Idaho credential. Verification of Idaho qualifying scores for all state-required tests in each area being recommended for certification is also required. The College of Education maintains a record of all individuals recommended for certification. The dean and the faculty of the College of Education reserve the right to refuse to recommend a program completer for a standard teaching certificate if such recommendation would appear to be contrary to or in violation of Sections 33-1202 and/or 33-1208, Idaho Code.

## Petitions

Petitions to be allowed to deviate from institutional policies require submission of an Idaho State University Undergraduate Student Petition and appropriate supporting documentation (See the Petition Policies (<http://coursecat.isu.edu/academicinformation/petitionpolicies>) stated elsewhere in this catalog). Petitions to be allowed to deviate from College of Education policies and requirements require submission of an Internal College of Education Petition with supporting documentation. Internal petitions are initiated with an advisor or course instructor on forms available from the College of Education (<http://ed.isu.edu/index.shtml>) website and the Advising Center. For petitions involving Teacher Education requirements, an Education Advisor from the Advising Center will review the petition, provide a recommendation, and sign the petition. Petitions also require the signature and the

recommendation of the appropriate program major advisor, program coordinator, or department chair. Internal petitions are approved or denied by the associate dean (or dean) of the College of Education. A copy of the petition is retained by the College of Education in the candidate's official file. If additional action is required, approved petitions are advanced to the Registrar's Office.

## Courses

### **EDUC 1110 Education and Schooling in the U.S.: 3 semester hours.**

Survey of historical, sociological, and political issues related to public education and the system of schooling in the U.S. Partially satisfies Objective 4 of the General Education Requirements. F, S

### **EDUC 1150 Educational Careers: 1 semester hour.**

An introduction to careers in education via faculty presentations, guest speakers, collaborative learning activities, and assignments. The course is intended for candidates interested in exploring careers in education. F, S

### **EDUC 1170 Tutoring Reading: 1 semester hour.**

Intensive reading strategies for the tutelage of children or adults. Interactive learning, lecture and demonstrations enable candidates to provide basic tutoring skills in literacy. Meets tutoring requirements for America Reads and other volunteer reading initiatives. Graded S/U. D

### **EDUC 1199 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

### **EDUC 2201 Development and Individual Differences: 3 semester hours.**

Examination of human development/individual differences as a basis for reflecting on learning. Requires 16 hours of field experience in designated settings. PREREQ: 26 credits completed; 2.75 GPA; "C" or higher in ENGL 1101. F, S, Su

### **EDUC 2204 Families Community Culture: 3 semester hours.**

Examination of interactions among school, family, community, and culture as a basis for reflecting on the social contexts of learning. Requires 15 hours of field experience and travel to designated settings with diverse populations. Satisfies Objective 9 of the General Education Objectives. F, S, Su

### **EDUC 2210 Peer Tutor Training: 1 semester hour.**

Introduction to individual and small group tutoring with adult students. Emphasis on teaching strategies, communication skills, ethics, and learning styles. Graded S/U. F, S

### **EDUC 2215 Preparing to Teach with Technology: 3 semester hours.**

Provides prospective Teacher Education candidates the strategies and techniques for planning and instructional delivery: troubleshooting, content/tool software, ethical/fair use of technology in the educational setting. F, S, Su

### **EDUC 2235 Introduction to Elementary Art Methods and Materials: 1 semester hour.**

Exploration of media, methods, and materials useful in the integration of art with the elementary curriculum. F, S, Su

### **EDUC 3301 Inquiring Thinking Knowing: 3 semester hours.**

Examination of multiple perspectives on inquiring, thinking, and knowing as a basis for reflecting on educational practice. PREREQ: Admission to Teacher Education Program; EDUC 2201 and EDUC 2204. F, S, Su

### **EDUC 3302 Motivation and Management: 3 semester hours.**

Examination of multiple perspectives on student motivation/management of learning environments as bases for reflecting on educational practice. PREREQ or COREQ: EDUC 3301. PREREQ: EDUC 2201, EDUC 2204, and admission to Teacher Education Program. F, S, Su

### **EDUC 3309 Instructional Planning Delivery and Assessment: 6 semester hours.**

Analysis of multiple planning models, teaching methods, assessment approaches as bases for instructional decision making, delivery, and the assessment of learning. PREREQ: EDUC 3301, EDUC 3302, and SPED 3350. F, S

### **EDUC 3310 Efficient Reading: 1 semester hour.**

Emphasis on developing flexibility and acceleration of reading speed and refinement of comprehension skills through intensive practice of rapid reading and comprehension building techniques applied to fiction and textbook reading. PREREQ: Permission of instructor. Graded S/U. D

### **EDUC 3311 Instructional Technology: 3 semester hours.**

Analysis of content, strategies, and evaluation for integrating technology into school curricula. Includes word processing, spread sheets, databases, communication, and presentation software. PREREQ: EDUC 2215 or equivalent and admission to Teacher Education Program. F, S

### **EDUC 3321 Integrated Language Arts Methods: 3 semester hours.**

Theory and application of teaching methods for word recognition strategies and integrated language arts skills in preK-elementary schools. Thirty-hour laboratory experience required. PREREQ: Admission to Teacher Education Program. F, S

### **EDUC 3322 Literature for Children across the Curriculum: 3 semester hours.**

Study of different types of children's literature, authors, and poets. Emphasis on strategies for implementing literature in grades K-8. Fifteen hour lab required. PREREQ: Admission to Teacher Education Program. F, S

### **EDUC 3330 Elementary Math Methods: 3 semester hours.**

Study of the subject matter of elementary math programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: MATH 2256, MATH 2257, and admission to Teacher Education Program. F, S

**EDUC 3331 Elementary Science Methods: 3 semester hours.**

Study of the subject matter of elementary science programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: General Education Objective 5, and admission to Teacher Education Program. F, S

**EDUC 3334 Secondary School Art Methods and Materials: 3 semester hours.**

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the secondary school level. Equivalent to ART 3334. D

**EDUC 3335 Elementary School Art Methods and Materials: 2 semester hours.**

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the elementary school level. Some craft work. Su

**EDUC 3336 Social Science Methods: 3 semester hours.**

Study of subject content of the social studies program with emphasis on methods and materials used by the teacher, K-12. Field experience required. PREREQ: Admission to Teacher Education Program. F, S

**EDUC 3340 Methodology and Diagnosis in ECE: 1-5 semester hour.**

Supervised practice in an approved nursery, day care center, and/or kindergarten based upon the results of diagnostic/prescriptive procedures utilized during prior coursework which indicates the student's progression and needs. PREREQ: Permission of Early Childhood Coordinator and admission to Teacher Education Program. D

**EDUC 4401 Content Area Literacy: 3 semester hours.**

Synthesis of principles of language and literacy as a basis for teaching in all curriculum areas. PREREQ: Admission to Teacher Education Program. F, S, Su

**EDUC 4419 Developmental Literacy: 3 semester hours.**

Instructional planning and strategies for reading and writing emphasizing early literacy and language development, comprehension and metalinguistic awareness for all populations pre K-8. Graduate candidates complete three topical article summaries on three different areas of the literacy developmental process and submit a graduate research paper focusing on one aspect of literacy development. PREREQ: EDUC 3321. F, S, Su

**EDUC 4420 Advanced and Compensatory Reading in the Content Areas: 3 semester hours.**

Advanced training in developmental, remedial reading emphasizing independent strategies in study skills, critical/creative reading, metacognition. Content area application. PREREQ: Teacher experience or permission of instructor. D

**EDUC 4424 Assessing Literacy Abilities: 3 semester hours.**

Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing. PREREQ: EDUC 4419 or permission of instructor. F, Su

**EDUC 4426 Remediation of Literacy Problems: 3 semester hours.**

Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC 4424. S, Su

**EDUC 4460 Foundations of ESL: 3 semester hours.**

Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included. AF

**EDUC 4463 ESL Methods: 3 semester hours.**

Language assessment, planning, and delivery, for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 4460 or permission of instructor. AS

**EDUC 4464 ESL Practicum: 1 semester hour.**

Field experience in settings with English-as-a-second-language learners. COREQ: EDUC 4463 or permission of instructor. AS

**EDUC 4470 Manipulative Mathematics: 3 semester hours.**

Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children. D

**EDUC 4471 Interpersonal Communications: 2 semester hours.**

Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings. D

**EDUC 4472 Dynamics of Instructional Groups: 2 semester hours.**

Theory, practice, and research associated with dynamics of instructional groups are presented in an experiential format with emphasis on formation, structure, and process. D

**EDUC 4481 Contemporary Issues in Education: 1-3 semester hour.**

Examination and analysis of contemporary issues and trends in theories and practices in education. D

**EDUC 4482 Contemporary Issues in Education: 1-3 semester hour.**

Examination and analysis of contemporary issues and trends in theories and practices in education. D

**EDUC 4483 Instructional Improvement for Teachers: 1-3 semester hour.**

Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences. D

**EDUC 4485 Independent Problems in Education: 1-3 semester hour.**

Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated with permission of instructor. PREREQ: Permission of instructor. F, S, Su

**EDUC 4491 Seminar: 1-3 semester hour.**

Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: Permission of instructor. F, S, Su

**EDUC 4492 Secondary Music Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in a supervised secondary school music setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program, MUSC 3334 and MUSC 3335, and/or approved application. Graded S/U. F, S

**EDUC 4494 Elementary Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised primary/elementary setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4495 Junior High or Middle School Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised middle/junior high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4496 Secondary Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4497 Professional Education Development: 1-3 semester hour.**

A course for the practicing educator aimed at the development and improvement of educational skills. Various sections will have different subtitles. A maximum of 10 credits may be applied to fifth year programs. Graded S/U. D

**EDUC 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**EDUC 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Business Education Program

The Business Education program expects its candidates to:

1. Develop career awareness and related skills to enable candidates to make viable career choices and become employable in a school setting.
2. Develop in-depth knowledge of technology as it relates to the business education curriculum.
3. Develop and demonstrate the appropriate methodologies for successfully teaching the business education curriculum.
4. Develop skills and knowledge in business education subject matter.
5. Develop competencies in professional technical education.
6. Develop decision making and management skills to be effective as a classroom teacher.

The Business Education program offers a minor, major and single-subject major in Business Education. The program meets the standards for the Business Technology Education standard certification for the State Department of Education in secondary education (grades 6-12). Additionally the program includes coursework leading to occupational certification by the Idaho Division of Professional-Technical Education.

The graduate would be qualified to teach all business education courses such as accounting, clerical procedures, computer technology and keyboarding. Also available through this program is an endorsement in Consumer Economics that qualifies graduates to teach senior high Consumer Economics and Economics.

The Business Education program also participates in Business Professionals of America at the post-secondary level and provides additional opportunities for the potential business education teacher.

The Business Education curricula are listed in the Secondary Education Teaching Majors and Minors (<http://coursecat.isu.edu/education/secondaryeducation>) section and in the Secondary Single Subject Teaching Majors.

### Courses

**BED 1100 Electronic Keyboarding: 1 semester hour.**

Participants will learn the touch method of keyboarding for entering information into various types of equipment through the use of a typewriter-like keyboard and a ten-key pad. D, W

**BED 1102 Intermediate Keyboarding: 3 semester hours.**

Instruction in typing/formatting letters, tabulations, manuscripts, and business forms on typewriters and microcomputers. Skill building will be attained, utilizing microcomputers and appropriate software. Laboratory time will be in addition to formal class instruction. PREREQ: 35 WPM or permission of instructor. D

**BED 3310 Microcomputers in Business Education: 3 semester hours.**

An investigation into the role of microcomputers in the Business Education Curriculum. Basic concepts of computer applications in data base, spread sheet, word processing, keyboarding, and accounting will be covered. D, W

**BED 3320 Clerical Procedures: 3 semester hours.**

Instruction in telephone techniques, filing and retrieving, mail/communications, reprographics, technical services and information processing. Microcomputers with appropriate software will be utilized. Laboratory time will be in addition to formal class instruction. PREREQ: 1 semester keyboarding or permission of instructor. D

**BED 3330 Advanced Technology in Business Education: 3 semester hours.**

Designed to prepare potential business educators with respect to the latest technological advances and microcomputer applications as they relate to the secondary business education curriculum. S, W

**BED 3332 Methods in Business Education: 3 semester hours.**

Designed to prepare the potential business education teacher with the necessary methodology to successfully teach business education courses at the secondary level. D

**BED 3396 Work Experience in Business Occupations: 1-2 semester hour.**

Credits awarded for work experience as verified by written/performance evaluation. Graded S/U. D

**BED 4485 Independent Study in Business Education: 1-3 semester hour.**

Individual work under staff guidance on areas of concern in business education. May be repeated with permission of instructor. PREREQ: Permission of instructor. D

**BED 4496 Business Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities while teaching Business Education in a supervised high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and approval by advisor. Graded S/U. F, S

## Department of Educational Foundations

The Department of Educational Foundations is comprised of the following program areas:

- Child and Family Studies
- Elementary Education
- Secondary Education

### Courses

**EDUC 1110 Education and Schooling in the U.S.: 3 semester hours.**

Survey of historical, sociological, and political issues related to public education and the system of schooling in the U.S. Partially satisfies Objective 4 of the General Education Requirements. F, S

**EDUC 1150 Educational Careers: 1 semester hour.**

An introduction to careers in education via faculty presentations, guest speakers, collaborative learning activities, and assignments. The course is intended for candidates interested in exploring careers in education. F, S

**EDUC 1170 Tutoring Reading: 1 semester hour.**

Intensive reading strategies for the tutelage of children or adults. Interactive learning, lecture and demonstrations enable candidates to provide basic tutoring skills in literacy. Meets tutoring requirements for America Reads and other volunteer reading initiatives. Graded S/U. D

**EDUC 1199 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**EDUC 2201 Development and Individual Differences: 3 semester hours.**

Examination of human development/individual differences as a basis for reflecting on learning. Requires 16 hours of field experience in designated settings. PREREQ: 26 credits completed; 2.75 GPA; "C" or higher in ENGL 1101. F, S, Su

**EDUC 2204 Families Community Culture: 3 semester hours.**

Examination of interactions among school, family, community, and culture as a basis for reflecting on the social contexts of learning. Requires 15 hours of field experience and travel to designated settings with diverse populations. Satisfies Objective 9 of the General Education Objectives. F, S, Su

**EDUC 2210 Peer Tutor Training: 1 semester hour.**

Introduction to individual and small group tutoring with adult students. Emphasis on teaching strategies, communication skills, ethics, and learning styles. Graded S/U. F, S

**EDUC 2215 Preparing to Teach with Technology: 3 semester hours.**

Provides prospective Teacher Education candidates the strategies and techniques for planning and instructional delivery: troubleshooting, content/tool software, ethical/fair use of technology in the educational setting. F, S, Su

**EDUC 2235 Introduction to Elementary Art Methods and Materials: 1 semester hour.**

Exploration of media, methods, and materials useful in the integration of art with the elementary curriculum. F, S, Su

**EDUC 3301 Inquiring Thinking Knowing: 3 semester hours.**

Examination of multiple perspectives on inquiring, thinking, and knowing as a basis for reflecting on educational practice. PREREQ: Admission to Teacher Education Program; EDUC 2201 and EDUC 2204. F, S, Su

**EDUC 3302 Motivation and Management: 3 semester hours.**

Examination of multiple perspectives on student motivation/management of learning environments as bases for reflecting on educational practice. PREREQ or COREQ: EDUC 3301. PREREQ: EDUC 2201, EDUC 2204, and admission to Teacher Education Program. F, S, Su

**EDUC 3309 Instructional Planning Delivery and Assessment: 6 semester hours.**

Analysis of multiple planning models, teaching methods, assessment approaches as bases for instructional decision making, delivery, and the assessment of learning. PREREQ: EDUC 3301, EDUC 3302, and SPED 3350. F, S

**EDUC 3310 Efficient Reading: 1 semester hour.**

Emphasis on developing flexibility and acceleration of reading speed and refinement of comprehension skills through intensive practice of rapid reading and comprehension building techniques applied to fiction and textbook reading. PREREQ: Permission of instructor. Graded S/U. D

**EDUC 3311 Instructional Technology: 3 semester hours.**

Analysis of content, strategies, and evaluation for integrating technology into school curricula. Includes word processing, spread sheets, databases, communication, and presentation software. PREREQ: EDUC 2215 or equivalent and admission to Teacher Education Program. F, S

**EDUC 3321 Integrated Language Arts Methods: 3 semester hours.**

Theory and application of teaching methods for word recognition strategies and integrated language arts skills in preK-elementary schools. Thirty-hour laboratory experience required. PREREQ: Admission to Teacher Education Program. F, S

**EDUC 3322 Literature for Children across the Curriculum: 3 semester hours.**

Study of different types of children's literature, authors, and poets. Emphasis on strategies for implementing literature in grades K-8. Fifteen hour lab required. PREREQ: Admission to Teacher Education Program. F, S

**EDUC 3330 Elementary Math Methods: 3 semester hours.**

Study of the subject matter of elementary math programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: MATH 2256, MATH 2257, and admission to Teacher Education Program. F, S

**EDUC 3331 Elementary Science Methods: 3 semester hours.**

Study of the subject matter of elementary science programs. Emphasis on teaching methods and materials. Field experience required. PREREQ: General Education Objective 5, and admission to Teacher Education Program. F, S

**EDUC 3334 Secondary School Art Methods and Materials: 3 semester hours.**

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the secondary school level. Equivalent to ART 3334. D

**EDUC 3335 Elementary School Art Methods and Materials: 2 semester hours.**

Demonstrations and practical methods and problems involved in teaching art. Practical work in all art media used at the elementary school level. Some craft work. Su

**EDUC 3336 Social Science Methods: 3 semester hours.**

Study of subject content of the social studies program with emphasis on methods and materials used by the teacher, K-12. Field experience required. PREREQ: Admission to Teacher Education Program. F, S

**EDUC 3340 Methodology and Diagnosis in ECE: 1-5 semester hour.**

Supervised practice in an approved nursery, day care center, and/or kindergarten based upon the results of diagnostic/prescriptive procedures utilized during prior coursework which indicates the student's progression and needs. PREREQ: Permission of Early Childhood Coordinator and admission to Teacher Education Program. D

**EDUC 4401 Content Area Literacy: 3 semester hours.**

Synthesis of principles of language and literacy as a basis for teaching in all curriculum areas. PREREQ: Admission to Teacher Education Program. F, S, Su

**EDUC 4419 Developmental Literacy: 3 semester hours.**

Instructional planning and strategies for reading and writing emphasizing early literacy and language development, comprehension and metalinguistic awareness for all populations pre K-8. Graduate candidates complete three topical article summaries on three different areas of the literacy developmental process and submit a graduate research paper focusing on one aspect of literacy development. PREREQ: EDUC 3321. F, S, Su

**EDUC 4420 Advanced and Compensatory Reading in the Content Areas: 3 semester hours.**

Advanced training in developmental, remedial reading emphasizing independent strategies in study skills, critical/creative reading, metacognition. Content area application. PREREQ: Teacher experience or permission of instructor. D

**EDUC 4424 Assessing Literacy Abilities: 3 semester hours.**

Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing. PREREQ: EDUC 4419 or permission of instructor. F, Su

**EDUC 4426 Remediation of Literacy Problems: 3 semester hours.**

Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC 4424. S, Su

**EDUC 4460 Foundations of ESL: 3 semester hours.**

Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included. AF

**EDUC 4463 ESL Methods: 3 semester hours.**

Language assessment, planning, and delivery, for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 4460 or permission of instructor. AS

**EDUC 4464 ESL Practicum: 1 semester hour.**

Field experience in settings with English-as-a-second-language learners. COREQ: EDUC 4463 or permission of instructor. AS

**EDUC 4470 Manipulative Mathematics: 3 semester hours.**

Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children. D

**EDUC 4471 Interpersonal Communications: 2 semester hours.**

Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings. D

**EDUC 4472 Dynamics of Instructional Groups: 2 semester hours.**

Theory, practice, and research associated with dynamics of instructional groups are presented in an experiential format with emphasis on formation, structure, and process. D

**EDUC 4481 Contemporary Issues in Education: 1-3 semester hour.**

Examination and analysis of contemporary issues and trends in theories and practices in education. D

**EDUC 4482 Contemporary Issues in Education: 1-3 semester hour.**

Examination and analysis of contemporary issues and trends in theories and practices in education. D

**EDUC 4483 Instructional Improvement for Teachers: 1-3 semester hour.**

Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences. D

**EDUC 4485 Independent Problems in Education: 1-3 semester hour.**

Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated with permission of instructor. PREREQ: Permission of instructor. F, S, Su

**EDUC 4491 Seminar: 1-3 semester hour.**

Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: Permission of instructor. F, S, Su

**EDUC 4492 Secondary Music Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in a supervised secondary school music setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program, MUSC 3334 and MUSC 3335, and/or approved application. Graded S/U. F, S

**EDUC 4494 Elementary Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised primary/elementary setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4495 Junior High or Middle School Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised middle/junior high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4496 Secondary Education Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised high school setting. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**EDUC 4497 Professional Education Development: 1-3 semester hour.**

A course for the practicing educator aimed at the development and improvement of educational skills. Various sections will have different subtitles. A maximum of 10 credits may be applied to fifth year programs. Graded S/U. D

**EDUC 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**EDUC 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Child and Family Studies Program

The Child and Family Studies program includes several undergraduate options:

- Bachelor of Arts in Blended Early Childhood Education
- Bachelor of Science in Secondary Education with a major in Family and Consumer Sciences Education
- Bachelor of Science in General Family and Consumer Sciences (a non-teaching major)
- Minor in Consumer Economics
- Minor in Family and Consumer Sciences

These degree areas are designed to prepare teachers and other professionals through general and specialized coursework. The coursework requirements for each major are listed in this section of the catalog, and include core coursework in Education (EDUC), Child and Family Studies (CFS), and/or related areas of study. Candidates interested in pursuing a degree in the area of Child and Family Studies should contact the Department of Educational Foundations for additional information. A master's degree emphasis in Child and Family Studies is also offered; this degree program is described in the Graduate Catalog (<http://coursecat.isu.edu/graduate>).

## Bachelor of Science in General Family and Consumer Sciences

The goal of Family and Consumer Sciences is to prepare individuals for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed in a diverse global society. Our unique focus is on families, work, and their interrelationships. The program intends:

1. To empower the Family and Consumer Sciences practitioner to make unique contributions to diverse and ever evolving educational, community, and business contexts.
2. To produce Family and Consumer Sciences graduates who will be proficient in the delivery of their subject areas and in subject matter knowledge, as well as those research strategies, which can be used to evaluate curriculum effectiveness.

The Bachelor of Science degree in General Family and Consumer Sciences is designed to provide a strong generalist background in all the content areas included in FCS: Child Development, Family Relations, Clothing and Textiles, Nutrition and Foods, Housing/Interior Design, Consumer Economics, and Management. This degree offers a broad-based curriculum to prepare candidates for a variety of employment settings and non-paid work. FCS is a unique profession whose vision "empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society."

## Summary of Requirements for a Bachelor of Science Degree in General Family and Consumer Sciences

### Required Courses

Required courses must be taken in the recommended sequence. The candidate must work closely with a Family and Consumer Sciences advisor as early as possible in the program.

### Family and Consumer Sciences Coursework

CFS 1100	Child and Family Studies Professions	1
CFS 2209	Early Childhood Environments	3
CFS 2229	Textile Products	3
CFS 3314	Interior Design and Housing	3
CFS 3332	Programs in Family and Consumer Sciences	3
CFS 4429	Social and Psychological Aspects of Clothing	3
CFS 4431	Family Resource Management	3
CFS 4435	Relationships within Families	3
CFS 4470	Consumer Economics	3
EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
NTD 1104	Foods	3
NTD 1139	Consumer Nutrition	3



NTD 2204	Meal Management	2
Total Hours		39

### Recommended Electives

CFS 4471	Advanced Consumers Economics	3
CFS 4472	Teaching Consumer Economics	1-3
CFS 4494	Partnerships with Professionals	3,6
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
NTD 2239	Nutrition	3
NTD 3312 & 3312L	Quantity Foods and Quantity Foods Laboratory	3
NTD 4439	Sports Nutrition	3
OLP 4444	Career Guidance and Special Needs	3

## Minor Coursework

Majors in General Family and Consumer Sciences must have a minor outside the Family and Consumer Sciences program area. The candidate must work closely with a Family and Consumer Sciences advisor concerning selection of this minor. Once the minor is determined, candidates should be advised within the department of the minor emphasis.

## Secondary Single Subject Major in Family and Consumer Sciences Education

The Family and Consumer Sciences Education major is designed to prepare beginning teachers with a strong background in all areas of Family and Consumer Sciences endorsement on a secondary teaching credential. In addition to the required major coursework, candidates must also complete the occupational teacher preparation coursework. Candidates must also have accumulated two (2) years (4,000 clock hours) of related work experience or shall have completed an approved practicum in their field of specialization.

It is recommended that a candidate complete the Family and Consumer Sciences Education major and a supporting teaching minor such as Consumer Economics, Health or Natural Science.

## Summary of Requirements for a Bachelor of Science Degree in Secondary Education with a Major in Family and Consumer Sciences Education

### Required Courses

Required courses must be taken in the recommended sequence. The candidate must work closely with a Family and Consumer Sciences Education advisor as early as possible in the program.

CFS 1100	Child and Family Studies Professions	1
CFS 2209	Early Childhood Environments	3
CFS 2229	Textile Products	3
CFS 3314	Interior Design and Housing	3
CFS 3332	Programs in Family and Consumer Sciences	3
CFS 4429	Social and Psychological Aspects of Clothing	3
CFS 4431	Family Resource Management	3
CFS 4435	Relationships within Families	3
CFS 4470	Consumer Economics	3
NTD 1104	Foods	3
NTD 1139	Consumer Nutrition	3
NTD 2204	Meal Management	2
OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
Total Hours		36

### Recommended Electives

CFS 4471	Advanced Consumers Economics	3
CFS 4472	Teaching Consumer Economics	1-3
CFS 4494	Partnerships with Professionals	3,6

ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
NTD 2239	Nutrition	3
NTD 3312 & 3312L	Quantity Foods and Quantity Foods Laboratory	3
NTD 3360	Nutrition Through the Lifecycle	3
NTD 4439	Sports Nutrition	3
OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Teaching in Corporate and Professional-Technical Education	3
OLP 4405	Learning Fundamentals	3
OLP 4409	Professional Readings and Writing	3
OLP 4444	Career Guidance and Special Needs	3

Total Hours 40-45

## Minor in Consumer Economics

Candidates receiving degrees in majors other than Family and Consumer Sciences may satisfy the requirements for a minor in Consumer Economics. Candidates interested in this minor should consult a Family and Consumer Sciences advisor.

### Required Courses:

CFS 4431	Family Resource Management	3
CFS 4470	Consumer Economics	3
CFS 4471	Advanced Consumers Economics	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3

### Select TWO of the following:

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
CFS 4472	Teaching Consumer Economics	3
ECON 3323	Economic History	3
ECON 4438	Public Finance	3
MGT 2261	Legal Environment of Organizations	3
MGT 4461	Business Law	3
MKTG 2225	Basic Marketing Management	3
MKTG 4427	Consumer Behavior	3

## Minor in Family and Consumer Sciences

CFS 3314	Interior Design and Housing	3
CFS 3332	Programs in Family and Consumer Sciences	3
CFS 4429	Social and Psychological Aspects of Clothing	3
CFS 4431	Family Resource Management	3
EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
NTD 1104	Foods	3

### Select ONE course from the following:

CFS 2209	Early Childhood Environments	3
CFS 2229	Textile Products	3
CFS 4435	Relationships within Families	3
CFS 4470	Consumer Economics	3
NTD 2204	Meal Management	3
NTD 2239	Nutrition	3

*This is a non-certification program; please consult an advisor.*

## Early Childhood Education Program

The goal of the Early Childhood Education Program is to prepare professionals who have the necessary knowledge, dispositions, and abilities to:

1. enhance learning and development of young children, with and without disabilities, between the ages of birth and third grade.
2. establish collaborative relationships with families and other professionals in ways that produce outcomes for young children.
3. view their own professional development as a lifelong endeavor.
4. advocate for children, families, and the early childhood profession.

## Bachelor of Arts in Blended Early Childhood Education

The Baccalaureate degree in the Early Childhood Education program is designed to further prepare Early Childhood Education professionals holding either an Associate of Arts (A.A.), Associate of Applied Science (A.A.S.), or Associate of Science (A.S.) in the field of early childhood education. Early Childhood Education is the study and education of young children from birth through third grade.

Candidates holding an Associate's degree in Early Childhood Education pursue a Blended Early Childhood Education/Early Childhood Special Education Certificate. This degree program is competency/field-based and allows candidates the opportunity to apply course work instruction to practical experiences in approved early childhood education centers and private/public school settings for children with or without disabilities.

Candidates interested in pursuing the Blended Early Childhood Education degree are advised to contact the Advising Coordinator in the COE Student Advising Center for general information and program advisement.

### Summary of Requirements for a Bachelor of Arts degree in Blended Early Childhood Education

1. Completion of an Associate's Degree in Early Childhood Education from an accredited institution of higher learning. NOTE: Those holding the A.A.S. should check with the Advising Coordinator in the COE Student Advising Center to determine whether additional general education credits are required for graduation.
2. Completion of a major in Early Childhood Education at the Associate level including required education and special education coursework for the Early Childhood Education major.

#### Required coursework:

EDUC 2204	Families Community Culture (or equivalent)	3
EDUC 2215	Preparing to Teach with Technology (or equivalent)	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
EDUC 3321	Integrated Language Arts Methods	3
EDUC 3322	Literature for Children across the Curriculum	3
EDUC 3330	Elementary Math Methods	3
EDUC 3331	Elementary Science Methods	3
EDUC 4419	Developmental Literacy	3
MATH 2256	Structure of Arithmetic for Elementary School Teachers	3
MATH 2257	Structure of Geometry and Probability for Elementary School Teachers	3
CFS 4493	Early Childhood Education: Student Teaching Internship	7-14
SPED 4424	Assessment Procedures in Special Education	3
SPED 4429	Strategies:Severe Disabilities	3
SPED 4432	Direct Instruction Systems	3
SPED 4435	Practicum in Small Group Instruction	3
SPED 4438	Policies and Procedures in Special Education	3
SPED 4443	Autism	3

## Courses

### ***CFS 1100 Child and Family Studies Professions: 1 semester hour.***

An introduction to professional careers in related fields. Candidate and career expectations, career options, leadership, balancing work and family, publications, and research directed toward the development of emancipated professionals. D

### ***CFS 1109 Introduction to Early Childhood Professions: 2 semester hours.***

Foundations and professional careers in early childhood education and early childhood special education. S

**CFS 1120 Personal Economics: 3 semester hours.**

A study of economic decisions facing people in their daily lives as individuals and families. Topics include budgeting, consumer credit, buying or renting a home, medical care, life insurance, retirement planning, investing, and tax management. D

**CFS 2202 Field Experience Internship: 1-32 semester hour.**

Working field internship; innovative approaches in preparation of CDA trainees. Experiences in a curriculum center, library, local settings, resource and day care centers, head start programs, nursery schools (public and private), and child development centers. Experience with educational and creative supplies and materials. PREREQ: Approved enrollment in Child Development Associate Program. D

**CFS 2207 Infants and Toddlers in Early Childhood Education: 3 semester hours.**

Study of developmentally appropriate care and education of infants and toddlers. Field experience required. PREREQ: CFS 2203 or permission of instructor

**CFS 2209 Early Childhood Environments: 3 semester hours.**

Study of home and school environments as foundations for fostering young children's learning. Emphasis on materials, space, schedule, and verbal interactions. Field experience required. PRE-or-COREQ: EDUC 2201. OS

**CFS 2229 Textile Products: 3 semester hours.**

Study of the interactive relationship among fibers, fabrics, and the construction of textile products. Information applied within the context of home and family use. PREREQ: Permission of instructor. ES

**CFS 3314 Interior Design and Housing: 3 semester hours.**

Study of individual housing needs and alternatives including practical applications and decision making. Emphasis on social-psychological aspects of housing. Topics include dwelling design, construction, financing, remodeling, and interior furnishings. EF

**CFS 3322 Building Positive Relationships: 3 semester hours.**

Exploration of the role of decision-making and interpersonal understanding as forces in creating self-formed individuals. Emphasis placed upon building and maintaining positive interpersonal relationships. PREREQ: SOC 1101 and PSYC 1101. D

**CFS 3332 Programs in Family and Consumer Sciences: 3 semester hours.**

Organization of professional-technical programs as influenced by legislation, State guidelines, association standards, and philosophical frameworks. Lecture and laboratory. OS

**CFS 3373 Curriculum and Assessment in Early Childhood Education: 4 semester hours.**

Study of assessment and inquiry based curriculum practices which support development and integrate learning in content areas, including literacy, math, science, art, music, drama, and movement. Field experience required. PREREQ: CFS 2209 and admission to Teacher Education Program or permission of instructor. COREQ: CFS 4435. F

**CFS 3374 Constructing Social Understanding in Early Childhood Education: 4 semester hours.**

Study of psychosocial and linguistic strategies to support learning, problem solving and other positive relationships in families and classrooms. Emergent social studies connections defined. PREREQ: CFS 3373 or permission of instructor. S

**CFS 3375 Integrating Practices in Early Childhood Education: 3 semester hours.**

Planning, delivery and assessment of learning in early childhood settings. Emphasis on reflective practice and professional collaboration as basis for decision-making. Field experience required. COREQ: CFS 3374 or permission of instructor. S

**CFS 4400 Foundations of Early Childhood Special Education: 3 semester hours.**

Survey of the history, philosophy, relevant legislation, and interdisciplinary aspects of the field. Major focus on typical and atypical development from birth through five years, integrating all areas of development. F

**CFS 4401 Foundations of Early Childhood Education: 3 semester hours.**

Examination of social, historical, and philosophical foundations of early childhood education and their respective influences on currently accepted concepts and practices in programs serving young children from birth through age eight. AF

**CFS 4411 Concepts and Practices in Blended Early Childhood Programs I: 3 semester hours.**

Synthesis of assessment and curriculum practices which support development and learning for all young children. Field experiences required. PREREQ: CFS 3373 or permission of instructor. F

**CFS 4412 Concepts and Practices in Blended Early Childhood Programs II: 3 semester hours.**

Candidate projects and integration of current policies, issues, and practices affecting young children and families. Introduction to program administration, supervision, and evaluation. Field experiences required. PREREQ: CFS 4411 or permission of instructor. S

**CFS 4429 Social and Psychological Aspects of Clothing: 3 semester hours.**

Study of clothing as a tool of self-expression and social interaction. Various personal and societal contexts emphasized. OF

**CFS 4431 Family Resource Management: 3 semester hours.**

Management theory for resource utilization and goal achievement. Issues include stress, communication, and family types. Emphasis on decision-making related to the dynamics of balancing work and family. PREREQ: CFS 4470 or permission of instructor. ES

**CFS 4435 Relationships within Families: 3 semester hours.**

Building and maintaining positive relationships within families. Critical issues facing individuals and families including communication, cultural diversity, balancing multiple roles, time management and financial planning. EF

**CFS 4440 Partnerships with Families of Young Children: 3 semester hours.**

Examination of early intervention policies and practices. Emphasis on development and implementation of individual family service plans and service delivery in natural settings. Field experience required. PREREQ: CFS 3373 or permission of instructor. S

**CFS 4470 Consumer Economics: 3 semester hours.**

Financial management content with a focus on developing effective decision-making processes for managing resources. Topics: The changing American family; consumer protection and recourse; purchasing decisions; consumer credit; fundamentals of savings/investment; and insurance. OF

**CFS 4471 Advanced Consumers Economics: 3 semester hours.**

Advanced study of social and economic problems affecting individuals and families. Topics: financial security; credit and loans; tax planning; major consumer purchases; risk management; investments; retirement and estate planning. PREREQ: CFS 4470 or permission of instructor. S

**CFS 4472 Teaching Consumer Economics: 1-3 semester hour.**

Designed to provide educators with current content and resources for developing consumer and economic education curriculum. Teaching techniques discussed and practiced. PREREQ: CFS 4471 or permission of instructor. D

**CFS 4481 Special Problems in Child and Family Studies: 1-3 semester hour.**

Candidates select problem on the basis of needs, interests, or abilities. Independent work in the laboratory, library, or community. Regular advisor conferences required. PREREQ: Permission of instructor. F, S, Su

**CFS 4490 Field Experience in Child and Family Studies: 1-3 semester hour.**

Candidates participate in a variety of settings including schools, agencies, businesses, and child care settings. PREREQ: Permission of instructor. F, S

**CFS 4493 Early Childhood Education: Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in supervised early childhood/primary setting. PREREQ: Admission to Teacher Education Program and/or approved application. Graded S/U. F, S

**CFS 4494 Partnerships with Professionals: 3,6 semester hours.**

Professional cooperative experience with business agency. Seminar plus 126 hours experience, 3 credits; 252 hours, 6 credits. PREREQ: 9 credits in emphasis area, 2.5 GPA, OLP 4457, and permission of instructor. D

## Elementary Education

### Bachelor of Arts or Bachelor of Science in Elementary Education

The emerging elementary education professional is expected to:

1. select General Education Objective (<http://coursecat.isu.edu/academicinformation/generaleducation>) courses that support the cognitive knowledge and skill requirements of an elementary teacher, including a study of the state's history.
2. have subject matter depth in social science, language arts, science, mathematics, or language. He/she must utilize this knowledge in specific applications and assessments within the educational methods curriculum.
3. be aware of the theories related to cognitive and physical child development, classroom management and motivation, lesson planning, delivery, technology classroom integration and assessment.
4. participate in diverse early and extended field experiences, where their actual lesson planning, delivery, and assessment can be externally evaluated.

### Bachelor of Arts or Bachelor of Science in Elementary Education

#### Summary of Requirements for a Bachelor of Arts or a Bachelor of Science degree in Elementary Education

1. All Elementary Education majors will complete the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) for a Bachelor's degree, completing all General Education Objectives, plus any additional elective Objective courses required to bring their total to a minimum of 36 credits.

2. Completion of a major in Elementary Education includes:

- a. the Professional Education Core.
- b. the Elementary Education-required courses
- c. one Emphasis Area (English, Mathematics, Science, or History) chosen from the fields listed under Elementary Education Emphasis Areas.

#### The Professional Education Core

Some of these courses are required to be taken before entering the Teacher Education Program (please read course descriptions for prerequisites and corequisites).

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3

EDUC 2215	Preparing to Teach with Technology	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4494	Elementary Education Student Teaching Internship	7-14

### Elementary Education Required Courses

EDUC 2235	Introduction to Elementary Art Methods and Materials	1
EDUC 3321	Integrated Language Arts Methods	3
EDUC 3322	Literature for Children across the Curriculum	3
EDUC 3330	Elementary Math Methods	3
EDUC 3331	Elementary Science Methods	3
EDUC 3336	Social Science Methods	3
EDUC 4419	Developmental Literacy	3
HE 2211	Health Education Methods Elementary	1
HIST 4423	Idaho History	3
or		
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
MATH 2256	Structure of Arithmetic for Elementary School Teachers	3
MATH 2257	Structure of Geometry and Probability for Elementary School Teachers	3
MUSC 2233	Music Methods for Elementary Teachers	2
PE 3357	Methods of Teaching Elementary Physical Education	3

## Requirements for Elementary Education Standard Certification Only

### 1. Completion of the Professional Education Core:

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
EDUC 2215	Preparing to Teach with Technology	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4494	Elementary Education Student Teaching Internship	7-14

### 2. Completion of the Elementary Education Professional Courses:

EDUC 2235	Introduction to Elementary Art Methods and Materials	1
EDUC 3321	Integrated Language Arts Methods	3
EDUC 3322	Literature for Children across the Curriculum	3
EDUC 3330	Elementary Math Methods	3
EDUC 3331	Elementary Science Methods	3
EDUC 3336	Social Science Methods	3
EDUC 4419	Developmental Literacy	3
HE 2211	Health Education Methods Elementary	1
MATH 2256	Structure of Arithmetic for Elementary School Teachers	3
MATH 2257	Structure of Geometry and Probability for Elementary School Teachers	3
MUSC 2233	Music Methods for Elementary Teachers	2
PE 3357	Methods of Teaching Elementary Physical Education	3

## Elementary Emphasis Areas

### Biology (minimum of 20 credits)

Required Courses:

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4

Approved BIOL plant biology electives 3-4

Approved BIOL animal biology electives 3-4

BIOL 4413 Biology Teaching Methods 3

#### Strongly Recommended

BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory <sup>1</sup>	4
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<sup>1</sup> CHEM 1111, CHEM 1111L, General Chemistry I and Lab, 5 credits, is a prerequisite for BIOL 2206, BIOL 2207.

### Earth Sciences (minimum of 21 credits)

GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
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OR

GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	
GEOL 1110	Physical Geology for Scientists Laboratory <sup>1</sup>	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4400	Practicum in Geology Teaching	1
GEOL 4410	Science in American Society	2
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3

**Plus electives from the following, to reach a total of at least 21 credits:**

GEOL 4416	Global Environmental Change	
GEOL 4422	Planetary Geology	
GEOL 4456	Geology of Idaho	
GEOL 4458	Geology of North America	
GEOL 4491	Seminar	

Other geoscience electives may be approved by advisor.

<sup>1</sup> Candidates must take GEOL 1110 even if they have taken the lab for GEOL 1100 or GEOL 1101 (GEOL 1100L or GEOL 1101L).

### English (minimum of 21 credits)

**Linguistics/Grammar: three (3) semester credit hours**

ENGL 2280 or ENGL 2281	Grammar and Usage Introduction to Language Studies	
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**American Literature: three (3) semester credit hours**

ENGL 2277 or ENGL 2278	Survey of American Literature I Beginnings to 1860 Survey of American Literature II 1860 to Present	
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**English Literature: three (3) semester credit hours**

ENGL 2267 or ENGL 2268	Survey of British Literature I Beginnings through 18th Century Survey of British Literature II 19th Century to Present	
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**Advanced Composition: six (6) semester credit hours, EXCLUDING the introductory sequence**

**TWO of the following courses:** 6

ENGL 2206	Creative Writing Workshop	
ENGL 3307	Professional and Technical Writing	
ENGL 3308	Business Communications	
ENGL 4401	Advanced Composition	
ENGL 4406	Advanced Creative Writing Workshop	
<b>Coursework in writing methods for teachers of secondary students</b>		
ENGL 4433	Methods Teaching English	3
The remaining credit hours must be completed using an Upper-Division ENGL elective		3

## History (minimum of 21 credits)

### Category I – World Regions: 6 credits, one course of which must be HIST 1101 or HIST 1102

HIST 1101	Foundations of Europe	3
HIST 1102	Modern Europe	3
HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3

### Category III – Courses for Teachers

HIST 4418	United States History for Teachers	3
<b>Plus ONE of the following:</b>		3
HIST 3307	Early North America	
HIST 3308	Industrialization and Reform in the United States	
HIST 3309	Modern United States	

### Category IV – Upper Division U.S. History

HIST 4423	Idaho History	3
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### History Electives – 6 credits from Categories V and VI

Select TWO courses from the lists of upper division History elective courses in Categories V and VI in the Bachelor of Arts in History listing in the Arts and Letters section of this catalog.

## Mathematics (minimum of 20 credits)

### ALL of the following five (5) courses

MATH 1144	Trigonometry	2
MATH 1170	Calculus I	4
MATH 2240	Linear Algebra	3
MATH 3343	Modern Geometry I <sup>1</sup>	3

### Plus TWO of the following five (5) courses:

MATH 1127	The Language of Mathematics	3
MATH 1130	Finite Mathematics	3
MATH 1153	Introduction to Statistics	3
MATH 1175	Calculus II	4
MATH 1187	Applied Discrete Structures	3

<sup>1</sup> Candidates must take MATH 2240 and MATH 2287 as prerequisites for MATH 3343.

## Special Education Double Major

Candidates in the Elementary Education program may choose to complete a double major by taking the following Special Education requirements in addition to the Elementary Major:

SPED 2270		2
SPED 3330	The Exceptional Child	4



SPED 3334		3
SPED 4423	Designing Instruction	3
SPED 4424	Assessment Procedures in Special Education	3
SPED 4427		1
SPED 4429	Strategies:Severe Disabilities	3
SPED 4432	Direct Instruction Systems	3
SPED 4438	Policies and Procedures in Special Education	3
SPED 4446	Secondary Special Education	3
<b>Plus three (3) credits of Electives selected from the following:</b>		<b>3</b>
PE 4494	Adapted Physical Activity	
PSYC 3332	Psychology of Adolescence	
PSYC 4445	Learning and Behavior	
SOC 2231	Juvenile Delinquency	
SPED 4426	Assessment:Severe Disabilities	
SPED 4440		2
SPED 4443	Autism	
SPED 4448		1-3
SPED 4480	Seminar in Special Education	
SPED 4491	Seminar	
SPED 4498	Advanced Field Work	

## Secondary Education

### Bachelor of Arts or Bachelor of Science in Secondary Education

#### Summary of Requirements for a Bachelor of Arts or a Bachelor of Science degree in Secondary Education:

1. Completion of University's General Education Requirements (see General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) and Graduation Requirements (<http://coursecat.isu.edu/academicinformation/graduationrequirements>) in the Academic Information section of this catalog).
2. Completion of a subject teaching major of at least 30 semester credit hours as recommended by the subject department and approved by the College of Education, and completion of a subject teaching minor of at least 20 semester credit hours as recommended by the subject department and approved by the College of Education, OR completion of a single subject teaching major of at least 45 semester credit hours as recommended by the subject department and approved by the College of Education.
3. Completion of the Professional Education Core, and the Required Secondary Education Course, listed below.

#### Professional Education Core

Some of these courses are required to be taken before entering the Teacher Education Program.

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
EDUC 2215	Preparing to Teach with Technology	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4496	Secondary Education Student Teaching Internship	7-14

#### Required Secondary Education Course

EDUC 4401	Content Area Literacy	3
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## Requirements for Secondary Education Certification Only

1. Completion of a subject teaching major of at least 30 semester credit hours, as recommended by the subject department and approved by the College of Education, and a subject teaching minor of at least 20 semester credit hours, as recommended by the subject department and approved by the College of Education, OR completion of a single subject teaching major of at least 45 semester credit hours as recommended by the subject department and approved by the College of Education.
2. Completion of the Professional Education Core and Student Teaching Internship:

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4496	Secondary Education Student Teaching Internship	7-14

3. Completion of Secondary Education Required Course:

EDUC 4401	Content Area Literacy	3
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## Secondary Education Teaching Majors and Minors

The Secondary Education program aligns with the College of Education Core Standards of Teacher Education and the Conceptual Framework. In addition, the program graduates teachers who exemplify the following guiding principles. The Secondary Educator:

1. Is a content area expert able to represent subject matter in multiple ways to ensure depth of student understanding.
2. Ensures curriculum alignment with state and national student achievement standards.
3. Uses all appropriate tools and techniques of teaching to guide and assess student learning.
4. Provides consistent opportunities for all students to learn and adapts instruction to meet the needs of diverse learners.
5. Fosters family and community relationships that promote student learning.

## Biological Sciences Major

MATH 1160	Applied Calculus	3
or MATH 1153	Introduction to Statistics	
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory <sup>1</sup>	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4
BIOL 3358	Genetics	3
BIOL 4413	Biology Teaching Methods	3
BIOL 4417	Organic Evolution	3
Approved Plant Biology elective <sup>2</sup>		3-4
Approved Animal Biology elective <sup>2</sup>		3-4

<sup>1</sup> BIOL 2206, BIOL 2207 have a prereq of CHEM 1112, CHEM 1112L General Chemistry II, and Lab, 4 credits.

<sup>2</sup> Approved electives are listed in the Biological Sciences section of the College of Science and Engineering.

## Biological Sciences Minor

MATH 1160	Applied Calculus	3
or MATH 1153	Introduction to Statistics	
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory <sup>1</sup>	4
BIOL 4413	Biology Teaching Methods	3
Approved upper division Biology Elective <sup>2</sup>		3-4

<sup>1</sup> BIOL 2206, BIOL 2207 have a prereq of CHEM 1112, CHEM 1112L General Chemistry II, and Lab, 4 credits.

<sup>2</sup> Approved electives are listed in the Biological Sciences section of the College of Science and Engineering

## Business Education Major

ACCT 2201	Principles of Accounting I	3
BED 1102	Intermediate Keyboarding	3
BED 3310	Microcomputers in Business Education	3
BED 3320	Clerical Procedures	3
BED 3330	Advanced Technology in Business Education	3
BED 3332	Methods in Business Education	3
CFS 4470	Consumer Economics	3
OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
OLP 4444	Career Guidance and Special Needs	3
<b>Select three (3) credits from the following:</b>		3
ECON 1100	Economic Issues	
ECON 2201	Principles of Macroeconomics	
ECON 2202	Principles of Microeconomics	

## Business Education Minor

ACCT 2201	Principles of Accounting I	3
BED 1102	Intermediate Keyboarding	3
BED 3310	Microcomputers in Business Education	3
BED 3320	Clerical Procedures	3
BED 3332	Methods in Business Education	3
OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
<b>Select 3 credits from the following:</b>		3
CFS 4470	Consumer Economics	
ECON 1100	Economic Issues	
ECON 2201	Principles of Macroeconomics	
ECON 2202	Principles of Microeconomics	

## Chemistry Major

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 2232	Quantitative Analysis	2
CHEM 2234	Quantitative Analysis Laboratory	2

CHEM 3301	Organic Chemistry I	3
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3331	Instrumental Analysis	2
CHEM 3334	Instrumental Analysis Laboratory	2
CHEM 3341	Topics in Physical Chemistry	3
CHEM 3342	Topics in Physical Chemistry	3
CHEM 4400	Practicum in Physical Science	2
Approved electives in Chemistry		7

## Chemistry Minor

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 2213	Inorganic Chemistry I Laboratory	1
CHEM 4400	Practicum in Physical Science	2
Approved electives in Chemistry		7

## Communication and Rhetorical Studies Major

CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2205	Argumentation	3
CMP 2286	Visual Rhetoric	3
CMP 3308	Groups and Communication	3
CMP 4404	Gender and Communication	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
THEA 1111	Stagecraft	3
THEA 1118	Oral Interpretation of Literature	3
THEA 2251	Fundamentals of Acting	3
THEA 3331	Materials and Methods for High School Speech Arts	3
One 4000 level elective in Speech		3

## Communication and Rhetorical Studies Minor

CMP 2205	Argumentation	3
CMP 2286	Visual Rhetoric	3
CMP 3308	Groups and Communication	3
CMP 4404	Gender and Communication	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
One 4000 level elective in Speech		3

## Consumer Economics Minor

CFS 4431	Family Resource Management	3
CFS 4470	Consumer Economics	3
CFS 4471	Advanced Consumers Economics	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
<b>Select TWO of the following:</b>		6
ACCT 2201	Principles of Accounting I	
ACCT 2202	Principles of Accounting II	

CFS 4472	Teaching Consumer Economics
ECON 3323	Economic History
ECON 4434	International Trade
ECON 4435	International Finance
ECON 4438	Public Finance
MGT 2261	Legal Environment of Organizations
MGT 4461	Business Law
MKTG 2225	Basic Marketing Management
MKTG 4427	Consumer Behavior

## Deaf Education Minor (non-certification)

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2256	Deaf Culture and Community	3
CSD 3330	Language Science and Development	3
CSD 4456	Psychosocial Aspects of Deafness	3
CSD 4460	Educational Audiology	3
<b>Electives (8 credits minimum)</b>		<b>8</b>
CSD 1151	American Sign Language I	
CSD 1152	American Sign Language II	
CSD 2251	American Sign Language III	
CSD 2252	American Sign Language IV	
CSD 2227	Basic Sign I	
CSD 2228	Basic Sign II	
CSD 4405	Neurological Bases of Communication Disorders	

Procedure: Interested students should contact the department of Communication Sciences & Disorders to declare a minor and be assigned a minor advisor. Students with a minor in Deaf Education and who are eligible for a teaching certificate may be prepared to enter the regular, 14 month graduate program.

## Economics Major

ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
ECON 3323	Economic History	3
Approved electives in Economics		15

## Economics Minor

ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
ECON 3301	Macroeconomic Theory	3
ECON 3302	Microeconomic Theory	3
Approved electives in Economics		12

## English Major

ENGL 2211	Introduction to Literary Analysis	3
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	3
or ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	3
or ENGL 2278	Survey of American Literature II 1860 to Present	
ENGL 2280	Grammar and Usage	3

or ENGL 2281	Introduction to Language Studies	
ENGL 3311	Writing and Research about Literature	3
ENGL 4433	Methods Teaching English <sup>1</sup>	3
ENGL 4491	Senior Seminar in Literature	3
<b>ONE of the following:</b>		<b>3</b>
ENGL 4472	Proseminar in a Major Literary Figure	
ENGL 4473	Chaucer	
ENGL 4474	Milton	
ENGL 4476	Shakespeare	
<b>Plus ONE additional course from the following:</b>		<b>3</b>
ENGL 2257	Survey of World Literature I Beginnings through 16th Century	3
or ENGL 2258	Survey of World Literature II 17th Century to Present	
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	
or ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	
or ENGL 2278	Survey of American Literature II 1860 to Present	
Approved electives (6 cr must be upper division)		9

<sup>1</sup> ENGL 4433 must be completed before Student Teaching Internship.

## English Minor

ENGL 2211	Introduction to Literary Analysis	3
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	3
or ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	3
or ENGL 2278	Survey of American Literature II 1860 to Present	
ENGL 2280	Grammar and Usage	3
or ENGL 2281	Introduction to Language Studies	
ENGL 3311	Writing and Research about Literature	3
ENGL 4433	Methods Teaching English <sup>1</sup>	3
<b>Plus ONE course from the following:</b>		<b>3</b>
ENGL 2206	Creative Writing Workshop	
ENGL 3307	Professional and Technical Writing	
ENGL 3308	Business Communications	
ENGL 4401	Advanced Composition	
ENGL 4431	Teaching and Writing Projects Special Topics	
<b>Plus ONE course from the following:</b>		<b>3</b>
ENGL 2257	Survey of World Literature I Beginnings through 16th Century	
or ENGL 2258	Survey of World Literature II 17th Century to Present	
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	
or ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2277	Survey of American Literature I Beginnings to 1860	
or ENGL 2278	Survey of American Literature II 1860 to Present	

<sup>1</sup> ENGL 4433 must be completed before Student Teaching Internship.

## English as a Second Language (ESL) Minor

<b>Foreign Language - Select 8 credits from any foreign language</b>	<b>8</b>
<b>Multicultural Education - Select two of the following:</b>	<b>6</b>
ANTH/ENGL 2212	Introduction to Folklore and Oral Tradition
ANTH 2250	Introduction to Sociocultural Anthropology

ENGL 3356	Ethnicity in Literature	
SOC 2248	Critical Analysis of Social Diversity	
<b>ESL Methodology</b>		<b>7</b>
EDUC 4460	Foundations of ESL	
EDUC 4463	ESL Methods	
EDUC 4464	ESL Practicum	
<b>Linguistics</b>		<b>6</b>
ANTH/ENGL/LANG 1107	Nature of Language	
<b>Select ONE of the following:</b>		<b>3</b>
ANTH 4450	Sociolinguistics	
ANTH/LANG 4455	Phonetics	

## Family and Consumer Sciences Minor

EDUC 2201	Development and Individual Differences	3
CFS 3314	Interior Design and Housing	3
CFS 3332	Programs in Family and Consumer Sciences	3
CFS 4429	Social and Psychological Aspects of Clothing	3
CFS 4431	Family Resource Management	3
EDUC 2204	Families Community Culture	3
NTD 1104	Foods	3
<b>Select ONE of the following:</b>		<b>3</b>
CFS 2209	Early Childhood Environments	
CFS 2229	Textile Products	
CFS 4435	Relationships within Families	
CFS 4470	Consumer Economics	
NTD 2204	Meal Management	
NTD 2239	Nutrition	

*This is a non-certification program; please consult an advisor.*

## French Major

FREN 3301 & FREN 3302	French Conversation and Composition I and French Conversation and Composition II (and their prerequisites or equivalent high school courses)	6
LANG 4437	The Teaching of Foreign Languages	3
Upper division electives in French <sup>1</sup>		12

<sup>1</sup> Must be approved by the Department of Languages and Literature and the College of Education.

## French Minor

FREN 2201 & FREN 2202	Intermediate French I and Intermediate French II (or equivalent)	8
LANG 4437	The Teaching of Foreign Languages	3
Approved electives in French <sup>1</sup>		12

<sup>1</sup> Must be approved by the Department of Languages and Literatures and the College of Education.

## Geology Major

GEOL 1100 & 1100L or GEOL 1101	The Dynamic Earth and The Dynamic Earth Lab Physical Geology	3-4
GEOL 1110	Physical Geology for Scientists Laboratory <sup>1</sup>	1
GEOL 2202	Historical Geology	3

GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I <sup>2</sup>	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4400	Practicum in Geology Teaching	1
GEOL 4406	Environmental Geology	3
GEOL/PHYS 4410	Science in American Society	2
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3

**Plus approved electives from the following, to reach a total of at least 30 credits:** 30

GEOL 3314	Earth Materials II	
GEOL 4403	Principles of Geographic Information Systems	
GEOL 4405	Volcanology	
GEOL 4416	Global Environmental Change	
GEOL 4420	Principles of Geochemistry	
GEOL 4422	Planetary Geology	
GEOL 4430	Principles of Hydrogeology	
GEOL 4431	Geobiology and the History of Life	
GEOL 4452	Sedimentation-Stratigraphy	
GEOL 4456	Geology of Idaho	
GEOL 4458	Geology of North America	
GEOL 4491	Seminar	

Other geoscience courses as approved by Geoscience advisor

<sup>1</sup> Candidates must take GEOL 1110 even if they have taken the lab for GEOL 1100 or GEOL 1101 (GEOL 1100L or GEOL 1101L).

<sup>2</sup> (PREREQ or COREQ CHEM 1111)

## Geology Minor

GEOL 1100 & 1100L or GEOL 1101	The Dynamic Earth and The Dynamic Earth Lab Physical Geology	3-4
GEOL 1110	Physical Geology for Scientists Laboratory <sup>1</sup>	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I <sup>2</sup>	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4400	Practicum in Geology Teaching	1
GEOL/PHYS 4410	Science in American Society	2

**Plus electives from the following, to reach a total of at least 22 credits:** 22

GEOL 4416	Global Environmental Change	
GEOL 4422	Planetary Geology	
GEOL 4456	Geology of Idaho	
GEOL 4458	Geology of North America	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
GEOL 4491	Seminar	

Other geoscience electives may be approved by advisor

<sup>1</sup> Candidates must take GEOL 1110 even if they have taken the lab for GEOL 1100 or GEOL 1101 (GEOL 1100L or GEOL 1101L).

<sup>2</sup> (PREREQ or COREQ CHEM 1111)

## German Major

GERM 3301 & GERM 3302	German Conversation and Composition I and German Conversation and Composition II (and their prerequisites or equivalent high school courses)	6
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LANG 4437	The Teaching of Foreign Languages	3
Upper division electives in German <sup>1</sup>		12

<sup>1</sup> Must be approved by Department of Languages and Literatures and College of Education

## German Minor

GERM 2201	Intermediate German I	8
& GERM 2202	and Intermediate German II (or equivalent)	
LANG 4437	The Teaching of Foreign Languages	3
Approved electives in German <sup>1</sup>		12

<sup>1</sup> Must be approved by Department of Languages and Literatures and College of Education.

## Health Education Teaching Major

### Prerequisites:

Admission to Teacher Education Program

Admission to Health Education Program

### Health Education Core:

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340	Fitness and Wellness Programs	3
& 3340L	and Fitness and Wellness Programs Laboratory	
HE 3342	Stress and Emotional Health	3
HE 4410	Health Behavior Change Theory and Application	3
HE 4420	Health Program Planning and Implementation	3
HE 4435	Health Program Evaluation and Research	3
<b>Plus the following School Health Emphasis Courses:</b>		
HE 4430	Curriculum and Methods in Health Education	3
HE 4442	Environmental Health and Health Education	3
HE 4443	Substance Abuse and Health Education	3
HE 4445	Human Sexuality and Health Education	3
Total Hours		33

## Health Education Teaching Minor

### Prerequisites:

Admission to Teacher Education Program

Admission to Health Education Program

### Required Courses:

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340	Fitness and Wellness Programs	3
& 3340L	and Fitness and Wellness Programs Laboratory	
HE 3342	Stress and Emotional Health	3
HE 4430	Curriculum and Methods in Health Education	3
<b>Plus TWO of the following three courses:</b>		6
HE 4442	Environmental Health and Health Education	
HE 4443	Substance Abuse and Health Education	
HE 4445	Human Sexuality and Health Education	

Total Hours 21

## History Major

### Graduation Requirements

In addition to the University's General Education Requirements for the Bachelor of Arts Degree (a minimum of 36 credits), all history majors must take a minimum of 36 credits from the following six categories. Candidates seeking certification in history must have 9 credits in U.S. History (HIST 1118 and HIST 4418, plus an additional course). In addition, POLS 1101 partially fulfills Objective 6 and HIST 1118 fulfills Objective 7 of the General Education Requirements.

#### Category I: World Regions (9 credits, no more than 3 of which must be in HIST 1101 or HIST 1102)

HIST 1101	Foundations of Europe	3
HIST 1102	Modern Europe	3
HIST 2249	World Regional Geography	3
HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3

#### Category II: Research Skills (6 credits). Candidates must take both of the following courses sequentially.

HIST 2291	The Historian's Craft	3
HIST 4491	Seminar	3

#### Category III: Courses for Teachers

HIST 4418	United States History for Teachers	3
<b>Plus ONE of the following:</b>		
HIST 3307	Early North America	
HIST 3308	Industrialization and Reform in the United States	
HIST 3309	Modern United States	

#### Category IV: Upper Division U.S. History: 6 credits

Choose one 3000-level course and one 4000-level course from the Category IV list of upper division History elective courses in the Bachelor of Arts in History in the Arts and Letters section of this catalog.

#### Category V: Upper Division World, Comparative and Non-U.S. History: 6 credits

Choose two courses from the Category V list of upper division History elective courses in the Bachelor of Arts in History in the Arts and Letters section of this catalog.

#### Category VI: Electives: 6 credits

Choose two courses from the Category IV, V and VI lists of upper division History elective courses in the Bachelor of Arts in History in the Arts and Letters section of this catalog.

## History Minor

#### Category I: World Regions: 6 credits, one course of which must be HIST 1101 or HIST 1102

HIST 1101	Foundations of Europe	3
HIST 1102	Modern Europe	3
HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3

#### Category III: Course for Teachers

HIST 4418	United States History for Teachers	3
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### Category IV: Upper Division U.S. History: 6 credits

Choose one 3000-level course and one 4000-level course from the Category IV list of upper division History elective courses in the Bachelor of Arts in History in the Arts and Letters section of this catalog.

### Category V: Upper Division World, Comparative and Non-U.S. History: 6 credits

Choose one course from the Category V list of upper division History elective courses in the Bachelor of Arts in History in the Arts and Letters section of this catalog.

## Mass Communication Minor

ENGL 4433	Methods Teaching English (highly recommended)	3
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3310	Multiplatform Storytelling	3
<b>Approved electives selected from:</b>		
CMP 2271	Introduction to Television Production	3
CMP 3311	Public Affairs and Investigative Reporting	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3
CMP 4410	Mass Media History, Law, and Ethics	3

## Mathematics Major

CS/NE 1181	Computer Science and Programming I	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 2287	Foundations of Mathematics	3
MATH 3326	Elementary Analysis	3
MATH 3343	Modern Geometry I	3
MATH 3352	Introduction to Probability	3
MATH 4407	Modern Algebra I	3
<b>And ONE of the following:</b>		3
MATH 3327	Vector Analysis	
MATH 4408	Modern Algebra II	
MATH 4444	Modern Geometry II	

## Mathematics Minor

CS/NE 1181	Computer Science and Programming I	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 2287	Foundations of Mathematics	3
MATH 3343	Modern Geometry I	3
MATH 3352	Introduction to Probability	3
<b>And ONE of the following:</b>		3
MATH 3326	Elementary Analysis	
MATH 4407	Modern Algebra I	
MATH 4444	Modern Geometry II	

## Music Education

See Bachelor of Music Education degree program (K-12 certification) for requirements.

## Physical Education Major

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Foundations of Physical Education and Sport	3
PE 2235	Activity Performance Techniques I	3
PE 2236	Activity Performance Techniques II	3
PE 2237	Activity Performance Techniques III	3
PE 2243	Anatomical Foundations of Human Activity	3
PE 2281	Practical Outdoor Skills	1
PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3
PE 3357	Methods of Teaching Elementary Physical Education	3
PE 3362	Tests and Measurements in Physical Education	3
PE 3364	Introduction to Sport Law	3
PE 3370	Care and Prevention of Athletic Injuries	3
PE 4437	Methods of Teaching Secondary Physical Education	3
PE 4475	Organization and Administration of Physical Education	3
PE 4494	Adapted Physical Activity	3
Aquatics (consult with advisor)		1
Total Hours		55

IN ADDITION: Candidate must present a current Red Cross First Aid and CPR Card to advisor at the time of graduation.

## Physics Major

PHYS 1152 & PHYS 1153	Descriptive Astronomy and Descriptive Astronomy Laboratory	4
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II <sup>1</sup>	8
PHYS 2213 & PHYS 2214	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2
PHYS 3301	Modern Physics <sup>2</sup>	3
PHYS 4400	Practicum in Physical Science	2
PHYS 4403	Advanced Modern Physics I	3
PHYS/GEOL 4410	Science in American Society	2
Approved electives in Physics		8

<sup>1</sup> Calculus is required for PHYS 2211 - PHYS 2212.

<sup>2</sup> MATH 3360 is required for PHYS 3301

## Physics Minor

PHYS 1152 & PHYS 1153	Descriptive Astronomy and Descriptive Astronomy Laboratory	4
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II <sup>1</sup>	8
PHYS 2213 & PHYS 2214	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2

PHYS 4400	Practicum in Physical Science	2
PHYS/GEOL 4410	Science in American Society	2
Approved electives in Physics		4

<sup>1</sup> Two semesters of calculus are required for PHYS 2212.

## Political Science Major

Credits selected from core curriculum (excluding POLS 4460)		24
HIST 1118	US History and Culture	3
HIST 4418	United States History for Teachers	3

## Political Science Minor

HIST 1118	US History and Culture	3
HIST 4418	United States History for Teachers	3
POLS 1101	Introduction to United States Government	3
POLS 3313	Introduction to Political Philosophy	3
POLS 3331	Comparative Politics Framework for Analysis	3
POLS 4403	The Presidency	3
or POLS 4404	The Legislative Process	
<b>Select ONE of the following:</b>		3
POLS 4401	Political Parties and Interest Groups	
POLS 4427	Voting and Public Opinion	
POLS 4443	Constitutional Law	

## Psychology Minor

PSYC 1101	Introduction to General Psychology	3
PSYC 2227	Basic Statistics	3
PSYC 3303	Psychology Research Methods	4

### Core Areas (6 credits):

<b>Category 1 (select ONE of four):</b>		3
PSYC 2225	Child Development	
PSYC 3301	Abnormal Psychology I	
PSYC 3341	Social Psychology	
PSYC 4401	Theories of Personality	

<b>Category 2 (select ONE of four):</b>		3
PSYC 4431	Behavioral Neuroscience I	
PSYC 4445	Learning and Behavior	
PSYC 4446	Cognitive Process	
PSYC 4472	History of Psychology	

### Electives

Approved electives in Psychology		6
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Note: Education and health majors are encouraged to take PSYC 2225, Developmental Psychology, as an elective.

## Russian Minor

RUSS 2201 & RUSS 2202 OR equivalent	Intermediate Russian I and Intermediate Russian II	8
LANG 4437	The Teaching of Foreign Languages	3

Approved electives in Russian (must be approved by the Department of Languages and Literatures and the College of Education).	12
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## Social Studies Major

Must be accompanied by a major or minor in Economics, History, or Political Science. 47-48 credits total; up to 12 of the credits may satisfy General Education Requirements.

**All candidates must take the following required courses:**

EDUC 3336	Social Science Methods	3
PSYC 1101	Introduction to General Psychology	3
<b>Plus ONE of the following courses:</b>		<b>3</b>
PSYC 3310	Applied Techniques	
SOC/SOWK 3308	Sociological Methods and Social Work Research	
SOC 3309	Social Statistics	

**An additional twelve (12) credits are required from THREE of the following fields, chosen from the remaining fields BEYOND the one chosen from the list above as an additional major or minor:**

### ***Economics:***

ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
Plus six (6) additional credits from any upper-division courses in Economics as listed in the Arts and Letters section of this catalog.		6

### ***Geography:***

GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
HIST 2249	World Regional Geography	3
<b>Plus TWO of the following geography courses to complete the Geography field:</b>		<b>6-7</b>
GEOL 4403	Principles of Geographic Information Systems	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
HIST 4489	GIS for Social Sciences	
HIST 4490 & 4490L	Cartography History and Design and Cartography Lab	

### ***History:***

<b>Select TWO history courses from the following list:</b>		<b>6</b>
HIST 1101	Foundations of Europe	
HIST 1102	Modern Europe	
HIST 2251	Latin America	
HIST 2252	East Asian History	
HIST 2254	Middle Eastern Civilization	
HIST 2255	African History and Culture	
<b>Plus TWO additional history courses from the following list:</b>		<b>6</b>
HIST 3307	Early North America	
HIST 3308	Industrialization and Reform in the United States	
HIST 3309	Modern United States	
HIST 4418	United States History for Teachers	

### ***Political Science:***

POLS 1101	Introduction to United States Government	3
POLS 2221	Introduction to International Relations	3
<b>Plus TWO additional political science courses from the following list:</b>		<b>6</b>
POLS 3308	State and Local Government	
POLS 3313	Introduction to Political Philosophy	

POLS 3331	Comparative Politics Framework for Analysis	
POLS 3326	Recent American Foreign Policy	
POLS 4401	Political Parties and Interest Groups	
POLS 4403	The Presidency	
POLS 4404	The Legislative Process	
POLS 4411	American Political Theory	
POLS 4443	Constitutional Law	
POLS 4455	Environmental Politics and Policy	

## Sociology Major

SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 2231	Juvenile Delinquency	3
SOC 2248	Critical Analysis of Social Diversity	3
SOC 3301	Classical Social Theory	3
SOC 4462	Power Class and Prestige	3

### Electives selected from:

SOC 3309	Social Statistics	
SOC 3321	Families in American Society	
SOC 3335	Population and Environment	
SOC 4403	Contemporary Social Theory	
SOC 4408	Advanced Sociological Methods	
SOC 4413	Mind Body and Society	
SOC 4431	Criminology	

## Sociology Minor

SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3301	Classical Social Theory	3

### Electives selected from:

SOC 2231	Juvenile Delinquency	
SOC 2248	Critical Analysis of Social Diversity	
SOC 3309	Social Statistics	
SOC 3321	Families in American Society	
SOC 3335	Population and Environment	
SOC 4403	Contemporary Social Theory	
SOC 4408	Advanced Sociological Methods	
SOC 4413	Mind Body and Society	
SOC 4431	Criminology	
SOC 4462	Power Class and Prestige	

## Spanish Major

SPAN 3301 & SPAN 3302	Spanish Conversation and Composition I and Spanish Conversation and Composition II (and their prerequisites or equivalent high school courses)	6
LANG 4437	The Teaching of Foreign Languages	3

Upper Division electives in Spanish	12
(must be approved by the Department of Languages and Literatures and the College of Education)	

## Spanish Minor

SPAN 2201 & SPAN 2202	Intermediate Spanish I and Intermediate Spanish II (OR equivalent)	8
LANG 4437	The Teaching of Foreign Languages	3
Approved electives in Spanish		12
(must be approved by the Department of Languages and Literatures and the College of Education)		

## Theatre Major

CMP 2205	Argumentation	3
CMP 3308	Groups and Communication	3
THEA 1101	Survey of Theatre	3
THEA 1111	Stagecraft	3
THEA 1191	Theatre Production	1
AND/OR		
THEA 3391	Theatre Production	
THEA 2251	Fundamentals of Acting	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 3331	Materials and Methods for High School Speech Arts	3
THEA 4455	Beginning Stage Direction	3
<b>Select ONE of the following:</b>		3
THEA 2214	Makeup	
THEA 2221	Stage Costume Construction	
THEA 3304	Theatre Management	
<b>Select ONE of the following:</b>		3
THEA 4400	Theatre Background I	
THEA 4401	Theatre Background II	
THEA 4419	Modern European Theatre	
THEA 4420	American Theatre History	
THEA 4470	Contemporary Theatre	

## Theatre Minor

THEA 1101	Survey of Theatre	3
THEA 1111	Stagecraft	3
THEA 2251	Fundamentals of Acting	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 1191	Theatre Production	1
AND / OR		
THEA 3391	Theatre Production	
THEA 4455	Beginning Stage Direction	
<b>Select ONE of the following:</b>		3
THEA 2214	Makeup	
THEA 2221	Stage Costume Construction	
THEA 3304	Theatre Management	
<b>Select ONE of the following:</b>		3
THEA 4400	Theatre Background I	
THEA 4401	Theatre Background II	
THEA 4419	Modern European Theatre	



THEA 4420	American Theatre History
THEA 4470	Contemporary Theatre

## Single Subject Teaching Majors

### Art

ART 1100	Survey of Art	3
ART 1101 & ART 1102	History of Western Art I and History of Western Art II	6
ART 1103 & ART 1104	Creative Process and Creative Process	6
ART 1105	Drawing I	3
ART 3334	Secondary Art School Methods	3
Approved electives in Art		24

### Biological Sciences

MATH 1160 or MATH 1153	Applied Calculus Introduction to Statistics	3
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory <sup>1</sup>	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4
BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3358	Genetics	3
BIOL 4413	Biology Teaching Methods	3
BIOL 4417	Organic Evolution	3
BIOL 4491 & BIOL 4492	Seminar and Seminar	2
Approved electives in Biology (3-4 credits plant/botany course required) <sup>2</sup>		14

<sup>1</sup> BIOL 2206, BIOL 2207 have a prereq of CHEM 1112, CHEM 1112L, General Chemistry II, and Lab, 4 credits.

<sup>2</sup> Approved electives are listed in the Biological Sciences section of the College of Science and Engineering.

### Business Education

ACCT 2201	Principles of Accounting I	3
BED 1102	Intermediate Keyboarding	3
BED 3310	Microcomputers in Business Education	3
BED 3320	Clerical Procedures	3
BED 3330	Advanced Technology in Business Education	3
BED 3332	Methods in Business Education	3
CFS 4470	Consumer Economics	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
MGT 2261	Legal Environment of Organizations	3
OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
OLP 4444	Career Guidance and Special Needs	3
Plus TWO elective courses approved by advisor		6

## Chemistry

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 2232	Quantitative Analysis	2
CHEM 2234	Quantitative Analysis Laboratory	2
CHEM 3301	Organic Chemistry I	3
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3331	Instrumental Analysis	2
CHEM 3334	Instrumental Analysis Laboratory	2
CHEM 3341	Topics in Physical Chemistry	3
CHEM 3342	Topics in Physical Chemistry	3
CHEM 4400	Practicum in Physical Science	2
Approved electives in Chemistry		7

## Communication and Rhetorical Studies

CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2205	Argumentation	3
CMP 2286	Visual Rhetoric	3
CMP 3308	Groups and Communication	3
CMP 4404	Gender and Communication	3
CMP 4485	Classical Rhetorical Theory	3
THEA 1111	Stagecraft	3
THEA 1118	Oral Interpretation of Literature	3
THEA 2251	Fundamentals of Acting	3
THEA 3331	Materials and Methods for High School Speech Arts	3
Electives in 4000-level Communication and Rhetorical Studies courses		9
<b>Electives (4 credits) selected from:</b>		4
THEA 2214	Makeup	
THEA 2221	Stage Costume Construction	
THEA 3304	Theatre Management	
THEA 3312	Stage Lighting Design	

## English

ENGL 2211	Introduction to Literary Analysis	3
ENGL 2277	Survey of American Literature I Beginnings to 1860	3
or ENGL 2278	Survey of American Literature II 1860 to Present	
ENGL 2267	Survey of British Literature I Beginnings through 18th Century	3
or ENGL 2268	Survey of British Literature II 19th Century to Present	
ENGL 2281	Introduction to Language Studies	3
ENGL 3311	Writing and Research about Literature	3
ENGL 4433	Methods Teaching English <sup>1</sup>	3
ENGL 4491	Senior Seminar in Literature	3
<b>Select ONE of the following:</b>		3
ENGL 4472	Proseminar in a Major Literary Figure	
ENGL 4473	Chaucer	
ENGL 4474	Milton	
ENGL 4476	Shakespeare	

<b>Select ONE of the following:</b>	<b>3</b>
ENGL 4481	Studies In Grammar
ENGL 4484	Rotating Topics in Linguistics
ENGL 4486	Old English
<b>Plus ONE additional course from the following:</b>	<b>3</b>
ENGL 2257	Survey of World Literature I Beginnings through 16th Century
or ENGL 2258	Survey of World Literature II 17th Century to Present
ENGL 2267	Survey of British Literature I Beginnings through 18th Century
or ENGL 2268	Survey of British Literature II 19th Century to Present
ENGL 2277	Survey of American Literature I Beginnings to 1860
or ENGL 2278	Survey of American Literature II 1860 to Present
ONE genre course	3
TWO additional upper-division historical period courses	6
<b>Approved electives</b>	
(excluding lower division composition courses)	6

<sup>1</sup> ENGL 4433 must be completed before Student Teaching Internship.

## Family and Consumer Sciences Education

CFS 1100	Child and Family Studies Professions	1
CFS 2209	Early Childhood Environments	3
CFS 2229	Textile Products	3
CFS 3314	Interior Design and Housing	3
CFS 3332	Programs in Family and Consumer Sciences	3
CFS 4429	Social and Psychological Aspects of Clothing	3
CFS 4431	Family Resource Management	3
CFS 4435	Relationships within Families	3
CFS 4470	Consumer Economics	3
NTD 1104	Foods	3
NTD 1139	Consumer Nutrition	3
NTD 2204	Meal Management	2
OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
Total Hours		36

## Professional Education Core

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
EDUC 2215	Preparing to Teach with Technology	3
EDUC 3301	Inquiring Thinking Knowing	3
EDUC 3302	Motivation and Management	3
EDUC 3309	Instructional Planning Delivery and Assessment	6
EDUC 3311	Instructional Technology	3
EDUC 4401	Content Area Literacy	3
EDUC 4496	Secondary Education Student Teaching Internship	7-14
SPED 3350	Creating Inclusive Classrooms	3

## Recommended Electives

CFS 4471	Advanced Consumers Economics	3
CFS 4472	Teaching Consumer Economics	1-3
CFS 4494	Partnerships with Professionals	3, 6
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3

OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Teaching in Corporate and Professional-Technical Education	3
OLP 4405	Learning Fundamentals	3
OLP 4409	Professional Readings and Writing	3
OLP 4444	Career Guidance and Special Needs	3
NTD 2239	Nutrition	3
NTD 3312 & 3312L	Quantity Foods and Quantity Foods Laboratory	3
NTD 3360	Nutrition Through the Lifecycle	3
NTD 4439	Sports Nutrition	3

## Geology

### Required Courses:

GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	3-4
or GEOL 1101	Physical Geology	
GEOL 1110	Physical Geology for Scientists Laboratory <sup>1</sup>	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I <sup>2</sup>	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4400	Practicum in Geology Teaching	1
GEOL 4406	Environmental Geology	3
GEOL/PHYS 4410	Science in American Society	2
GEOL 4421	Structural Geology	4
GEOL 4431	Geobiology and the History of Life	4
GEOL 4452	Sedimentation-Stratigraphy	4
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3
<b>Plus electives from the following to reach a total of at least 45 credits:</b>		<b>45</b>

GEOL 3314	Earth Materials II
GEOL 4403	Principles of Geographic Information Systems
GEOL 4405	Volcanology
GEOL 4407	GPS Applications in Research
GEOL 4409	Remote Sensing
GEOL 4416	Global Environmental Change
GEOL 4420	Principles of Geochemistry
GEOL 4422	Planetary Geology
GEOL 4430	Principles of Hydrogeology
GEOL 4450	Field Geology
GEOL 4456	Geology of Idaho
GEOL 4458	Geology of North America
GEOL 4491	Seminar

Other geology electives may be applied as approved by advisor

<sup>1</sup> Candidates must take GEOL 1110 even if they have taken the lab for GEOL 1100 or GEOL 1101 (GEOL 1100L or GEOL 1101L).

<sup>2</sup> (PREREQ or COREQ: CHEM 1111)

## Health Education

### Prerequisites:

Admission to Teacher Education Program  
Admission to Health Education Program

**Required Courses:**

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340 & 3340L	Fitness and Wellness Programs and Fitness and Wellness Programs Laboratory	3
HE 3342	Stress and Emotional Health	3
HE 3383	Epidemiology	3
HE 4410	Health Behavior Change Theory and Application	3
HE 4420	Health Program Planning and Implementation	3
HE 4430	Curriculum and Methods in Health Education	3
HE 4432	Community and Public Health	3
HE 4435	Health Program Evaluation and Research	3
HE 4442	Environmental Health and Health Education	3
HE 4443	Substance Abuse and Health Education	3
HE 4445	Human Sexuality and Health Education	3
HE 4473	Healthcare Strategic Planning and Marketing	3
Approved Electives		3
Total Hours		45

**Mathematics**

CS 1181	Computer Science and Programming I	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 2287	Foundations of Mathematics	3
MATH 3326	Elementary Analysis	3
MATH 3343	Modern Geometry I	3
MATH 3352	Introduction to Probability	3
MATH 4407	Modern Algebra I	3
MATH 4408	Modern Algebra II	3
Approved upper-division mathematics electives including at least 3 credits at the 4000-level		9

**Music Education**

See Bachelor of Music Education degree.

**Physical Education**

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Foundations of Physical Education and Sport	3
PE 2235	Activity Performance Techniques I	3
PE 2236	Activity Performance Techniques II	3
PE 2237	Activity Performance Techniques III	3
PE 2243	Anatomical Foundations of Human Activity	3
PE 2281	Practical Outdoor Skills	1
PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3
PE 3357	Methods of Teaching Elementary Physical Education	3
PE 3362	Tests and Measurements in Physical Education	3

PE 3364	Introduction to Sport Law	3
PE 3370	Care and Prevention of Athletic Injuries	3
PE 4437	Methods of Teaching Secondary Physical Education	3
PE 4475	Organization and Administration of Physical Education	3
PE 4494	Adapted Physical Activity	3
Aquatics (consult with advisor)		1
Total Hours		55

IN ADDITION: Candidate must present a current Red Cross First Aid and CPR Card to advisor at the time of graduation.

## Theatre

CMP 2205	Argumentation	3
CMP 3308	Groups and Communication	3
THEA 1101	Survey of Theatre	3
THEA 1111	Stagecraft	3
THEA 1191	Theatre Production	1
AND/OR		
THEA 3391	Theatre Production	
THEA 2211	Drafting	3
THEA 2214	Makeup	2
THEA 2221	Stage Costume Construction	3
THEA 2251	Fundamentals of Acting	3
THEA 2252	Intermediate Acting Scene Study	3
THEA 3304	Theatre Management	2
THEA 3311	Introduction to Scene Design	3
THEA 3312	Stage Lighting Design	3
or THEA 4403	Stage Costume Design	
THEA 3331	Materials and Methods for High School Speech Arts	3
THEA 4455	Beginning Stage Direction	3
<b>Select ONE of the following:</b>		3
THEA 4400	Theatre Background I	
THEA 4401	Theatre Background II	
THEA 4419	Modern European Theatre	
THEA 4420	American Theatre History	
THEA 4470	Contemporary Theatre	

## Music Education

### Bachelor of Music Education

The Bachelor of Music Education is a nine-semester degree program designed to prepare candidates to obtain a teaching credential certificate to teach in the elementary and secondary schools. Complete information on admission to the music program, applied music, course sequencing, senior recital, large and small ensemble requirements, and other departmental policies may be found in the Music Department Student/Faculty handbook, available upon request from the chair of the Music Department. Candidates should request advisors in the Music Department and in the College of Education.

Candidates must complete requirements and be fully admitted to teacher education before they can take courses in professional education numbered 3000 and above.

### Bachelor of Music Education

Candidates seeking the Bachelor of Music Education must complete all of the General Education Objectives (a minimum of 36 credits-- see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

### Professional Education Requirements

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3

EDUC 3301	Inquiring Thinking Knowing	3
EDUC 4401	Content Area Literacy	3
SPED 3350	Creating Inclusive Classrooms	3
EDUC 4492	Secondary Music Education Student Teaching Internship	7-14

### Basic Music Requirements

MUSC 1103	Theory of Music I	3
MUSC 1104	Theory of Music II	3
MUSC 1107	Recital Attendance (7 semesters)	0
MUSC 1108	The World of Music (partially satisfies General Education Objective 6)	4
MUSC 1113	Aural Skills I	1
MUSC 1114	Aural Skills II	1
MUSC 1127	Class Voice	1
or MUSP 1172	ISU Women's Choir	
or MUSP 1173	Concert Choir	
MUSC 2203	Theory of Music III	3
MUSC 2204	Theory of Music IV	3
MUSC 2213	Aural Skills III	1
MUSC 2214	Aural Skills IV	1
MUSC 2252	Introduction to Music Education	1
MUSC 2255	Woodwind Methods	2
MUSC 2256	Brass Methods	2
MUSC 2258	Percussion Methods	2
MUSC 2259	String Methods	2
MUSC 3304	Music History I	3
MUSC 3305	Music History II	3
MUSC 3306	Music History III	3
MUSC 3311	Form and Analysis	2
MUSC 3312	Music Technology	2
MUSC 3319	Choral Conducting	2
MUSC 3320	Instrumental Conducting	2
MUSC 3333	Elementary Music Methods	3
MUSC 3334	Choral Music Methods	2
MUSC 3335	Instrumental Music Methods	2
MUSC 3338	Field Experience in Music Education	2
MUSC 4401	Orchestration	2
Applied music (major instrument or voice)		7
Large Performing Ensembles (band, orchestra, choir)		7

#### In Addition:

Solo or joint senior recital

Piano proficiency <sup>1</sup>

Chamber Ensembles

<sup>1</sup> Piano proficiency is required for all degree candidates. Applied music secondary credits (MUSC 1118-MUSC 1119, MUSC 2218-MUSC 2219, or MUSA 1120) may be used toward passing the piano proficiency. The candidate must register for piano each semester until able to pass the proficiency exam.

## Organizational Learning and Performance

The Department of Organizational Learning and Performance (OL&P) offers courses to prepare students for a Bachelor of Science degree in Workplace Training and Leadership (WTL), including an optional concentration in Professional-Technical Education. A master's degree in Organizational Learning and Performance is offered and described in the Graduate Catalog (<http://coursecat.isu.edu/graduate>).

The baccalaureate program in the Department of Organizational Learning and Performance, aligned with State educational standards, provides the adult learner with opportunities to engage in the processes of inquiring, learning, and applying known competencies within the fields of Human Resource Development and Professional-Technical Education.

A course grade of "C-" is the minimum acceptable grade in an Organizational Learning and Performance (OLP prefix) course and/or required course. A course grade of "D" or lower in any OLP prefix course and/or required course is unacceptable towards graduation and should be repeated.

For online information about this department and its programs, visit <http://www.isu.edu/olp/>.

## Bachelor of Science Degree: Workplace Training and Leadership

### Credit Requirements

Credit toward the BS in Workplace Training and Leadership must be earned in three (3) specific areas:

1. *General Education* - University requirements for a BS degree: 36 credits minimum (see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).
2. *Program Core and Electives Coursework* - See requirements listed below.
3. *Competency-Based Experience* - Credit may be granted for occupational competency based on demonstration of competency in an occupational specialization. Portfolios will be accepted after the student's sophomore year. A minimum of 10,000 hours of documented work experience in an occupational specialty is mandatory to apply. A maximum of 24 months of professional-technical, proprietary, or military education successfully completed in an approved program may be applied. All applicable work experience and technical education must be documented, verified, and evaluated by a review committee prior to granting of 24 credits, maximum. The credit granted may be applied toward the Workplace Training and Leadership degree only.

### Workplace Training and Leadership

The BS in Workplace Training and Leadership program prepares the student to analyze, design, develop, implement, and evaluate training in business and industry. The degree has been designed to recognize work experience competency and technical skill earned through a post-secondary technical program, the military, or continuing education evaluated by the American Council of Education Guide.

#### Minimum Requirements:

General education requirements for a BS Degree (minimum)	36
Program Core	30
Electives	30
Competency-Based Experience (OLP 2210/OLP 3310)	24
Total Hours	120

#### Required Courses:

OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Teaching in Corporate and Professional-Technical Education	3
OLP 4404	Evaluation in Corporate and Professional-Technical Education	3
OLP 4407	Instructional Technology in Human Resource Development	3
OLP 4409	Professional Readings and Writing	3
OLP 4431	Workplace Leadership	3
OLP 4450	Principles of Adult Education	3
OLP 4457	Facilitating Adult Learning	3
OLP 4465	Practicum in Workplace Training and Leadership	3

#### Electives:

OLP 3320	Selected Topics	1-8
OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4410	Principles of Change	3
OLP 4444	Career Guidance and Special Needs	3
OLP 4461	Directed Studies	1-4
OLP 4464	Instructional Facilities Management	3



## Workplace Training and Leadership - Professional-Technical Teacher Education Option

The Workplace Training and Leadership with a Professional-Technical Teacher Education (WTL-PTE) option prepares persons for instructional responsibilities in professional-technical education. The program includes content applicable to State of Idaho standards for Professional-Technical educators. It emphasizes teaching career and technical subject areas in secondary and post-secondary institutions.

### Technical Specialization Coursework

Students enrolled in the WTL-PTE option must possess coursework leading to a technical specialization in at least one occupational area recognized as a specialization offered in a post-secondary professional-technical system.

#### Minimum Requirements: Workplace Training and Leadership - Professional-Technical Teacher Education Option

General education requirements for a BS Degree (minimum)	36
Option Core	30
Competency-Based Experience (OLP 2210/OLP 3310)	24
Technical specialization (maximum of 18) and electives	30
Total Hours	120

#### Required Courses: Workplace Training and Leadership - Professional-Technical Teacher Education Option

OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Teaching in Corporate and Professional-Technical Education	3
OLP 4404	Evaluation in Corporate and Professional-Technical Education	3
OLP 4407	Instructional Technology in Human Resource Development	3
OLP 4431	Workplace Leadership	3
OLP 4444	Career Guidance and Special Needs	3
OLP 4457	Facilitating Adult Learning	3
OLP 4464	Instructional Facilities Management	3
OLP 4467	Practicum:Student Teaching	3-8

#### Electives: Workplace Training and Leadership - Professional-Technical Teacher Education Option

OLP 3320	Selected Topics	1-8
OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4409	Professional Readings and Writing	3
OLP 4410	Principles of Change	3
OLP 4450	Principles of Adult Education	3
OLP 4461	Directed Studies	1-4
Total Hours		17-27

## Courses

### **OLP 2210 Competency-Based Equivalency I: 12 semester hours.**

Credit, unique to Workplace Training and Leadership majors, for verified workplace competencies evaluated by review committee. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior standing and six required credits in the major. F, S, Su

### **OLP 2220 Technical Education Equivalency: 1-18 semester hour.**

Credit, unique to the Workplace Training and Leadership - Professional-Technical Education majors, for technical competence acquired through verified post-secondary professional technical, proprietary, or military education evaluated by review committee. Graded S/U. F, S, Su

### **OLP 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U or may be letter graded. PREREQ: Permission of the instructor. D

### **OLP 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**O LP 3310 Competency-Based Equivalency II: 12 semester hours.**

Credit, unique to Workplace Training and Leadership majors, for verified workplace competencies evaluated by review committee. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior standing and six required credits in the major. F, S, Su

**O LP 3320 Selected Topics: 1-8 semester hour.**

Examination and analysis of special topics for professional-technical education teachers/trainers. May be repeated. PREREQ: Permission of instructor. D

**O LP 3397 Professional Educational Development: 1 semester hour.**

Credit, unique to the Workplace Training and Leadership - Professional-Technical Education Option majors, for technical competence acquired through verified post-secondary professional-technical, proprietary, or military education evaluated by review committee. Graded S/U. D

**O LP 4401 Foundations of Professional Technical Education and Human Resource Development: 3 semester hours.**

Acquaints the student with the various aspects of professional-technical education: history, legislation, philosophy, and organization of professional-technical education. F, S

**O LP 4402 Occupational Analysis and Course Construction: 3 semester hours.**

Analysis of components of occupations to determine instructional content. Development of instructional materials based on performance objectives and competency identification. F, S

**O LP 4403 Methods of Teaching in Corporate and Professional-Technical Education: 3 semester hours.**

Teaching methods and techniques applicable to teaching in corporate and professional-technical education. F, S

**O LP 4404 Evaluation in Corporate and Professional-Technical Education: 3 semester hours.**

Designing and conducting evaluations at four levels in professional-technical education, and in business and industry training, including data analysis and preparation of evaluation reports. F, S

**O LP 4405 Learning Fundamentals: 3 semester hours.**

Examination of the research related to learning fundamentals and implications for curriculum and instruction. D

**O LP 4406 Grantwriting: 3 semester hours.**

Reasons for requesting a grant, goal setting, sample projects, identifying funding agencies, submitting a Request for Proposal (RFP), elements of a good proposal, library resources, websites, and other references for grantwriting. D

**O LP 4407 Instructional Technology in Human Resource Development: 3 semester hours.**

Applying evidence-based instructional principles to design, development, and evaluation of synchronous and asynchronous e-learning. Includes development of online multi-media materials for professional, industry, and educational application. F, S

**O LP 4409 Professional Readings and Writing: 3 semester hours.**

Exposure to the professional literature and websites of professional-technical education and corporate training, including practice in writing abstracts of journal articles using APA style. F, S

**O LP 4410 Principles of Change: 3 semester hours.**

Critical analysis and discussion of change management theory, principles of leadership and change, and an in-depth review of principles related to personal change. Includes a review of current issues in managing transitions, leading change. D

**O LP 4431 Workplace Leadership: 3 semester hours.**

Supervising in a professional-technical education or corporate training setting. Study human relations factors: planning, organizing, evaluation, staff development, labor relations, and personnel policies/practices. D

**O LP 4444 Career Guidance and Special Needs: 3 semester hours.**

Examine career guidance concepts, specialist services, special needs legislation, abilities and inabilities (both mental and physical), job seeking skills, and information sources. D

**O LP 4450 Principles of Adult Education: 3 semester hours.**

Provides an understanding of adult education as a field of academic inquiry and professional practice. Examines current and past trends and practices of adult learning. D

**O LP 4457 Facilitating Adult Learning: 3 semester hours.**

Study of the needs and interests of adult learners in business and industry using Andragogy. Planning of conferences and workshops for adult learners. D

**O LP 4461 Directed Studies: 1-4 semester hour.**

Individual work under staff guidance. Field research on specific occupational advances in technology. PREREQ: Permission of instructor. D

**O LP 4464 Instructional Facilities Management: 3 semester hours.**

Organization, safety, and management of professional-technical education training facilities. An in-depth study of laboratory requirements and total facility planning. D

**O LP 4465 Practicum in Workplace Training and Leadership: 3 semester hours.**

Development of workplace competencies applicable to business and industry settings. Supervised professional experience required. PREREQ: Permission of instructor. Graded S/U. F, S

**OLP 4467 Practicum: Student Teaching: 3-8 semester hour.**

Development of teaching competencies applicable to career and technical education settings at the secondary and post-secondary levels. PREREQ: Permission of instructor. Graded S/U. F, S

**OLP 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**OLP 4498P Professional Development Workshop: 1-3 semester hour.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option. Graded S/U. D

**OLP 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated. D

## Department of School Psychology, Literacy, and Special Education

The Department of School Psychology, Literacy, and Special Education administers the Special Education, Literacy, and School Psychology program areas (see the Graduate Catalog (<http://www.isu.edu/academic-info/crntgrad/graduate-catalog.pdf>) for all programs).

### Special Education/Human Exceptionality

The Special Education major provides candidates with a bachelor's degree in special education and prepares candidates for professional certification as K-12 generalists in special education. This program also prepares individuals pursuing non-teaching degrees in human exceptionality. The program also offers Master's degrees; for information on the master's degree offerings, please refer to the Graduate Catalog (<http://www.isu.edu/academic-info/crntgrad/graduate-catalog.pdf>).

Broadly stated, the objectives of the Special Education Program are:

1. Candidates will demonstrate an understanding of a wide variety of disability categories and their instructional implications, as well as the legal and ethical considerations for educating individuals with disabilities.
2. Candidates will demonstrate understanding of instructional methodologies and curricula that have an extensive experimental research base to support their effectiveness for all individuals, especially those with learning difficulties.
3. Candidates will make instructional decisions based on reliable and valid data that are primarily objective in nature.
4. Candidates will demonstrate instruction and behavior management strategies that are proactive and teach new skills, as opposed to being punitive in nature.
5. Candidates will demonstrate professional and collaboration skills with teachers, parents, administrators, and other professionals.

### Admission Requirements

Prior to acceptance to the B.A./B.S. in Special Education/Human Exceptionality Program, all applicants must complete SPED 3330 or SPED 3340 and earn a grade of at least C. Candidates must also complete EDUC 2201 and EDUC 2204 with grades of C or better and pass performance assessments associated with these courses, have an overall GPA of at least 2.75, and be approved by a faculty screening committee following an admission interview.

### Retention and Exit Requirements

In addition to meeting all of the retention and exit requirements of the College of Education, candidates must maintain at least a 3.0 GPA in the program courses. If a candidate earns two grades of C or lower in any program courses, the candidate will not be allowed to progress in the program and must reapply to the program. Candidates in the program must also maintain an overall GPA of 2.75 or better. If a candidate's overall GPA falls below 2.75 for two consecutive semesters, the candidate will not be allowed to progress in the program and must reapply to the program. (Special Education majors must also meet the requirements for general teacher education.)

### Bachelor of Arts or Bachelor of Science in Human Exceptionality

The Bachelor of Arts or Bachelor of Science in Human Exceptionality can be completed either as a nonteaching major for candidates who are interested in working with people with disabilities outside the public school context or as a teaching major for candidates who wish to earn special education certification as K-12 Generalists. The course requirements are the same for the teaching and nonteaching majors. For candidates in the nonteaching major, practica are arranged in non-school settings.

**Course Requirements for the B.A. or B.S. degree (in addition to university requirements):**

EDUC 2201	Development and Individual Differences	3
EDUC 2204	Families Community Culture	3
EDUC 3322	Literature for Children across the Curriculum	3
PE 3300 or PE 4494	Movement Theory and Motor Development Adapted Physical Activity	3
SPED 3312	Assistive Technology	3
SPED 3330	The Exceptional Child	4
SPED 3340	Principles of Behavior Management	3
SPED 4423	Designing Instruction	3
SPED 4424	Assessment Procedures in Special Education	3
SPED 4429	Strategies:Severe Disabilities	3
SPED 4430	Practicum in Individualized Instruction	3
SPED 4432	Direct Instruction Systems	3
SPED 4434	Language and Communication Methods in Special Education	3
SPED 4435	Practicum in Small Group Instruction	3
SPED 4436	Math Methods for Children with Disabilities	3
SPED 4437	Practicum in Large Group Instruction	3
SPED 4438	Policies and Procedures in Special Education	3
SPED 4443	Autism	3
SPED 4446	Secondary Special Education	3
SPED 4490	Consultation and Collaboration	3
SPED 4495	Special Education:Student Teaching Internship <sup>1</sup>	14

<sup>1</sup> This is a 7-14 credit course taken for a total of 14 credits.

**Approved Electives (choose 9 credits)**

EDUC 2215	Preparing to Teach with Technology	3
SPED 4426	Assessment:Severe Disabilities	3
SPED 4433	The Emotionally Disturbed Child	2
SPED 4462	Seminar:Behavior Disorders	1
SPED 4480	Seminar in Special Education (to be taken twice for 2 credit total)	1
SPED 4481	Advanced Issues in Behavior Disorders	2
SPED 4485	Independent Problems	1-3
SPED 4498	Advanced Field Work	1-3
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2227	Basic Sign I	2
CSD 2228	Basic Sign II	2
EDUC 3335	Elementary School Art Methods and Materials	2
EDUC 4460	Foundations of ESL	3
EDUC 4463	ESL Methods	3
EDUC 4464	ESL Practicum	1
EDUC 4471	Interpersonal Communications	2
HE 2211	Health Education Methods Elementary	1
MUSC 2233	Music Methods for Elementary Teachers	2
PE 3357	Methods of Teaching Elementary Physical Education	3
PSYC 2225	Child Development	3
PSYC 3332	Psychology of Adolescence	3
PSYC 4445	Learning and Behavior	3
SOC 2231	Juvenile Delinquency	3

## Reading Endorsement

A candidate seeking special education certification as a K-12 Generalist should consult faculty advisors in the Department to learn about adding a reading endorsement.

### Minor in Deaf Education (non-certification)

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2256	Deaf Culture and Community	3
CSD 3330	Language Science and Development	3
CSD 4456	Psychosocial Aspects of Deafness	3
CSD 4460	Educational Audiology	3
<b>Electives (8 credits minimum)</b>		<b>8</b>
CSD 1151	American Sign Language I	
CSD 1152	American Sign Language II	
CSD 2251	American Sign Language III	
CSD 2252	American Sign Language IV	
CSD 2227	Basic Sign I	
CSD 2228	Basic Sign II	
CSD 4405	Neurological Bases of Communication Disorders	
Total Hours		24

Procedure: Interested students should contact the department to declare a minor and be assigned a minor advisor. Students with a minor in Deaf Education and who are eligible for a teaching certificate may be prepared to enter the regular, 14 month graduate program.

## Deaf Education

Individuals interested in becoming a certified teacher of children who are deaf/hard of hearing in Idaho will need to meet all requirements of the Idaho State Board of Education. Individuals preparing to do this should begin by consulting the Undergraduate Catalog, College of Education, Teacher Education Program for details about admission into an undergraduate program in Elementary, Secondary or Special Education. Individuals will then need to apply to the Master's Degree Program in Deaf Education in order to meet Idaho's requirements for Teacher Certification: Deaf Education. Information about the Master's Degree in Deaf Education can be found in the Graduate Catalog (<http://www.isu.edu/academic-info/crntgrad/graduate-catalog.pdf>), Kasiska School of Health Professions, Department of Communication Sciences & Disorders.

### Courses

**SPED 3312 Assistive Technology: 3 semester hours.**

Instructional and assistive technology, benefits they offer to individuals with various types of disabilities, how to evaluate children's technology needs, how to find new technologies using a variety of resources, and how to fund the purchase of technology for children with disabilities. Focus on how to use technology to adapt and accommodate for the needs of children with diverse learning needs. F

**SPED 3330 The Exceptional Child: 4 semester hours.**

Essential areas of exceptionality. Each area is studied on the dimensions of etiology, identification and labeling, characteristics, educational treatment, and prognosis for adjustment. Consideration also given toward structuring suitable educational programs applicable for each area and the basics of special education law. Includes 50-hour practicum. F

**SPED 3340 Principles of Behavior Management: 3 semester hours.**

Overview of basic principles of applied behavior analysis as it relates to educating children with disabilities. S

**SPED 3350 Creating Inclusive Classrooms: 3 semester hours.**

Curricula and methods for educating students with diverse abilities in K-12 classrooms. Characteristics of students with disabilities, students who are gifted and talented, students at risk for school failure, and students who are English language learners. Emphasizes inclusive lesson design, curricular adaptations, and collaborative teaching. PREREQ: Admission to Teacher Education Program. F, S

**SPED 4423 Designing Instruction: 3 semester hours.**

Introduction to instructional design principles and strategies for engaging students in higher order thinking and problem-solving. Emphasis on teaching complex concepts in reading comprehension, writing, mathematics and other academic subjects. COREQ: SPED 4437. PREREQ: Admission to the Teacher Education Program. F

**SPED 4424 Assessment Procedures in Special Education: 3 semester hours.**

Introductory study of diagnostic assessment techniques and the writing of individual educational and behavioral prescriptions and instructional objectives which are required to provide interventions suitable for remediating the learning problems in basic school curricula. PREREQ: Admission to the Teacher Education Program. F

**SPED 4426 Assessment:Severe Disabilities: 3 semester hours.**

Selection, administration, and interpretation of criterion-referenced tools employed with severely disabled students. Emphasizes functional approach to assessment and evaluation of behavioral and instructional domains. PREREQ: Admission to the Teacher Education Program. D

**SPED 4429 Strategies:Severe Disabilities: 3 semester hours.**

Consideration and evaluation of curriculum materials from behavioral, developmental, and ecological perspectives. Emphasizes functional approach to development and implementation of individualized intervention plans. COREQ: SPED 4430 and SPED 4434. PREREQ: Admission to the Teacher Education Program. F

**SPED 4430 Practicum in Individualized Instruction: 1-3 semester hour.**

Requires 150 clock hours of field experience working with children with severe disabilities, developing and implementing individual instructional programs. PREREQ: Admission to the Teacher Education Program. COREQ: SPED 4429 and SPED 4434. F

**SPED 4432 Direct Instruction Systems: 3 semester hours.**

Provides mastery level skills training in direct instruction systems for reading, math, and written language. Includes field work, adaptation of curricula to direct instruction model and evaluation. COREQ: SPED 4435. PREREQ: Admission to the Teacher Education Program. S

**SPED 4433 The Emotionally Disturbed Child: 2 semester hours.**

Survey of the causes of emotional disturbance in children and the effects upon the child's school performance and achievement. School programs and treatment considerations will be reviewed. PREREQ: Admission to the Teacher Education Program. D

**SPED 4434 Language and Communication Methods in Special Education: 3 semester hours.**

Strategies for teaching expressive and receptive language skills to children with disabilities. Focus on augmenting oral communication with both low and high technology applications, teaching expressive writing (e.g., spelling) skills using explicit instruction, and teaching receptive vocabulary using explicit instruction. PREREQ: Admission to the Teacher Education Program. COREQ: SPED 4429 and SPED 4430. F

**SPED 4435 Practicum in Small Group Instruction: 1-3 semester hour.**

Requires 150 clock hours of field experience working with children with disabilities, implementing small group instructional programs in reading and language, as well as developing transition plans for secondary students. PREREQ: Admission to the Teacher Education Program. COREQ: SPED 4432. S

**SPED 4436 Math Methods for Children with Disabilities: 3 semester hours.**

How to teach basic mathematical skills to children with disabilities and other at-risk learners. Emphasis on mathematical techniques having research supporting their effectiveness with children with disabilities. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills. PREREQ: Admission to the Teacher Education Program. F

**SPED 4437 Practicum in Large Group Instruction: 3 semester hours.**

Requires 150 clock hours of field experience working with children with disabilities implementing large group instructional programs in mathematics and other content areas, with special emphasis on managing student behavior using positive behavior supports. PREREQ: Admission to the Teacher Education Program. COREQ: SPED 4423. F

**SPED 4438 Policies and Procedures in Special Education: 3 semester hours.**

Consideration of legal background, current court rulings, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process. PREREQ: Admission to the Teacher Education Program. S

**SPED 4443 Autism: 3 semester hours.**

An overview of autism and implications for educational planning. Teaching strategies that are successful in working with individuals who have autism will be reviewed. PREREQ: Admission to the Teacher Education Program. F

**SPED 4446 Secondary Special Education: 3 semester hours.**

Teaching methodology focusing on needs of secondary and adult special education students. Topics include functional academics, transition, independent living, social skills, professional-technical training, employment options, and accessing community resources. PREREQ: Admission to Teacher Education Program. S

**SPED 4462 Seminar:Behavior Disorders: 1 semester hour.**

Topical issues related to the education of children with behavior disorders in a variety of educational and therapeutic settings. PREREQ: Admission to the Teacher Education Program. D

**SPED 4480 Seminar in Special Education: 1 semester hour.**

Current topics in the field of special education presented by departmental faculty and guest lecturers. May be repeated for up to 2 credits. Graded S/U. F, S

**SPED 4481 Advanced Issues in Behavior Disorders: 2 semester hours.**

Educational organization, collaboration and consultation skills necessary to provide cooperation between the schools and other community agencies that provide integrated service for this exceptionality. PREREQ: Admission to the Teacher Education Program. D

**SPED 4485 Independent Problems: 1-3 semester hour.**

Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated. Graded S/U. PREREQ: Permission of instructor. D

**SPED 4490 Consultation and Collaboration: 3 semester hours.**

This course will provide candidates with strategies for working with paraeducators and other professional colleagues in educational settings. The focus of the course will be on providing training and feedback to paraeducators and effective strategies for teaming with other educators. PREREQ: Admission to the Teacher Education Program. S

**SPED 4491 Seminar: 1-3 semester hour.**

Critical analysis of the literature in one or more areas of education. Limited enrollment. May be graded S/U. PREREQ: Admission to the Teacher Education Program. D

**SPED 4495 Special Education: Student Teaching Internship: 7-14 semester hour.**

Candidates assume instructional and management responsibilities in a supervised K-12 resource room or special education setting. Full semester for 14 credits; half semester 7 credits. Graded S/U. PREREQ: Special Education Methods Core and approved application. F, S

**SPED 4498 Advanced Field Work: 1-3 semester hour.**

Orientation, observation, planning and implementation of special education instruction in a special education setting in the public schools. PREREQ: Permission of instructor. D

## Department of Sport Science and Physical Education

The mission of the Department of Sport Science and Physical Education at Idaho State University is to provide candidates with the intellectual and physical skills necessary to maximize their potential. The study of the physical education discipline is an important part of the curriculum at Idaho State University; it strives to fulfill the university mission as well as the College of Education's mission in the enhancement of learning, lifelong development, and educational leadership. The study of physical education encourages candidates to respect human dignity, to be critical thinkers, and to be effective communicators. It provides an opportunity for the individual to make decisions regarding lifestyle and health choices enhancing self-direction and self-esteem. Physical education develops both the mental and physical discipline to provide opportunities for mental, social, emotional, spiritual, and personal development while interacting in a university environment.

The Idaho State University Department of Sport Science and Physical Education is committed to providing an academic program in which men and women can discover, experience, and reflect upon the study of movement. Curricula are designed to challenge candidates in the theory and to provide opportunity for practical experiences. Candidates are expected to become both advocates for and contributors to the discipline on personal and professional levels. Faculty members are committed to excellence in teaching, concerns for the needs of candidates, service to the community, and expertise in their discipline.

Majors in Physical Education receive preparation for a number of careers. The candidate majoring in Physical Education may select from four emphasis areas including exercise science, outdoor education, sport management, and teaching. Majors receive preparation for graduate work in areas such as physical education, physical therapy, exercise science, outdoor education, and athletic administration.

The Department of Sport Science and Physical Education also offers three minor areas of study to facilitate professional and career development needed by women and men to succeed in a changing world. Candidates may choose to minor in coaching, outdoor education, or sport management.

The Department of Sport Science and Physical Education is committed to make the sport and leisure activity program for the major and non-major an experience serving the needs and interests of participants. The activity program is designed to develop participants' skills in lifetime activities and to increase participants' fitness level.

The Department of Sport Science and Physical Education also offers a Master of Physical Education degree with an emphasis in Athletic Administration. The program is designed to facilitate the intellectual and practical knowledge necessary to enter the field of sport management or administration upon graduation.

## Admission to Program

Admission to a major in physical education or any of the minors available in the department should be done as early as possible during the candidate's career. Admission to the PE major is dependent upon completion of PE 2223 with a grade of C (2.0) or better, and a minimum cumulative GPA of 2.5.

1. Completion of the General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) 1 through 6.
2. Overall GPA of 2.5.
3. GPA of 2.7 in Professional Physical Education courses.
4. No grades below "C" (2.0) in Professional Physical Education courses completed.
5. Candidate portfolio initiation (PE 2223)
6. A student must meet with an advisor to verify eligibility for admission to the Sport Science and Physical Education Department.

Candidates must make formal application for full admission to the Sport Science and Physical Education program. Application forms are available in the department office. Candidates may not register without advisor's approval for upper division courses until admittance to the program is achieved.

## Denial of Admission to the Sport Science and Physical Education Major Program

Candidates who have been denied full admission to the Sport Science and Physical Education program may reapply; however, they must meet the standards for admission at the time of their reapplication to attain full admission.

## Bachelor of Arts or Bachelor of Science in Physical Education

### Physical Education Standards

The Physical Education Learning Goals are aligned with 2 sets of standards: The Idaho State University College of Education Core Standards (described previously), and the Content Standards in Physical Education of the National Association for Sport and Physical Education (NASPE).

### Graduation Requirements

In order to graduate from the Sport Science and Physical Education Program as a major, the candidate must achieve the following in addition to completing the course requirements :<sup>1</sup>

1. Minimum grade of "C" (2.0) in professional courses.
2. Minimum overall cumulative GPA of 2.7.
3. Minimum GPA of 3.00 in the major.
4. Completion of candidate portfolio, with review by advisor.
5. Exit interview with advisor.
6. Current Red Cross First Aid and CPR Card

<sup>1</sup> Transfer candidates and change of major/minor candidates will be allowed to enroll in 6 credits of upper division courses while completing admission requirements.

### Physical Education Core (12 credits)

Physical Education majors in all emphasis areas must complete a common core. The core consists of the following courses:

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Foundations of Physical Education and Sport	3
PE 2243	Anatomical Foundations of Human Activity	3
PE 4454	Senior Capstone	3

### Physical Education Emphasis Areas:

Exercise Science  
Physical Education Teaching  
Outdoor Education  
Sport Management

### Exercise Science Emphasis (77 credits, plus Core)

**Objective #1: To develop foundational knowledge in the basic sciences (39 credits)**

(Note: PE 2243 requirement in SSPE Core is satisfied by BIOL 3301, BIOL 3302, and labs.)

#### Biological Cognate: 8 credits

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4

#### Chemistry Cognate: 9 credits

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
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CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
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**Physics Cognate: 8 credits**

PHYS 1111 & PHYS 1113	General Physics and General Physics I Laboratory	4
PHYS 1112 & PHYS 1114	General Physics II and General Physics II Laboratory	4

**Math Cognate: 11 credits**

MATH 1143	College Algebra <sup>1</sup>	3
MATH 1144	Trigonometry <sup>1</sup>	2
MATH 1153	Introduction to Statistics	3
MATH 1160	Applied Calculus	3

(each of the TWO courses above satisfies General Education Objective 3)

<sup>1</sup> MATH 1147 Precalculus (5 cr) will substitute for MATH 1143 and MATH 1144.

**Psychology Cognate: 3 credits**

PSYC 1101	Introduction to General Psychology (partially satisfies General Education Objective 6)	3
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**Objective #2: To develop specialized knowledge in human movement activities (14 credits)**

PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3

**Objective #3: To develop skills assessing and analyzing human movement activities (12 credits)**

PE 3370	Care and Prevention of Athletic Injuries	3
PE 4482	Mechanical Analysis of Human Movement	3
PE 4484	Exercise Assessment and Prescription	3
PE 4490	Practicum in Physical Education	3

**Objective #4: To develop knowledge and skills in cognate exercise disciplines (12 credits)**

NTD 2239	Nutrition	3
Electives, chosen with advisor approval		9

**Recommended Electives:**

BIOL 4460	Neuroscience
HE 3340	Fitness and Wellness Programs
NTD 4439	Sports Nutrition
PE 4427	Personal Trainer Certification
PE 4494	Adapted Physical Activity
PSCI 2205	Drugs in Society

**Physical Education Teaching Emphasis (K-12 certification) - 44 credits (not including credits in Education and the Physical Education Core)**

Candidates who have completed the required physical education teaching emphasis courses must also obtain K-12 Teacher Certification in Physical Education by completing all requirements in the Teacher Education Program.

Candidates completing the Physical Education Teaching Emphasis are not required to take the PE 4454 Senior Capstone core course.

In addition to completing departmental major requirements, candidates must make formal application and complete an interview for admission to the Teacher Education Program. See all requirements in the Teacher Education section of the College of Education (<http://coursecat.isu.edu/education>) portion of the catalog.

The Physical Education Learning Goals are aligned with 2 sets of standards: The Idaho State University College of Education Core Standards and the Content Standards in Physical Education of the National Association for Sport and Physical Education (NASPE).

### **NASPE Content Standards in Physical Education**

The NASPE Standards identify seven areas that include the following.

The candidate completing this program:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms;
2. Applies movement concepts and principles to the learning and development of motor skills;
3. Exhibits a physically active lifestyle;
4. Achieves and maintains a health-enhancing level of physical fitness;
5. Demonstrates responsible personal and social behavior in physical activity settings;
6. Demonstrates understanding and respect for differences among people in physical activity settings; and
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

### **Core Component: 9 credits**

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Foundations of Physical Education and Sport	3
PE 2243	Anatomical Foundations of Human Activity	3

### ***Objective #1: To develop teaching skills in a variety of areas in physical activities, athletics, and creative movement (20 credits)***

#### **Skills Component: 10 credits**

PE 2235	Activity Performance Techniques I	3
PE 2236	Activity Performance Techniques II	3
PE 2237	Activity Performance Techniques III	3
One (1) aquatics course		1

#### **Methods Component: 10 credits**

PE 2281	Practical Outdoor Skills	1
PE 3357	Methods of Teaching Elementary Physical Education	3
PE 3370	Care and Prevention of Athletic Injuries	3
PE 4437	Methods of Teaching Secondary Physical Education	3

### ***Objective #2: To acquire knowledge in the basic foundations of human activity (17 credits)***

PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3
PE 4494	Adapted Physical Activity	3

### ***Objective #3: To understand and develop skills required for teaching physical education (9 credits)***

PE 3362	Tests and Measurements in Physical Education	3
PE 3364	Introduction to Sport Law	3
PE 4475	Organization and Administration of Physical Education	3

### ***Objective #4: To understand and develop general pedagogical skills and teacher effectiveness***

## Required Education Foundation Courses

Refer to College of Education Teacher Education Admission standards (<http://coursecat.isu.edu/education>) and Elementary (<http://coursecat.isu.edu/education/elementaryeducation/#programstext>) and/or Secondary (<http://coursecat.isu.edu/education/secondaryeducation>) Teacher Education course Requirements earlier in this catalog.

## Outdoor Education Emphasis -- 39 credits, plus Core

**Objective #1: To explore the intellectual, historic and philosophic foundations of the field of physical education and movement science.**

### Physical Education Core Component (included in PE Core): 9 credits

*Note: First Aid (PE 2222) core requirements are satisfied by PE 2285, Wilderness First Aid, or PE 4441, Wilderness First Responder, included below.*

**Objective #2: To develop leadership and teaching skills.**

**Criteria for courses:** Courses that fulfill this objective (a) introduce the concepts of leadership in the outdoor environment, (b) explore the literature of the outdoor field, and (c) provide practical experience in leadership and teaching.

### Leadership and Teaching Component (10 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

**Objective #3: To conduct outdoor activities safely in the outdoors with minimal impact on the environment.**

**Criteria for courses:** Courses that fulfill this objective (a) stress safe use of the outdoors, (b) provide the knowledge and experience to respond to outdoor emergencies, and (c) examine ways in which impact on the environment can be minimized.

### Outdoor Education Safety Component (7 credits)

Any of the following may be selected, but Outdoor Risk Management, Leave No Trace Trainer, and first aid certification (Wilderness First Aid, Wilderness First Responder or Emergency Medical Technician) are required.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2283	Leave No Trace Trainer	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 3384	Outdoor Risk Management and Liability	2
PE 4441	Wilderness First Responder Certification	3

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

**Objective #4: To understand and interpret the natural environment.**

**Criteria for courses:** Courses that fulfill this objective (a) provide a scientific foundation of the understanding of the outdoor world and natural systems; and (b) develop knowledge and the requisite skills to identify plants, animals, rocks, minerals, landforms, and other natural objects.

### Natural History Component (8 credits)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3

BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
BIOL 4489	Field Ecology	4
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Laboratory	1
PHYS 3325	Introduction to Weather and Climate	3

**Objective #5: To cultivate and refine skills in a variety of outdoor activities.**

**Criteria for courses:** Courses that fulfill this objective (a) emphasize an understanding of the techniques, equipment and safety procedures associated with specific outdoor activities, and (b) provide opportunities to learn, practice and refine outdoor skills.

**Experiential Skills Component (Minimum of 8 credits)**

Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component. (Note: Only eight (8) PEAC credits can be counted towards graduation requirement.)

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1

PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop <sup>1</sup>	1-3

<sup>1</sup> When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

**Objective #6: To foster a well-rounded educational background with an emphasis on subjects with historic and traditional importance in the outdoor education field.**

**Criteria for courses:** Courses that fulfill this objective (a) emphasize the expression of ideas through the written and spoken word, (b) provide experience in creative processes, and (c) explore environmental issues through the political process.

#### Electives (minimum of 6 credits)

Courses may include those listed in the Natural History Component and/or the following:

CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2241	Introduction to Public Relations	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3308	Groups and Communication	3
CMP 3339	Web Design	3
ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 4493	Introduction to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3
POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organization Behavior	3

### Sport Management Emphasis -- 43 credits, plus Core

**Objective #1: To understand and appreciate the physical education and sport setting (13 credits)**

**Criteria for courses:** Courses that fulfill this objective (a) introduce the concepts of sport and motor development, and (b) explore administrative duties in the athletic setting.

<b>Select TWO of the following:</b>		6
PE 2235	Activity Performance Techniques I	
PE 2236	Activity Performance Techniques II	
PE 2237	Activity Performance Techniques III	

#### Additional Coursework (7 credits):

PE 2281	Practical Outdoor Skills	1
PE 3322	Introduction to Sport Psychology	3
Approved Electives		3

#### Possible Elective Choices:

PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3357	Methods of Teaching Elementary Physical Education	3

PE 3362	Tests and Measurements in Physical Education	3
PE 3370	Care and Prevention of Athletic Injuries	3
PE 4437	Methods of Teaching Secondary Physical Education	3
PE 4493	Introduction to Sport Sociology	3
PE 4494	Adapted Physical Activity	3

**Objective #2: To develop leadership and management skills (12 credits)**

**Criteria for courses:** Courses that fulfill this objective (a) introduce the concepts of leadership in the sport setting, and (b) explore administrative duties in the athletic setting.

PE 3364	Introduction to Sport Law	3
PE 4473	Facilities Planning and Design	3
PE 4475	Organization and Administration of Physical Education	3
Approved Electives		3

**Possible Elective Choices:**

PE 3386	Outdoor Leadership	3
POLS 4458	Public Administration Ethics	3
CMP 2201	Business and Professional Communication	3
CMP 2286	Visual Rhetoric	3
CMP 3308	Groups and Communication	3
CMP 3320	Foundations of Leadership	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3

**Objective #3: To understand and interpret the business setting (15 credits)**

**Criteria for courses:** Courses that fulfill this objective (a) provide a business perspective of the understanding of the management setting; (b) provide understanding of human resource management; and (c) provide understanding of legal implications in running a business.

ACCT 3303	Accounting Concepts	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4473	Human Resource Management	3
or MGT 4441	Organization Behavior	
PE 3366	Sport Marketing	3
Approved Electives		3

**Possible Elective Choices:**

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
CMP 2241	Introduction to Public Relations	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 2261	Legal Environment of Organizations	3
MKTG 2225	Basic Marketing Management	3
MGT 4441	Organization Behavior	3
MKTG 4427	Consumer Behavior	3
POLS 4409	Community and Regional Planning	3
POLS 4441	Administrative Law	3
POLS 4442	Constitutional Law	3

POLS 4443	Constitutional Law	3
POLS 4451	Organizational Theory and Bureaucratic Structure	3
POLS 4452	Financial Administration and Budgeting	3
POLS 4454	Public Personnel Administration	3
POLS 4456	Labor Organization	3
POLS 4457	Grantwriting	3

**Objective #4: To obtain practical experience in the field of sport management (3 credits)**

**Criteria for courses:** Candidates will engage in a pre-approved 45-hour sports management internship.

**Three (3) credits required.**

PE 4490	Practicum in Physical Education	3
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## Minor in Coaching

The Coaching minor is modeled from the NASPE National Standards for Athletic Coaches which are intended to provide direction for administrators, coaches, athletes and the public regarding the skills and knowledge that coaches should possess. There are a total of 37 standards organized in 8 domains. The domains include: Injury Prevention, Care and Management; Risk Management; Growth, Development and Learning; Training, Conditioning and Nutrition; Social-Psychological Aspects of Coaching; Skills, Tactics and Strategies; Teaching and Administration; and Professional Preparation and Development.

To be eligible for the Coaching minor, candidates must complete 24 credits—17 credits of required courses and 7 credits of elective courses.

**Required Courses (17 credits):**

PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3
PE 3370	Care and Prevention of Athletic Injuries	3
PE 4480	Coaching Problems	3

**Elective Courses (7credits):**

**Select four (4) credits:**

PE 3312	Practical Applications of Coaching Baseball and Softball	4
PE 3313	Practical Applications of Coaching Basketball	
PE 3314	Practical Applications of Coaching Football	
PE 3315	Practical Applications of Coaching Soccer	
PE 3316	Practical Applications of Coaching Tennis	
PE 3317	Practical Applications of Coaching Track and Field	
PE 3318	Practical Applications of Coaching Volleyball	
PE 3319	Practical Applications of Coaching Wrestling	

**Select three (3) credits:**

PE 3300	Movement Theory and Motor Development	3
PE 4475	Organization and Administration of Physical Education	
PE 4493	Introduction to Sport Sociology	

## Minor in Outdoor Education

### Outdoor Education Standards

The Outdoor Education minor is modeled around 4 goals that were developed after an extensive review of several other Outdoor Education program curricula. The Association of Outdoor Recreation and Education (AORE) recommends that individual programs establish goals that are relevant to their specific programs. The four component areas in the Outdoor Education minor include Leadership and Teaching, Outdoor Education Safety, Natural History, and Experiential Skills.

Candidates seeking a minor in outdoor education must complete a total of 23 credits from the following four components:

#### Leadership and Teaching Component (9 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3

#### Outdoor Education Safety Component (5 credits):

##### Required Course

PE 2283	Leave No Trace Trainer	1
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##### Electives

Choose a minimum of four (4) additional credits from the following list. One of the courses (and no more than one course) must be wilderness first aid-related.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4441	Wilderness First Responder Certification	3

#### Natural History Component

Minimum of four (4) credits required. (The Natural History Component is waived for majors or minors in geology, biology, botany, zoology or ecology.)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 4491	Seminar <sup>1</sup>	1

#### Experiential Skills Component

Minimum of five (5) credits required. Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component.

PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1



PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop <sup>1</sup>	1-3
PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1

<sup>1</sup> When workshop relates to outdoor education, i.e., Canoe Workshop (1 cr), Whitewater Rafting Workshop (1 cr), Backpacking Workshop (1 cr), Advanced Kayaking-Summer Field Experience (1 cr), Beginning Rock Climbing-Summer Field Experience (1 cr), Advanced Rock Climbing-Summer Field Experience (1 cr).

## Minor in Sport Management

### Sport Management Standards

The Sport Management Minor is modeled to frame the NASPE-NASSM Content Standards for undergraduate Sport Management programs. The standards encompass 10 core areas that include: Behavioral Dimensions of Sport; Management and Organizational Skills; Ethics in Sport Management; Marketing in Sport; Communication in Sport; Finance in Sport; Economics in Sport; Legal Aspects of Sport; Governance in Sport; and Field Experience in a Sport Setting.

Candidates completing this minor must complete a total of 24 credits, including 18 credits of required courses and 6 approved elective credits from the courses listed below. No more than 32 credit hours of College of Business courses may be counted toward the minor in Sport Management. In addition, the candidate must show satisfactory completion of the ASEP Citizenship Through Sports Course.

### Required Courses (21 credits):

MGT 3312	Individual and Organizational Behavior	3
MGT 4473	Human Resource Management	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 3366	Sport Marketing	3
PE 4473	Facilities Planning and Design	3
PE 4490	Practicum in Physical Education	3

**Sport Management Elective Courses (6 credits):**

ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MKTG 2225	Basic Marketing Management	3
MKTG 4427	Consumer Behavior	3
PE 4465	Organization and Administration of Intramural Sports	3
PE 4475	Organization and Administration of Physical Education	3
PE 4491	Physical Education Workshop <sup>1</sup>	1-3
PE 4493	Introduction to Sport Sociology	3

<sup>1</sup> When workshop relates to Sport Management.

**Physical Educ Activity Courses*****PEAC 1100 Adaptive Martial Arts: 1 semester hour.***

Adaptive and corrective exercise programs in the martial arts (including judo and tae kwondo) designed for individuals unable to participate in a regular activity class. F, S

***PEAC 1101 Adaptive Snow Skiing: 1 semester hour.***

Adaptive and corrective exercise program in snowskiing designed for individuals unable to participate in a regular activity class. S

***PEAC 1102 Adaptive Waterskiing: 1 semester hour.***

Adaptive and corrective exercise program in waterskiing designed for individuals unable to participate in a regular activity class. Su

***PEAC 1103 Adaptive Swimming: 1 semester hour.***

Adaptive and corrective exercise programs in aquatics designed for individuals unable to participate in a regular activity class. Su

***PEAC 1104 Adaptive Weight Training: 1 semester hour.***

Adaptive and corrective exercise programs in progressive body building and conditioning exercises designed for individuals unable to participate in a regular activity class. F, S

***PEAC 1105 Seated Aerobics: 1 semester hour.***

Adaptive and corrective exercise programs designed to improve cardiovascular fitness, flexibility, and strength. D

***PEAC 1107 Instructor Training of Adapted Waterskiing: 1 semester hour.***

Methods and techniques of teaching waterskiing to people with disabilities. Su

***PEAC 1108 Instructor Training of Adapted Snowskiing: 1 semester hour.***

Methods and techniques of teaching snowskiing to people with disabilities. S

***PEAC 1109 Instructor Training of Adapted Sport: 1 semester hour.***

Methods and techniques of teaching a variety of sport skills to people with disabilities. F, S

***PEAC 1110 Military Style Physical Fitness Civilian Only: 1 semester hour.***

Participate in and learn to lead a physical fitness program. Emphasis on developing an individual fitness program and the role of exercise and fitness in one's life. Equivalent to MSL 1110. F, S

***PEAC 1120 Introduction to Pilates Equipment: 1 semester hour.***

Introduction of the Pilates-based methods of equipment exercise and how to safely perform some of the basic fundamental movements with the equipment. F, S

***PEAC 1121A Beginning Pilates Matwork: 1 semester hour.***

Provides an introduction to this form of exercise and direction on how to perform some of the basic fundamental movements performed on the floor. F, S

***PEAC 1121B Intermediate Pilates Matwork: 1 semester hour.***

Build upon basic skills learned in beginning matwork course. More advanced floor Pilates skills in building understanding of technique and how technique relates to Pilates apparatus. PREREQ: PEAC 1121A or permission of instructor. D

***PEAC 1122A Beginning Yoga: 1 semester hour.***

Introduction to Yoga practice; building and developing strength, balance, flexibility and an appreciation for controlled movement. F, S

***PEAC 1122B Intermediate Yoga: 1 semester hour.***

Course builds upon basic skills learned in beginning yoga. More advanced skills in building and developing strength, balance, flexibility and an appreciation for controlled movement. F, S

**PEAC 1122D Yoga Sports Conditioning: 1 semester hour.**

Yoga practice; building and developing strength, balance, flexibility and an appreciation for controlled movement with an emphasis based upon the considerable strength and flexibility in the legs, hips and ankles that are required in sport participation. Physiological self assessments and safety will be covered. F, S

**PEAC 1124 Triathlon Training: 1 semester hour.**

Participants will work on their swimming, biking, and running skills as well as learn the rules and valuable tips for completing triathlons successfully. Physiological self assessments and safety will be covered. F, S

**PEAC 1127 Wrestling: 1 semester hour.**

For wrestlers with any experience level, focusing on bringing wrestlers to the highest level of wrestling technique, strategy and training. The wrestlers will learn to wrestle through smart drilling techniques, specialized live wrestling drills and matches. Wrestling technique learned will be folkstyle wrestling. F, S

**PEAC 1128 Shorin Ryu Karate: 1 semester hour.**

Shorin Ryu karate is taught in the traditional Japanese style. The course will explore the movements of the style and how these movements relate to self-defense through the study of Kata (forms). The course will emphasize the building of character, self-discipline, humility, as well as a respect for self and others. F, S

**PEAC 1129 Shoshin Ryu: 1 semester hour.**

Classical martial arts system that blends the most current teaching practices with effective, centuries-old methods of instruction in order to teach students effective self-defense techniques. F, S

**PEAC 1130 Aquacise: 1 semester hour.**

Techniques of water exercises for physical conditioning. Physiological self-assessments and water safety will be covered. F, S

**PEAC 1131D Aerobics Toning and Conditioning: 1 semester hour.**

Elementary techniques and modalities of aerobic exercise with an emphasis on toning exercises and cardiovascular conditioning. Includes physiological self assessments and safety. F, S

**PEAC 1131E Aerobics Boot Camp: 1 semester hour.**

Elementary techniques and modalities of aerobic exercise incorporating a full body workout that works all major muscle groups with boot camp style drills such as push-ups, jumping jacks, and abdominal exercises. Includes physiological self-assessments and safety. F, S

**PEAC 1131F Aerobics Core Fitball: 1 semester hour.**

An aerobic style workout that incorporates a balance ball to perform exercises, designed to increase the participant's core strength and stability, flexibility, range of motion, balance, and coordination. Includes physiological self assessments and safety. F, S

**PEAC 1131G Aerobics Kickboxing: 1 semester hour.**

An aerobic style workout which combines elements of boxing, martial arts, and aerobics to provide overall physical conditioning and toning. Includes physiological self assessments and safety. F, S

**PEAC 1131H Aerobics Zumba: 1 semester hour.**

An aerobic style workout that is a fusion of Latin and International music that creates a dynamic, effective fitness system. The routines feature interval training sessions where fast and slow rhythms and resistance training are combined to tone and sculpt your body while burning fat. Includes physiological self assessments and safety. F, S

**PEAC 1131J Aerobics Nutrition and Weight Management: 1 semester hour.**

This aerobic/fitness class is designed to introduce students to a wide variety of cardiovascular training modalities, develop a fitness plan, and aid students in gaining the necessary skills to select the foods that promote health and develop a weight management plan. Includes physiological assessments, body composition testing, and safety. F, S

**PEAC 1131K Aerobics Turbokick: 1 semester hour.**

Intense kickboxing moves and dance moves choreographed to high energy music, providing a cardiovascular challenge that blends intense intervals strength/endurance training and cool-down. Includes physiological self assessments and safety. F, S

**PEAC 1131M Aerobics Cardio Jam: 1 semester hour.**

This course is designed to help students improve their physical fitness through--but is not limited to--kickboxing, yoga, pilates, and other forms of cardiovascular and muscle toning exercises. Includes physiological self assessments and safety. F, S

**PEAC 1131N Aerobics Cardio Hip Hop: 1 semester hour.**

A cardiovascular workout that includes the latest hip hop dance moves and routines. Basic moves are built upon to make this class available to everyone from the non-dancer to advanced skill level. Includes physiological self assessments and safety. F, S

**PEAC 1132 Individualized Physical Education: 1 semester hour.**

Introduction to lifetime fitness programming components with individually-designed programs. Physiological self-assessments, safety, and equipment are covered. F, S

**PEAC 1132A Spinning: 1 semester hour.**

Fitness class using spinning/stationary bicycles. Develop cardiovascular endurance (aerobic and anaerobic) and muscular strength and endurance. Music is used as a tool to motivate and inspire, as well as establish the pace, rhythm and energy level of the class. F, S, Su

**PEAC 1133 Jogging and Personal Fitness: 1 semester hour.**

Fitness-oriented course, designed for students who wish to maintain or increase their present fitness level. Physiological self-assessments and safety are covered. F, S

**PEAC 1134A Beginning Weight Training: 1 semester hour.**

Instruction and participation in fundamentals of progressive body-building and conditioning with resistance, including various modalities. Physiological self-assessments and safety will be covered. F, S, Su

**PEAC 1134B Intermediate Weight Training: 1 semester hour.**

Instruction and participation in fundamentals of progressive body-building and conditioning with resistance, including various modalities. Designed for the intermediate lifter. F, S

**PEAC 1135A Introduction to Hatha Yoga: 1 semester hour.**

Introduction to yoga philosophy, beginning postures, and techniques of breathing, relaxation, and meditation. Progressive method builds strength, flexibility, and balance, and is adaptable to all ability levels. Special emphasis on proper alignment and diaphragmatic breathing. F, S

**PEAC 1135B Intermediate Hatha Yoga: 1 semester hour.**

Course builds upon basic skills learned in introductory course, including addition of more challenging postures, advanced breathing and relaxation techniques, while continuing to build flexibility, strength and balance. More attention given to yoga philosophy and meditation. PREREQ: PEAC 1135A or permission of Instructor. D

**PEAC 1136 Target Fit TM Conditioning: 1 semester hour.**

Target Fit (TM) system used for over 115 different weight room type exercises while learning resistance training. Resistance training options allow students to improve muscular strength, overall cardiovascular endurance and flexibility while improving bone density. F, S

**PEAC 1137 Marathon Training: 1 semester hour.**

Physical, mental and spiritual training principles for beginning runners training to complete marathons. D

**PEAC 1138 Kendo: 1 semester hour.**

Introduction to principles and philosophies of Kendo, including training hall etiquette, basic sword handling, combat stances, footwork and striking a target. D

**PEAC 1139A Beginning Fencing: 1 semester hour.**

Introduction to the basic skills of foil fencing including equipment, grip, salute, on-guard, advance, retreat, lunge, and defense. Includes safety concerns, basic strategies, and rules. F, S

**PEAC 1139B Intermediate Fencing: 1 semester hour.**

Continuation and expansion of the basic skills included in the beginning course with the addition of parries, engagements, and advanced attacks. Also includes advanced strategies. F, S

**PEAC 1140A Beginning Billiards: 1 semester hour.**

Introduction to the fundamental skills involved in billiards: technique, game play, scoring, and etiquette. F, S

**PEAC 1140B Intermediate Billiards: 1 semester hour.**

Designed for the intermediate level player; this course explores a variety of more advanced shots and strategies. F, S

**PEAC 1141A Fundamentals of Bowling: 1 semester hour.**

Introduction to fundamental skills, scorekeeping, handicaps, and rules of bowling. F, S

**PEAC 1141B Intermediate Bowling: 1 semester hour.**

Designed for the intermediate level bowler, this course builds upon the skills and knowledge of the fundamentals course. F, S

**PEAC 1141C Advanced Team Bowling: 1 semester hour.**

Introduction to more advanced individual techniques and skill assessment and corrections for bowling. F, S

**PEAC 1142A Beginning Golf: 1 semester hour.**

Fundamental philosophies and techniques of golf, including grip, use of irons, woods, and putter, and etiquette. F, S, Su

**PEAC 1142B Intermediate Golf: 1 semester hour.**

Designed for the intermediate golfer, this course builds on the acquisition of skill in the fundamental strokes; etiquette; and more advanced reading of the course. F, S, Su

**PEAC 1143A Judo: 1 semester hour.**

Principles and philosophies of judo, including the techniques of grappling, throwing, and falling. Varying practice methods. Open to all skill levels. F, S

**PEAC 1143B Intermediate Judo: 1 semester hour.**

A continuation of fundamental judo skills and philosophies for intermediate-skilled students, including basics of some advanced skills. F, S

**PEAC 1143C Advanced Judo: 1 semester hour.**

A refinement of fundamental judo skills and philosophies for advanced-skilled students, including advanced techniques of throwing, grappling, and falling. F, S

**PEAC 1143D Self Defense Judo: 1 semester hour.**

Applications of self-defense within the framework of Judo. Open to all skills levels. F, S

**PEAC 1144 Tae Kwon Do: 1 semester hour.**

Presentation of principles and philosophies of Tae Kwon Do, a Korean form of karate meant for energy conservation in self-defense technique. F, S

**PEAC 1145 Rodeo: 1 semester hour.**

An orientation to the safety and techniques of the various events of the modern-day rodeo. F, S

**PEAC 1146 Archery: 1 semester hour.**

Introduction to equipment, technique, and safety practices of archery. D

**PEAC 1146B Archery-Bowhunter Education: 1 semester hour.**

Technique, strategy, safety and equipment in the sport of Bowhunter Archery. Bowhunter Education Certification included. F, S

**PEAC 1147A Beginning Karate: 1 semester hour.**

Principles and philosophies of a modified Shorin Ryu Karate Do directed towards beginning martial artists. F, S

**PEAC 1148A Beginning Womens Judo: 1 semester hour.**

Introduction to methods and techniques of judo for women. Includes a variety of holding and throwing techniques. Rules, safety considerations, and the philosophy of judo are emphasized. D

**PEAC 1149A Tai Chi: 1 semester hour.**

This course is designed to facilitate fitness through the practice in the Yang-style short form of Tai Chi Chuan. D

**PEAC 1149B Intermediate Tai Chi: 1 semester hour.**

This course is designed to further skill competency and fitness through practice in the Yang-style short form of Tai Chi Chuan. PREREQ: PEAC 1149A or equivalent skill and ability. D

**PEAC 1150A Beginning Racquetball: 1 semester hour.**

Introduction to fundamentals of technique, strategy, and safety in the game of racquetball. F, S

**PEAC 1150B Intermediate Racquetball: 1 semester hour.**

Continuation of basic skills and fundamental strategies for the intermediate level racquetball player. F, S

**PEAC 1150C Advanced Racquetball: 1 semester hour.**

Refinement of skills, techniques, and strategies for the advanced level racquetball player. D

**PEAC 1151A Beginning Tennis: 1 semester hour.**

Rudimentary principles and techniques of tennis, including basic shot selection, conditioning, drill works, and game play. F, S, Su

**PEAC 1151B Intermediate Tennis: 1 semester hour.**

A continuation of fundamental tennis skills and principles for intermediate-skilled students, including an introduction to some advanced skills. F, S

**PEAC 1151C Advanced Tennis: 1 semester hour.**

Refinement of skills, techniques, and strategies for the advanced level player. D

**PEAC 1152A Beginning Badminton: 1 semester hour.**

Introduction to basic skills, game play, and strategies in the game of badminton. D

**PEAC 1152B Intermediate Badminton: 1 semester hour.**

Continuation of skill refinement, more advanced game play, and strategies for the intermediate player. D

**PEAC 1152C Advanced Badminton: 1 semester hour.**

Refinement of fundamental skills, more advanced game play, and strategies for the advanced player. D

**PEAC 1153 Racquet Sports: 1 semester hour.**

Introduction to and instruction in fundamental skills for a variety of court sports, specifically tennis, racquetball and badminton. D

**PEAC 1154 Table Tennis: 1 semester hour.**

Introduction to the basic fundamentals of the game of table tennis. Includes fundamental individual and doubles techniques, strategies, and play. D

**PEAC 1155A Beginning Soccer: 1 semester hour.**

Introduction to basic individual and team soccer skills, including dribbling, shooting, and offensive and defensive techniques and strategies. S

**PEAC 1155B Intermediate Soccer: 1 semester hour.**

Continuation of fundamental team and individual skill acquisition, and introduction of more advanced techniques and strategies. D

**PEAC 1156A Beginning Basketball: 1 semester hour.**

Fundamental individual and team techniques, strategies, and play. F, S

**PEAC 1156B Intermediate Basketball: 1 semester hour.**

More advanced individual and team techniques, strategies and play for intermediate level players. F, S

**PEAC 1157A Beginning Volleyball: 1 semester hour.**

Introduction to fundamental individual and team skills, strategies, and play for beginning level volleyball players. S

**PEAC 1157B Intermediate Volleyball: 1 semester hour.**

More advanced individual and team skills, strategies, and play for intermediate level volleyball players. S

**PEAC 1158 Softball: 1 semester hour.**

Introduction to fundamental skills, and refinement of more advanced skills, for individual and team techniques, strategies, and play in softball. F, S

**PEAC 1159 Ultimate Frisbee: 1 semester hour.**

This course is designed to enhance student skills and abilities in ultimate frisbee. D

**PEAC 1160A Beginning Skiing: 1 semester hour.**

Fundamental techniques, etiquette, training, safety practices and skill practice in downhill skiing for beginners. S

**PEAC 1160B Intermediate Skiing: 1 semester hour.**

For intermediate level skiers, an emphasis on safety practices, etiquette, more advanced techniques, training, and skill practice. S

**PEAC 1160C Advanced Skiing: 1 semester hour.**

Intended for advanced skiers, this course emphasizes high-level skill acquisition, training, safety, ski etiquette, and skill practice. S

**PEAC 1161A Beginning Night Skiing: 1 semester hour.**

Skill acquisition and safety practices for beginners who wish to ski at night. S

**PEAC 1162A Beginning Snowboarding: 1 semester hour.**

Introduction to snowboarding, including selection of equipment, safety practices, etiquette, and techniques. S

**PEAC 1162B Intermediate Snowboarding: 1 semester hour.**

Designed for the experienced snowboarder. A continuation of the basic skills and techniques included in the beginning course. S

**PEAC 1162C Advanced Snowboarding: 1 semester hour.**

Designed for the advanced snowboarder. A continuation of the intermediate skills and techniques included in the intermediate course. F, S

**PEAC 1163 Backpacking: 1 semester hour.**

Designed for the beginning to advanced backpacker, this course prepares the students for and includes a week long backpacking trip. Includes discussions on navigation, equipment, low impact techniques and food preparation. F, S

**PEAC 1164A Beginning Ice Skating: 1 semester hour.**

The ice skating course is designed for full participation on ice. Proper techniques are taught for various levels of figure and hockey skaters. S

**PEAC 1165 Backcountry GPS Navigation: 1 semester hour.**

The practical use of portable GPS devices for outdoor applications. Topics covered include angular and rectangular coordinates, cross-country land navigation, use of waypoint coordinates, determining distance, and limitations of GPS. F

**PEAC 1166 Canoeing: 1 semester hour.**

A basic level course, teaching both American Red Cross and Native American canoeing styles, and covering paddling techniques, canoe design, equipment, clothing, camping, safety and rescue. Su

**PEAC 1167 Kayak Touring: 1 semester hour.**

Basic skills for lake, ocean and flat-water kayaking including equipment, technique, navigation, safety and rescue. F

**PEAC 1168 Day Hiking: 1 semester hour.**

Skills necessary to be successful in outdoor hiking situations. Learn to plan, prepare and execute a day hiking adventure by focusing on equipment, skills and physical preparation. D

**PEAC 1169 Touch Rugby: 1 semester hour.**

Introduction to the participation in the fundamental techniques, strategies, training systems and safety of touch rugby. D

**PEAC 1170A Beginning Swimming: 1 semester hour.**

Introduction to propulsive movement skills in the water; includes safety, front crawl, and elementary backstroke. F, S

**PEAC 1170B Intermediate Swimming: 1 semester hour.**

Refinement of beginning skills; includes an introduction to breaststroke, intermediate level safety, basic diving technique, back crawl, and sidestroke. F, S

**PEAC 1170C Advanced Swimming: 1 semester hour.**

Refinement of previous strokes; includes introduction to butterfly, inverted breaststroke, the trudgen, and overarm sidestroke. D

**PEAC 1171 Synchronized Swimming: 1 semester hour.**

An orientation to the fundamentals of the Olympic sport of individual and team synchronized swimming, including tricks, presentation, and basic to advanced skills. D

**PEAC 1172 SCUBA Diving: 1 semester hour.**

Basic skills in SCUBA diving: mask, fins, snorkel use; safety techniques; mechanical equipment use; aquatic environments. Students must: swim 400 yards; tread water 15 minutes; carry ten pound brick 25 yards. No certification. F, S

**PEAC 1173 Skin and SCUBA Diving Certification: 2 semester hours.**

Skills in SCUBA: mask, fins, and snorkel use; safety techniques; mechanical equipment use; aquatic environments. Candidates must: swim 400 yards; tread water 15 minutes; carry ten pound brick 25 yards. Certification possible. F, S, Su

**PEAC 1174 Advanced Open Water SCUBA Diving: 2 semester hours.**

Course builds upon basic skills learned in beginning scuba diving. Student must have open water certification. Teaches the four specialties of photography, equipment, navigation and search/recovery. Requires eight dives during two open water diving days. Candidate will receive certification after completion of course requirements. PREREQ: Open water certification. D

**PEAC 1175A Beginning Kayaking: 1 semester hour.**

Uses controlled environment of ISU pool and includes basic skills including draw and sculling strokes, high and low bracing, eddy turns, deep water rescue techniques, river safety, and Eskimo roll. F, S

**PEAC 1176A Beginning Rock Climbing: 1 semester hour.**

Designed for students with little or no climbing experience, this outdoor class covers basic climbing including knot tying, belaying, movement techniques, top rope anchor systems, and safety procedures. F, S

**PEAC 1176B Intermediate Rock Climbing: 1 semester hour.**

Designed for the intermediate level student, this course explores more advanced techniques, etiquette, and minimal impact techniques. F, S

**PEAC 1177A Beginning Cross-Country Skiing: 1 semester hour.**

Designed for beginning skiers, this course introduces students to flat surface techniques and progresses to uphill and downhill techniques. Indoor lectures are combined with tours to local cross-country ski areas. S

**PEAC 1177B Intermediate Cross-Country Skiing: 1 semester hour.**

Designed for intermediate skill x-country skiers, this course builds on the fundamental techniques of the beginning course. Includes safety in the backcountry, more advanced uphill and downhill techniques, and overnight trip planning. S

**PEAC 1178A Beginning Telemark Cross-Country Skiing: 1 semester hour.**

Fundamental skills of executing downhill turns on cross-country skis. Telemark is primary emphasis, but wedge, stem christie, and parallel turns are also covered in relation to free heel skis. S

**PEAC 1178B Intermediate Telemark Cross-Country Skiing: 1 semester hour.**

Course builds upon the basic skills first introduced in the beginning course. Introduces additional techniques. S

**PEAC 1179 Diver Stress and Rescue: 2 semester hours.**

Introduction to fundamentals and techniques to understand diver stress, reasons for occurrence, methods of detection, methods of prevention, methods of treatment at occurrence. Candidate will receive certification after completion of course requirements. D

**PEAC 1180A Beginning Windsurfing: 1 semester hour.**

Introduction to the basic skills of sailboarding including sail rigging, sailing maneuvers, wind reading and windsurfing safety. F, S

**PEAC 1180B Intermediate Windsurfing: 1 semester hour.**

Continuation of basic skills of sailboarding, with additional emphasis on more advanced technique and weather reading for the intermediate level windsurfer. F, S

**PEAC 1181 Mountain Biking: 1 semester hour.**

Includes both mountain and road biking. Combines a series of indoor lectures with practical outdoor riding experience. Topics include riding techniques, clothing, equipment, safety and bike maintenance. F

**PEAC 1182A Beginning Dutch Oven Cooking: 1 semester hour.**

Includes basic food preparation, meal planning and the care and use of cast iron dutch ovens. Nightly demonstrations by guest chefs. Candidates will select recipes, buy food, and prepare their own meals. F, S

**PEAC 1182C Advanced Dutch Oven Cooking: 1 semester hour.**

Expands upon the basics taught in the beginning course. Includes large group meal planning, dutch oven catering, garnishing and presentation of meals, gourmet meal preparation, and competitive cooking. F

**PEAC 1185 Basic Mountaineering: 1 semester hour.**

Designed for candidates wishing to climb mountains on a non-technical basis. Includes ice axe use, rope team travel, clothing, equipment, hazards, hypothermia, and acute mountain sickness. S

**PEAC 1186A Beginning Fly Fishing: 1 semester hour.**

Equipment selection, basic techniques of flycasting, basic knots and types of flies are included. Dry fly fishing, nymphing, and streamer fishing included. D

**PEAC 1186B Intermediate Fly Fishing: 1 semester hour.**

Specialized casting techniques for different conditions included. Selecting and using the proper fly as well as how to read a stream and locate fish will be addressed. Emphasis will be on fishing still waters, small streams and big rivers. PREREQ: 1186A or permission of instructor. D

**PEAC 1186C Advanced Flyfishing Skills: 1 semester hour.**

Advanced level specialized techniques including casting, fly selection and use, fish behavior, stream, still water and big water fishing, advanced equipment use, and advanced equipment construction. PREREQ: PEAC 1186B or permission of instructor. F, S

**PEAC 1186D Advanced Flyfishing River and Still Water: 1 semester hour.**

Equipment selection, advanced techniques of fly-casting, knots and types of flies. River and still water techniques, including dry fly-fishing, nymphing and streamer fishing. F, S

**PEAC 1186E Advanced Flyfishing Fly Rod Building: 1 semester hour.**

Equipment selection, basic techniques of rod building, basic wrapping and types of blanks. Students will wrap their own rods and apply resin. F, S

**PEAC 1187A Beginning Fly Tying: 1 semester hour.**

Basic fly tying skills for the beginner. Introduction and explanation of basic tools and materials. Course will include simple nymph, wet and dry fly patterns. D

**PEAC 1187B Intermediate Fly Tying: 1 semester hour.**

Intermediate level course for the experienced fly-tyer. Advanced patterns included with additional emphasis on innovative materials and techniques. Basic entomology will also be addressed. PREREQ: PEAC 1187A or permission of instructor. D

**PEAC 1189 Beginning Gym Climbing: 1 semester hour.**

Taught entirely indoors on the Idaho State University Climbing Wall, this course covers climbing knots, belaying procedures, basic equipment, movement techniques, and safety. S

**PEAC 1190 Varsity Athletics Bengal Dance Team and Cheerleading: 1 semester hour.**

Instruction and participation in ISU Department of Athletics approved sports. Coach's approval required. F, S

**PEAC 1191A Basic Horsemanship: 1 semester hour.**

Introduces the candidate to horsemanship, safety and riding skills. Includes horse behavior, safety, grooming, tack care, tacking horse, nutrition, fitness, basic skills for the horse and rider. Skills include guiding, posting at a trot, correct leads, flying lead changes, obtaining balanced stops, roll maneuvers and techniques to work the problem horse. F, S

**PEAC 1191B Intermediate Horsemanship: 1 semester hour.**

Build upon basic skills learned in beginning horsemanship. Intermediate skills include guiding, posting at a trot, correct leads, flying lead changes, stops, roll maneuvers and techniques to work the problem horse. PREREQ: PEAC 1191A or permission of instructor. D

**PEAC 1193 Leave No Trace Workshop: 1 semester hour.**

Participants will gain a better understanding of LNT practices and outdoor ethics, developing confidence in teaching others about LNT. Through activities, outdoor overnight experience, and discussions, students will look at their own outdoor ethics and be challenged to better develop their skills and practices to lessen their impact on the land. D

**PEAC 1194 Caving Workshop: 1 semester hour.**

Designed for candidates that want to develop the skills necessary to explore non technical caves. The course covers navigation, equipment, rappelling, light sources, emergency preparation, and the history of caving. S

**PEAC 1195A Beginning Disc Golf: 1 semester hour.**

Introduction to the sport of Disc Golf. The class covers basic throwing techniques, putting styles and mental preparation for competitive play. F

**PEAC 1196 Skateboarding: 1 semester hour.**

Introduction to the fundamentals, technique, and overall knowledge of skateboarding. F, S

**PEAC 1197 Handball: 1 semester hour.**

Introduction to the fundamentals of technique, strategy, and safety in the game of handball. D

**PEAC 1198A Team Sports Inline Roller Hockey: 1 semester hour.**

Fundamentals of inline hockey, including game rules, safe practices, skating, stick handling, passing, shooting, goaltending, offensive and defensive play, and officiating. D

**PEAC 1198B Team Sports Lacrosse: 1 semester hour.**

Fundamentals of Lacrosse including: game rules, equipment, safe practices, cradling, passing, catching, scooping, and scrimmaging. D

**PEAC 1198C Team Sports Flag Football: 1 semester hour.**

Fundamentals of flag football including game rules, equipment, safe practices, passing, catching, offensive and defensive play, and scrimmaging. F

**PEAC 1199 Experimental Course: 1-6 semester hour.****PEAC 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Physical Educ Courses

**PE 1160 Women's Rape Aggression Defense: 1 semester hour.**

Realistic self-defense tactics and techniques designed for women. Awareness, prevention, risk reduction, risk avoidance, and basic hands-on defense training. R.A.D. is not a Martial Arts program. Equivalent to HE 1160 and WS 1160. PREREQ: Permission of Public Safety Office or sponsoring program. F, S

**PE 2200 Team Building Leadership: 2 semester hours.**

Trains individuals to facilitate and lead on a challenge course. Setup and dismantling of an Alpine Tower course, facilitation of large and small team building groups, safety and rescue techniques. Designed to train participants in pursuit of employment within the challenge course industry. F

**PE 2205 Methods and Techniques of Gymnastics: 2 semester hours.**

Fundamental methods and techniques for teaching a variety of gymnastic activities, including tumbling and apparatus. D



**PE 2222 First Aid CPR and Sport Safety: 3 semester hours.**

Course includes training in first aid, CPR and sport safety. The course also covers strategies for reducing the risk of suffering a heart attack. The sport safety portion will cover sports-related injury prevention. F, S, Su

**PE 2223 Foundations of Physical Education and Sport: 3 semester hours.**

Study, survey, history, philosophy, and ethics of the allied fields and specialty areas of physical education and sport. F, S, Su

**PE 2235 Activity Performance Techniques I: 3 semester hours.**

Laboratory enhanced skills in field based activities and games. Emphasis on participant skill development and -performance. F, Su

**PE 2236 Activity Performance Techniques II: 3 semester hours.**

Laboratory enhanced skills in racquet and court sports. Emphasis on participant skill development and performance. S, Su

**PE 2237 Activity Performance Techniques III: 3 semester hours.**

Laboratory-enhanced skills in fitness and conditioning-based recreation, nontraditional games and activities. Emphasis on skill development and performance. F, Su

**PE 2241 Sports Officiating: 1 semester hour.**

Proper instruction for game officials and coaches including knowledge of rules, mechanisms of officiating, and game administration. May be repeated for up to 4 credits. D

**PE 2243 Anatomical Foundations of Human Activity: 3 semester hours.**

Study of human body structure including the neuromuscular, skeletal, circulatory, respiratory, digestive, endocrine, reproductive, and organ systems. Course is designed for health and physical education candidates. F, S, Su

**PE 2259 Lifeguarding: 2 semester hours.**

Provides a fundamental knowledge and practical application of principles involving lifesaving techniques in an aquatic environment. Academic course work and pool activity are required of all candidates. Can result in American Red Cross certification. Su

**PE 2271 Winter Survival Skills: 1 semester hour.**

Designed to equip candidates with knowledge necessary for a 72 hour winter survival situation. Content includes winter shelter building, recognizing and treating frostbite, signaling, fire building, survival psychology, nutrition needs, clothing and equipment. S

**PE 2272 Wilderness Survival Skills: 1 semester hour.**

Designed to provide candidates with knowledge and skills necessary to survive a 72 hour emergency (summer and fall seasons). Includes signaling, shelter building, hypothermia, survival kits, fire building, direction finding and desert hazards. F

**PE 2280 Winter Camping and Backcountry Travel: 1 semester hour.**

Techniques, equipment and safety of overnight winter wilderness travel, backcountry skiing and snowshoeing. PREREQ: Permission of instructor. S

**PE 2281 Practical Outdoor Skills: 1 semester hour.**

Study and application of knowledge and skills common to most outdoor activities, and ways in which such skills can be integrated in school, youth and adult activity programs. Practical outdoor knots, map and compass, sheltering strategies, outdoor emergencies, safety procedures, minimal impact techniques, and outdoor team building. F, S

**PE 2282 Map Compass and Backcountry Navigation: 1 semester hour.**

Practical application of map and compass and wilderness navigation concepts including map and field bearings, declination, resection, contour line interpretation, GPS receiver use, map types, scales, and coordinate systems. F

**PE 2283 Leave No Trace Trainer: 1 semester hour.**

Principles and practices of minimum impact outdoor techniques including traveling approaches, waste disposal, campsite placement, outdoor ethics, state/federal land management requirements, and sport-specific procedures. Students receive "Leave No Trace" national certification. F

**PE 2284 Intermediate Kayaking and Whitewater Safety: 1 semester hour.**

Combines practical field experience in moving water with a study of river safety and accident prevention. Topics include hazard evaluation, self and team rescue, case history review, and whitewater safety procedures. PREREQ: PEAC 1175A or permission of instructor. F, S

**PE 2285 Wilderness First Aid: 1 semester hour.**

Provides an introduction to First Aid and patient care in remote settings. Includes wound and infection management, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, and up-to-date information on environmental emergencies. F, S

**PE 2286 Avalanche and Winter Sports Safety: 1 semester hour.**

A study of snow, winter hazards, avalanche safety and rescue. Topics include basic snow physics, crystal identification, metamorphic processes, factors influencing avalanches, use of transceivers, snow pack evaluation, and avalanche rescue techniques. S

**PE 2287 Snowboard Instructor Training: 1 semester hour.**

Indoors: mechanics of snowboarding, teaching progressions, effective teaching styles and snowboarding techniques. Outdoors: teaching progressions, snowboarding demos and snowboarding tips. F

**PE 2288 Ski Instructor Training: 1 semester hour.**

Indoors: skiing mechanics, teaching progressions, effective teaching styles and skiing techniques. Outdoors: teaching progressions, skiing demos and techniques for improved skiing. F

**PE 3300 Movement Theory and Motor Development: 3 semester hours.**

Introduces the candidate to the science of developmental human movement including fundamental concepts of movement behavior presented in a bio-social context and the concepts of learning in the psychomotor domain. F, S

**PE 3301 Physiology of Exercise: 3 semester hours.**

Theoretical and applied study of the effects of physical work and exercise on physiological processes of the human body. Lecture and laboratory. PREREQ: PE 2243, or BIOL 3301 and BIOL 3302. COREQ: PE 3301L. F, ASu

**PE 3301L Physiology of Exercise Laboratory: 1 semester hour.**

Physiological experiments and testing. COREQ: PE 3301. F, ASu

**PE 3302 Biomechanics: 3 semester hours.**

The study of anatomical and mechanical principles that apply to human movement. Study will include exercise and sport applications. Lecture and laboratory. PREREQ: PE 2243, or BIOL 3301 and BIOL 3302; and PHYS 1100 or PHYS 1111. COREQ: PE 3302L. S, ASu

**PE 3302L Biomechanics Laboratory: 1 semester hour.**

Biomechanical experiments and testing. COREQ: PE 3302. F, ASu

**PE 3312 Practical Applications of Coaching Baseball and Softball: 2 semester hours.**

Essential elements of coaching baseball and softball. Emphasis on application and practice in the educational setting. D

**PE 3313 Practical Applications of Coaching Basketball: 2 semester hours.**

Essential elements of coaching basketball. Emphasis on application and practice in the educational setting. F

**PE 3314 Practical Applications of Coaching Football: 2 semester hours.**

Essential elements of coaching football. Emphasis on application and practice in the educational setting. S

**PE 3315 Practical Applications of Coaching Soccer: 2 semester hours.**

Essential elements of coaching soccer. Emphasis on application and practice in the educational setting. D

**PE 3316 Practical Applications of Coaching Tennis: 2 semester hours.**

Essential elements of coaching tennis. Emphasis on application and practice in the educational setting. D

**PE 3317 Practical Applications of Coaching Track and Field: 2 semester hours.**

Essential elements of coaching track and field. Emphasis on application and practice in the educational setting. S

**PE 3318 Practical Applications of Coaching Volleyball: 2 semester hours.**

Essential elements of coaching volleyball. Emphasis on application and practice in the educational setting. S

**PE 3319 Practical Applications of Coaching Wrestling: 2 semester hours.**

Essential elements of coaching wrestling. Emphasis on application and practice in the educational setting. D

**PE 3322 Introduction to Sport Psychology: 3 semester hours.**

Study of theoretical and applied psychological parameters in sport settings. Specific topics include the coach-athlete relationship and issues in sport performance. Also includes motivation, leadership, communication, ethics, and intervention strategies. F, S

**PE 3357 Methods of Teaching Elementary Physical Education: 3 semester hours.**

Prepares candidates to teach elementary physical education activities. Emphasis on a variety of teaching methods and their application to all skill levels at the elementary level. PREREQ: Admission to College of Education Teacher Education Program or permission of instructor. F, S, Su

**PE 3358 Water Safety Instructors Course: 3 semester hours.**

Techniques of teaching swimming, diving, and community water safety skills including small craft safety. Emphasis on skill progressions and planning/organizing courses. American Red Cross certificate awarded if examination is passed. Su

**PE 3362 Tests and Measurements in Physical Education: 3 semester hours.**

Study of constructive practical and written tests applicable to physical education. Study of the theory of practice of test administration, brief study of statistical methods and measurements in physical education. F

**PE 3364 Introduction to Sport Law: 3 semester hours.**

Study of the law as it relates to physical education and sport. Includes fields of tort law, criminal law, contract law, and constitutional law as they relate to physical education and sport settings. F

**PE 3366 Sport Marketing: 3 semester hours.**

Study of sport marketing theory, basic economics, accounting, and budgeting principles. Additional topics will also include sport marketing strategies and tactics, sponsorships, and sport licensing. S

**PE 3370 Care and Prevention of Athletic Injuries: 3 semester hours.**

Basic care, prevention, evaluation, and rehabilitation of athletic injuries. Includes instruction in athletic taping and wrapping. PREREQ: PE 2243, or BIOL 3301 and BIOL 3302. F, S

**PE 3380 Field Experience: 1 semester hour.**

Orientation, observation, planning and supervised experience exposes the candidate to activity instruction under the direction of a major advisor. D

**PE 3381 River Safety and Swiftwater Rescue: 1 semester hour.**

A comprehensive safety and rescue course for river users and rescue service personnel. Topics include safety equipment, river hazards, river crossings, tag line procedures, zip line and Z-pulley use, moving water extrications, and first aid considerations. Su

**PE 3383 Advanced Rock Climbing and Climbing Safety: 2 semester hours.**

A comprehensive examination of climbing safety - anchor placement, self-rescue, belaying, route protection, case history review, equipment limitations - along with field experience including lead and aid climbing, advanced knots, movement techniques, and minimal impact procedures. PREREQ: PEAC 1176A or permission of instructor. S

**PE 3384 Outdoor Risk Management and Liability: 2 semester hours.**

Legal implications of outdoor recreation programming including a study of tort liability, risk evaluation, relevant case law, legal management strategies, and the use of waivers and releases. OF

**PE 3386 Outdoor Leadership: 3 semester hours.**

Designed to provide candidates with the knowledge to organize and lead outdoor activities. Includes leadership styles, liability, program promotion, planning, safety, and environmental impact. Practical experiences are included. S

**PE 3397 Professional Education Development: 1-3 semester hour.**

A course for the practicing educator aimed at the development and improvement of educational skills. Various sections will have different subtitles. A maximum of 10 credits may be applied to fifth year program. Graded S/U. D

**PE 4413 Sport in Cinema: 3 semester hours.**

Investigate sport, and the treatment of sport, through the medium of modern cinema. Sport will be analyzed from the sociological, psychological, moral and ethical perspective of the filmmakers. D

**PE 4427 Personal Trainer Certification: 3 semester hours.**

Theoretical knowledge and practical skills in preparation for national certification exam in personal training. Guidelines for instructing safe, effective and purposeful exercise; essentials for the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. S

**PE 4437 Methods of Teaching Secondary Physical Education: 3 semester hours.**

Designed to prepare the candidate for teaching secondary physical education activities. Emphasis on a variety of teaching methods and their application to all skill levels at the secondary level. PREREQ: Admission to College of Education Teacher Education Program or permission of instructor. S

**PE 4440 Survey of Outdoor Education Literature: 3 semester hours.**

An examination of recent research, literature and contemporary writing in outdoor education. Course work consists of a series of reading assignments followed by oral reports and class discussions. F

**PE 4441 Wilderness First Responder Certification: 3 semester hours.**

80-hour certification program, including cardiac and respiratory emergencies, allergies and anaphylaxis, wound management and infection, neurological and spinal injuries, realignment of fractures and dislocations, rescue and extraction, patient monitoring and long term management problems. S

**PE 4445 Methods of Teaching Outdoor Activities and Practicum: 3-4 semester hour.**

This culminating course for outdoor education minors consists of two parts: a study of the objectives, programs and methods of teaching outdoor recreation activities followed by a practicum experience in which candidates assist in teaching and leading outdoor activities. PREREQ: PE 3386, PE 4440, and permission of instructor. S

**PE 4454 Senior Capstone: 3 semester hours.**

Professional development strategies for all undergraduate majors in Sport Science and Physical Education. Explore job strategies, career development opportunities, and field and research experience in the professional areas of Sport Management, Exercise Science, Physical Education Teaching, and Outdoor Education. PREREQ: Permission of instructor. F, S

**PE 4465 Organization and Administration of Intramural Sports: 3 semester hours.**

Study of various methods of organizing and administering intramural sports programs on the junior high school, high school, and college levels. D

**PE 4473 Facilities Planning and Design: 3 semester hours.**

An investigation of the various components, principles, and fundamental practices involved in facility planning and design for physical education, athletics, and recreation. S

**PE 4475 Organization and Administration of Physical Education: 3 semester hours.**

Study of the management theory and practices utilized in conducting physical education and sport programs. Emphasis will be placed on interscholastic as well as intercollegiate physical education and athletic programs. F

**PE 4480 Coaching Problems: 1-3 semester hour.**

Athletic control, eligibility, new coaching techniques, finances, safety measures, public relations, duties of coaches, managers, and officials. May be repeated for up to 4 credits. F, S, Su

**PE 4481 Coaching Clinic: 1 semester hour.**

Idaho State University is a sponsor of the annual Idaho Coaches Association Clinic held during the first week of August. Instruction offered in football, basketball, and other sports by coaches of national reputation. Total cost of registration at the clinic, board, room, and privileges for the full period of the clinic will be about \$50. An extra fee will be charged for those who register at the clinic for credit. May be repeated for up to 6 credits. Graded S/U. Credits will not be acceptable for degree completion requirements/electives. D

**PE 4482 Mechanical Analysis of Human Movement: 3 semester hours.**

Advanced study of assessing human motion patterns. Course will include computer analysis and videography techniques along with various field analysis techniques utilized in physical skill analyses. PREREQ: PE 3302. F, ASu

**PE 4484 Exercise Assessment and Prescription: 3 semester hours.**

Design and principles of exercise assessment procedures in physical education and sport setting. Physical Fitness testing concepts and procedures will be covered along with the principles involved when prescribing exercise programs for physical education and sport participants. PREREQ: PE 3301. S, ASu

**PE 4485 Independent Problems in Physical Education: 1-3 semester hour.**

Individual work under staff guidance. Field and/or library study on specific physical education problems of interest to majors and minors. May be repeated for up to 6 credits. PREREQ: Permission of instructor. F, S, Su

**PE 4490 Practicum in Physical Education: 1-16 semester hour.**

Practical experience in a field based setting, congruent with candidate's employment goals. May require multiple experiences in a variety of settings outside K-12 school settings. F, S, Su

**PE 4491 Physical Education Workshop: 1-3 semester hour.**

Critical analysis of one or more areas of physical education. May be repeated for up to 6 credits. PREREQ: Permission of instructor. D

**PE 4493 Introduction to Sport Sociology: 3 semester hours.**

Using the topics of youth, violence, gender, race/ethnicity, social class, media, and politics as a springboard, students will explore issues of social justice and diversity in sport and physical education settings. PREREQ: General Education Goal 1. F, ASu

**PE 4494 Adapted Physical Activity: 3 semester hours.**

History, philosophy, and the teaching/learning processes in providing adapted physical activity in schools and community-based settings. Includes clinical experiences. PREREQ: BIOL 3301 or equivalent, or PE 2243, PE 3300, and PE 3362. S

**PE 4495 Physical Education Student Teaching Internship: 7-14 semester hour.**

Observation and teaching under supervision in approved physical education programs with the opportunity to assume direct responsibility for the learning activities of secondary level students. Includes weekly professional development seminar. PREREQ: Admission to Teacher Education Program and approved application for student teaching. Graded S/U. F, S

# Division of Health Sciences

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## Division of Health Sciences

Idaho State University's Division of Health Sciences provides continued leadership in the delivery of health care by educating caring and competent professionals across all dimensions of health and promotes collaborative research and practice in the health sciences.

Idaho State University is Idaho's health care university, as designated by the Idaho State Board of Education, and offers 75 percent of the state's health profession degree programs. One third of Idaho State University's graduates receive degrees in the health professions.

The majority of the University's health profession programs are housed in the Division of Health Sciences. Nineteen health professional programs, including 35 degrees/options, make up the Division. Several of the Division's programs are offered on both the Pocatello and Meridian campuses, and a number of degrees are offered in an online format. Programs partner with hospitals, clinics and specialized medical facilities throughout the nation to provide state-of-the-art training opportunities for our students.

A mix of classroom and clinical experiences ensures that graduates are prepared for licensing exams and positions in a wide range of health care fields. On-campus and statewide clinics provide students with hands-on training. Fourteen in-house clinics include medicine, dentistry, dental hygiene, audiology, speech pathology, counseling, occupational therapy, physical therapy, vestibular (balance), and wellness. Beyond the basic skill sets associated with clinical practice, we train our students to become leaders in their professions and communities. Doing this requires hiring and retaining nationally recognized faculty, using the most current teaching technologies, and giving students access to the hands-on learning opportunities they need for success.

The Division of Health Sciences is organized into six units:

- Institute of Rural Health
- College of Pharmacy
- Kasiska School of Health Professions
- School of Nursing
- Office of Medical and Oral Health
- School of Rehabilitation and Communication Sciences

## Pre-Health Professions Advising

Idaho State University offers advising for pre-health professional students which prepares them for application to and acceptance by a variety of health professional schools. Health professional programs for which advising is offered include: dentistry, medicine, osteopathic medicine, optometry, podiatric medicine, veterinary medicine, physical therapy, occupational therapy, chiropractic, and physician assistant. For students interested in one of the health professional programs offered at Idaho State University, such as medical laboratory science, counseling, dental hygiene, family medicine, health and nutrition sciences, health care administration, nursing, physical therapy, physician assistant, pharmacy, radiographic science, and speech pathology and audiology, the Pre-Health Advisor will refer the students to the appropriate department or college for additional information.

The Pre-Health Professions Advising Office is located in the Department of Biological Sciences, Room 202 of the Life Sciences Building (Building #65 on the Idaho State University map). Students who plan to apply to one of the professional schools listed above should establish and maintain close contact with the Pre-Health Advisor throughout their undergraduate program at Idaho State University. The Pre-Health Advisor monitors students' progress through their degree programs and the health professional prerequisite courses, provides information about application procedures, and organizes informational meetings, workshops, and speakers on specific health professions. The advisor also chairs the Pre-Health Professions Advisory Committee that provides interviews to prepare students for the health professional programs application processes.

**Pre-Health Advisor:** Becky Connell

### Committee Members:

Curt Anderson, Ph.D., Biological Sciences  
Ralph Baergen, Ph.D., English and Philosophy  
Kori Bond, Ph.D., Music  
Liz Cartwright, Ph.D., Anthropology  
Karl DeJesus, Ph.D., Chemistry  
Dana L. Diedrich, Ph.D., Biomedical and Pharmaceutical Sciences  
Tracy J. Farnsworth, MHSA, MBA, Kasiska School of Health Professions  
James R. Groome, Ph.D., Biological Sciences  
Linda Hatzenbuehler, Ph.D., Division of Health Sciences  
Patrick Hermanson, DHA, Health Care Administration  
Margaret Johnson, Ph.D., English and Philosophy  
Kathleen Kangas, Ph.D., Communication Sciences & Disorders

Dave Martin, MPAS, Physician Assistant Studies  
 Jeffrey Meldrum, Ph.D., Biological Sciences  
 Jean Pfau, Ph.D., Biological Sciences  
 Paula Phelps, MHE PA-C, Physician Assistant Studies  
 Derek Wright, M.D., Family Practice Residency

**Idaho Falls Campus:**

Catherine Black, MS, Biological Sciences  
 Lyle W. Castle, Ph.D., Chemistry  
 Barbara Frank, Ph.D., Biological Sciences

In general, health professional schools have no preference for specific academic majors. Instead, they prefer that applicants major in a defined academic area (zoology, chemistry, psychology, economics, for example) and concurrently satisfy the prerequisite courses for the specific health professional school. Pre-Health professional students should consult with the Pre-Health Advisor or a member of the Pre-Health Professions Advisory Committee in order to successfully combine an academic major with a pre-health professional program. It is strongly recommended that pre-professional students develop a strong background in courses such as those listed below. Courses required by most health professional schools include, but are not limited to, the following, many of which also satisfy General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>):

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206	Cell Biology	3
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 3301	Organic Chemistry I	3
CHEM 3302	Organic Chemistry II	3
CHEM 3303	Organic Chemistry Laboratory I	1
CHEM 3304	Organic Chemistry Laboratory II	1
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
PHYS 1111	General Physics	3
PHYS 1112	General Physics II	3
PHYS 1113 & PHYS 1114	General Physics I Laboratory and General Physics II Laboratory	2
PSYC 1101 or SOC 1101	Introduction to General Psychology Introduction to Sociology	3

*(Departmental prerequisites may apply to some of these courses.)*

In addition to completing specified prerequisite courses, most health professional schools require that the pre-professional student obtain practical experience in the health professional field she or he plans to enter, and take a national standardized admission test. Specific information about the national exams and acceptable practical experiences are included in the sections below.

## Chiropractic

The undergraduate courses listed above provide some guidance for the pre-chiropractic student. However, significant differences in pre-requisite coursework by the various chiropractic schools require that students obtain a specific list of requirements for each school. The most current admission requirements for chiropractic schools are described on the schools' websites, which can be accessed through the Association of Chiropractic Colleges website at <http://www.chirocolleges.org>.

## Dentistry

The Idaho State University courses listed above provide a core for pre-dental requirements of most dental schools. However, some dental schools have additional requirements. The most current admission requirements for each dental school are described on the schools' websites, which can be accessed through the American Dental Education Association website at <http://www.adea.org>, or by consulting the latest edition of "ADEA Official Guide to Dental Schools," published by the American Dental Education Association, 1625 Massachusetts Avenue NW, Washington, D.C. 20036. A copy of this guide is available in the Pre-Health Professions Advising Office. All dental applicants must take the Dental Admission Test (DAT), and have shadowed a practicing dentist prior to applying to the individual schools of dentistry.

### ***Cooperative Program with the Creighton University School of Dentistry***

In the fall of 1982, Idaho State University and the Creighton University School of Dentistry implemented a decentralized dental education program, the Idaho Dental Education Program (IDEP). Under this program, up to 8 seats per year at the Creighton University School of Dentistry are reserved for Idaho residents. The first professional year of the dental school program is on the Idaho State University campus in Pocatello. The students then move to the Creighton University School of Dentistry in Omaha, NE for the second, third, and fourth professional years. Idaho residents who wish to be considered for IDEP must apply to Creighton University School of Dentistry and meet all other admission requirements.

### **Medicine**

The undergraduate courses required by most medical schools are the same as those described above. However, many medical schools have additional requirements. The most current admission requirements for each medical school are described on the individual schools' websites, which can be accessed through the Association of American Medical Colleges (AAMC) website at <http://www.aamc.org>, or by consulting the latest edition of *Medical School Admission Requirements, USA and Canada*, published by the Association of American Medical Colleges, One Dupont Circle NW, Washington, D. C. 20036. A copy of this publication is available in the Pre-Health Professions Advising Office. All medical applicants must take the Medical College Admission Test (MCAT), and have shadowed a practicing physician prior to applying to the individual schools of medicine.

### ***Cooperative Program with the University of Washington School of Medicine***

Idaho residents are eligible for the Washington-Wyoming-Alaska-Montana-Idaho (WWAMI) decentralized medical education program of the University of Washington School of Medicine. Currently, the University of Washington reserves 20 seats for Idaho residents, and accepted students are charged an Idaho tuition rate. Idaho residents who wish to be considered for the WWAMI program must apply to the University of Washington School of Medicine, and meet all other admission requirements. Additional information about the WWAMI program is available in the Pre-Health Professions Advising Office.

*WWAMI Idaho TRUST* - As part of the application process, Idaho WWAMI students can now apply to participate in a focused rural and urban under-served track. The goal of this track, called Idaho TRUST (Targeted Rural Under-served Track), is to allow for a focused medical school experience in rural and urban under-served care, with the eventual goal of returning physicians to practice in the rural and urban under-served areas of Idaho. Idaho TRUST students will have multiple opportunities to experience firsthand the joys and satisfaction of practicing medicine in a rural or urban under-served community. More information is available through the TRUST website: <http://depts.washington.edu/fammed/education/program/trust>.

### ***Cooperative Program with the University of Utah School of Medicine***

Idaho residents are eligible to compete for 8 reserved seats at the University of Utah School of Medicine, and those accepted under this program pay an Idaho tuition rate. To be considered for this program, students must apply to the University of Utah School of Medicine, and meet all other admission requirements. Additional information about the Idaho agreement with the University of Utah School of Medicine is available in the Pre-Health Professions Advising Office.

### **Occupational Therapy, Physical Therapy, Physician Assistant**

Advising for each of these professions is available at Idaho State University. Specific pre-professional requirements for these programs can be obtained in the Physical and Occupational Therapy (<http://coursecat.isu.edu/divisionhealth/physicalandoccupationaltherapy>) section and Physician Assistant Studies (<http://coursecat.isu.edu/divisionhealth/physicianassistantstudies>) section of this catalog.

Students may be advised in satisfying prerequisites not only for these programs at Idaho State University, but also for programs in the same profession located at other institutions. Students may consult with the Pre-Health Advisor for information about prerequisites for admission to these programs at other institutions. Prerequisites for professional programs at other institutions can be met by courses taken at Idaho State University.

### **Optometry**

The undergraduate courses listed above provide some guidance for the pre-optometry student. However, significant differences in pre-optometry requirements by the various optometry schools require that students obtain a specific list of requirements for each optometry school. The most current admission requirements for optometry schools are described on the schools' websites, which can be accessed through the Association of Schools and Colleges of Optometry (ASCO) website at <http://www.opted.org>, or by consulting the latest edition of "Schools and Colleges of Optometry Admission Requirements." This is an electronic publication available on the ASCO website. All optometry applicants must take the Optometry Admission Test (OAT).

### **Osteopathic Medicine**

Admission requirements and undergraduate prerequisite courses for schools of osteopathic medicine are nearly identical to those described under medicine. More information about osteopathic medicine and admission requirements for the individual schools of osteopathic medicine can be found at the American Association of Colleges of Osteopathic Medicine (AACOM) website at <http://www.aacom.org> or by consulting the Pre-Health Advisor. All osteopathic medical applicants must take the Medical College Admission Test (MCAT), and have shadowed a practicing physician prior to applying to the individual schools of osteopathic medicine.

### **Podiatric Medicine**

The undergraduate courses listed above are required by most podiatric medical schools. However, some podiatric medical schools may have additional requirements. The most current admission requirements for podiatric medical schools are described on the schools' websites, which can be accessed

through the American Association of Colleges of Podiatric Medicine website at <http://www.aacpm.org>, or by consulting the latest edition of "Podiatric Medical Education," available from the American Association of Colleges of Podiatric Medicine, 1350 Piccard Drive, Suite 322, Rockville MD 20850. A copy of this publication is available in the Pre-Health Professions Office. All podiatric medical applicants must take the Medical College Admission Test (MCAT). In addition, most schools of podiatric medicine expect applicants to have shadowed a practicing podiatrist prior to applying to the individual schools of podiatry.

### **Veterinary Medicine**

The undergraduate courses listed above provide some guidance for the pre-veterinary medicine student. However, significant differences in pre-veterinary requirements by the various schools of veterinary medicine require that students obtain a specific list of requirements for each school. The most current admission requirements for veterinary medicine schools are described on the schools' websites, which can be accessed through the Association of American Veterinary Medical Colleges (AAVMC): <http://www.aavmc.org>. Veterinary medicine applicants must take the General Test of the Graduate Record Exam (GRE), and have volunteer experience with a practicing veterinarian prior to applying to the individual schools of veterinary medicine.

Idaho residents should be aware that a long term agreement has been reached among the states of Washington, Oregon, and Idaho (WOI) to share responsibility for the curriculum and program at the Washington State University College of Veterinary Medicine. The WOI program gives admissions preference to Idaho residents. Students who are not residents of Idaho or any students who wish to apply to other schools of veterinary medicine should consult with the Pre-Health Advisor concerning the proper development of a pre-veterinary medical program at Idaho State University.

### **Websites of Interest to Pre-Health Professions Students**

Most health professions have national associations that maintain detailed websites with information about the profession, the professional schools, and admissions information. The list below includes websites most commonly used by the pre-health professions students.

#### **Chiropractic**

- Association of Chiropractic Colleges: <http://www.chirocolleges.org>

#### **Dentistry**

- American Dental Association: <http://www.ada.org>
- American Dental Education Association: <http://www.adea.org>

#### **Medicine**

##### *Allopathic (M.D.)*

- Association of American Medical Colleges (AAMC): <http://www.aamc.org>

##### *Osteopathic (D.O.)*

- American Association of Colleges of Osteopathic Medicine (AACOM): <http://www.aacom.org>

##### *Podiatric (D.P.M.)*

- American Association of Colleges of Podiatric Medicine (AACPM): <http://www.aacpm.org>

#### **Occupational Therapy**

- American Occupational Therapy Association: <http://www.aota.org>

#### **Optometry**

- Association of Schools and Colleges of Optometry (ASCO): <http://www.opted.org>

#### **Physical Therapy**

- American Physical Therapy Association (APTA): <http://www.apta.org>

#### **Physician Assistant**

- American Academy of Physician Assistants: <http://www.aapa.org>
- Physician Assistant Education Association: <http://www.paeaonline.org>

#### **Veterinary Medicine**

- Association of American Veterinary Medical Colleges (AAVMC): <http://www.aavmc.org>

## **Interprofessional Geriatric Certificate**

To receive this certificate, the student would also be required to complete a bachelors or graduate degree from ISU concurrently.



DHS 4402	Survey of Aging Issues	3
DHS 4403	Interprofessional Systems in Geriatric Management	3
DHS 4404	Geriatric Interprofessional Collaborative Practice Internship	2
Total Hours		8

**Courses**

**DHS 4401 Mindfulness in Health Science: 1-2 semester hour.**

Basic mindfulness practice to increase stress tolerance, compassion and immune system functioning. Students will learn meditation, mindful movement and other practices for their own benefit and will learn to teach them to others. May be repeated. F

**DHS 4402 Survey of Aging Issues: 3 semester hours.**

Introduction to the broad spectrum of issues involved in the study of aging. Theories of aging, health promotion, demography, and multicultural aging are some topics presented in survey fashion. PREREQ: Junior standing. F

**DHS 4403 Interprofessional Systems in Geriatric Management: 3 semester hours.**

Application of principles and concepts necessary to integrate theory into the practice of care coordination and management of the older adult. The scope and competencies of healthcare professionals in caring for the older adult are explored. PREREQ: Junior standing; C or better in DHS 4402. S

**DHS 4404 Geriatric Interprofessional Collaborative Practice Internship: 2 semester hours.**

Practical experience in health care arenas focusing on the older adult. This includes a capstone project related to the application of principles and concepts of interprofessional collaborative practice. PRE-or-COREQ: DHS 4403. PREREQ: Junior standing; C or better in DHS 4402. S

**DHS 4426 Evidence Based Research in Health Sciences: 3 semester hours.**

Study of the use of current research evidence in health care decision-making. Topics include critical analysis of health-related information, biostatistics, and application of evidence-based practice to health care. PREREQ: MATH 1153 or MGT 2216. F, S

**DHS 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**Bachelor of Science in Health Science**

The Bachelor of Science degree in Health Science is offered at ISU through the Division of Health Sciences and provides several pathways for students depending on their ultimate educational and career goals. The choice of four different areas of concentration allows students flexibility in meeting their professional goals.

The objectives of this multidisciplinary degree are to prepare marketable students for entry-level employment in the health care field and to prepare students for admission to professional schools or graduate programs.

**Bachelor of Science in Health Science**

**Core Requirements (20-24 credits)**

Students pursuing a Bachelor of Science in Health Science must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog). Students must also satisfy the core requirements listed below and the requirements for one of the health science concentrations. All graduates of this program will earn a B.S. in Health Science, irrespective of which concentration is selected.

**Required Courses (12 credits)**

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab <sup>1</sup>	4
DHS 4426	Evidence Based Research in Health Sciences <sup>2</sup>	3
HE 2200	Promoting Wellness <sup>2</sup>	3
HE/HCA 2210 or HO 0106	Medical Terminology and Communication <sup>2</sup> Medical Terminology	2

<sup>1</sup> Transfer students may also need to take BIOL 1101 and BIOL 1101L, which may also partially satisfy General Education Objective 5.

<sup>2</sup> Doctor of Pharmacy students fulfill the requirements of HO 2200, HE/HCA 2210, and DHS 4426 by completion of PHAR 9911, Introductory Pharmacy Practice Experience I, PHAR 9945, Pharmacy Practice Management, PHAR 9964, Pharmacotherapy IV, and PHAR 9942, Introduction to Pharmacy Practice II.

**Professional Competencies (3 credits)<sup>3</sup>****Select ONE:**

HCA 2215	Healthcare Leadership	3
HCA 4475	Health Law and Bioethics	3
HO 0107	Medical Law and Ethics	3
PHIL 2230	Medical Ethics	3

<sup>3</sup> Doctor of Pharmacy students meet this core requirement by completion of PHAR 9945, Pharmacy Practice Management, and PHAR 9941 Introduction to Pharmacy Practice I.

**Health Care (3 credits)<sup>4</sup>****Select ONE:**

ECON 3303	Economics of Health Care	3
HCA 1115	US Health System	3

<sup>4</sup> Doctor of Pharmacy students meet this core requirement by completion of PHAR 9931, Health Care Systems.

**Communication (3 credits)<sup>5</sup>****Select ONE:**

ANTH 4409	Clinical Medical Anthropology	3
CMP 3308	Groups and Communication	3
CMP 4422	Conflict Management	3
COUN 3300	Interpersonal Skills in Health Professions	2
ENGL 3307	Professional and Technical Writing	3
HE 4410	Health Behavior Change Theory and Application	3
HE 4425	Patient Education Skills	2

<sup>5</sup> Doctor of Pharmacy students meet this core requirement by completion of PHAR 9941, Introduction to Pharmacy Practice I, and PHAR 9906, Case Studies in Pharmacy I.

**Diversity (0-3 credits)<sup>6</sup>**

Each course in this group also fulfills one of the three previous competency areas. The credits for these courses are not counted twice if the course was chosen to complete an earlier core area.

**Select ONE:**

ANTH 4409	Clinical Medical Anthropology	3
COUN 3300	Interpersonal Skills in Health Professions	2
HCA 4475	Health Law and Bioethics	3
HE 4425	Patient Education Skills	2

<sup>6</sup> Doctor of Pharmacy students meet this core requirement by completion of PHAR 9905, Introduction to Clinical Problem Solving, PHAR 9906, Case Studies in Pharmacy I, and PHAR 9907, Studies in Pharmacy II.

**Concentration Requirements**

Students must satisfy the requirements for one of the health science concentrations listed below. All graduates will be awarded a B.S. in Health Science, irrespective of which concentration is selected.

**Concentration 1: Pre-Occupational Therapy**

This concentration will prepare students to apply to a graduate program in occupational therapy. Graduate occupational therapy programs will accept a wide range of undergraduate degrees, but the B.S. in Health Science with the pre-occupational therapy concentration prepares the student for future practice in health care while efficiently including the prerequisite courses.

See the Department of Physical and Occupational Therapy (p. 383) in the School of Rehabilitation and Communication Sciences in the Division of Health Sciences section of the catalog for detailed information about this concentration.

### Required Courses

<b>General Education Objectives (min 36 cr)</b>		36
<b>BS in Health Science Core</b>		20-24
ANTH 2238 (p. 303)	Peoples and Cultures of the New World	3
BIOL 3302 (p. 303) & 3302L (p. 303)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1111 (p. 303) & 1111L (p. 303)	General Chemistry I and General Chemistry I Lab	5
ENGL 1101 (p. 303)	English Composition	3
MATH 1153 (p. 303)	Introduction to Statistics	3
PSYC 2225 (p. 303)	Child Development	3
PSYC 3301 (p. 303)	Abnormal Psychology I	3
SOC 1101 (p. 303)	Introduction to Sociology	3
<b>5 additional courses (3 credits each) from economics, education, ethics, fine arts, foreign language, history, humanities, literature, and philosophy</b>		15
<b>Electives</b>		18-22

### Highly Recommended Electives:

ENGL 3307 (p. 303)	Professional and Technical Writing	3
PHYS 1111 (p. 303) & PHYS 1113 (p. 303)	General Physics and General Physics I Laboratory	4

### **Concentration 2: Pre-Occupational Therapy, Accelerated**

This concentration area will prepare students to apply for early entrance into the ISU three-year Occupational Therapy Program. Students pursuing this concentration will complete General Education Objectives, the B.S. in Health Science Core courses, and the prerequisite courses for admission into the Occupational Therapy Program during the first three years and will apply for accelerated entry during the fall semester of the 3rd year. Students who are accepted for accelerated entry (competitive and limited number) will complete the first pre-professional year of the Occupational Therapy Program, while concurrently completing the 4th and final year of the B.S. in Health Science. Students would then complete two more years within the graduate Master of Occupational Therapy Program. Students pursuing this concentration who are not accepted into the accelerated cohort may take additional courses during their 4th year to complete the B.S. in Health Science and apply to a graduate program in occupational therapy.

See the Department of Physical and Occupational Therapy (p. 383) in the School of Rehabilitation and Communication Sciences in the Division of Health sciences section of the catalog for detailed information about this concentration.

### Required Courses:

<b>General Education Objectives (min 36 cr)</b>		36
<b>BS in Health Science Core</b>		20-24
<b>Accelerated Occupational Therapy Concentration (46 cr)<sup>1</sup></b>		
ANTH 2238 (p. 303)	Peoples and Cultures of the New World (Satisfies General Education Objective 9)	3
BIOL 3302 (p. 303) & 3302L (p. 303)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1111 (p. 303) & 1111L (p. 303)	General Chemistry I and General Chemistry I Lab	5
(The two sets of courses above satisfy General Education Objective 5)		
MATH 1153 (p. 303)	Introduction to Statistics (Satisfies General Education Objective 3)	3
ENGL 1101 (p. 303)	English Composition	3
PSYC 3301 (p. 303)	Abnormal Psychology I	3
PSYC 2225 (p. 303)	Child Development	3
SOC 1101 (p. 303)	Introduction to Sociology (Partially satisfies General Education Objective 6)	3

**5 additional courses (3 credits each) from economics, education, ethics, fine arts, foreign language, history, humanities, literature, philosophy** 15

<sup>1</sup> Some Pre-Occupational Therapy Accelerated Concentration courses can also meet General Education Objectives.

Apply to the Pre-Occupational Therapy Accelerated Program during fall semester of junior year.

**Pre-Professional Year (if accepted into the program) (31 cr)**

BIOL 4474 (p. 303)	Human Anatomy Occupational and Physical Therapy	5
BIOL 4486 (p. 303)	Human Systemic Physiology	5
PTOT 4412 (p. 303)	Professional Communication	2
PTOT 4413 (p. 303)	Occupational Therapy Profession	3
PTOT 4401 (p. 303)	Clinical Kinesiology and Biomechanics	4
PTOT 4402 (p. 303)	Clinical Neuroscience	5
PTOT 4421 (p. 303)	Self-Exploration in Occupation	3
PTOT 4422 (p. 303)	Occupational Performance	3
PTOT 4442 (p. 303)	Occupational Performance Laboratory	1

**Concentration 3: Health Occupations**

Students who have graduated or are enrolled in health occupations' training at the level of an associate degree have the opportunity to pursue a bachelor's degree with an advanced general health science focus when choosing this concentration. A B.S. in Health Science will satisfy many of the prerequisites for a variety of health science-related graduate programs.

See the Health Occupations' Department (<http://coursecat.isu.edu/technology/healthoccupations>) in the College of Technology section of the catalog for detailed information about this concentration.

The Bachelor of Science (BSHS) degree is offered at ISU through the Division of Health Science and provides several avenues for students to work in health-related professions depending upon the student's ultimate educational and career goals. Students graduating with an AAS or AS are provided the opportunity to apply their associate degree in a health-related field toward graduation requirements for the B.S. in Health Science and satisfy many of the prerequisites for a variety of health science-related graduate programs. The objective of the Bachelor of Science in Health Science program with the Health Occupations' emphasis is to allow students who have graduated or are enrolled in health occupations' training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus.

This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. All students are encouraged to work closely with an advisor within their associate degree programs to ensure that the courses they plan to take will meet their specific career goals.

**Degree Requirements:**

The B.S. in Health Science degree with the Health Occupations' emphasis includes the following credit requirements which can be divided into four components: Associate Degree requirements, General Education requirements, B.S. in Health Science core requirements, and Associate degree/Health Occupations' Concentration requirements.

**Associate Degree Requirements:** Each student must be a graduate of or be enrolled in a health occupations' program that awards an associate degree.\* Students with an Associate of Applied Science (AAS) degree may apply up to a maximum of 50 credits from this degree (all lower division - credits) toward the 120 total credit requirement. Students with an Associate of Science (AS) degree in Respiratory Therapy from ISU may apply 15 upper division Respiratory Therapy (RESP) credits to this degree.

\* *Out-of-state associate degrees must be evaluated for meeting the Idaho State Board of Education standards. If the associate degree is over five years old, the degree must be evaluated for currency in the technical field.*

**General Education Requirements:** Students pursuing the Bachelor of Science in Health Science degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.) Specific requirements may be listed under individual Health Occupations' program curricula (choose programs above).

**BSHS Core Courses:** BSHS students across all ISU colleges and programs are required to complete a common core of 20-24 credits. See the Bachelor of Science in Health Science in the Division of Health Sciences' section of the catalog for additional information.

**Associate Degree/Health Occupations Concentration Requirements (25 credits minimum):**

BIOL 3302 (p. 303) & 3302L (p. 303)	Anatomy and Physiology and Anatomy and Physiology Lab	4
MATH 1153 (p. 303)	Introduction to Statistics	3
PSYC 3369 (p. 303)	AIDS	1
<b>Chemistry - select one set (7 or 9 credits)</b>		
CHEM 1111 (p. 303) & 1111L (p. 303) & CHEM 1112 (p. 303) & CHEM 1112L (p. 303)	General Chemistry I and General Chemistry I Lab and General Chemistry II and General Chemistry II Lab	9
OR		
CHEM 1101 (p. 303) & CHEM 1102 (p. 303) & CHEM 1103 (p. 303)	Introduction to General Chemistry and Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	7
<b>Physics - Select one combination (4 or 8 credits)</b>		
PHYS 1111 (p. 303) & PHYS 1113 (p. 303) & PHYS 1112 (p. 303) & PHYS 1114 (p. 303)	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
PHYS 1100 (p. 303)	Essentials of Physics	4
<b>Select one:</b>		
BIOL 3305 (p. 303)	Introduction to Pathobiology	3
HE 3383 (p. 303)	Epidemiology	3
RESP 2214 (p. 303)	Introduction to Pulmonary Disease	4
<b>Select one course (3 credits):</b>		
HE 3340 (p. 303)	Fitness and Wellness Programs	3
HCA 3350 (p. 303)	Organizational Behavior in Healthcare	3
HCA 3384 (p. 303)	Human Resource Management in Healthcare Organizations	3
NTD 3340 (p. 303)	Nutrition for Health Professionals	3
PE 3300 (p. 303)	Movement Theory and Motor Development	3
PE 3370 (p. 303)	Care and Prevention of Athletic Injuries	3
PSYC 3301 (p. 303)	Abnormal Psychology I	3
PSYC 3341 (p. 303)	Social Psychology	3
RESP 3310 (p. 303)	Case Management II	2
RESP 3325 (p. 303)	Clinical Practice of Therapeutic Procedures II	3
RESP 2231 (p. 303) & RESP 2232 (p. 303)	Patient Assessment I and Patient Assessment II	4
SOC 3330 (p. 303)	Sociology of Health and Illness	3

Students pursuing a non-teaching minor in Health Education should contact the Health Education and Promotion Program for details.

A student must fulfill 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog), BSHS Core requirements (20-24 credits), and Associate Degree Concentration requirements (25 credits minimum), and earn a minimum of 120 total credits, of which a minimum of 36 must be upper division credits, for a Bachelor of Science in Health Science degree.

## Pharmacy

### College of Pharmacy

Idaho State University's College of Pharmacy is the oldest of the colleges on campus and offers the Doctor of Pharmacy (PharmD) degree via two pathways. The traditional four-year professional doctorate program can be completed in either Pocatello or Meridian, Idaho. Students may complete their fourth year at our clinical sites in Idaho (Boise, Pocatello, Coeur d'Alene) or at our site in Reno, Nevada. The nontraditional PharmD pathway is a distance learning option available for students holding a valid US or Canadian pharmacy license. For further information on the nontraditional PharmD Program, please visit:

<http://pharmacy.isu.edu/live/prospective/nont.html>

The Doctor of Pharmacy degree focuses on improving clinical outcomes and improving quality of life. The mission of the College of Pharmacy is to develop caring and highly capable pharmacists who positively impact the health care needs of people in our communities, the state, and nation. We are committed to the advancement of the pharmacy profession and the biomedical and pharmaceutical sciences through research, service, and patient-centered care.

## Accreditation

The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (<https://www.acpe-accredit.org>) (ACPE).

## Professional Standards

Students enrolled in the programs of the College of Pharmacy are expected to endorse professional standards by subscribing to the Oath of a Pharmacist. Students are also expected to abide by the American Pharmacists Association Code of Ethics for Pharmacists.

## Progression Requirements

Students accepted into the traditional professional PharmD program of the College of Pharmacy will be permitted to progress to the next semester in the professional curriculum only when all of the required courses of the previous semester have been successfully completed. Successful completion is defined to mean that a grade point average of C (2.0) or better must be maintained in required professional courses, as well as required courses outside the College. In addition, no student shall be allowed (on his or her transcript) more than two D grades in required professional courses both in and outside of the College. Policies adopted within these guidelines are provided to all students in the professional program.

A student who intends to take a required Idaho State University pharmacy course at another institution must receive written permission from the Associate Dean of the ISU College of Pharmacy. This permission must be received prior to enrolling in the course.

## Experiential Curriculum

Students must complete 310 hours of Introductory Pharmacy Practice Experiences (IPPE) during the first three years of the program. IPPE must involve practice experiences in community and institutional pharmacy settings as well as supervised direct patient care responsibilities. Forty-two (42) weeks of the fourth year of the Doctor of Pharmacy curriculum are spent in Advanced Pharmacy Practice Experiences (APPE). This requirement assures that the student becomes competent at applying information and concepts learned in the classroom to the practice of pharmacy. Practice sites are assigned by the College. Site locations currently include southeast, southwest, and northern Idaho, and Reno, Nevada. Decentralization of off-campus programs is a commitment the College has made to provide students with the best possible educational experiences. Students should clearly understand that they may be required to complete at least part of their last year at a remote site.

During any APPE, students are required to complete a minimum of 40 contact hours per week of practice experience in a variety of health care settings. Since patient care is a continuous activity, some off-campus experiences are conducted outside the traditional work day (shift work). Personal expenses including travel, food, and lodging while completing off-campus experiences are the student's responsibility.

## Pharmacy Extern Registration

All students are required to be licensed externs with the Idaho State Board of Pharmacy during all phases of the clinical program. A background check is required prior to extern registration. An additional extern registration is required in other states in which a student does any portion of his or her clinical program (except for Indian Health Service sites).

## Graduation Requirements

All students graduating from Idaho State University with a Doctor of Pharmacy degree are expected to complete the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) as described for the Bachelor of Science degree.

To be eligible for graduation in pharmacy, a student must have earned an average GPA of 2.0 or better on all credits applied toward the minimum graduation requirements of the curriculum. He or she also must have earned an average GPA of 2.0 or better for all required pharmacy courses applied toward graduation. A minimum of 225 semester credits is required for graduation with the Doctor of Pharmacy degree.

Students are responsible for meeting degree requirements in proper sequence. Frequent consultation between student and faculty advisor is encouraged.

## Licensure

For graduation with the Doctor of Pharmacy degree, students are required to complete a program of 42 weeks (1,680 hours) of structured practical experiences in pharmacy practice environments administered by the College. Successful completion of the clinical program/externship required for the Doctor of Pharmacy degree will satisfy all of the practical experience requirements for licensure in Idaho.

Following completion of all requirements, candidates must pass the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) to obtain licensure to practice pharmacy in Idaho. If a student plans to practice pharmacy in states other than Idaho, he or she must meet the specific licensing requirements of each state.

All questions relative to externship training requirements and other qualifications for examination and licensure as a pharmacist in Idaho should be addressed to:

Licensing Specialist  
Idaho State Board of Pharmacy  
PO Box 83720  
Boise, ID 83720-0067  
(208) 334-2356

## Advanced Pharmacy Practice Experience (APPE) Descriptions

**Ambulatory Care** - Integration of basic pharmacy-related concepts to patient care as a member of an interdisciplinary health care team in the ambulatory care setting.

**Advanced Community** - Emphasizes the distributive, communicative and managerial aspects of community pharmacy practice. For this experience, students are assigned to selected community pharmacy preceptors.

**Drug Information** - Structured experience in the practical aspects of the provision of drug information, critical analysis of the medical literature and medical writing.

**Geriatrics** - Application of pharmaceutical knowledge and skills in the care of geriatric patients and long-term care.

**Home Health Care** - Emphasizes the clinical, distributive, communicative and managerial aspects of providing a home health care service in the ambulatory patient environment.

**Advanced Institutional** - Emphasizes the distributive, communicative and managerial aspects of hospital pharmacy practice. For this experience, students are assigned to selected hospital pharmacy preceptors.

**Medicine** - This experience is designed to integrate the knowledge from previous didactic courses in pharmacology, clinical chemistry and pathophysiology for application encountered in general medicine practice.

**Mental Health** - Application of pathophysiology and therapeutics to a general psychiatry practice.

**Nuclear Pharmacy** - Provides practical experience in the compounding and clinical use of radiopharmaceuticals.

**Pediatrics** - Practical experience in monitoring drug therapy for institutionalized and ambulatory pediatric and neonatal patients.

**Research** - Provides experience in the conduct of research in the pharmaceutical sciences.

## Admission to the Doctor of Pharmacy Program

### Application

Apply online at <http://pharmacy.isu.edu>

### Admission Criteria

The recommended high school background for students planning to enter the preprofessional program at Idaho State University includes four units of mathematics and three units of natural science (biology, chemistry, and physics).

All of the preprofessional curriculum (with the exception of biochemistry) must be completed by the end of spring term of the year the applicant is applying for admission. In addition, the faculty encourages applicants to have a broad background in the arts, humanities and social sciences, as well as in the biological and physical sciences. Students should be competent in using word processing, spreadsheet and presentation software.

Applicants are strongly encouraged to obtain pharmacy experience prior to applying for admission to the Doctor of Pharmacy program. Pharmacy experience can be gained through shadowing, volunteering, or working in a paid position within a pharmacy.

To apply to the College of Pharmacy, a student must have a minimum cumulative grade point average (GPA) of 2.5 in all previous college academic courses. Admission is competitive; in recent classes, successful applicants had a cumulative GPA in excess of 3.0 with a class average of 3.6. Fulfillment of the specific requirements does not ensure admission to the Doctor of Pharmacy program. Idaho residents are given preference.

## Pre-Pharmacy Courses

BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
BIOL 2235 & 2235L	General Microbiology and General Microbiology Lab	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 4432	Biochemistry	3
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab (Partially satisfies General Education Objective 5)	4
MATH 1153	Introduction to Statistics (Satisfies General Education Objective 3)	3
MATH 1160	Applied Calculus (Satisfies General Education Objective 3)	3
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
PHYS 1111	General Physics (Partially satisfies General Education Objective 5)	3
ECON 2201 or ECON 2202	Principles of Macroeconomics Principles of Microeconomics	3
Each of the 2 courses partially satisfy General Education Objective 6		
ENGL 1101	English Composition	3
Electives		2
<b>General Education Requirements</b>		
COMM 1101	Principles of Speech (Satisfies General Education Objective 2)	3
ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
Other General Education requirements for the Bachelor of Science degree		15
3 of the 15 credits must be in Economics either:		
ECON 2201 or ECON 2202	Principles of Macroeconomics Principles of Microeconomics	
Each of the 2 courses partially satisfy General Education Objective 6		
<b>Additional Recommended Electives</b>		
PHIL 2201	Introduction to Logic (Satisfies General Education Objective 7)	3
PHYS 1112	General Physics II (Partially satisfies General Education Objective 5)	3
Total Hours		80

New students are admitted to the Meridian or Pocatello professional program of the college only in the fall semester of each year. All students must be CPR/AED and first-aid certified and demonstrate immunization compliance prior to entering the first professional year. A criminal background check will be required.

## Application Procedure

Admission to the Doctor of Pharmacy program requires a separate application in addition to the one for the university's general admission. All application materials must be received by February 1.

Application materials include:

1. College of Pharmacy application and a \$55 nonrefundable application fee;
2. Official transcripts of all previous college course work, including detailed evaluation of all international coursework;
3. Three letters of recommendation, one of which must be from a pharmacist.



## Evaluation of Students for Admission

Admission to the College of Pharmacy is limited to approximately 70 positions per class. Historically, there have been more applicants than available positions. This requires the faculty to select from among the applicants those who will have the best opportunity to complete the curriculum and have productive professional lives. An invitation to schedule an on-campus interview is based upon the student's academic ability and other required components of the pharmacy school application.

Students with international coursework to be considered with their applications must submit an official detailed evaluation report from an institution that is a member of the National Association of Credential Services Incorporated (NACSI).

International students must meet Idaho State University's admission requirements for international students, which are shown at [www.isu.edu/iso/admission](http://www.isu.edu/iso/admission).

Upon completion of interviews, applicants are placed into three categories:

1. admission,
2. reserve for possible admission pending available positions, or
3. no admission.

As positions become available, students in the reserve admission category will be notified of their selection for admission.

## Admission Under Special Circumstances

### Transfer from Other Schools of Pharmacy

Students wishing to transfer from another college of pharmacy are considered competitive with prepharmacy students and must present the following materials to the Associate Dean of the College of Pharmacy:

1. A letter from the dean of the College of Pharmacy previously attended certifying the program (BS in Pharmacy or PharmD) the student was matriculated in and status as to good academic standing;
2. An official transcript(s) showing that the prepharmacy requirements of Idaho State University have been completed and any pharmacy courses completed thus far;
3. A letter to the associate dean requesting evaluation of class standing.

## Admission to Joint PharmD/MBA Program

Interested student applicants may be admitted to the MBA program at the end of the second professional year of the PharmD curriculum. Awarding of the MBA in this joint program requires successful completion of the PharmD degree. Students must meet regular admission requirements for the MBA program, except that they are required to have completed the equivalent of an undergraduate degree at the time of admission. Applicants must request the College of Pharmacy to certify to the Graduate School that they have completed 120 hours of course work and that those 120 hours are equivalent to an undergraduate degree.

## Admission Requirements for Nontraditional Doctor of Pharmacy Program

Candidates for the NonT PharmD program must complete an admissions procedure that includes submitting documented evidence of a strong academic record, clinical experience, and past achievements as a pharmacy practitioner. In determining admission status, the Admissions Committee will weigh all evidence each student provides, including their academic record and documented achievements as a pharmacy practitioner. Priority is given to residents of Idaho; however, pharmacists are encouraged to apply regardless of their state of residence. Prior to admission to the program, candidates must travel to Pocatello to complete an assessment process, which includes interviews, a writing assessment, and baseline evaluation of clinical skills.

### Admissions Process

Apply online at <http://pharmacy.isu.edu/live/nont/admissions.html>

**The application process consists of two phases:**

#### Phase I - Submission of Documents

Students must submit the following documents to the College of Pharmacy at least four months prior to their intended enrollment date:

1. Completed application form.
2. Designated application fee.
3. Official transcripts of all college course work.
4. Proof of current licensure in one of the states or territories of the United States or Canada.
5. Three letters of recommendation – one from the applicant's current supervisor or employer and two from professional colleagues.

Submission of the above documents does not ensure admission to the program. An assessment process will be initiated to review the documents. If the student meets the academic and professional assessment criteria, he or she will be encouraged to participate in Phase II of the application process.

## Phase II - Assessment

Once the student has completed the first phase of the admissions process, a notice will be sent from the College to proceed with the second phase. The second phase contains two assessment activities:

1. Each student must schedule an on-campus interview. This will allow students to meet members of the faculty with whom they will be interacting throughout their studies and ask questions about the program. The interview will give faculty members an opportunity to meet each student and learn about their professional achievements and goals.
2. During the student's visit to campus, he or she will be asked to complete a writing assessment and a knowledge base examination designed as a tool to assist both the student and the faculty in evaluating the student's baseline knowledge of clinical pharmacy.

## Doctor of Pharmacy

### Professional Curriculum

The professional curriculum requires four years of study. The first three years are a mix of academic courses and practice experiences. The fourth year is comprised of 42 weeks of clinical experiences.

The College of Pharmacy serves the state of Idaho. The Doctor of Pharmacy degree can be completed in either Pocatello or Meridian, Idaho. Students may complete their fourth year at our clinical sites in Idaho (Meridian, Pocatello, Coeur d'Alene) or at our site in Reno, Nevada.

The first professional year provides a foundation in the basic and pharmaceutical sciences that includes physiology, biochemistry, pharmacology and pharmaceutics. Other courses provide a foundation for professional development that includes topics on ethics, law, drug information, research design, patient care, and the health care system.

Courses and clinical experiences in the second and third professional years build on accrued knowledge and skills. The curriculum centers on an integrated, organ-system approach to the therapeutic management of disease. Topics include cardiovascular, hepatic, hematology/oncology and endocrine. Additional courses provide insight into the human relation aspects of pharmacy, dosage form design, pharmacy management and physical assessment. A series of case studies courses, designed to enhance the student's knowledge base and problem-solving skills while focusing on the application of knowledge to specific patient cases, spans the first three years.

The last 42 weeks, or the fourth professional year, is devoted to full-time clinical experience in various pharmacy practice or, at the student's option, research environments. Students will complete six-week experiences in various areas of practice. Students will also have the option of selecting an elective in an area of interest.

Given the length of the final year of the PharmD program, students will begin practice experiences in mid-May after completing their third academic year in the professional program and will continue throughout the ensuing twelve (12) months.

PHAR 9911	Introductory Pharmacy Practice Experience	1
PHAR 9921	Biological Basis of Drug Actions I	3
PHAR 9924R	Physiochemical Basis of Drug Action Recitation	0
PHAR 9931	Health Care I	3
PHAR 9941 & 9941L	Introduction to Pharmacy Practice and Literature I with Lab and Pharmacy Practice and Literature I Lab	4
PHAR 9949 & 9949R	Human Physiology I and Human Physiology I Recitation	4
PHAR 9905	Introduction to Clinical Problem Solving	2
PHAR 9912	Introductory Pharmacy Practice Experience II	1
PHAR 9922	Biological Basis of Drug Actions II	5
PHAR 9926	Basic Pharmaceutics and Calculations	3
PHAR 9942	Introduction to Pharmacy Practice and Literature II	3
PHAR 9956 & 9956R	Human Physiology II and Human Physiology II Recitation	4
PHAR 9906	Case Studies With Pharmacotherapy Lab I	2
PHAR 9927	Dosage Form Design and Compounding with Lab	4
PHAR 9961	Pharmacotherapy I	2-5
PHAR 9962	Pharmacotherapy II	2-5
PHAR 9907	Case Studies with Pharmacotherapy Lab II	2
PHAR 9913	Introductory Pharmacy Practice Experience III	1

PHAR 9944 & 9944L	Health Care II and Health Care II Lab	4
PHAR 9963	Pharmacotherapy III	2-5
PHAR 9964	Pharmacotherapy IV	2-5
PHAR 9965	Pharmacotherapy V	2-5
PHAR 9966	Pharmacotherapy VI	2-5
PHAR 9908	Case Studies with Pharmacotherapy Lab III	2
PHAR 9945 & 9945L	Health Care III and Health Care III Lab	4
PHAR 9967	Pharmacotherapy VII	2-5
PHAR 9968	Pharmacotherapy VIII	2-5
PHAR 9914	Introductory Pharmacy Practice Experience IV	1
PHAR 9948	Pharmacy Law	2
PHAR 9952	Pharmacotherapy Lab IV	1
PHAR 9969	Pharmacotherapy IX	2-5
PHAR 9970	Pharmacotherapy X	2-5
PHAR 9971	Capstone Pharmacy	2-5
PHAR 9981	Advanced Pharmacy Practice Experience (Students will take 79 credits of PHAR 9981))	7
PHAR 9982	Professional Student Seminar	1
Electives (may be taken in any semester.)		6

## Joint Doctor of Pharmacy/Master of Business Administration

The College of Business and College of Pharmacy at Idaho State University offer a joint PharmD/MBA program for students interested in earning both degrees. Students enrolled in the PharmD program may earn an MBA degree with approximately one summer and one year of additional course work.

The program is closely aligned with the PharmD curriculum with the following changes and requirements:

- During the two years of prepharmacy course work, the student should take:

ECON 2201	Principles of Macroeconomics (Partially satisfies General Education Objective 6)	3
ECON 2202	Principles of Microeconomics (Partially satisfies General Education Objective 6)	3
ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3

- During the third professional year in the PharmD program and the summer preceding that year, the student should take the following:
- MBA 6613, MBA 6614, MBA 6615, and MBA 6616

These courses will satisfy six hours of electives required for the PharmD curriculum.

In addition, the completion of MBA 6612 (Human Behavior in Organizations) will substitute for the pharmacy management component of the Health Care sequence in the PharmD curriculum.

- Throughout and following the professional PharmD program, the student must complete the second year of the MBA curriculum, which includes: MBA 6620, MBA 6621, MBA 6622, MBA 6623, MBA 6626, MBA 6628, MBA 6629, and MBA 6637
- Upon completion of all required MBA classes, students must complete the MBA oral exam.

## Nontraditional Doctor of Pharmacy Program

The Nontraditional Doctor of Pharmacy (NonT) program at Idaho State University is designed for practitioners holding a Bachelor's degree in pharmacy and a valid U.S. or Canadian pharmacy license who desire the opportunity to earn the PharmD degree without returning full-time to a college campus. The curriculum includes 37 credits of didactic course work that is taught using a combination of DVDs, interactive web-based case studies, detailed syllabi and textbooks. Each course has an assigned instructor who is available to students via telephone or e-mail for questions or assistance. Upon completion of the didactic portion of the NonT program, students must perform 18 weeks of on-site experiential training (i.e., Advanced Pharmacy Practice Experiences - APPEs) in various clinical pharmacy disciplines.

### Dates to Begin the Program

The NonT program does not follow the usual academic calendar of the university. Students will be enrolled and initiate courses once official notification of admission has been received.

## Requirements for Completion

To remain accredited by the Accreditation Council for Pharmacy Education (ACPE), the didactic portion of the program must be completed within 3.5 years of the admission date. This admission date is given to each student upon beginning the program.

Before beginning the experiential portion of the program, a second on-campus visit is required during which the student must complete a comprehensive examination of the didactic curriculum. A physical assessment practicum will also be offered at this time. Following successful completion of these evaluations, students will complete the practical experience requirements.

Every effort will be made to place each student in appropriate experiential training sites convenient to their residence; however, the right must be retained to assign a student to a site away from his/her residence if local accommodations are not available or will not meet the requirements specified by the program. Students may be required to complete their experiential training (APPEs) at sites in Idaho.

## Curriculum for Non-Traditional Doctor of Pharmacy

The minimum didactic courses students will be required to complete are as follows:

PDNT 9905	Introduction to Clinical Problem Solving	1
PDNT 9918	Drug Literature Evaluation and Statistics	2
PDNT 9938	Drug and Medical Informatics	1
PDNT 9961	Pharmacotherapy I	2-4
PDNT 9962	Pharmacotherapy II	2-4
PDNT 9963	Pharmacotherapy III	2-4
PDNT 9964	Pharmacotherapy IV	2-4
PDNT 9965	Pharmacotherapy V	2-4
PDNT 9966	Pharmacotherapy VI	2-4
PDNT 9967	Pharmacotherapy VII	2-4
PDNT 9968	Pharmacotherapy VIII	2-4
PDNT 9969	Pharmacotherapy IX	2-4
PDNT 9970	Pharmacotherapy X	2-4
PDNT 9971	Pharmacotherapy XI Capstone with recitation (Capstone w/recitation)	2-4
Total Hours		26-48

In addition to these didactic courses, students will be required to complete 18 weeks of advanced practical experiences (PDNT 9981). These include:

Ambulatory Care	6 weeks
Medicine	6 weeks
Pharmaceutical Care <sup>1</sup>	6 weeks
OR	
Elective	6 weeks

TOTAL: 18 weeks

<sup>1</sup> The student may choose one 6-week experience or Pharmaceutical Care in a specialty area such as (but not limited to) Pediatrics, Geriatrics, Mental Health, Drug Information, Infectious Disease, and Transplant Therapeutics. While most advanced practice experiences constitute established pharmacy specialties, the Pharmaceutical Care option offers the student the unique opportunity to implement an aspect of pharmaceutical care at their site of employment. Thus, both the employer and the student benefit directly from this educational experience. The College permits waivers of one Advanced Pharmacy Practice Experience (APPE) based upon experience. If a student has extensive experience in one area, then a portfolio of patient write-ups may be submitted. If approved, this portfolio may replace one 6-week APPE.

## Minor in Pharmaceutical Sciences

The minor in Pharmaceutical science helps students to prepare for careers in biomedical research and/or pharmaceutical industry.

## Required Courses

PSCI 2205	Drugs in Society	2
PSCI 3301	Introduction to Pharmacology	3
PSCI 3353	Introduction to Methods in Pharmaceutical Sciences	2
PSCI 4438	Pharmaceutical Science Research	2
In addition, the student must take a minimum of 9 additional elective credits from the list below of elective courses.		9
Total Hours		18

## Elective courses

PSCI 3308	Drug Discovery	3
PSCI 3368	Introduction to Toxicology	3
PSCI 4401	Drug Abuse	2
PSCI 4402	Immunopharmacology	2
PSCI 4403	Infectious Diseases and Natural Products	3
PSCI 4404	Pulmonary and Cardiac Pharmacology	3
PSCI 4405	Behavioral Pharmacology	2
PSCI 4406	Introduction to Endocrinology	2
PSCI 4407	Pharmacogenomics	2
PSCI 4408	Medicinal Chemistry	3
PSCI 4414	Womens Health Issues	3
PSCI 4430	Psychopharmacology	3
PSCI 4431	Cancer Biology	3
PSCI 4432	Anti-cancer Drugs	3
PSCI 4433	Physical Pharmaceutics	3
PSCI 4434	Pharmacokinetics	3
PSCI 4436	Special Topics in Oncology	1
PSCI 4441	Diabetes for Health Sciences	2
PSCI 4462	Neuropharmacology	3
PSCI 4482	Special Topics in Pharmaceutical Sciences	1-3

## Bachelor of Science in Biochemistry

Three departments - Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences - jointly offer the B.S. degree in Biochemistry. The curriculum is designed to prepare the student for graduate work in biochemistry and related fields, as well as for admission to medical, dental, or other health professional schools. The graduate is also prepared to go directly into research or industrial positions which require preparation only at the B.S. level.

The purpose of the B.S. in Biochemistry is to serve students who seek to develop a strong background in biochemistry and the supporting sciences of biology, chemistry, and physics. Majors also gain experience in the broad areas of biochemistry, molecular biology, biotechnology, and medical and/or ecological applications of each. Majors gain experience that will prepare them to participate in research development, planning and implementation, and to be competent to carry out standard biochemical and molecular biology techniques in the laboratory. The B.S. in Biochemistry prepares students to be competitive for positions in research, graduate schools, health profession schools, and in the biotechnology industry.

### Core Requirements <sup>1</sup>

Students pursuing a Bachelor of Science must satisfy all of the General Education Objectives (a minimum of 24 credits; Objectives 3 and 5 are satisfied in the core--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Students must also satisfy the core requirements listed below and at least **20** credits of elective courses in Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences. In order to make timely progress toward the degree, it is imperative that the student work closely with a major advisor. All graduates of this program will earn a B.S. in Biochemistry.

BIOL 1101 (p. 307) & 1101L (p. 307)	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
BIOL 1102 (p. 307) & 1102L (p. 307)	Biology II and Biology II Lab	4
BIOL 2235 (p. 307) & 2235L (p. 307)	General Microbiology and General Microbiology Lab <sup>2</sup>	4

BIOL 3358 (p. 307)	Genetics	3
BIOL 4437/CHEM 4438 (p. 307)	Experimental Biochemistry	1
BIOL 4444 (p. 307) & 4444L (p. 307)	Cell and Molecular Biology and Cell and Molecular Biology Lab	5
BIOL/CHEM 4445 (p. 307)	Biochemistry I	3
BIOL/CHEM 4447 (p. 307)	Biochemistry II	3
BIOL/CHEM 4498 (p. 307)	Seminar in Biochemistry	1
CHEM 1111 (p. 307) & 1111L (p. 307)	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
CHEM 1112 (p. 307) & 1112L (p. 307)	General Chemistry II and General Chemistry II Lab (Partially satisfies General Education Objective 5)	4
CHEM 2232 (p. 307) & CHEM 2234 (p. 307)	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 (p. 307) & CHEM 3303 (p. 307)	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 (p. 307) & CHEM 3304 (p. 307)	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3341 (p. 307)	Topics in Physical Chemistry <sup>3</sup>	3
CHEM 3342 (p. 307)	Topics in Physical Chemistry <sup>3</sup>	3
MATH 1170 (p. 307)	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175 (p. 307)	Calculus II	4
PHYS 1111 (p. 307) & PHYS 1113 (p. 307)	General Physics and General Physics I Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
PHYS 1112 (p. 307) & PHYS 1114 (p. 307)	General Physics II and General Physics II Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
Additional General Education Requirements		24
An additional 5 credits from any college or department		5
Total Hours		100

<sup>1</sup> Students must pass core classes with a grade of C- or better.

<sup>2</sup> May elect to take BIOL 2206 (p. 307) and BIOL 2207 (p. 307) instead of BIOL 2235 (p. 307) and BIOL 2235L (p. 307).

<sup>3</sup> May elect to take CHEM 3351 (p. 307) and CHEM 3352 (p. 307) instead of CHEM 3341 (p. 307) and CHEM 3342 (p. 307).

<sup>4</sup> PHYS 2211 (p. 307), PHYS 2212 (p. 307), PHYS 2213 (p. 307), and PHYS 2214 (p. 307) may be taken to fulfill the Physics requirement in the core curriculum.

## Electives

Students must take a minimum of **20** elective credits from the list below, with at least **8** credits in Biological Sciences (BIOL), **8** credits in Chemistry (CHEM), and **4** additional credits in either Biological Sciences (BIOL), Chemistry (CHEM), Mathematics (MATH), or Biomedical and Pharmaceutical Sciences (PSCI).

### Courses in Biological Sciences:

BIOL 3301 (p. 307) & 3301L (p. 307)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 (p. 307) & 3302L (p. 307)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3304 (p. 307) & 3304L (p. 307)	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5
BIOL 3324 (p. 307) & 3324L (p. 307)	Developmental Biology and Developmental Biology Lab	4
BIOL 4404 (p. 307) & 4404L (p. 307)	Plant Physiology and Plant Physiology Lab	4
BIOL 4417 (p. 307)	Organic Evolution	3
BIOL 4433 (p. 307) & 4433L (p. 307)	Microbial Physiology and Microbial Physiology Laboratory	4

BIOL 4434 (p. 307) & 4434L (p. 307)	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4443 (p. 307)	Endocrinology	3
BIOL 4449 (p. 307)	Human Physiology I	4
BIOL 4451 (p. 307) & 4451L (p. 307)	Immunology and Immunology Laboratory	4
BIOL 4453 (p. 307)	Foundations in Neuroscience	3
BIOL 4456 (p. 307)	Human Physiology II	4
BIOL 4461 (p. 307)	Advanced Genetics	3
BIOL 4473 (p. 307) & 4473L (p. 307)	Applied and Environmental Microbiology and Applied Environmental Microbiology Lab	4
BIOL 4475 (p. 307)	General Virology	3
BIOL 4477 (p. 307)	Bacterial Virology Laboratory	1
or BIOL 4478 (p. 307)	Animal Virology Laboratory	
BIOL 4481 (p. 307) & BIOL 4482 (p. 307)	Independent Problems and Independent Problems	max 2
BIOL 4494 (p. 307)	Seminar in Microbiology	1

**Courses in Chemistry:**

CHEM 2211 (p. 307) & CHEM 2213 (p. 307)	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 3311 (p. 307) & CHEM 3312 (p. 307)	Introduction to Research and Introduction to Research	max 2
CHEM 3331 (p. 307) & CHEM 3334 (p. 307)	Instrumental Analysis and Instrumental Analysis Laboratory	4
CHEM 3365 (p. 307) & CHEM 3366 (p. 307)	Synthetic Methods and Synthetic Methods Laboratory	4
CHEM 4407 (p. 307)	Inorganic Chemistry II <sup>1</sup>	2
CHEM 4433 (p. 307) & CHEM 4437 (p. 307)	Environmental Chemistry and Environmental Chemistry Laboratory	3
CHEM 4453 (p. 307)	Modern Experimental Physical Chemistry <sup>2</sup>	2
CHEM 4481 (p. 307) & CHEM 4482 (p. 307)	Independent Problems in Chemistry and Independent Problems in Chemistry	max 2
CHEM 4485 (p. 307)	Senior Research	max 1
CHEM 4491 (p. 307)	Seminar	1

**Courses in Mathematics:**

MATH 2240 (p. 307)	Linear Algebra	3
MATH 2275 (p. 307)	Calculus III	4
MATH 3360 (p. 307)	Differential Equations	3

**Courses in Biomedical and Pharmaceutical Sciences:**

PSCI 2205 (p. 307)	Drugs in Society	2
PSCI 3301 (p. 307)	Introduction to Pharmacology	3
PSCI 3308 (p. 307)	Drug Discovery	3
PSCI 3353 (p. 307)	Introduction to Methods in Pharmaceutical Sciences	2
PSCI 4407 (p. 307)	Pharmacogenomics	2
PSCI 4408 (p. 307)	Medicinal Chemistry	3
PSCI 4440 (p. 307)	Fundamentals of Nanoscience	3

<sup>1</sup> Prerequisites include CHEM 2211 (p. 307), CHEM 2213 (p. 307), CHEM 3351 (p. 307), and CHEM 3352 (p. 307).

<sup>2</sup> Prerequisites include CHEM 3334 (p. 307), CHEM 3351 (p. 307), and CHEM 3352 (p. 307).

## Doctor of Pharmacy Graduation Requirements

### First Professional Year (P-1) Curriculum

Fall	Hours Spring	Hours Summer	Hours
PHAR 9910	0 PHAR 9905	2 PHAR 9911 <sup>1</sup>	1
PHAR 9921	3 PHAR 9910	0	
PHAR 9924	3 PHAR 9912	1	
PHAR 9931	3 PHAR 9922	5	
PHAR 9941 & 9941L	4 PHAR 9926	3	
PHAR 9949 & 9949R	4 PHAR 9942	3	
	PHAR 9956 & 9956R	4	
	<b>17</b>	<b>18</b>	<b>1</b>

Total Hours: 36

- <sup>1</sup> The requirement for PHAR 9911 is fulfilled for students who provide evidence of completion of online coursework as well as externship in a licensed or public health pharmacy which has been approved by the College of Pharmacy, the State Board of Pharmacy that has authority over the pharmacy and which was supervised by a licensed preceptor. Students must be enrolled in PHAR 9911 and have completed identified components of the course prior to obtaining extern requirements.

### Second Professional Year (P-2) Curriculum

Fall	Hours Spring	Hours
PHAR 9906	2 PHAR 9907	2
PHAR 9920	0 PHAR 9913	1
PHAR 9927	4 PHAR 9920	0
PHAR 9961	2-5 PHAR 9944 & 9944L	4
PHAR 9962	2-5 PHAR 9963	2-5
	PHAR 9964	2-5
	PHAR 9965	2-5
	PHAR 9966	2-5
	<b>10-16</b>	<b>15-27</b>

Total Hours: 25-43

### Third Professional Year (P-3) Curriculum

Fall	Hours Spring	Hours
PHAR 9908	2 PHAR 9914	1
PHAR 9930	0 PHAR 9930	0
PHAR 9945 & 9945L	4 PHAR 9948	2
PHAR 9967	2-5 PHAR 9952	1
PHAR 9968	2-5 PHAR 9969	2-5
	PHAR 9970	2-5
	PHAR 9971	2-5
	PHAR 9971R	0
	<b>10-16</b>	<b>10-19</b>

Total Hours: 20-35

### Electives

Electives (may be taken in any semester)	6
Total Hours	6



## Fourth Professional Year (P-4) Curriculum

### Full Calendar Year

PHAR 9981	Advanced Pharmacy Practice Experience (49 total credits) <sup>1</sup>	7
PHAR 9982	Professional Student Seminar	1
Total Hours		8

- <sup>1</sup> The following experiences are taken as PHAR 9981 Advanced Pharmacy Practice Experiences (APPE):
- Ambulatory Care - 6 weeks
  - Advanced Community - 6 weeks
  - Advanced Institutional - 6 weeks
  - Medicine - 6 weeks
  - Pharmaceutical Care Emphasis - 12 weeks (Students are assigned two experiences, each 6 weeks in length, from an approved list of specialty pharmacy practice sites providing a high level of pharmaceutical care. A maximum of 12 weeks of experience is allowed in any specialty practice area.)
  - Elective - 6 weeks
  - TOTAL: 42 weeks

**Total for Doctor of Pharmacy Degree, including a minimum of 6 elective credits: 225**

### BioMed and Pharmacy Sci Courses

***PSCI 2205 Drugs in Society: 2 semester hours.***

Survey of the response of people to drugs and chemicals. This course is for non-pharmacy majors. F, S

***PSCI 3301 Introduction to Pharmacology: 3 semester hours.***

Overview of basic pharmacological principles and drug classes emphasizing organ systems and mechanisms of action. PREREQ: BIOL 1102, CHEM 1112, and CHEM 1112L. F

***PSCI 3308 Drug Discovery: 3 semester hours.***

Overview of the new drug discovery process including drug screening and the development of targeted therapies. PREREQ: PSCI 3301 or permission of instructor. S

***PSCI 3318 Basic and Applied Pharmacology for Physical Therapists: 2 semester hours.***

Introduction to the basic concepts of pharmacology. Discussion of pharmacologic therapy of problems affecting the musculoskeletal and connective tissues, including pain management. PREREQ: Admitted to Physical Therapy program. S

***PSCI 3353 Introduction to Methods in Pharmaceutical Sciences: 2 semester hours.***

Review of in vitro and in vivo methodology for the study of various aspects of pharmaceutical sciences. PREREQ: BIOL 1102, CHEM 1112, and CHEM 1112L. S

***PSCI 3368 Introduction to Toxicology: 3 semester hours.***

Review of environmental and clinical poisons with emphasis on mechanisms of toxicity, causes, detection and treatment. PREREQ: PSCI 3301 or permission of instructor. F

***PSCI 4401 Drug Abuse: 2 semester hours.***

A discussion of pharmacological and societal aspects of drugs of abuse. PREREQ: PSCI 3301 or permission of instructor. S

***PSCI 4402 Immunopharmacology: 2 semester hours.***

Examination of drugs affecting the immune system. PREREQ: PSCI 3301 or permission of instructor. S

***PSCI 4403 Infectious Diseases and Natural Products: 3 semester hours.***

Review of antimicrobial drugs including antibiotics, antifungal and antiviral drugs. Review of pharmacology and medicinal chemistry of drugs derived from environmental sources. PREREQ: PSCI 3301 or permission of instructor. S

***PSCI 4404 Pulmonary and Cardiac Pharmacology: 3 semester hours.***

Review of the pulmonary and cardiovascular systems including major drug classes affecting these systems. PREREQ: PSCI 3301. F

***PSCI 4405 Behavioral Pharmacology: 2 semester hours.***

Review of drugs effecting behavioral processes including emotion, learning, memory, and cognition. PREREQ: PSCI 3301. Permission of instructor. S

***PSCI 4406 Introduction to Endocrinology: 2 semester hours.***

Review of the endocrine systems and drugs used for endocrine based disorders. PREREQ: PSCI 3301 or permission of instructor. S

***PSCI 4407 Pharmacogenomics: 2 semester hours.***

Review of contemporary genetic approaches in the understanding of disease and the development of pharmacological agents to treat disease. PREREQ: PSCI 3301 or permission of instructor. S

**PSCI 4408 Medicinal Chemistry: 3 semester hours.**

A study of the general chemistry, chemical properties and relationships between chemical structures and pharmacological activities of organic and inorganic medicinal agents. PREREQ: PSCI 3301 or permission of instructor. F

**PSCI 4414 Womens Health Issues: 3 semester hours.**

This course will cover medical, pharmacological and societal aspects of women's health issues, including risk for various diseases and effectiveness of treatments using a multidisciplinary approach involving several health care practitioner faculty. Issues particular to women will be emphasized.

PREREQ: Permission of instructor. F

**PSCI 4430 Psychopharmacology: 3 semester hours.**

This course will cover the mechanisms of action of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse. PREREQ: Permission of instructor. F

**PSCI 4431 Cancer Biology: 3 semester hours.**

Study of growth control, carcinogenesis, receptors, oncogenes, signal transduction pathways in cancer, metastasis, angiogenesis, invasion and tumor markers. PREREQ: Permission of instructor. F

**PSCI 4432 Anti-cancer Drugs: 3 semester hours.**

Introduction to conventional chemotherapeutic drugs, novel chemotherapeutic drugs in clinical trials and cancer drug discovery. PREREQ: Permission of instructor. F

**PSCI 4433 Physical Pharmaceutics: 3 semester hours.**

Illustrates the basic concepts of physical pharmaceutics, including physicochemical and biopharmaceutical principles applicable to formulation design, drug disposition and calculations. PREREQ: Permission of instructor. S

**PSCI 4434 Pharmacokinetics: 3 semester hours.**

Illustrates the principles of pharmacokinetics and dosing regimen design. PREREQ: Permission of instructor. F

**PSCI 4435 Drug Delivery Systems: 3 semester hours.**

Illustrates principles, processes, and techniques applied to drug delivery systems, preparation, use and assessment of pharmaceutical dosage forms and emphasizes formulation design, dose regimens, and specific compounding techniques. PREREQ: Permission of instructor. S

**PSCI 4436 Special Topics in Oncology: 1 semester hour.**

Study of current topics in cancer research and novel approaches to understand and treat cancer. PREREQ: Permission of instructor. S

**PSCI 4437 Nuclear Pharmacy: 2 semester hours.**

Basic principles of radiation physics, preparation of radiopharmaceuticals, operator safety, quality control, laboratory design, radiation monitoring equipment, clinical aspects, therapeutic and diagnostic applications of radiopharmaceuticals and diagnostic agents in pharmacy practice. PREREQ: Permission of instructor. F

**PSCI 4438 Pharmaceutical Science Research: 2 semester hours.**

Hands on research experience under the direction of pharmaceutical science faculty including the completion of experiments and analyses of data. May be repeated up to 4 times. PREREQ: Permission of instructor. F, S

**PSCI 4439 Drug Delivery in the 21st Century: 2 semester hours.**

State-of-the-art information on the science and technology of novel drug delivery systems, controlled release formulations and pharmaceutical proteins, vaccines and anti-sense drugs. PREREQ: Permission of instructor. F

**PSCI 4440 Fundamentals of Nanoscience: 3 semester hours.**

Introduction to the fundamental properties of nanomaterials. Emphasis on the application of nanomaterials in biological systems and their impact on society, and understanding nanomaterials for their future in medicine. PREREQ: Permission of instructor. F

**PSCI 4441 Diabetes for Health Sciences: 2 semester hours.**

Discussion of diabetes: types, development, monitoring and patient related issues. Topics include basic science and patient applications. Discussions based on student interest and background. PREREQ: Permission of instructor. S

**PSCI 4441. Diabetes for Health Sciences: 2 semester hours.****PSCI 4455 Medicinal Chemistry: 3 semester hours.**

A study of the general chemistry, chemical properties and relationships between chemical structures and pharmacological activities of organic and inorganic medicinal agents. PREREQ: Permission of instructor. F

**PSCI 4457 Clinical Chemistry: 2 semester hours.**

The influence of disease states on the results of laboratory diagnostic procedures; the effects of drug therapy on diagnostic tests. PREREQ: Second year professional status in Pharm. D. program. F

**PSCI 4462 Neuropharmacology: 3 semester hours.**

The molecular basis of drug action in the central nervous system including nerve excitation, molecular properties of ion channels, neuropharmacological methods, pharmacology of ethanol and the mechanisms in tolerance and physical dependence. PREREQ: PSCI 3301 or permission of instructor. S

**PSCI 4480 Health Issues of Drug Abuse: 2 semester hours.**

In-depth discussion of pharmacological and societal aspects of drug abuse, including the risk for harm from both legal and illegal substances. Emphasis on treatment options. D

**PSCI 4482 Special Topics in Pharmaceutical Sciences: 1-3 semester hour.**

An examination of selected topics in the pharmaceutical sciences. May be repeated up to 4 times. PREREQ: Permission of instructor. F, S

**PSCI 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**PSCI 9937 Professional Student Seminar in Pharmaceutical Sciences: 1 semester hour.**

Review of current research and literature in the fields of pharmacy. Oral and written reports are required. May be repeated. Restricted to Pharm.D. program. S

**PSCI 9938 Independent Problems in Pharmaceutical Sciences: 1-4 semester hour.**

Advanced students are assigned special laboratory studies on the basis of interest and previous preparation. May be repeated. Restricted to PHARM.D. program. F, S

**PSCI 9992 Topics in Pharmaceutical Sciences: 1-4 semester hour.**

An examination of selected topics in pharmaceutical sciences. Restricted to PHARM.D. program. D

## Non-Traditional PharmD Courses

**PDNT 9905 Introduction to Clinical Problem Solving: 1 semester hour.**

An integrated case study format emphasizing the development of quality assurance concepts, physical assessment skills, and clinical problem-solving abilities related to the diagnosis, resolution and prevention of drug-related problems. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9918 Drug Literature Evaluation and Statistics: 2 semester hours.**

The fundamentals of experimental design, implementation and data analysis pertinent to pharmaceutical clinical investigations. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9938 Drug and Medical Informatics: 1 semester hour.**

Advanced course in retrieving, analyzing, and evaluating medication-related information from the literature. PREREQ: Enrollment in the Nontraditional Pharm.D. program F, S, Su

**PDNT 9961 Pharmacotherapy I: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9962 Pharmacotherapy II: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9963 Pharmacotherapy III: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9964 Pharmacotherapy IV: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9965 Pharmacotherapy V: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9966 Pharmacotherapy VI: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9967 Pharmacotherapy VII: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9968 Pharmacotherapy VIII: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9969 Pharmacotherapy IX: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9970 Pharmacotherapy X: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9971 Pharmacotherapy XI Capstone with recitation: 2-4 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Enrollment in the Nontraditional Pharm.D. program. F, S, Su

**PDNT 9981 Advanced Pharmacy Practice Experience: 6 semester hours.**

Students are assigned to pharmacy practice sites including ambulatory care, medicine, and clinical settings for experiential training. Requires reflection and presentation of cases for discussion. May be repeated up to 3 times. PREREQ: Fourth professional year status. F, S, Su

**PDNT 9999 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Pharmacy Practice Courses

**PPRA 3314 Basic and Applied Pharmacology for Dental Hygiene: 2 semester hours.**

Basic pharmacology and therapeutic uses of selected drug groups. PREREQ: BIOL 3301 and BIOL 3302. Restricted to Dental Hygiene major. S

**PPRA 3315 Pharmacology for Nursing: 4 semester hours.**

Overview of the pharmacologic actions and therapeutic implications of the major classes of drugs. S

**PPRA 3335 Smoking Cessation: 1 semester hour.**

Knowledge and skills necessary to provide comprehensive tobacco cessation counseling to patients who use tobacco. D

**PPRA 3341 Topics in Drug Utilization Review: 1-2 semester hour.**

Provides additional clinical experience, knowledge and skills necessary to provide population-based therapeutic monitoring and appropriate drug use. PREREQ: Permission of instructor. F, S

**PPRA 3345 Pharmacy and Therapeutics Formulary: 1 semester hour.**

Examination of selected drug classes with the goal of choosing individual agents for mock formulary inclusion. Emphasis on therapeutic variances, available dosage forms and pharmaco-economic considerations, among other parameters, will drive the selection of individual agent(s) within the selected drug class. D

**PPRA 4425 Introduction to Traditional Chinese Medicine: 2 semester hours.**

A survey course covering the philosophical basis of traditional Chinese medicine, diagnostic techniques and modalities of treatment. PREREQ: Permission of instructor. S

**PPRA 4428 Diet Alternatives and Nutrition: 2 semester hours.**

Overview of macro- and micronutrients, diet aids and supplements, and current dieting trends and their impact on the body and medications. Emphasis on nutrition and exercise in the overall health of a patient. Evidence-based evaluation of current diet trends. D

**PPRA 4440 Pharmacoeconomics: 2 semester hours.**

Introduction to the principles and methods for the economic evaluation of medicines such as cost-effectiveness and cost-utility analysis as well as patient-centered assessments of health-related quality of life and patient preferences or utilities. D

**PPRA 4459 Externship in Pharmacy Practice: 1 semester hour.**

200 hours of practical experience in a pharmacy practice environment. Graded S/U. S

**PPRA 4491 Topical Seminar in Pharmacy Practice: 1-4 semester hour.**

Examination of selected topics in Pharmacy Practice and Pharmacy Administration. May be repeated. PREREQ: Permission of instructor. D

**PPRA 4499 Experimental Course: 1-3 semester hour.****PPRA 9907 Complementary and Natural Medicine: 2 semester hours.**

Introduction to safety and efficacy of methods and products used in treating patients outside of modern medicine. Restricted to PHARM.D. program. S

**PPRA 9913 Personal Financial Management for Pharmacists: 2 semester hours.**

Principles of personal financial management as applied to the graduating pharmacist. F, S

**PPRA 9915 Financial Management of the Community Pharmacy: 2 semester hours.**

Principles of financial management as applied to community pharmacy practice. PREREQ: PHAR 9945 and PHAR 9945L. S

**PPRA 9988 Independent Problems in Pharmacy Practice: 1-2 semester hour.**

Advanced students are assigned special studies on the basis of interest and previous preparation. May be repeated. Restricted to PHARM.D. program. F, S

## Pharmacy Courses

**PHAR 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**PHAR 9901 Early Practice Experience I: 1 semester hour.**

A self-directed, competency-based 200 hours of experiential training in an approved pharmacy practice setting to be completed prior to the start of the second professional year. Graded S/U. PREREQ: First professional year. S

**PHAR 9902 Early Practice Experience II: 1 semester hour.**

Forty hours of competency-based experiential training in an approved pharmacy practice setting or voluntary service activity to be completed prior to the start of the third professional year. Graded S/U. PREREQ: PHAR 9901. S

**PHAR 9903 Early Practice Experience III: 1 semester hour.**

Forty hours of competency-based experiential training in an approved pharmacy practice setting or voluntary service activity to be completed prior to the start of the fourth professional year. Graded S/U. PREREQ: PHAR 9902. S

**PHAR 9905 Introduction to Clinical Problem Solving: 2 semester hours.**

An introduction to the deductive, problem-based clinical reasoning process for identifying, preventing, and resolving drug-related problems. PREREQ: First professional year. S

**PHAR 9906 Case Studies With Pharmacotherapy Lab I: 2 semester hours.**

Clinical problem solving related to patient cases and integration of skills and knowledge necessary for providing patient-centered pharmaceutical care. PREREQ: Second professional year. F

**PHAR 9907 Case Studies with Pharmacotherapy Lab II: 2 semester hours.**

Clinical problem solving related to patient cases and integration of skills and knowledge necessary for providing patient-centered pharmaceutical care. PREREQ: PHAR 9906. S

**PHAR 9908 Case Studies with Pharmacotherapy Lab III: 2 semester hours.**

Clinical problem solving related to patient cases and integration of skills and knowledge necessary for providing patient-centered pharmaceutical care. PREREQ: PHAR 9907. F

**PHAR 9910 First Year Recitation: 0 semester hours.**

Scheduled time to attend professional seminars, course reviews and exams. May be repeated. COREQ: First Professional Year. D

**PHAR 9911 Introductory Pharmacy Practice Experience: 1 semester hour.**

Self paced didactic and competency-based experiential training in an approved pharmacy practice setting to be initiated during the summer prior to the fall of the first professional year. Graded S/U. D

**PHAR 9912 Introductory Pharmacy Practice Experience II: 1 semester hour.**

A competency-based experiential training in an approved community and institutional pharmacy practice setting to be completed prior to the beginning of the second professional year. Graded S/U. PREREQ: PHAR 9911. COREQ: First professional year. S

**PHAR 9913 Introductory Pharmacy Practice Experience III: 1 semester hour.**

Forty hours of competency-based experiential training in an approved pharmacy practice setting or voluntary service activity to be completed prior to the start of the third professional year. Graded S/U. PREREQ: PHAR 9912. S

**PHAR 9914 Introductory Pharmacy Practice Experience IV: 1 semester hour.**

Forty hours of competency-based experiential training in an approved pharmacy practice setting or voluntary service activity to be completed prior to the start of the fourth professional year. Graded S/U. PREREQ: PHAR 9913. S

**PHAR 9920 Second Year Recitation: 0 semester hours.**

Scheduled time to attend professional seminars, course reviews and exams. May be repeated. COREQ: Second Professional Year. D

**PHAR 9921 Biological Basis of Drug Actions I: 3 semester hours.**

Basic concepts in pharmacology. PREREQ: First professional year. F

**PHAR 9921R Biological Basis for Drug Actions I Recitation: 0 semester hours.**

Recitation for PHAR 9921. F

**PHAR 9922 Biological Basis of Drug Actions II: 5 semester hours.**

Basic concepts in Pharmacology. PREREQ: First professional year. S

**PHAR 9924 Physiochemical Basis of Drug Action: 3 semester hours.**

Concepts of physical and chemical properties of drugs and how these properties affect absorption, distribution, metabolism, excretion, and pharmacological actions. PREREQ: First professional year. COREQ: BIOL 4449 and PHAR 9924R. F

**PHAR 9924R Physiochemical Basis of Drug Action Recitation: 0 semester hours.**

Recitation for PHAR 9924. F

**PHAR 9926 Basic Pharmaceuticals and Calculations: 3 semester hours.**

Fundamentals of physical pharmacy, mathematics associated with drug dispensing and pharmacokinetic principles applicable to the design of rational dosage regimens. PREREQ: PHAR 9924. S

**PHAR 9927 Dosage Form Design and Compounding with Lab: 4 semester hours.**

Principles, processes and techniques applied to design of therapeutic systems, including preparation, use and assessment of pharmaceutical dosage forms. Includes three hours of laboratory each week. PREREQ: PHAR 9926. F

**PHAR 9927L Dosage Form Design and Compounding Lab: 0 semester hours.**

Principles, processes and techniques applied to design of therapeutic systems, including preparation, use and assessment of pharmaceutical dosage forms. COREQ: PHAR 9927. S

**PHAR 9930 Third Year Recitation: 0 semester hours.**

Scheduled time to attend professional seminars, course reviews and exams. May be repeated. COREQ: Third Professional Year. D

**PHAR 9931 Health Care I: 3 semester hours.**

Health care systems, social and behavioral aspects of pharmacy practice, and management. PREREQ: First professional year. F, S, Su

**PHAR 9941 Introduction to Pharmacy Practice and Literature I with Lab: 4 semester hours.**

Introduction and socialization to the pharmacy profession. A general overview of the health care system, the role of pharmacy in health care, pharmacy law, experimental design, analysis, and career pathways within the profession. PREREQ: First professional year. COREQ: PHAR 9941L. F

**PHAR 9941L Pharmacy Practice and Literature I Lab: 0 semester hours.**

Experiences in the retrieval, interpretation and analysis of literature and other sources of medical information. Design and development of research projects suitable for publication. COREQ: PHAR 9941. F

**PHAR 9942 Introduction to Pharmacy Practice and Literature II: 3 semester hours.**

Introduction and socialization to the profession of pharmacy. A general overview of the health care system, the role of pharmacy in health care, pharmacy law, experimental design, analysis and career pathways within the profession. PREREQ: PHAR 9941. S

**PHAR 9944 Health Care II: 4 semester hours.**

Health care systems, social and behavioral aspects of pharmacy practice, and management. COREQ: PHAR 9944L. F, S, Su

**PHAR 9944L Health Care II Lab: 0 semester hours.**

Communication skills, multicultural awareness, and application of quality assurance methods. Application of principles of pharmacoeconomic and humanistic outcomes research to the evaluation of patient-centered care and the marketing and delivery of medication therapy management. COREQ: PHAR 9944. F, S, Su

**PHAR 9945 Health Care III: 4 semester hours.**

Health care systems, social and behavioral aspects of pharmacy practice, and management. COREQ: PHAR 9945L. F, S, Su

**PHAR 9945L Health Care III Lab: 0 semester hours.**

Communication skills, multicultural awareness, and application of quality assurance methods. Application of principles of pharmacoeconomic and humanistic outcomes research to the evaluation of patient-centered care and the marketing and delivery of medication therapy management. COREQ: PHAR 9945. F, S, Su

**PHAR 9948 Pharmacy Law: 2 semester hours.**

The study of federal and state statutes, regulations and court decisions which control the practice of pharmacy and drug distribution; and an introduction to civil liability in pharmacy practice. PREREQ: Third professional year. S

**PHAR 9949 Human Physiology I: 4 semester hours.**

First of a two semester sequence. Physiology of the nervous, muscular, and circulatory systems. Cross-listed as BIOL 4449. F

**PHAR 9949R Human Physiology I Recitation: 0 semester hours.**

Recitation for PHAR 9949. F

**PHAR 9952 Pharmacotherapy Lab IV: 1 semester hour.**

Integration of skills and knowledge necessary for providing pharmaceutical care. Emphasizes patient assessment and therapeutic monitoring and management. PREREQ: Third professional year. Graded S/U. D

**PHAR 9956 Human Physiology II: 4 semester hours.**

Physiology of the respiratory, renal, gastrointestinal, and endocrine systems. Includes studies of acid-base balance. Cross-listed as BIOL 4456. PREREQ: BIOL 4449 or PHAR 9949. S

**PHAR 9956R Human Physiology II Recitation: 0 semester hours.**

Recitation for PHAR 9956. S

**PHAR 9961 Pharmacotherapy I: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on the appropriate selection/monitoring of drug therapy and patient counseling. PREREQ: Second professional year. D

**PHAR 9962 Pharmacotherapy II: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Second professional year. D

**PHAR 9963 Pharmacotherapy III: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Second professional year. D

**PHAR 9964 Pharmacotherapy IV: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Second professional year. D

**PHAR 9965 Pharmacotherapy V: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring and patient counseling. PREREQ: Second professional year. D

**PHAR 9966 Pharmacotherapy VI: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Third professional year. D

**PHAR 9967 Pharmacotherapy VII: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Third professional year. D

**PHAR 9968 Pharmacotherapy VIII: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Third professional year. D

**PHAR 9969 Pharmacotherapy IX: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring, and patient counseling. PREREQ: Third professional year. D

**PHAR 9970 Pharmacotherapy X: 2-5 semester hour.**

An organ-system approach to the therapeutic management of selected disease states with an emphasis on appropriate drug selection, therapeutic drug monitoring and patient counseling. PREREQ: Third professional year. D

**PHAR 9971 Capstone Pharmacy: 2-5 semester hour.**

Selective review of the pharmacy curriculum with emphasis on the optimization of complex pharmacotherapy regimens, medication therapy management, and therapeutic issues surrounding common disease states. Includes small group discussions, journal clubs, self-directed learning and interactive teaching methods. PREREQ: Third professional year. D

**PHAR 9971R Capstone Recitation: 0 semester hours.**

Recitation for PHAR 9971 Capstone Pharmacotherapeutics. D

**PHAR 9981 Advanced Pharmacy Practice Experience: 7 semester hours.**

Students are assigned to pharmacy practice sites including community, institutional, and clinical settings for experiential training. Requires reflection and presentation of cases for discussion. May be repeated up to 7 times. PREREQ: Fourth professional year status. F, S, Su

**PHAR 9982 Professional Student Seminar: 1 semester hour.**

Development of a relevant therapeutic topic including the review, analysis, and oral presentation of all appropriate medical and scientific literature. Graded S/U. PREREQ: Fourth professional year status. F, S, Su

## Department of Counseling

### Department Mission Statement

The principle mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.

We prepare doctoral level counselor educators and supervisors to serve as faculty members in counselor education programs, counselor supervisors in various settings, doctoral level counselors, leaders in higher education and counseling organizations, and scholars.

We believe that it is also our mission to:

- instill a strong sense of professional identity in students,
- help students gain an appreciation of the rich knowledge base in counselor education,
- develop student expertise in the skills of counseling,
- aid students to become certified and/or licensed,
- aid students/graduates in their initial job placement,
- teach and perform research applicable to the practice of counseling, and
- aid students in understanding the diversity of views and cultures within our profession and the environment in which counselors practice.

The Department of Counseling also has a mission within the Kasiska College of Health Professions (KCHP), which is to represent the mental health perspective within KCHP and to consult with KCHP faculty and departments in encouraging a holistic perspective toward health care services.

## Goals and Objectives

The Department of Counseling has curricular and professional objectives for each student. Each of these objectives has specific outcome measures.

### Curricular Objectives:

1. Students will have knowledge of human growth and development so that they can understand the nature and needs of individuals at all developmental levels.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.
7. Students will be knowledgeable about various research methods and basic statistics.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

### Student Professional Objectives:

In addition to the above curricular objectives, the Department of Counseling has program-wide objectives. These include:

- School counseling students will obtain certification as school counselors
- Students in all majors (Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, and Student Affairs Counseling) will obtain the appropriate state licensure.

## Counseling

Graduate-level preparation for (1) counselors who seek employment in schools, universities, community mental health and various other settings, and (2) college student affairs professionals.

## Pre-Counseling and Pre-Student Affairs

Preparation should consist of a broad undergraduate course of study including some work in psychology (learning and personality theory), sociology, and the communication skills. For those seeking positions in public elementary and secondary schools, state certification requirements should be considered.

Undergraduates interested in continuing their education in the Master of Counseling program should consider enrolling in the seminar course, COUN 4491, Introduction to Counseling Services. This 1-credit course is offered each Fall semester.

## Degree Programs

Degree programs offered by the department, all at the graduate level, include Doctor of Philosophy, Educational Specialist, and Master of Counseling. - Majors are available in Counselor Education and Counseling (Ph.D.); Counseling (Ed.S.), Marital, Couple, and Family Counseling (M.Coun.); Mental Health Counseling (M.Coun.); School Counseling (M.Coun.); and Student Affairs Counseling (M.Coun.).

## Accreditation

The program for school counselor preparation is accredited by the State of Idaho.

The Counselor Education programs approved by the Council for Accreditation of Counseling and Related Educational Programs are as follows: Marital, Couple, and Family Counseling (M.Coun.), Mental Health Counseling (M.Coun.), School Counseling (M.Coun.), Student Affairs Counseling (M.Coun.), and Counselor Education and Counseling (Ph.D.).

## Admission

Admission to the Department of Counseling Master's program is based on a variety of criteria outlined in the Graduate Catalog (<http://coursecat.isu.edu/graduate>). Because of limited class sizes and the large number of applicants, admission into the Department of Counseling is highly competitive.

For more information about the graduate programs offered through ISU's Department of Counseling, please refer to the Kasiska School of Health Professions within the Graduate Catalog (<http://coursecat.isu.edu/graduate>), or visit the department's website at: [www.isu.edu/hpcounsel/](http://www.isu.edu/hpcounsel/).



## Courses

**COUN 1150 Career and Life Planning: 1 semester hour.**

Centers on theories and actual processes of effective decision-making with direct application to participants' short and long range life goals. Course will emphasize self-understanding and methods for gathering appropriate external information. Career decisions are emphasized. PREREQ: Permission of instructor. F, S

**COUN 1198P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**COUN 2200 Multicultural Development: 1 semester hour.**

Acquaints students with information related to the appreciation of individual differences as it relates to race, gender, and national origin in a pluralistic society. D

**COUN 2201 Introduction to Leadership: 1 semester hour.**

Contemporary approaches to leadership with an emphasis on the practical application of theoretical models. Graded S/U. D

**COUN 2210 Human Relations at Work: 3 semester hours.**

The development of knowledge and skills to enhance cooperation between employers and employees in various work settings. Exploration of current thought on the nature, process, and diversity of human interaction as it applies to the world of work. D

**COUN 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**COUN 3300 Interpersonal Skills in Health Professions: 2 semester hours.**

Theory and practice in the use of effective interpersonal communication skills and styles for health care providers. D

**COUN 3350 Self Fulfilling Behavior: 1 semester hour.**

Course objective is to assist the student in developing satisfying personal and interpersonal emotional skills and habits. Combines instruction in principles of mental health with practical methods for applying principles to problems of everyday life. PREREQ: Permission of instructor. Graded S/U. D

**COUN 4423 Vocational Guidance and Counseling: 3 semester hours.**

Study of occupational trends, job opportunities, factors involved in selecting an occupation and means of evaluating interests in terms of capabilities. D

**COUN 4484 Guidance Principles and Practices: 3 semester hours.**

Survey of the various guidance practices in secondary education. Each service is discussed from the point of view of its role in the total educational program. D

**COUN 4485 Independent Problems: 1,2 semester hour.**

Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors. Experience in research composition. PREREQ: Permission of instructor. D

**COUN 4491 Seminar: 1-3 semester hour.**

Critical analysis of the literature in one or more areas. Limited enrollment. May be repeated up to 8 credits. PREREQ: Permission of instructor. May be graded S/U or with letter grades in separate sections. F, S, Su

**COUN 4494 Elementary School Guidance: 2 semester hours.**

Study of (1) the function of guidance in relation to children's needs; (2) principles and techniques of elementary school guidance; (3) analysis of representative programs of guidance in the elementary schools; and (4) research related to elementary school guidance and resulting trends. D

**COUN 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**COUN 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Dietetics

The Dietetics Program offers a baccalaureate degree in dietetics and post-graduate dietetic internships.

The Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (800) 877-1600). Students completing their B.S. degree are eligible to apply for dietetic internships.

The Dietetic Internship (DI) Program is also accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. The DI Program provides a supervised post-graduate practical experience preparing interns for successful completion of the registration exam and entry-level practice.

## Admission Requirements:

1. Accumulative GPA of 3.0 or above on a 4.0 scale.
2. Completion of required courses listed under pre-dietetics with no course grade lower than a C in any of the following classes:

CHEM 1101	Introduction to General Chemistry	3
CHEM 1102	Introduction to Organic and Biochemistry	3
CHEM 1103	Introduction to General Organic and Biochemistry Laboratory	1
BIOL 1101	Biology I	4
BIOL 2221	Introductory Microbiology	3
BIOL 2221L	Introductory Microbiology Laboratory	1
BIOL 3301	Anatomy and Physiology	4
BIOL 3302	Anatomy and Physiology	4
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
NTD 1104	Foods	3
NTD 2204	Meal Management	2
NTD 2239	Nutrition	3
3. Completion of ISU General Education requirements is strongly suggested prior to applying and must be completed before graduation-- see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.

Students may apply to the professional component of the Didactic Program in Dietetics (DPD) only in the spring semester once requirements are met. Appointments are awarded to begin the following fall semester. Requirements for the DPD include: a 3.0 accumulative grade-point-average or above; completion of several of the ISU General Education requirements including several basic sciences and English; pre-requisite food and nutrition courses.

## Application Process:

Students may apply to the professional component of the DPD only in the spring semester once requirements are met. Applicants must complete the DPD application, write a letter of application, and include an application fee of \$20. In addition, transcripts of all colleges and universities attended other than ISU must be submitted unless required classes taken at other colleges or universities are already listed on the student's ISU transcript. Applications will not be reviewed until all application materials have been received. The application deadline is February 15th.

Application should include the following:

1. A completed DPD application form available on program website at <http://www.isu.edu/hns/dietetics/>.
2. Official sealed transcripts from all colleges and universities other than ISU (see conditions above).
3. A typed letter of application stating reasons for selected dietetics as a career and professional goals.
4. A non-refundable application of \$20 (make check payable to the Dietetics Program).
5. Put all materials together in one large envelope and send to the address below.

**NOTE: Students accepted into the dietetics program must start the hepatitis B series shots and TB screening. This can be done by the Student Health Center, a private physician, or a clinic. Students under 35 must submit proof of updated and acceptable MMR vaccines (Mumps, Measles, and Rubella.)**

Applications should be sent to:

Laura McKnight, MPH, RD, LD  
 Director, Didactic Program in Dietetics  
 Kasiska School of Health Professions  
 Idaho State University  
 921 S. 8th Ave. Stop 8117  
 Pocatello, ID 83209-8117

# Bachelor of Science in Dietetics

## Didactic Program in Dietetics

The mission of the Didactic Program in Dietetics (DPD) program at Idaho State University is to provide courses for students to earn a Baccalaureate degree which prepares students to enter into, and to successfully complete, an accredited dietetic internship.

The philosophy of the Idaho State University Dietetics Program has been, since its inception, to educate individuals through didactic training and practical experiences in the field of dietetics, and to develop visionary and competent individuals who will be able to understand and to solve complex problems encountered by the professional dietitian. Practical experiences are incorporated in both lecture and laboratory courses in medical nutrition therapy, food service systems management, and community nutrition.

Prospective students should schedule a conference with the program director. The requirements of the program, curriculum, supervised practice experience, and registration examination are explained to prospective and current students in the program.

Completion of the required course work and attainment of a Bachelor of Science degree in Dietetics makes one eligible to apply for admission into a Dietetic Internship. The graduate must complete a dietetic internship prior to becoming eligible to take the National Registration Exam for Dietitians.

**NOTE: Enrollment in the Idaho State University Didactic Program in Dietetics and/or fulfillment of specific requirements does NOT ensure admission into the Dietetic Internship Program.**

## Program Goals and Outcome Measures

The following goals and outcome measures were identified in the 2008 Accreditation Self Study Report. These goals and outcome measures reflect the mission and philosophy of the Idaho State University DPD and are the basis for program evaluation and effectiveness.

**Program Goal One: Prepare students to perform competently in a dietetic internship (DI) in preparation to be an entry-level dietitian.**

### Outcome Measures

- 75% of graduates who apply will be accepted to a dietetic internship.
- 85% of graduates will pass the registration exam upon the first try based upon a five year average.
- 90% of graduates will pass the registration exam upon the third try (combined 1st time and repeat test takers) based upon a five year average.
- 90% of responding graduates will indicate a satisfactory or better response that the DPD program prepared them for their supervised practice experience and career as an RD.
- 75% of graduates who have finished their supervised practice experience and are seeking employment will be employed within 6 months of passing the RD exam.
- 90% of graduates from this program will receive satisfactory ratings or better on their knowledge and skill of dietetics from their employer or DI director.

**Program Goal Two: Provide didactic and field experiences for students by continuing cooperative relationships with community, clinical and food service management dietitians, and other health care professionals and administrators in order to prepare graduates to work in the current health-care environment and in industry.**

### Outcome Measures

- Students will be assigned learning experiences in a minimum of two different experiential sites for both food service, community courses and one experiential site for medical nutrition therapy courses.
- 90% of responding graduates will indicate "satisfactory" or better that the DPD program prepared them for their supervised practice experience and career as a dietitian.
- 90% of graduates from this program will receive "satisfactory" ratings or better from their employer or DI director.
- 1/3 of DAC members will consist of external constituents and/or preceptors from facilities providing learning experiences to dietetic students.
- 10% of graduates will achieve advanced level practice or have a leadership role in a professional organization within 5 years of graduation.

**Program Goal Three: Provide recruitment and guidance counseling for high school and college students who are interested in the profession of dietetics, as well as retain and mentor excellent students who are in the program.**

### Outcome Measures

- 90% of students who enter the DPD will complete it within 4 semesters of being admitted to the DPD program.
- 75% of all dietetics majors will obtain advising once per year.
- 90% of responding graduates will indicate "satisfactory" or better score with respect to encouragement, respect, motivation, advising and support provided by the program faculty and preceptors.

**Pre-Dietetics Required Courses**

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
COMM 1101	Principles of Speech	3
ECON 2201	Principles of Macroeconomics	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
HCA/HE 2210	Medical Terminology and Communication	2
MATH 1108	Intermediate Algebra	3
MATH 1153	Introduction to Statistics	3
NTD 1101	Introduction to Dietetics	1
NTD 1104	Foods	3
NTD 2204	Meal Management	2
NTD 2239	Nutrition	3
PSYC 1101	Introduction to General Psychology	3
SOC 1101	Introduction to Sociology	3

**Didactic Program in Dietetics Required Courses**

ACCT 3303	Accounting Concepts	3
ENGL 3307	Professional and Technical Writing	3
MGT 3312	Individual and Organizational Behavior	3
NTD 3300	Medical Nutrition Therapy I	3
NTD 3300L	Medical Nutrition Therapy I Lab	2
NTD 3301	Medical Nutrition Therapy II	3
NTD 3301L	Medical Nutrition Therapy II Lab	2
NTD 3360	Nutrition Through the Lifecycle	3
NTD 3312	Quantity Foods	2
NTD 3312L	Quantity Foods Laboratory	1
NTD 4407	Principles of Community Nutrition	3
NTD 4408	Applications in Community Nutrition	3
NTD 4410	Food Service Systems Management	3
NTD 4410L	Food Service Systems Management Laboratory	2
NTD 4457	Experimental Foods	3
NTD 4461	Nutritional Biochemistry I	3
NTD 4470	Dietetics Senior Seminar	2
NTD 4485	Nutritional Biochemistry II	3

**In addition: Electives to total 120 credits. See advisor regarding class sequencing.**

**Dietetic Internship (DI) Program**

The mission of the ISU Dietetic Internship Program is to provide a supervised postgraduate practical experience that exceeds the performance requirements of the Accreditation Council for Education in Nutrition and Dietetics, which prepares interns for successful completion of the registration exam and entry-level practice.

The DI Program provides for supervised experience in clinical, community, and administrative dietetics leading to a certificate of completion. Graduates of the Dietetic Internship Program will be eligible to take the National Registration Exam for Dietitians.

## Program Eligibility and Admission:

1. Candidates must have a Bachelor of Science degree in Dietetics, Family and Consumer Sciences (Home Economics), or Food and Nutrition and have completed Didactic Program in Dietetics requirements as established by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2000, Chicago, Illinois, 60606-6995. Phone: 800-877-1600.
2. A minimum grade point average of 3.00 is required for admission.
3. Sixteen (16) students, eight (8) in Pocatello and eight (8) in Meridian, will be admitted to the program with the April computer match, with a start date in August.

**NOTE: Enrollment in the Idaho State University Didactic Program in Dietetics and/or fulfillment of specific requirements does not ensure admission into the Dietetic Internship Program.**

New students are admitted to the Dietetic Internship Program for the fall semester. **Candidates should submit all application materials no later than February 15th for admission the following Fall semester.** Application information and instructions can be obtained from the Dietetic Internship website at <http://www.isu.edu/hns/dietetics/dietetic-internship-apply.shtml>. **A \$50 non-refundable fee will be charged for processing applications.**

## Program Goals and Outcomes

**Program Goal #1: Prepare interns to become professionally competent registered dietitians through a comprehensive supervised practice experience.**

### Outcome measures:

- Ninety percent of interns will complete the program.
- Ninety percent of interns who complete the program will take the exam within 1 year of completion
- Ninety percent of interns who take the RD exam will pass on the first time.
- Mean registration exam scores will be greater than or equal to the national average.
- Ninety percent of working RD's will be satisfied that the DI program adequately prepared them for careers in dietetics.
- Ninety percent of RD's will receive satisfactory ratings from employers.

**Program Goal #2: Develop effective and self-reliant professionals who are committed to lifelong learning**

### Outcome Measures:

- Interns will rate the session on CDR Professional Development Portfolio as useful or higher greater than or equal to 80%.
- Ten percent of the alumni will seek graduate degrees, obtain specialty certification, or have a leadership role in a professional organization.

## Program Overview

**Internship Components:** Community dietetics, clinical dietetics, and food service management are all major areas of emphasis. Interns rotate through various sites including: medical centers, university food services, long-term care facilities, local health departments, local school district, a diabetes center, nephrology center, and out-patient clinics.

**Number of Positions:** There are eighteen (18) internship positions - Eight (8) interns in Meridian, eight (8) interns in Pocatello, and two (2) interns in Twin Falls.

**Selection Process:** Applicants are primarily ranked according to their grade point average (minimum 3.0), work experience, and references. Finalists will go through a 15-20 minute interview.

**Internship Length:** The length of the internship is two academic semesters: Fall (August through mid-December) and Spring (mid-January through mid-May).

**Weekly Time Requirement:** Approximately 40 hours per week are spent in seminars and rotations. An additional 20 hours per week are usually required for preparation and completing assignments. Interns work in facilities Tuesday through Friday; Monday is spent in seminar. Travel time has not been included but some rotations are 20-50 miles away.

## Housing

Dietetic Internship students may choose to live in University housing or in a variety of off-campus sites. In Meridian, no University housing is available.

## Transportation

Each student should have his or her own car or, at least, access to one. Some rotation sites are up to fifty miles away (e.g. Pocatello to Idaho Falls).

Liability for safety in travel to and from assigned rotation sites will rest on the individual dietetic intern. In no way does the Department of Health and Nutrition Sciences or Idaho State University assume liability for interns for safety in travel to and from assigned rotation sites.

Send POCATELLO Application to:

Idaho State University  
Andrea Grim, MS, RD, LD  
Kasiska School of Health Professions  
921 S. 8th Ave. Stop 8117  
Pocatello, ID 83209-8117

Send Meridian Application to:

Idaho State University - Meridian  
Ruth Schneider, MPH, RD, LD  
1311 E Central Dr.  
Meridian, ID 83642

## Required Courses <sup>1</sup>

NTD 4486	Dietetic Internship Seminar I	6
NTD 4487	Dietetic Internship Seminar II	6
NTD 4488	Internship in Dietetics I	11
NTD 4489	Internship in Dietetics II	11

<sup>1</sup> A \$1,350.00 course fee will be applied in addition to tuition for each NTD 4488 and NTD 4489.

## Courses

### **NTD 1101 Introduction to Dietetics: 1 semester hour.**

History of the profession, academic pathway, outline of internship expectations, career opportunities, and professional ethics. S

### **NTD 1104 Foods: 3 semester hours.**

Fundamental processes underlying food preparation with emphasis on the chemical and physical properties of foods. Lecture and laboratory. F

### **NTD 1139 Consumer Nutrition: 3 semester hours.**

Introduction to nutrition, relationships among food choices, levels of nutrition, health of the individual and family. Experiences in dietary analysis, label and advertising critiques, and discussions of current trends. Designed for non-science majors. F, S

### **NTD 1199 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

### **NTD 2204 Meal Management: 2 semester hours.**

Management of money, time, and energy for the selection, preparation, and service of nutritious meals to fit current lifestyles. Lecture and laboratory. PREREQ: NTD 1104. S

### **NTD 2239 Nutrition: 3 semester hours.**

Descriptive survey of nutrients required by the human body and the health consequences of nutrition practices. Study of food sources and proper dietary selection needed to fulfill human needs. PREREQ: CHEM 1101; CHEM 1102 recommended. Partially satisfies Objective 5 of the General Education Requirements. F, S

### **NTD 3300 Medical Nutrition Therapy I: 3 semester hours.**

Medical nutrition therapy for the prevention and treatment of diseases including obesity, eating disorders, diseases of the liver and gastrointestinal tract, cardiovascular disease and diabetes mellitus. PREREQ: Acceptance into Didactic Program in Dietetics. COREQ: NTD 3300L. F

### **NTD 3300L Medical Nutrition Therapy I Lab: 2 semester hours.**

Introduction to the profession of dietetics and medical nutrition therapy. Development of nutrition assessment skills, care plans and modified diet writing. PREREQ; Acceptance into Didactic Program in Dietetics. COREQ: NTD 3300. F

### **NTD 3301 Medical Nutrition Therapy II: 3 semester hours.**

Medical nutrition therapy in treatment of neurological and metabolic disorders, enteral and parenteral nutrition, HIV/AIDS, renal, pulmonary, neoplastic diseases, food allergies and intolerance. PREREQ: NTD 3300 and NTD 3300L. COREQ: NTD 3301L. S

**NTD 3301L Medical Nutrition Therapy II Lab: 2 semester hours.**

Medical nutrition therapy in treatment of neurological and metabolic disorders, enteral and parenteral nutrition, HIV/AIDS, renal, pulmonary, neoplastic diseases, food allergies and intolerance. PREREQ: NTD 3300 and NTD 3300L. COREQ: NTD 3301. S

**NTD 3312 Quantity Foods: 2 semester hours.**

Principles and procedures for preparation of quantity food. Experiences in food production facilities with coordination of management principles through cost control, supervision, and food production. Two hours lecture. PREREQ: NTD 1104 and NTD 2204. COREQ: NTD 3312L. F

**NTD 3312L Quantity Foods Laboratory: 1 semester hour.**

Practical application of food production methods in various facilities. COREQ: NTD 3312. F

**NTD 3340 Nutrition for Health Professionals: 3 semester hours.**

Nutrition through the lifecycle, function of nutrients in the body, medical nutrition therapy in the treatment and prevention of diseases. PREREQ: BIOL 3301 or BIOL 3302 or HO 0111. F, S

**NTD 3360 Nutrition Through the Lifecycle: 3 semester hours.**

Nutrition in pregnancy, lactation, infancy, childhood, adolescence, adulthood and senior adulthood. Physiological changes during the lifecycle and changing nutrient needs. PREREQ: NTD 2239. F

**NTD 4407 Principles of Community Nutrition: 3 semester hours.**

Introduction to nutritional programming and education in community and public health settings. Emphasis on principles of needs assessments, program planning, implementation and evaluation. Discussion of national nutrition status, food insecurity and identification of those at highest risk. PREREQ: NTD 3360, or NTD 2239 and permission of instructor. F

**NTD 4408 Applications in Community Nutrition: 3 semester hours.**

Application of nutritional programming and education in community and public health settings. Emphasis on conducting needs assessments, program planning, implementation and evaluation, nutrition presentations and nutrition counseling skills development. PREREQ: NTD 4407. S

**NTD 4409 Professional Readings: 1-3 semester hour.**

Identification and investigation of conceptual ideas about the relationship of programs, trends, legislation, and developments in food and nutrition. PREREQ: Permission of instructor. D

**NTD 4410 Food Service Systems Management: 3 semester hours.**

Principles and concepts of foodservice management planning, organization, and controls. Development of skills through projects in foodservice facilities. PREREQ: NTD 3312 and NTD 3312L. COREQ: NTD 4410L. S

**NTD 4410L Food Service Systems Management Laboratory: 2 semester hours.**

Practical application of foodservice management skills in various facilities. COREQ: NTD 4410. S

**NTD 4439 Sports Nutrition: 3 semester hours.**

Nutrition recommendations for competitive and recreational athletic performance. Rationale for nutrition practices through an examination of individual nutrient metabolism. Controversies and misinformation addressed. PREREQ: NTD 2239. D

**NTD 4457 Experimental Foods: 3 semester hours.**

Development of experimental methods and their application to cookery and food technology; preparation of student for independent investigation in foods; acquaintance with literature in the field. Two hours lecture/four hours laboratory. PREREQ: Junior standing and NTD 1104. F

**NTD 4461 Nutritional Biochemistry I: 3 semester hours.**

Advanced study of nutrition science, including protein, carbohydrate, lipid, vitamin, and mineral metabolism. Introduction to research methodology and professional literature. PREREQ: NTD 2239, CHEM 1101, CHEM 1102, and CHEM 1103 or higher levels of chemistry including inorganic, organic, and biochemistry. F

**NTD 4470 Dietetics Senior Seminar: 2 semester hours.**

Current issues in food and nutrition. Discussion of research and application to practice. PREREQ: Senior in Dietetics. F

**NTD 4481 Special Problems in Nutrition and Dietetics: 1-2 semester hour.**

Students select problems on the basis of special needs, interests, or abilities and work on them independently in the laboratory, library, or community, with regular conferences with the advisor. PREREQ: Permission of instructor. D

**NTD 4485 Nutritional Biochemistry II: 3 semester hours.**

Human metabolism in health and disease. Emphasizes interrelationships among hormones, carbohydrates, proteins, lipids, vitamins and minerals within tissues and organs. PREREQ: NTD 4461 or permission of instructor. S

**NTD 4486 Dietetic Internship Seminar I: 6 semester hours.**

Advanced studies in given areas of community nutrition, clinical nutrition and food systems management. Students investigate and present current research problems. Oral and written reports required. Graded S/U. COREQ: NTD 4488. F

**NTD 4487 Dietetic Internship Seminar II: 6 semester hours.**

Advanced studies in given areas of community nutrition, clinical nutrition and food systems management. Students investigate and present current research problems. Oral and written reports required. Graded S/U. PREREQ: NTD 4486 and NTD 4488. COREQ: NTD 4489. S

**NTD 4488 Internship in Dietetics I: 11 semester hours.**

Supervised field experience at regional health care facilities, food service establishments, and community programs. Graded S/U. PREREQ: Admission into Dietetic Internship program. COREQ: NTD 4486. F

**NTD 4489 Internship in Dietetics II: 11 semester hours.**

Continuation of NTD 4488 with supervised field experience at regional health care facilities and food service establishments and community programs. Emphasis on entry level skills in clinical, community, and administrative dietetics. Graded S/U. PREREQ: NTD 4486 and NTD 4488. COREQ: NTD 4487. S

**NTD 4492 Special Problems in Nutrition and Dietetics: 1-2 semester hour.**

Students select problems on the basis of special needs, interests, or abilities and work on them independently in the laboratory, library, or community, with regular conferences with the advisor. PREREQ: Permission of instructor. D

**NTD 4495 Dental Nutrition: 1 semester hour.**

This course reviews the role of nutrition in attaining and maintaining optimum oral health. The course explores how the essential nutrients influence oral health, nutrition in special populations, and nutrition and disease processes that can influence oral health. This course is only available to students in the Idaho Dental Education Program in the Department of Dental Science. S

## Health Care Administration Program

### Our Mission

The Health Care Administration Program provides quality education and lifelong learning opportunities to current and future healthcare leaders in Idaho. We support Idaho State University's mission as the center for education of health professionals in the state of Idaho by maximizing value to our students and stakeholders, and to our state, in the enhancement of the knowledge and ability of healthcare professionals to lead their organizations, to serve their communities and, in turn, to improve the health status of their communities.

### Learning Goals

The Health Care Administration Program delivers state-of-the-art education to traditional and nontraditional students using a theoretical and programmatic approach. We address emerging industry needs using innovative instructional methods to deliver valid competencies and educational outcomes based on industry's and our constituency's needs.

#### Specifically, we:

- Prepare individuals for entry or mid-level management positions in group practice, ambulatory care, long-term care, hospitals, managed care organizations, and other health-related organizations.
- Develop administrative, technical, problem-solving, conceptual, and human relations knowledge and skills that provide the foundation for future healthcare administrators and leaders.
- Use industry competency models and current evidence on teaching and learning to provide students the best quality education possible.
- Foster practical educational experiences and promote interaction among students, alumni, and mentors in area and regional health organizations.
- Work with each student in the program to ensure proper placement and professional development in administrative internships and initial positions - assuring an appropriate match between the individual and the healthcare organization.

Health care facilities constitute some of the most complex institutions in our society. These facilities and the scope of their services are becoming more responsive to the community they serve. The health care administrator is at the forefront of these activities and is in demand in a number of organizations, including hospitals, extended-care facilities, group practices, insurance companies, state and federal health agencies, educational programs and research institutions. The purpose of the undergraduate program in Health Care Administration at Idaho State University is to prepare students for the wide range of activities needed for administration of health care facilities and to provide service courses for students majoring in other health-related programs. Also, the program is designed to provide students with the basic requirements to pursue a graduate degree in the field. The curriculum leads to a Bachelor of Science degree in Health Care Administration with a minor in Business Administration. Students may enroll in the program at the beginning of any semester and must meet requirements as provided elsewhere.

### Admission Requirements

Application forms for admission to the major in Health Care Administration can be accessed online (<http://isu.edu/hns/hca/admission.shtml>) or upon request from the program office. Completed application forms and copies of transcripts of previous college work may be submitted to the program upon satisfactory completion of all prerequisite courses. Applications are considered by the program's admission committee as they are received. Cumulative college or university grade point average of 2.75 or higher is required for admittance to the major. The following are prerequisites for admission to the health care administration major, and some are also part of the program requirements: ACCT 2201, HCA 1115, ENGL 1102 (Objective 1), and COMM 1101 (Objective 2).



Students are required to earn a grade of C- or better in all business, HCA, and required courses. Students who receive a grade of D or below twice in any required courses will not be admitted and, if admitted, will be dropped from the HCA program. All such decisions will be reviewed by the program's Admission Committee.

Students whose cumulative GPAs fall below 2.75 will be placed on departmental probationary status and will not be able to graduate with the degree in Health Care Administration until their cumulative GPAs are 2.75 or higher.

## Bachelor of Science in Health Care Administration

Completion of the BS in Health Care Administration (which includes a minor in Business) requires 120 credit hours, as follows:

### General Education and Elective Requirements

Sub-total hours 50

### Health Care Administration Core Requirements

HCA 1115	US Health System	3
HCA 2215	Healthcare Leadership	3
HCA 3330	Health Information Systems	3
HCA 3340	Healthcare Policy	3
HCA 3384	Human Resource Management in Healthcare Organizations	3
HCA 4453	Healthcare Finance	3
HCA 4465	Healthcare Operations and Quality	3
HCA/HE 4473	Healthcare Strategic Planning and Marketing	3
HCA 4475	Health Law and Bioethics	3
HCA 4495	Administrative Internship	4
Total Hours		31

### Business Core Requirements

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
INFO 3301	Introduction to Informatics and Analytics	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 3312	Individual and Organizational Behavior	3
MGT 3329	Operations and Production Management	3
MKTG 2225	Basic Marketing Management	3
Total Hours		33

### Other Required Core Courses

ECON 3303	Economics of Health Care	3
HE 3383	Epidemiology	3
Total Hours		6

### HCA Program Total Hours: 120

## Bachelor of Business Administration in Health Care Informatics

The Bachelor of Business Administration degree in Health Care Informatics is delivered in cooperation with the Idaho State University College of Business. The degree is designed to enable graduates to enter careers in information systems usage in health care organizations. Information systems play an increasingly important role in the burgeoning health care field. The Health Care Informatics (HCI) degree is intended to develop the skills necessary to manage information systems in a health care environment. Combining courses in health care administration, general business, and informatics, the HCI degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

## Required Courses

INFO 1181 (p. 334)	Informatics and Programming I	3
or CS 1181 (p. 334)	Computer Science and Programming I	
INFO 1182 (p. 334)	Informatics and Programming II	3
or CS 1182 (p. 334)	Computer Science and Programming II	
INFO 2285 (p. 334)	Software and Systems Architecture	3
INFO 3307 (p. 334)	Systems Analysis and Design	3
INFO 3380 (p. 334)	Networking and Virtualization	3
INFO 4407 (p. 334)	Database Design and Implementation	3
INFO 4420 (p. 334)	Health Care Informatics	3
INFO 4422 (p. 334)	Health Care Information Assurance	3
INFO 4426 (p. 334)	Health Care Data Analytics	3
MGT 4482 (p. 334)	Project Management	3
HCA 1115 (p. 334)	US Health System	3
HCA 4465 (p. 334)	Healthcare Operations and Quality	3
HCA 4489 (p. 334)	Healthcare Information Systems Practicum	3
Total Hours		39

## Courses

### ***HCA 1110 Introduction to the Allied Health Professions: 3 semester hours.***

Introduction to the allied health professions with emphasis on interrelationships and the team approach to health care. F, S

### ***HCA 1115 US Health System: 3 semester hours.***

An introductory, comprehensive overview of the healthcare industry, health and disease, health professions, institutions, populations, and reimbursement, addressed from the three point perspective of history, terminology, and current issues. F, S, Su

### ***HCA 2210 Medical Terminology and Communication: 2 semester hours.***

Terminology and vocabulary basic to all areas of medical science, hospital services, and allied health specialties. Develops skills in correct written and oral usage of medical terms. Equivalent to HE 2210. F, S

### ***HCA 2215 Healthcare Leadership: 3 semester hours.***

This course actively teaches the relational, operational, and analytical skills key to success in health management. S

### ***HCA 3330 Health Information Systems: 3 semester hours.***

An overview of the information system methodologies and approaches in the administration and delivery of health services including data content and structure, quality, and legal issues related to collection, use, and the security of health information. PREREQ: HCA 1115 and MGT 2216. F

### ***HCA 3340 Healthcare Policy: 3 semester hours.***

Investigate the formulation of healthcare priorities, the development of legislation, the implementation of legislative provisions through administrative action, and the modification of health policy within the context of the provision of services. Included is an examination of insurance and reimbursement practiced in today's healthcare industry, their history, current status, and their future. F

### ***HCA 3350 Organizational Behavior in Healthcare: 3 semester hours.***

Study of individual and group behavior in HCOs. Topics include social responsibility and ethics; decision making; motivation; leadership; communication; power, politics and stress; organizational culture, change and development. S

### ***HCA 3384 Human Resource Management in Healthcare Organizations: 3 semester hours.***

Create and maintain a productive health workforce by understanding the science and practice of managing the employment relationship, including human resource planning, job analysis, recruitment, selection, development, performance planning, compensation, employee relations, and the legal environment. F

### ***HCA 4450 Special Topics in Healthcare: 1-3 semester hour.***

Topics relevant to health professionals. May be repeated for up to 9 credits with different titles or content. Graded S/U. D

### ***HCA 4453 Healthcare Finance: 3 semester hours.***

The application of financial management principles, practices, and techniques used in healthcare organizations. An understanding and analysis of how these financial tools are used in decision making and how they are integrated into the healthcare organization's planning process. PREREQ: ACCT 2202 and FIN 3315 or their equivalents. S

### ***HCA 4465 Healthcare Operations and Quality: 3 semester hours.***

This capstone course in health care administration addresses the application of managerial concepts and practices within various health career environments, including acute, ambulatory, mental health, and long-term care organizations. Topics include issues/trends and best practices related to governance, leadership, management; planning and marketing; quality assessment/operations improvement; and maximizing human resources and financial performance. S

**HCA 4473 Healthcare Strategic Planning and Marketing: 3 semester hours.**

Introduction to basic marketing management issues as they pertain to healthcare. Current marketing trends in the health care marketplace. Consumer orientation, health care marketing plans, and strategy development. Equivalent to HE 4473. S

**HCA 4475 Health Law and Bioethics: 3 semester hours.**

This course develops a roadmap to facilitate risk management in the provision of healthcare services. Issues addressed include regulation and licensure, liability, selected aspects of public programs, and ethical issues regarding death, reproduction, and research. F, S

**HCA 4481 Independent Problems in Health Services Administration: 1-3 semester hour.**

Student selects an area of special interest through independent study. A report will be required giving results. May be repeated for up to 6 elective credits. PREREQ: HCA major. D

**HCA 4489 Healthcare Information Systems Practicum: 3 semester hours.**

8 hours per week under the direction of the Department of Family Medicine, with a term project. NOTE: Some facilities may require a background check. When required, this check will be conducted at the student's expense. F, S, Su

**HCA 4495 Administrative Internship: 4 semester hours.**

An internship is required for successful completion of this program. During the internship experience, students work in a health or human services organization, performing various duties and being exposed to various aspects of managerial careers in health services management. PREREQ: HCA major or graduate status. F, S, Su

## Health Education and Promotion

### Bachelor of Arts or Bachelor of Science in Health Education

There is little doubt in today's world that health promotion/disease prevention strategies are on nearly every national health care agenda. As a society, we have learned that a fuller measure of health, a better quality of life, is within the grasp of almost all people. The lifestyle choices a person makes today may influence that individual's health forever.

The undergraduate program in health education is designed to prepare students to teach preventative health strategies. More specifically, they learn to facilitate the voluntary adoption of actions which are conducive to the health of individuals, groups, or communities.

Graduates with a baccalaureate degree in health education are eligible to take the Certified Health Education Specialist (CHES) national certification offered through NCHCEC. According to NCHCEC, the benefits of the CHES designation include: establishes a national standard, attests to the individual's knowledge and skills, assists employers in identifying qualified health education practitioners, develops a sense of pride and accomplishment, and promotes continued professional development. The undergraduate school health emphasis is accredited by the National Council for Accreditation of Teachers (NCATE).

Students in the Health Education Program may choose from three emphases or options:

- 1) school health emphasis,
- 2) community/worksites health emphasis, or
- 3) addictions studies option.

Teaching and non-teaching minors are available. Graduate degrees are offered through a Master of Health Education (M.H.E.) and a Master of Public Health (M.P.H.).

### Health Education and Promotion Program Goals and Objectives

Coursework in the Idaho State University undergraduate health education program prepares students to work with individuals, groups, and organizations and to be able to:

- **Assess needs, assets, and capacity for health education**
- **Plan health education**
- **Implement health education**
- **Conduct evaluation and research related to health education**
- **Administer and manage health education**
- **Serve as a health education resource person**
- **Communicate and advocate for health and health education**

## Admission

Application for admission to the Health Education program is required of all students desiring to progress toward this major. Students may apply for program admission during the first semester of their sophomore year. The Health Education program has an open admission policy.

The following criteria must be met for an applicant to be eligible for consideration for admission to the health education program:

1. A minimum of a 2.75 GPA at the time of application.
2. Completion of or concurrent enrollment in the following courses with a "C" grade or better:

BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
COMM 1101	Principles of Speech (Satisfies General Education Objective 2)	3
ENGL 1102	Critical Reading and Writing (Satisfies General Objective 1)	3
HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
MATH 1153	Introduction to Statistics (Satisfies General Education Objective 3)	3
NTD 1139	Consumer Nutrition	3
Or		
NTD 2239	Nutrition (Partially satisfies General Education Objective 5)	3

3. Submission of a health education philosophy statement and a statement describing an occupational goal that includes the use of health education.

Transfer students must have their transcripts evaluated by the Office of Admissions prior to application for program admission. Transfer students who have satisfied the Idaho State University General Education requirements, have at least a 2.75 GPA, and have completed the equivalent of the courses listed in #2 above will be considered for admission.

All students accepted into the health education program must maintain at least a 2.75 GPA during their undergraduate studies.

## Bachelor of Arts or Bachelor of Science in Health Education

### Major in Health Education

Students choosing to major in health education must complete all university General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) for the B.A. or B.S. degree, all core health education requirements, and all courses from one of the two emphasis areas listed below. Students selecting the school health emphasis should complete coursework toward a teaching minor or second teaching major. In addition, students wishing to teach must also complete all College of Education (<http://coursecat.isu.edu/education>) course requirements.

### Summary of Requirements for a Bachelor of Arts or a Bachelor of Science Degree in Health Education

1. Completion of the university General Education Requirements, a minimum of 36 credits (see General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) and Graduation Requirements (<http://coursecat.isu.edu/academicinformation/graduationrequirements>) in the Academic Information section of this catalog). Courses which partially or wholly fulfill both General Education Objectives and major requirements are:

BIOL 1101 & 1101L	Biology I and Biology I Lab (Objective 5)	4
INFO 1101	Digital Information Literacy (Objective 8)	3
COMM 1101	Principles of Speech (Objective 2)	3
ECON 2202	Principles of Microeconomics (Objective 6)	3
ENGL 1102	Critical Reading and Writing (Objective 1)	3
MATH 1153	Introduction to Statistics (Objective 3)	3
PSYC 1101	Introduction to General Psychology (Objective 6)	3

2. Completion of the following required courses:

ENGL 3307	Professional and Technical Writing	3
NTD 1139	Consumer Nutrition	3
Or		
NTD 2239	Nutrition (Partially satisfies Objective 5)	3

3. Completion of the Health Education Major Core Requirements (21 credits).

4. Completion of the courses from one of the two emphasis areas listed below. Students selecting the school health emphasis should complete coursework toward a teaching minor or second teaching major. In addition, students wishing to teach must also complete all College of Education (<http://coursecat.isu.edu/education>) course requirements.

5. Completion of elective courses. Elective courses should be selected according to the student's interests and career needs, in conjunction with a faculty advisor. The total number of elective credit hours may include course prerequisites for General Education requirements and is dependent on the health education major emphasis area selected.

**In Addition:**

Credits earned in a health education course with a grade of lower than a "C" will not be counted toward graduation for a health education major. The student must present a current first aid and CPR card to her/his advisor.

**Health Education Major Core Requirements (21 credits)**

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340 & 3340L	Fitness and Wellness Programs and Fitness and Wellness Programs Laboratory	3
HE 3342	Stress and Emotional Health	3
HE 4410	Health Behavior Change Theory and Application	3
HE 4420	Health Program Planning and Implementation	3
HE 4435	Health Program Evaluation and Research	3
Total Hours		21

**Addiction Studies Option (minimum of 36 credits) <sup>1</sup>**

In addition to the Health Education Major Core, the following courses are required in the Addictions Studies option:

HE 2210	Medical Terminology and Communication	2
HE 2232	Helping Theories	3
HE 3311	Case Management of Substance Abuse	3
HE 3312	Ethics for the Addictions Counselor	3
HE 3383	Epidemiology	3
HE 4432	Community and Public Health	3
HE 4443	Substance Abuse and Health Education	3
HCA/HE 4473	Healthcare Strategic Planning and Marketing	3
HE 4490	Practicum in Health Education	4
HCA 3350 or MGT 3312	Organizational Behavior in Healthcare Individual and Organizational Behavior	3
HCA 3384	Human Resource Management in Healthcare Organizations	3
Total Hours		33

<sup>1</sup> Must also complete 6 credit hours of HE courses

**Community/Worksite Health Emphasis (minimum of 36 credits) <sup>1</sup>**

In addition to the Health Education Major Core, the following courses are required in the Community/Worksite Health Emphasis:

HE 2210	Medical Terminology and Communication	2
HE 3383	Epidemiology	3
HE 4432	Community and Public Health	3
HE 4442	Environmental Health and Health Education	3
HE 4443	Substance Abuse and Health Education	3
HE 4445	Human Sexuality and Health Education	3
HCA/HE 4473	Healthcare Strategic Planning and Marketing	3
HE 4490	Practicum in Health Education	4

HCA 3350	Organizational Behavior in Healthcare	3
or MGT 3312	Individual and Organizational Behavior	
HCA 3384	Human Resource Management in Healthcare Organizations	3
Total Hours		30

<sup>1</sup> Must also complete 6 credit hours of HE courses

### School Health Emphasis (12 credits)

In addition to the Health Education Major Core listed above, the following courses are required in the School Health Emphasis:

HE 4430	Curriculum and Methods in Health Education	3
HE 4442	Environmental Health and Health Education	3
HE 4443	Substance Abuse and Health Education	3
HE 4445	Human Sexuality and Health Education	3
Total Hours		12

Students in the School Health Emphasis must also complete the Professional Education Core (44 credits) from the College of Education (see Secondary Teacher Education (<http://coursecat.isu.edu/education/secondaryeducation>) requirements).

### TOTAL CREDITS FOR HEALTH EDUCATION DEGREE 42-51 credits

### Health Education Teaching Minor (21 credits)

#### Prerequisites:

- Admission to Teacher Education Program
- Admission to Health Education Program

#### Required Courses:

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340 & 3340L	Fitness and Wellness Programs and Fitness and Wellness Programs Laboratory	3
HE 3342	Stress and Emotional Health	3
HE 4430	Curriculum and Methods in Health Education	3
Select two of the following three courses:		6
HE 4442	Environmental Health and Health Education	
HE 4443	Substance Abuse and Health Education	
HE 4445	Human Sexuality and Health Education	
Total Hours		21

### Health Education Non-teaching Minor (21 credits)

#### Required Courses:

HE 2200	Promoting Wellness	3
HE 2221	Introduction to Health Education	3
HE 3340 & 3340L	Fitness and Wellness Programs and Fitness and Wellness Programs Laboratory	3
HE 3342	Stress and Emotional Health	3
HE 4410	Health Behavior Change Theory and Application	3
HE 4420	Health Program Planning and Implementation	3
HE 4435	Health Program Evaluation and Research	3
Total Hours		21

## Addiction/Dependency Counselor Certification

Any Health Education majors who wish Idaho CADC certification must complete the following coursework and pass the ISAS Level I exam. Two courses are taught each semester and will be listed in the Class Schedule; contact the Department of Health and Nutrition Sciences to learn which courses will be scheduled in the future.

HE 2230	Introduction to Addictions	3
HE 2232	Helping Theories	3
HE 2233	Harmful and Illicit Substances	3
HE 2234	Blood Borne Illness	1
HE 2235	Chemical Dependency and the Family	3
HE 3310	Screening and Assessment of Substance Abuse	3
HE 3311	Case Management of Substance Abuse	3
HE 3312	Ethics for the Addictions Counselor	3
HE 3313	Practicum for the Chemical Dependency Counselor	3

### Courses

**HE 1100 Driver Training and Traffic Safety: 1 semester hour.**

Basic instruction and procedures in the operation of motor vehicles, defensive driving, and general traffic safety. Classroom, driving simulation, and range and road experience. D

**HE 1160 Women's Rape Aggression Defense: 1 semester hour.**

Realistic self-defense tactics and techniques designed for women. Awareness, prevention, risk reduction, risk avoidance, and basic hands-on defense training. R.A.D. is not a Martial Arts program. Equivalent to PE 1160 and WS 1160. PREREQ: Permission of Public Safety Office or sponsoring program. F, S

**HE 1190 Alcohol and Drug Awareness I: 1 semester hour.**

Essential elements of identification and recognition of behaviors relating to substance abuse; discussion of laws pertaining to illegal substance use; costs and programs that deal primarily with the intervention and treatment of drug and alcohol abuse. F, S, Su

**HE 2200 Promoting Wellness: 3 semester hours.**

A survey of the issues and topics that most affect health and wellness. Particular emphasis is placed on the intelligent self-direction of health behaviors. Topics address individual health assessments and decision-making skills. F, S, Su

**HE 2201 Selected Topics in Health Education: 1 semester hour.**

Topical courses emphasizing the effects of individual lifestyle choices on health. Topics include stress and emotional health, consumer health, and trust and self-esteem. May be repeated for up to 3 credits. F, S

**HE 2210 Medical Terminology and Communication: 2 semester hours.**

Terminology and vocabulary basic to all areas of medical science, hospital services, and allied health specialties. Develops skills in correct written and oral usage of medical terms. Equivalent to HCA 2210. F, S

**HE 2211 Health Education Methods Elementary: 1 semester hour.**

A study of subject content of the health education program with emphasis on methods and materials to be used by the elementary classroom teacher. F, D

**HE 2221 Introduction to Health Education: 3 semester hours.**

Concepts essential to understanding the discipline: competencies, ethics, health education theories and philosophies, and career opportunities for professional health educators in school and community settings. F, S

**HE 2230 Introduction to Addictions: 3 semester hours.**

Four primary aspects of addiction: the physiology of drugs of abuse and chemical addiction, the assessment and diagnosis of chemical dependency, the treatment of addictive disorders, and topics focused on special populations. D

**HE 2232 Helping Theories: 3 semester hours.**

Provides an introduction to the essential components and techniques of addiction counseling. Students will learn the basic facilitation model, group techniques, counseling theories, issues faced by beginning counselors, and characteristics of the effective counselor. D

**HE 2233 Harmful and Illicit Substances: 3 semester hours.**

This course is designed to introduce students to drug classification systems and specific drugs within each classification. The psychological and physical effects, signs and symptoms of use, abuse, dependency, overdose, and withdrawal. D

**HE 2234 Blood Borne Illness: 1 semester hour.**

Provides a basic understanding of blood borne pathogens/infectious diseases within an addictions framework. Promotes competency and ethical responsibility in assessing client needs in regard to blood borne pathogens/infectious diseases. D

**HE 2235 Chemical Dependency and the Family: 3 semester hours.**

Provides an overview of functional and dysfunctional families, the impact of chemical dependency on individual and family systems; and treatment modalities and appropriate referral resources. D

**HE 2270 Peer Education in Health: 2 semester hours.**

Covers methods and techniques of presenting health information to college students. Interview required with instructor prior to enrolling. May be repeated to 4 credits. PREREQ: Approval of instructor. F, S

**HE 2287 Healthful Cooking: 2 semester hours.**

Nutritional components of food, food preparation techniques, and recipe selection and development, all from a health perspective. Emphasis on food products that are both healthful and flavorful. PREREQ: NTD 1139 or NTD 2239. S

**HE 2290 Alcohol and Drug Awareness II: 1 semester hour.**

Case studies of active drug users and recovering addicts; in-depth discussion of the family dynamics of drug/alcohol abusers; medical aspects of chemical dependency. F, S, Su

**HE 2299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**HE 3310 Screening and Assessment of Substance Abuse: 3 semester hours.**

Provides a basic understanding of appraisal techniques within an addictions framework. Promotes competency and ethical responsibility in assessing clients. Enhances the ability to assess client's needs based on clinical knowledge and instrumentation. D

**HE 3311 Case Management of Substance Abuse: 3 semester hours.**

Provides a basic understanding of case management philosophy and basic case management skills within an addictions framework. Promotes competency and ethical responsibilities. PREREQ: Admission to Health and Nutrition Science or permission of instructor. D

**HE 3312 Ethics for the Addictions Counselor: 3 semester hours.**

Provides information regarding ethical and legal issues in the field of chemical dependency counseling. Topics include values and helping relationships, client's rights and counselor responsibilities. D

**HE 3313 Practicum for the Chemical Dependency Counselor: 3 semester hours.**

Practical experience in a field based setting congruent with the core functions of a chemical dependency counselor including: assessment, counseling, groups, education, and professional responsibility. D

**HE 3314 Group Skills for Addiction Counselors: 3 semester hours.**

Introduces students to group theory and practice as a treatment modality in counseling clients with chemical dependency issues. D

**HE 3340 Fitness and Wellness Programs: 3 semester hours.**

A study of the theory, development, and application of components necessary for providing fitness and wellness programs in a variety of settings. PREREQ: Admission to Program. COREQ: HE 3340L. S, D

**HE 3340L Fitness and Wellness Programs Laboratory: 0 semester hours.**

Assignments to apply principles from HE 3340. COREQ: HE 3340. F

**HE 3342 Stress and Emotional Health: 3 semester hours.**

Stress response, causes of stress, and stress management techniques/strategies. Effect of the mind on the body relative to various disease states. Includes the connection between spirituality and health; and emotional health-related topics such as anger, depression and stress, and sleep deprivation. F

**HE 3350 Driver and Traffic Safety Education I: 2 semester hours.**

Comprehensive study of factors basic to responsible driving. Practical application to improve driving skills and understanding of the organization, administration, and planning of a driver traffic safety education curriculum. Su

**HE 3383 Epidemiology: 3 semester hours.**

The study of the distribution, frequency and determinants of diseases and injuries in human populations with the overall goal of implementing prevention and control programs. PREREQ: MATH 1153 or MGT 2216. F

**HE 4401 Issues in Health and Wellness: 1-3 semester hour.**

Contemporary health and wellness issues emphasizing education interventions and application. Topics may include: death and dying, computer technology in health, healthy aging, motivation, emergency preparedness, alternative and complementary medicine, international health. May be repeated for up to 6 credits with different content. F, S, Su

**HE 4410 Health Behavior Change Theory and Application: 3 semester hours.**

Provides a basic understanding of the social, emotional, and lifestyle factors related to health behavior. Strategies designed to identify barriers to behavior and to enhance the health of selected populations are examined. PREREQ: Admission to Program. F, D

**HE 4420 Health Program Planning and Implementation: 3 semester hours.**

Provides both a theoretical framework for and skill development in organizing, planning, and implementing community health interventions. Key topics include: planning models, assessing community needs, presentation strategies, and budgeting. PREREQ or COREQ: HE 4410. F, D



**HE 4425 Patient Education Skills: 2 semester hours.**

Foundations and application of organizational and communication skills which promote a positive atmosphere for patient education in clinical and worksite settings. S, D

**HE 4430 Curriculum and Methods in Health Education: 3 semester hours.**

Curriculum planning, implementation, methodology, and evaluative procedures utilized in the school health education setting. Emphasis will be placed on the integration of content and practical experiences. PREREQ: Admission to Program. S

**HE 4432 Community and Public Health: 3 semester hours.**

Aspects of the community that relate to health; identification and analysis of community and public health programs; organizational pattern and functions of voluntary and governmental health agencies; organizing the community for health action; and coordination of community and public health programs. PREREQ or COREQ: HE 4410. S, D

**HE 4435 Health Program Evaluation and Research: 3 semester hours.**

The application of research and evaluation models for decision-making program and policy development of community health education interventions. Focus on the individual, family, and social network levels of practice. PREREQ: HE 4420. S, D

**HE 4441 Driver and Traffic Safety Education II: 2 semester hours.**

Development of student learning activities in driver and traffic safety education. Directed laboratory teaching experience includes teaching of beginning drivers in classroom and behind-the-wheel phases. PREREQ: HE 3350. S

**HE 4442 Environmental Health and Health Education: 3 semester hours.**

Study of a variety of issues related to protecting and preserving the environment with an emphasis on school and community educational programs. S, D

**HE 4443 Substance Abuse and Health Education: 3 semester hours.**

Study of the physical, psychological, sociological, and environmental factors related to drug use with emphasis on school and community prevention programs. F, D

**HE 4445 Human Sexuality and Health Education: 3 semester hours.**

Study of the multifaceted nature of human sexuality with an emphasis on school and community-level educational programs. S, D

**HE 4473 Healthcare Strategic Planning and Marketing: 3 semester hours.**

Current marketing trends in the health care marketplace. Consumer orientation; health care marketing plans, strategy development, basic public health and free-enterprise marketing principles. Strategies to promote social change and the importance of core human values of freedom, autonomy, control, and fairness. Equivalent to HCA 4473. S, D

**HE 4485 Independent Problems in Health Education: 1-3 semester hour.**

Individual work under staff guidance. Field and/or library research on specific health education problems of interest to majors and minors. PREREQ: Permission of instructor. May be repeated for up to 6 credits. F, S, Su

**HE 4490 Practicum in Health Education: 4 semester hours.**

Practical experience in a field based setting, congruent with student's employment goals. Required for community/worksite health option students. PREREQ: Senior standing in Health Education. Graded S/U. F, S, Su

**HE 4491 Health Education Workshop: 1-3 semester hour.**

A critical analysis of one or more areas of health education. Limited enrollment. PREREQ: Permission of instructor. F, S, Su

**HE 4498 Professional Education Development: 1-3 semester hour.**

A course for the practicing health educator aimed at the development and improvement of educational skills. Various sections will have different subtitles. Graded S/U. D

**HE 4498P Professional Education Development: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**HE 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Medical Laboratory Science

The student majoring in Medical Laboratory Science (formerly called Clinical Laboratory Science or Medical Technology) is provided with a broad base of theoretical and practical knowledge which will qualify him or her either for an immediate career in medical laboratory science or biomedical research or for further education in graduate or professional school. Medical laboratory scientists are vital healthcare detectives, uncovering and providing key medical information from laboratory analyses that assist physicians in patient diagnosis, treatment, as well as in disease monitoring or prevention (maintenance of health). We use sophisticated biomedical instrumentation and technology, computers, and methods requiring manual dexterity to perform laboratory testing on blood and body fluids. Laboratory testing encompasses such disciplines as clinical chemistry, hematology, immunology, transfusion medicine, microbiology, and molecular biology.

## Description of the Program

Medical laboratory scientists perform, develop, evaluate, correlate, and assure validity of laboratory information, direct and supervise medical laboratory resources and operations, and collaborate in the diagnosis and treatment of patients. Medical laboratory scientists practice in a variety of settings including hospitals, private laboratories, research and development laboratories, public health laboratories, and regulatory agencies. They also find positions in health care education and management.

## Accreditation

The Idaho State University Medical Laboratory Science program is accredited by:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
5600 N. River Rd., Ste. 720  
Rosemont, IL 60018-5119

## Degree Alternatives

The Medical Laboratory Science Program at Idaho State University offers two degree alternatives at the baccalaureate level:

1. B.S. in Medical Laboratory Science
2. A second B.S. in Medical Laboratory Science for students who have completed degree requirements in related disciplines from accredited institutions, have all required prerequisites, and complete the Idaho State University program's 38-credit professional block of courses.

## Medical Laboratory Science Program Prerequisites

Minimum of **16 credits of chemistry** to include: CHEM 1111, General Chemistry, CHEM 1112, General Chemistry, and additional credits such as Organic, Biochemistry, Analytical Chemistry, or Instrumental Analysis.

Minimum of **16 credits of biology** to include: Microbiology, Anatomy and Physiology, Immunology, Cell Biology, Genetics and Introduction to Pathobiology OR Human Pathophysiology.

**Statistics** is highly recommended.

## Certification as a Medical Laboratory Scientist (formerly Clinical Laboratory Scientist or Medical Technologist)

Certification by a national credentialing examination (Board of Certification) qualifies the graduate to practice as a medical laboratory scientist in hospitals and other practice venues where credentialing is required. Successful completion of the 32 academic credits and a minimum of 6 practicum credits of the Medical Laboratory Science professional block (total 38 credits) will permit the graduate to be eligible to sit for the national credentialing exam in Medical Laboratory Science.

The B.S. degree in Medical Laboratory Science may be awarded with the minimum number of credits in clinical laboratory practicum (1 credit hour) as long as the 120 total credit hour graduation requirement is satisfied. Such a degree could be of interest to students preparing for Medical Laboratory Science-related careers but not for employment in hospitals as medical/clinical laboratory scientists (medical technologists) where certification credentials are required.

Students planning to attend other professional schools after completing the degree in Medical Laboratory Science are strongly advised to check the requirements of those professional schools, particularly regarding requirements in Physics, Organic Chemistry, and specific course prerequisites. Other professional programs may require different courses or prerequisites than outlined for the B.S. in Medical Laboratory Science.

## Professional Block

The Medical Laboratory Science professional block is offered in live lecture/lab classes and via Moodle (course electronic delivery) in both Pocatello and Meridian (with the exception of the Practicum). With permission of the program director, the Medical Laboratory Science professional block may be taken online. The clinical laboratory practicum experience is arranged by Idaho State University Medical Laboratory Science faculty through clinical-affiliated hospitals and clinic sites throughout Idaho and adjacent states.

Admission to the Medical Laboratory Science courses that make up the professional block is by application to the program.

## Admission Criteria

Admissions are competitive. The deadline for entrance to the Medical Laboratory Science professional block of 38 credits for a start of the fall semester is February 28. At that time, up to 20 students at each location (Meridian and Pocatello campuses) will be selected. The qualified alternates, along with any late applicants, will be evaluated on August 1 for inclusion in the class if additional seats become available. Progression in the program is dependent upon successful academic progress as determined by Medical Laboratory Science faculty evaluation in December and May of the program year. Application materials, including criteria for selection and progression, are available from the Kasiska School of Health Professions and may be downloaded from the Medical Laboratory Science website at <http://www.isu.edu/mls>. A program of study to permit progression through the Medical Laboratory Science curriculum over two years or online may be arranged with permission of the program director.

## Bachelor of Science in Medical Laboratory Science

The B.S. in Medical Laboratory Science prepares students as medical/clinical laboratory scientists or medical technologists and for graduate level programs in medical laboratory science or related disciplines. Students develop a strong background in the broad areas of microbiology, molecular biology, chemistry, hematology, transfusion medicine, biotechnology, and their medical and/or clinical applications. Medical Laboratory Science students gain the ability to carry out standard microbiological, molecular, biological and clinical techniques in the laboratory and to participate in research development, planning, and implementation. The B.S. in Medical Laboratory Science prepares students to have a reasonable expectation of passing a national qualifying exam for the medical laboratory profession and prepares students to be qualified to work at the professional experience level in a variety of settings. The General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) (all Objectives--36 credits minimum) and Total University Credit Requirements must be met. A minimum of 120 credits are required for graduation; 36 of these must be upper division credits.

### A student may be awarded a B.S. degree in Medical Laboratory Science by fulfilling the following requirements:

A minimum of 120 semester credit hours to include:

1. Completion of the university General Education Requirements (8 out of 9 Objectives are required--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog). The following Objective courses also satisfy specific program requirements: 1) Objective 3, MATH 1153, Introduction to Statistics; 2) Objective 5 is met by the program's biology and chemistry requirements.
2. Completion of the following required courses:

MATH 1143	College Algebra	3
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory	4
BIOL 2235 & 2235L	General Microbiology and General Microbiology Lab	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3358	Genetics	3
BIOL 4451	Immunology	3
BIOL 4463 or BIOL 3305	Human Pathophysiology Introduction to Pathobiology	3-4

In addition, enough additional credits of Chemistry courses to reach 16 credits of Chemistry, which may include organic, inorganic, biochemistry, and/or analytical chemistry.

3. Completion of the Medical Laboratory Science Professional degree requirements (38 credits).
4. Completion of elective courses. Elective courses should be selected according to the student's interests and career needs, in conjunction with a faculty advisor. The total number of elective credit hours may include course prerequisites for general education requirements.
5. Credits earned in the required prerequisites or Medical Laboratory Science professional block with a grade of lower than a "C-" will not be counted towards the Medical Laboratory Science requirement, but will be calculated in the total credit calculation toward graduation.

A minimum of 120 credits is required for graduation. Students who have completed the requirements for a B.S. degree in a related discipline at an accredited university, with preparation similar to that described above for the B.S. in Medical Laboratory Science degree may apply to the program and, if accepted, complete the Medical Laboratory Science Professional Block, which would result in the award of a second B.S. degree. Completion of the minimum of a B.S. degree and the professional block will qualify the student to sit for national certification exams. Credit may be given for experience and coursework at the discretion of the Medical Laboratory Science program director. Students whose preparation does not include the required courses listed under the B.S. in Medical Laboratory Science may be required to take additional courses outside the professional block at the discretion of the Medical Laboratory Science program director. University policy requires a minimum of 32 additional credits earned beyond the first B.S. degree in order to award a second B.S. degree. Credits used to satisfy the requirements for the first degree may not be used toward the second degree's 32 credit requirement.

### Required Courses:

MLS 4410	Phlebotomy Practicum	1
MLS 4412	Urinalysis and Body Fluids	1
MLS 4414	Hematology and Hemostasis	3
MLS 4416	Medical Microbiology I	3
MLS 4418	Medical Chemistry and Instrumentation	3
MLS 4420	Medical Immunology	2

MLS 4422	Basic Concepts in Transfusion Medicine	2
MLS 4424	Medical Laboratory Fundamentals	1
MLS 4431	Medical Microbiology II	3
MLS 4433	Medical Laboratory Science Management and Education	2
MLS 4435	Molecular Diagnosis	3
MLS 4437	Critical Analysis of Lab Information	3
MLS 4439	Advanced Concepts in Transfusion Medicine	2
MLS 4441	MLS Research <sup>1</sup>	1-3
MLS 4455	MLS Student Laboratory Practices	2
MLS 4490	General Site Practicum	1-6
MLS 4491	Microbiology Practicum	2
MLS 4492	Hematology and Urinalysis Practicum	2
MLS 4493	Transfusion Blood Bank Practicum	1
MLS 4494	Chemistry and Automation Practicum	1
Total Hours		39-46

<sup>1</sup> This is a 1-credit course that may be taken for up to 3 credits.

A total of 6 credits of Practicum experiences (minimum of 480 hours) is required to be eligible to take Board of Certification (BOC) national examinations. One (1) credit of Practicum experience (80 hours) is required for a B.S. in Medical Laboratory Science but the graduate will NOT be eligible for BOC national certification.

## Courses

### **MLS 4410 Phlebotomy Practicum: 1 semester hour.**

Introduction to the theory and procedures for the practice of phlebotomy and simple laboratory testing. Part of the Medical Laboratory Science Core Curriculum, also suited for other health care providers. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4412 Urinalysis and Body Fluids: 1 semester hour.**

Fundamental principles of urine and body fluid analysis with correlation of laboratory methods and practice. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4414 Hematology and Hemostasis: 3 semester hours.**

Theoretical and applied aspects of medical hematology and hemostasis with emphasis on recognition and correlation of abnormal laboratory observations with pathological conditions. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4416 Medical Microbiology I: 3 semester hours.**

Study and identification of medically important bacteria, viruses, fungi, chlamydiae, rickettsiae, and parasites as applicable to laboratory and infection control settings. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4418 Medical Chemistry and Instrumentation: 3 semester hours.**

Theoretical and applied aspects of medical chemistry with emphasis on test development, validation, and use in diagnosis and management of pathological conditions. Graduate students will prepare, conduct and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4420 Medical Immunology: 2 semester hours.**

Practical aspects of immunology with emphasis on pathological conditions and laboratory practice. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4422 Basic Concepts in Transfusion Medicine: 2 semester hours.**

Practical aspects and theoretical considerations of major blood groups with respect to transfusion therapy. Oral and written project presentation required for graduate credit. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4424 Medical Laboratory Fundamentals: 1 semester hour.**

Theory and application of basic techniques and instruments used in all areas of medical laboratories. PREREQ: Acceptance into the Medical Laboratory Science Program. F

### **MLS 4431 Medical Microbiology II: 3 semester hours.**

Advanced topics in medical microbiology including application of laboratory techniques to the identification and evaluation of medically important pathogens and correlations with disease states. PREREQ: MLS 4416 and acceptance into the Medical Laboratory Science Program. S

**MLS 4433 Medical Laboratory Science Management and Education: 2 semester hours.**

Advanced principles of current personnel, financial, regulatory issues, laboratory information systems, management, and education. Student presentations will be required. Students taking the course for graduate credit will prepare, conduct, and evaluate a project. PREREQ: Acceptance into the Medical Laboratory Science Program. S

**MLS 4435 Molecular Diagnosis: 3 semester hours.**

A comprehensive overview of the fundamental principles of medical molecular diagnostics and use of molecular techniques in the diagnosis of disease. Topics include: Nucleic acid structure and function, genetics, DNA chemistry, introduction to nucleic acid isolation, identification and amplification techniques. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. S

**MLS 4437 Critical Analysis of Lab Information: 3 semester hours.**

Evaluation of clinical laboratory values with emphasis on advanced methods, specialized statistics, algorithm building, and clinical correlations. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: Acceptance into the Medical Laboratory Science Program. S

**MLS 4439 Advanced Concepts in Transfusion Medicine: 2 semester hours.**

Advanced topics in Immunohematology. Application of laboratory techniques to the identification and evaluation of antibodies and antigens. Emphasis on transfusion therapy. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: MLS 4422 and acceptance into the Medical Laboratory Science Program. S

**MLS 4441 MLS Research: 1-3 semester hour.**

Individual theory and application of related topics associated with the medical laboratory. PREREQ: Acceptance into the Medical Laboratory Science Program. S

**MLS 4455 MLS Student Laboratory Practices: 2 semester hours.**

Directed practice in the advanced tests and techniques in common use in the medical laboratory (including molecular biology, microbiology, hematology, chemistry, blood bank). PREREQ: Acceptance into the Medical Laboratory Science Program. S

**MLS 4482 Independent Problems in MLS: 1-3 semester hour.**

Individual work under staff guidance. Research on specific educational problems of interest to majors in Medical Laboratory Science. Students are assigned to, or request assignment to, independent problems on the basis of interest and preparation. May be repeated for a maximum of 3 credits. D

**MLS 4490 General Site Practicum: 1-6 semester hour.**

Structured medical laboratory experiences as determined by Medical Laboratory Science faculty. PREREQ: Permission of Program Director. Graded S/U. F, S, Su

**MLS 4491 Microbiology Practicum: 2 semester hours.**

Structured medical laboratory experiences as determined by Medical Laboratory Science faculty. PREREQ: Permission of Program Director. Graded S/U. F, S, Su

**MLS 4492 Hematology and Urinalysis Practicum: 2 semester hours.**

Structured medical laboratory experiences as determined by Medical Laboratory Science faculty. PREREQ: Permission of Program Director. Graded S/U. F, S, Su

**MLS 4493 Transfusion Blood Bank Practicum: 1 semester hour.**

Structured medical laboratory experiences as determined by Medical Laboratory Science faculty. PREREQ: Permission of Program Director. Graded S/U. F, S, Su

**MLS 4494 Chemistry and Automation Practicum: 1 semester hour.**

Structured medical laboratory experiences as determined by Medical Laboratory Science faculty. PREREQ: Permission of Program Director. Graded S/U. F, S, Su

**MLS 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Paramedic Science Program

### Paramedic Science Program

One Associate of Science degree in Paramedic Science is offered at the ISU-Meridian Health Science Center. This program will provide students with the skills and knowledge to:

1. Provide care to patients in and out of the hospital setting.
2. Through patient assessments and provision of medical care, they will work to prevent and reduce mortality and morbidity due to illness and injury.

Graduates of the program will also provide public education and health promotion, and participate in injury and illness prevention programs. They will function as facilitators of access to care, as well as be initial treatment providers.

The objective of the Associate of Science in Paramedic Science is to prepare Emergency Medical Technicians with the opportunity to attain an Associate of Science degree in the paramedic profession. This degree will provide employment and additional education opportunities for the student to become a registered, certified paramedic and work in the paramedic field in Idaho as well as surrounding states.

The Paramedic Program curriculum consists of a pre-professional year followed by three semesters of lecture, laboratory, and clinical field experience, including a three-month field internship. Students who earn the Associate of Science degree are qualified to take the EMT-P examination through the National Registry of Emergency Medical Technicians.

## Associate of Science Degree: Paramedic Science

### Degree Requirements:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
HCA/HE 2210	Medical Terminology and Communication	2
PARM 2211	Basic ECG Interpretation	3
PARM 2212	Paramedic Pharmacology	3
PARM 2213	Paramedic Fundamentals	2
PARM 2213L	Paramedic Fundamentals Lab	1
PARM 2214	Paramedic Pathophysiology	3
PARM 2215	Introduction to Paramedic Medicine	3
PARM 2217L	Paramedic Integration I Lab	1
PARM 2221	Medical Emergencies	3
PARM 2221L	Medical Emergencies Lab	1
PARM 2222	Trauma Care	3
PARM 2223	Advanced Emergency Care	2
PARM 2224	Special Populations	3
PARM 2224L	Special Populations Lab	1
PARM 2225	Advanced ECG Interpretation	2
PARM 2229	Paramedic Clinical Practicum I	1
PARM 2231	Rescue Operations	2
PARM 2237L	Paramedic Integration II Lab	1
PARM 2239	Paramedic Clinical Practicum II	3
PARM 2249	Paramedic Field Practicum II	6
Total Hours		54

### 6 Semesters

#### First Year

Fall	Hours Spring	Hours
BIOL 3301 & 3301L	4 BIOL 3302 & 3302L	4
HCA 2210 or HE 2210	2	
	6	4

#### Second Year

Fall	Hours Spring	Hours Summer	Hours
PARM 2211	3 PARM 2221	3 PARM 2231	2
PARM 2212	3 PARM 2211L	1 PARM 2237L	1
PARM 2213	2 PARM 2222	3 PARM 2239	3
PARM 2213L	1 PARM 2223	2	
PARM 2214	3 PARM 2224	3	
PARM 2215	3 PARM 2224L	1	
PARM 2217L	1 PARM 2225	2	
	PARM 2229	1	
	16	16	6

Third Year	Hours
Fall	
PARM 2249	6
	6

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Total Hours: 54

## Total for Associate Degree: 90 cr Courses

### **PARM 2211 Basic ECG Interpretation: 3 semester hours.**

Introductory ECG course. Anatomy and physiology of the conduction system of the heart, the electrical system, electrocardiography, abnormal ECG patterns and distinguishing between life-threatening and non-life-threatening dysrhythmias. Introduction to dysrhythmia management. PREREQ: Acceptance into Paramedic program or permission of instructor. F

### **PARM 2212 Paramedic Pharmacology: 3 semester hours.**

Fundamental, drug-class oriented course that focuses on the pharmacodynamics and pharmacokinetics of drug therapy, drug calculations, and the pharmaceutical interventions of common EMS medications. Roles, responsibilities, and ethical considerations of drug administration. COREQ: PARM 2213, PARM 2213L, and PARM 2217L. F

### **PARM 2213 Paramedic Fundamentals: 2 semester hours.**

Basic patient assessment concepts, review of basic airway management, and introduction to advanced airway management/ventilation, intravenous skills, and medication administration via enteral and parenteral routes. COREQ: PARM 2212, PARM 2213L, and PARM 2217L. F

### **PARM 2213L Paramedic Fundamentals Lab: 1 semester hour.**

Focus on BLS and ALS airway management as well as intravenous cannulation, medication administration, and drug calculations. Graded S/U. COREQ: PARM 2212, PARM 2213, and PARM 2217L. F

### **PARM 2214 Paramedic Pathophysiology: 3 semester hours.**

Correlative approach to pathophysiology, applying both physical assessment skills and basic cellular understanding to the various disease entities and trauma processes encountered in emergency medicine. PREREQ: Acceptance into Paramedic program or permission of instructor. F

### **PARM 2215 Introduction to Paramedic Medicine: 3 semester hours.**

Interactive presentation and discussion of foundational aspects of EMS within the healthcare system. Includes ethics, medical-legal issues, roles and responsibilities of the paramedic, healthcare policy, and the role of research within EMS. PREREQ: Acceptance into Paramedic program. F

### **PARM 2217L Paramedic Integration I Lab: 1 semester hour.**

Designed to teach, integrate and complement content from concurrent Paramedic lecture courses as well as reinforce assessment and therapeutic communication techniques while reviewing and assessing skills learned from concurrent and prior EMS coursework. COREQ: PARM 2212, PARM 2213, and PARM 2213L. Graded S/U. F

### **PARM 2221 Medical Emergencies: 3 semester hours.**

Recognition, assessment, and treatment of medical diseases involving cardiac, respiratory, neurologic, endocrine, abdominal, hematologic, behavioral disorders, toxicology and renal systems. Includes ACLS. COREQ: PARM 2221L. PREREQ: PARM 2211, PARM 2212, PARM 2213, PARM 2213L, and PARM 2215, and acceptance into Paramedic program or permission of instructor. S

### **PARM 2221L Medical Emergencies Lab: 1 semester hour.**

Reinforces and integrates the recognition and treatment of medical diseases as taught in PARM 2221. Skill modalities include pharmacological intervention, ECG interpretation, basic and advanced airway interventions, patient assessment, patient management, and decision-making. Graded S/U. COREQ: PARM 2221. S

### **PARM 2222 Trauma Care: 3 semester hours.**

A comprehensive approach to assessment, injury recognition, and management of the trauma patient. An introduction of trauma systems, injury prevention, kinematics and aeromedical use and integration. Includes PHTLS. PREREQ: PARM 2213, PARM 2213L, PARM 2214, and acceptance into Paramedic program or permission of instructor. S

### **PARM 2223 Advanced Emergency Care: 2 semester hours.**

Combined lecture/lab course focuses on the instruction and integration of skills associated with advanced airway management, renal dialysis, venous access, and pharmacological delivery systems. PREREQ: PARM 2213 and PARM 2213L and acceptance into Paramedic program or permission of instructor. S

### **PARM 2224 Special Populations: 3 semester hours.**

A comprehensive approach to obstetrics and gynecology, including the pediatric patient from birth to adolescence. Includes introduction to gerontology - to address issues such as lifespan development, cultural diversity, polypharmacy, pathological changes, and treatment variations associated with an aging population. Includes PALS. COREQ: PARM 2224L. PREREQ: Acceptance into Paramedic program or permission of instructor. S

### **PARM 2224L Special Populations Lab: 1 semester hour.**

Reinforces and integrates the recognition and treatment of medical diseases as taught in PARM 2224. Skill modalities include pharmacological intervention, ECG interpretation, basic and advanced airway interventions, patient assessment, patient management, and decision-making. Graded S/U. COREQ: PARM 2224. S

**PARM 2225 Advanced ECG Interpretation: 2 semester hours.**

An introductory 12-lead ECG interpretation course. Topics include intraventricular conduction delays, myocardial ischemia, injury and infarction, axis deviation, syndrome bundle branch blocks, ectopy, and advanced dysrhythmia interpretation. PREREQ: PARM 2211 or permission of instructor. S

**PARM 2229 Paramedic Clinical Practicum I: 1 semester hour.**

Student rotations through various departments in hospitals, performing paramedic skills under the direct supervision of the clinical instructor and/or assigned clinical preceptors. Skills performed include all those learned in previous coursework. Graded S/U. PREREQ: Acceptance into Paramedic program or permission of instructor. S

**PARM 2231 Rescue Operations: 2 semester hours.**

An introductory course to include: ambulance operations, rescue and extrication techniques, incident command and hazardous materials. The accompany laboratory portion may be taught in seminar format as necessary. PREREQ: Acceptance into Paramedic program or permission of instructor. Su

**PARM 2237L Paramedic Integration II Lab: 1 semester hour.**

Designed to teach, integrate, and complement content from previous Paramedic lecture and laboratory courses. Previously-learned material is reviewed, reinforced, and evaluated as necessary to maintain competency. Graded S/U. PREREQ: PARM 2217L, PARM 2221, PARM 2222, and PARM 2223. Su

**PARM 2239 Paramedic Clinical Practicum II: 3 semester hours.**

Supports the didactic elements of the Paramedic course. Rotations at various clinical settings including ED, OR, ICU/CCU, Crisis Intervention/Psychiatry and EMS ride-alongs with EMS/fire agencies. In addition, students complete an ACLS Provider course. Other clinical site rotations may be added or substituted as determined by the program. Graded S/U. PREREQ: PARM 2229 and acceptance into Paramedic program or permission of instructor. Su

**PARM 2249 Paramedic Field Practicum II: 6 semester hours.**

Capstone course for the student to apply/demonstrate the knowledge/skills learned in the program on an EMS unit. Student is under the direct supervision of an approved preceptor and is required to demonstrate competence as a team leader performing patient assessment skills and formulating a proper treatment plan for situations encountered. Mandatory benchmarks are required. Graded S/U. PREREQ: PARM 2231, PARM 2237L, and PARM 2239, and acceptance into Paramedic program or permission of instructor. F

**PARM 2296 Independent Studies: 1-8 semester hour.**

Addresses specific needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U or may be letter graded. PREREQ: Permission of instructor. D

**PARM 2298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U or may be letter-graded. PREREQ: Permission of instructor. D

## Radiographic Science

### Accreditation

Idaho State University is fully accredited by the Northwest Commission on College and Universities (NWCCU). The program is programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, phone number 312-704-5300, mail@jrcert.org, <http://www.jrcert.org>.

### Overview

The Radiographic Science program is designed to facilitate the development of professional radiologic technologists who have acquired the technical skills and knowledge necessary to fulfill the needs required in the medical imaging setting. The radiologic technologist plays a vital role in the health care team. Due to the rapid growth of technology in the health care setting, there is an increased demand for qualified personnel.

### Philosophy

Idaho State University's Radiographic Science program was developed with the philosophy that didactic education and clinical experience, which includes "hands on," should happen together for continuity during learning. Therefore, during the entire program, the student learns in the laboratory setting and applies those acquired skills in the clinical setting. This happens on a weekly basis. Furthermore, in the classroom, students acquire the theoretical information necessary to perform as technologists. The next step involves laboratory experiences where the opportunity to apply technological skills is acquired by using phantoms and simulations. Students then progress and perfect their skills by working with technologists in a clinical environment. Additionally, several of the classes are taught by the Physics, Biology, and Health Care Administration faculty. This is atypical of most Radiographic Science programs and is a unique feature that sets the program apart from other programs. Our philosophy is that students who learn from experts become experts. When graduation approaches, students are ready to enter the profession confidently.



## Mission

The mission of the Radiographic Sciences program is to provide students with both the academic and technical foundations to competently and safely perform radiologic procedures, to prepare qualified imaging technologists who will ethically respond to the needs of patients with technical competence and compassion, and to assume a vital professional role as a medical team member.

## Vision

- Prepare leaders in radiography for today and tomorrow by providing baccalaureate education.

## Core Values

The Radiographic Science Program is committed to the following core values:

- **Academics** – promoting excellence in all academic endeavors.
- **Knowledge** – recognizing the significance of new knowledge in a profession that is predisposed to change while maintaining traditional values and emphasizing the needs of the patient.
- **Dedication** – helping meet the statewide and regional needs by providing access to quality education to prospective students.
- **Community** – helping meet the needs of the community in the health care setting by providing competent, qualified, technologists who are eligible upon graduation to sit for the national certification examination in radiography sponsored by the American Registry of Radiologic Technologists (ARRT)

## Goal Areas

The faculty members in the Radiographic Science Program promote knowledge and discovery for all students by committing to the following goals:

1. Providing high quality education in the radiologic sciences.
2. Fostering independent thinking and lifelong learning.
3. Developing the student's ability to function as an active member of the health care team in a culturally diverse society.

## Certification

Graduates of the program in Radiographic Science at Idaho State University are eligible to sit for the national certification examination sponsored by the American Registry of Radiologic Technologists (ARRT).

## Degree Programs

The Radiographic Science program at Idaho State University offers both an Associate of Applied Science degree and a Bachelor's degree.

The Associate of Applied Science degree is managed by program faculty for students who are in the program and occasionally awarded to students prior to finishing the baccalaureate program.

The Bachelor of Science degree is a four-year curriculum. During the first two years the student takes general education, basic science, and business courses at the university. During the two professional years, the student studies and practices the clinical application of radiography at the university's energized laboratory and at affiliated hospitals and clinics. The graduate is eligible to take the national examination for certification administered by the ARRT.

The Radiographic Science program is designed to develop the technical skills and knowledge necessary for the student to satisfactorily function as a radiographer. Learning experiences enable the student to demonstrate competency in the technical aspect of the profession as well as human relations. The program further seeks to develop student interest in the professional societies and provides methodology to maintain competency upon graduation.

Upon completion of the program, the graduate will be able to work as a radiographer in a hospital, clinic, or private office and effectively perform his/her duties with patients in a responsible, ethical, and professional manner. Because of the rapid growth of the medical field, there is a need for well-trained radiographers.

## Academic Standards

A grade of "C" or better is required in all radiographic science, biology, physics, math, business, chemistry, and health care administration courses in the curriculum. A student who fails to achieve a minimum of a "C" grade in a course designated Radiographic Science (RS) will be dismissed from the program and prohibited from taking any further courses with the RS designation until the course(s) in question has/have been completed with (a) minimum grade(s) of "C."

The student is required to reapply to the program, in writing, at least one (1) month prior to the first day of classes of the semester in which readmission is sought. Additional details regarding readmission can be found in the current Radiographic Science Student Handbook (<http://www.isu.edu/radsci/documents/studenthandbook.pdf>).

## Admission Procedures

Admission to the Radiographic Science program is competitive. Students will be evaluated and points awarded by using grades in the core objectives and program required courses. Additional points are awarded to ISU Students, residents of the State of Idaho, and 2nd time and subsequent applicants who have completed all of the prerequisite classes the previous year. Students will be selected using GPA, and any additional points earned by the student. A minimum grade point average of 2.75 is required. Procedures for admission to the program include:

1. Complete procedures for admission to the University.
2. Complete and return the Radiographic Science Application Form and \$100 fee.
3. Complete the necessary prerequisite course work.
4. Submit **official** transcripts of all college and/or university courses completed, including advanced placement or dual-enrolled courses.

## Application Deadline

The above admission procedures must be completed and received by the Radiographic Science Program by **February 15th** of the year the student is seeking admission. If the 15th falls on a weekend the application must be received by the Friday preceding the deadline date. The first professional year begins in the fall semester.

## Idaho State University Radiographic Science Program Policy for Transfer of Credit From Other Programs

The Idaho State University Radiographic Science program will award up to 44 credits in radiography for programs completed at accredited hospital based, university or college based, military based, and/or accredited vocational-technical schools. To be eligible to receive credit, the student must:

1. Be a currently registered radiographer, or RT(R).
2. Have worked as a radiographer during the past three years or amount of time to remain proficient to be determined by the evaluating committee.
3. Submit evidence of experience and curriculum including:
  - a. certificate of successful completion of registry.
  - b. currently registered by the ARRT.
  - c. certified list of courses and descriptions of curriculum from accredited hospital-based, university or college-based, military-based, and/or accredited vocational technical programs.
  - d. **official** college transcripts.

## Prerequisite Coursework

### Requirements that fulfill General Education Objectives

CHEM 1101	Introduction to General Chemistry (Partially satisfies General Education Objective 5)	3
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
MATH 1153	Introduction to Statistics (Satisfies General Education Objective 3)	3
BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially fulfills General Education Objective 5)	4
PHYS 1100	Essentials of Physics (Partially Fulfills General Education Objective 5)	4
(Together BIOL 1101, BIOL 1101L, and PHYS 1100 satisfy General Education Objective 5)		

### Other Pre-Radiographic Science Courses

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
HCA/HE 2210	Medical Terminology and Communication	2
MATH 1143	College Algebra	3
RS 1105	Introduction to Radiographic Science	1
ACCT 3303	Accounting Concepts	3
MGT 3312	Individual and Organizational Behavior	3
HCA 3384 or MGT 4473	Human Resource Management in Healthcare Organizations Human Resource Management	3
HCA 4475	Health Law and Bioethics	3

## Bachelor of Science in Radiographic Science

A student may be awarded a Bachelor of Science in Radiographic Science by fulfilling the following requirements:

### ISU General Education Requirements

#### Program Admission Requirements

CHEM 1101	Introduction to General Chemistry (Partially satisfies General Education Objective 5)	3
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
MATH 1153	Introduction to Statistics (Satisfies General Education Objective 3)	3
BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
PHYS 1100	Essentials of Physics (Partially satisfies General Education Objective 5)	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
HCA 2210 or HE 2210	Medical Terminology and Communication Medical Terminology and Communication	2
MATH 1143	College Algebra	3
RS 1105	Introduction to Radiographic Science	1
ACCT 3303	Accounting Concepts	3
MGT 3312	Individual and Organizational Behavior	3
HCA 3384	Human Resource Management in Healthcare Organizations	3
MGT 4473	Human Resource Management	3
HCA 4475	Health Law and Bioethics	3

#### Professional Courses <sup>1</sup>

RS 3310	Radiographic Methods I	2
RS 3311	Radiographic Methods II	2
RS 3312	Radiographic Methods III	2
RS 3320	Radiographic Imaging Applications	1
RS 3320L	Radiographic Imaging Applications Laboratory	1
RS 3325	Patient Care in Radiography	3
RS 3330	Radiographic Exposure	3
RS 3330L	Radiographic Exposure Lab	0
RS 3340	Laboratory Practicum I	1
RS 3341	Laboratory Practicum II	1
RS 3342	Laboratory Practicum III	1
RS 3375	Pediatric Radiography	1
RS 3388	Radiation Protection	1
RS 3389	Applied Radiography I	4
RS 3390	Applied Radiography II	4
RS 4421	Computed Tomography	1
RS 4430	Radiologic Pathology	2
RS 4441	Advanced Radiographic Methods I	1
RS 4450	Alternate Imaging Modalities with Introduction to Evidence-Based Research	1
RS 4460	Introduction to Radiographic Quality Assurance	2
RS 4470	Advanced Radiographic Exposure	2
RS 4475	Registry Review	2
RS 4488	Applied Radiography III	5
RS 4489	Applied Radiography IV	6
RS 4490	Applied Radiography V	6
BIOL/HPHY 3307	Radiobiology	2
BIOL 4470	Cross-Sectional Anatomy	2

HPHY 3300	Medical Electronics	2
HPHY 3321	Radiologic Physics	2
Total Hours		109

<sup>1</sup> Students must be accepted into the Radiographic Sciences major to take these courses. All upper division RS courses require admittance to the program for enrollment.

## PROFESSIONAL YEAR I

Fall	Hours Spring	Hours Summer	Hours
RS 3310	2 RS 3311	2 RS 4488	5
RS 3320 & 3320L	2 RS 3341	1	
RS 3325	3 RS 3375	1	
RS 3330 & 3330L	3 RS 3388	1	
RS 3340	1 RS 3390	4	
RS 3389	4 BIOL 4470	2	
	HPHY 3300	2	
	HPHY 3321	2	
	<b>15</b>	<b>15</b>	<b>5</b>

Total Hours: 35

## PROFESSIONAL YEAR II

Fall	Hours Spring	Hours
RS 3312	2 BIOL 3307 or HPHY 3307	2
RS 3342	1 RS 4430	2
RS 4421	1 RS 4441	1
RS 4450	1 RS 4470	2
RS 4460	2 RS 4475	2
RS 4489	6 RS 4490	6
	<b>13</b>	<b>15</b>

Total Hours: 28

## Courses

### **RS 1105 Introduction to Radiographic Science: 1 semester hour.**

History of the profession, responsibilities of the technologist, professional development, radiation protection, areas of specialization. F, S, W

### **RS 3310 Radiographic Methods I: 2 semester hours.**

Introduces the student to basic terminology, theory and principles of anatomy, and positioning of the chest, abdomen, and upper extremities. F

### **RS 3311 Radiographic Methods II: 2 semester hours.**

Introduces the student to basic theory and principles of radiographic procedures of the lower limb, femur, pelvic girdle, cervical/thoracic/lumbar spine, sacrum coccyx, and upper gastrointestinal system. S

### **RS 3312 Radiographic Methods III: 2 semester hours.**

Continuation of 3311 emphasizing theory and principles of radiographic examinations of the lower gastrointestinal system, bony thorax, skull and cranial bones, facial bones, paranasal sinuses, and urinary system. F

### **RS 3320 Radiographic Imaging Applications: 1 semester hour.**

Exploration of the methodology of various types of radiographic recording media applications including image acquisition, image processing, and image manipulation for compound radiography (CR), digital radiography (DR), and x-ray film screen. F

### **RS 3320L Radiographic Imaging Applications Laboratory: 1 semester hour.**

Laboratory experience with photographic technique including image recording media, acquisition, manipulation of CR/DR, and film screen methods. F

### **RS 3325 Patient Care in Radiography: 3 semester hours.**

Introduction to patient care principles and procedures utilized in radiography including vital signs, body mechanics, catheterization, sterile procedures, drug administration, isolation techniques and medical emergency procedures. F

### **RS 3330 Radiographic Exposure: 3 semester hours.**

Determination of radiographic exposure values with emphasis on radiographic quality and equipment used in the production of radiographs. COREQ: RS 3330L. F

**RS 3330L Radiographic Exposure Lab: 0 semester hours.**

Assignments to apply principles from RS 3330. COREQ: RS 3330. F

**RS 3340 Laboratory Practicum I: 1 semester hour.**

Designed to develop pre-clinical competency in routine hospital procedures and radiographic tasks, basic x-ray interpretation, patient management, communications, and manipulation of x-ray equipment. F

**RS 3341 Laboratory Practicum II: 1 semester hour.**

Designed to develop pre-clinical competency in routine hospital procedures and radiographic tasks, basic x-ray interpretation, patient management, communications, and manipulation of x-ray equipment. COREQ: RS 3311. S

**RS 3342 Laboratory Practicum III: 1 semester hour.**

Designed to develop pre-clinical competency in routine hospital procedures and radiographic tasks, basic x-ray interpretation, patient management, communications, and manipulation of x-ray equipment. COREQ: RS 3312. S

**RS 3375 Pediatric Radiography: 1 semester hour.**

Study of the theory and clinical application of pediatric radiography. S

**RS 3388 Radiation Protection: 1 semester hour.**

Topics include: x-ray interaction with matter, quantities and units of radiation, biological effects of ionizing radiation, MPD, radiation detection instruments, methods to minimize radiation exposure to patients and personnel, and U.S. Government radiation control standards. S

**RS 3389 Applied Radiography I: 4 semester hours.**

Clinical applications of radiographic examinations with emphasis on the chest, abdomen, and upper limbs. F

**RS 3390 Applied Radiography II: 4 semester hours.**

Clinical applications of radiographic examinations with emphasis on the lower extremity, hips, and pelvis. S

**RS 4421 Computed Tomography: 1 semester hour.**

Basics of computed tomography covering fundamentals, equipment and instrumentation, data acquisition, image processing, reconstruction, patient safety, image quality, procedures, cross-sectional anatomy, and additional applications. F

**RS 4430 Radiologic Pathology: 2 semester hours.**

Study of the pathological processes of various diseases and disorders with emphasis on the demonstration of pathology on radiographs. S

**RS 4441 Advanced Radiographic Methods I: 1 semester hour.**

Advanced methodology, theory and principles of radiographic procedures. Designed to develop proficiency in performance of specialized radiographic examinations. PREREQ: RS 3312 and RS 3342. S

**RS 4450 Alternate Imaging Modalities with Introduction to Evidence-Based Research: 1 semester hour.**

An introduction to Alternate Imaging Modalities such as CT and MRI with an emphasis on evidence-based research in radiographic science. F

**RS 4460 Introduction to Radiographic Quality Assurance: 2 semester hours.**

Study and application of equipment maintenance procedures to assure consistency in the contrast, density/brightness, and sharpness of radiographic images. F

**RS 4470 Advanced Radiographic Exposure: 2 semester hours.**

In-depth study in establishing radiographic exposure values; digital fluoroscopy; image intensification; and CR, DR, EMR, and PACS systems. S

**RS 4475 Registry Review: 2 semester hours.**

In-depth study of material that may be presented on the written registry review administered by the American Registry of Radiologic Technologists (ARRT). S

**RS 4481 Independent Problems in Radiography: 1-2 semester hour.**

Study of topics in radiography selected by students and faculty. May be repeated for up to 4 credits. D

**RS 4488 Applied Radiography III: 5 semester hours.**

Clinical application of radiographic examinations with emphasis on the pediatric chest, non-ambulatory chest, cervical, thoracic, lumbar spine, sacrum/coccyx, and gastrointestinal procedures. Su

**RS 4489 Applied Radiography IV: 6 semester hours.**

Clinical application of radiographic examinations performed in a trauma, mobile, and surgical setting. F

**RS 4490 Applied Radiography V: 6 semester hours.**

Clinical application of radiographic examinations including ribs, head radiography, urinary system, arthrography, and myelography. S

**RS 4491 Seminar-Selected Topics: 1-6 semester hour.**

Group studies of topics not covered in regular offerings. May be repeated for up to 6 credits with different content. PREREQ: Permission of instructor. D

**RS 4495 Internship in Special Diagnostic Imaging: 2 semester hours.**

Eight week internship providing opportunity to participate in diagnostic examinations requiring a special modality, e.g. peripheral or cardiac angiography, computerized tomography, ultrasound, magnetic resonance. PREREQ: Permission of instructor. D

## School of Nursing

### Baccalaureate Program

The undergraduate nursing program at Idaho State University is a four-year professional program which leads to the degree of Bachelor of Science with a major in nursing. All of the school's baccalaureate programs are fully accredited nationally by the American Association for Colleges of Nursing and approved by the Idaho Board of Nursing. The aim of the School of Nursing is to prepare graduates to function as professional nurses in a variety of health care settings. Students are provided an opportunity to learn and to practice nursing in special learning laboratories and in a variety of settings where people need nursing care. Graduates are eligible to write the National Council Licensure Examination for registered nurses (NCLEX-RN). The undergraduate program serves as a foundation for graduate study. Applications and other materials for the School of Nursing are available on the Idaho State University School of Nursing website at <http://www.isu.edu/nursing>.

#### A. Traditional Baccalaureate Program

The Traditional Baccalaureate Degree is well-suited to students who are seeking their first degree in nursing. The Traditional program provides learning opportunities for undergraduate students in a variety of classroom and clinical settings to prepare students to take the National Council Licensure Examination Registered Nurse (NCLEX-RN) to secure licensure as a professional nurse. Earning a Baccalaureate degree (BS) in nursing from Idaho State University requires students to earn 120 credits which are completed over a minimum of four years. Students take general education and nursing prerequisite courses their first year at the University. Then students must apply and be accepted into the baccalaureate nursing program to complete their program of study. Please see the Nursing School website at <http://www.isu.edu/nursing/> for all details.

The courses listed below reflect a curriculum which is responsive to national trends and the health care needs of Idaho citizens. The focus in this curriculum is on multiple dimensions of client care, including the promotion of health as well as the alleviation of illness.

#### B. Accelerated Program

This is an accelerated program appropriate for people who have already obtained a baccalaureate degree in a field other than nursing. Students complete a Bachelor of Science degree in nursing and are eligible to take the RN Licensure Exam (NCLEX-RN) upon completion of the program.

The Accelerated Nursing Program is four consecutive semesters beginning in January of one year and ending in May of the following year. The program application deadline is September 15th. Notifications of the selection results are mailed in early November. The program accepts a maximum of 30 students for each January enrollment.

For all details regarding the Accelerated Program, see <http://www.isu.edu/nursing/accelerated.shtml>

#### C. Completion Programs

**Associate Degree and Diploma-Registered Nurses - Bachelor of Science:** This is a program appropriate for Registered Nurses who wish to complete a baccalaureate degree in nursing. (<http://www.isu.edu/nursing>)

**Licensed Practical Nurses – Bachelor of Science:** This is a program appropriate for Licensed Practical Nurses who wish to complete a baccalaureate degree in nursing. (<http://www.isu.edu/nursing>)

When admitted to the Bachelor of Science Completion nursing program, the student must complete the nursing program courses in two years or will be moved to the inactive list.

## Graduation

Each senior student must contact the graduation clerk in the semester preceding graduation. The student's academic record will be formally reviewed for completeness of specified course work and university requirements. The School of Nursing formally reviews the transcripts of senior students for completeness of departmental requirements. Students may be dismissed from the nursing program for academic reasons that include but are not limited to:

- 1) Students who receive a course grade below a "C" (2.0) and/or
- 2) Students with a cumulative grade point average below a "C" (2.0).

Students will not be eligible to sit for the NCLEX-RN examination if they do not meet all of the Idaho State University School of Nursing requirements.

## Expenses

Students in the School of Nursing will incur certain expenses, such as the cost of transportation for learning experiences, clinical apparel, and lab fees, in addition to the student expenses listed by the University. A professional fee of \$760-\$860 is charged each semester once a student is accepted to the BS with a major in Nursing program. The professional fee is charged for all non-nursing and nursing courses that are required to graduate with a BS with a major in Nursing. The professional fee is charged regardless of the number of courses or credit hours a student takes in a semester. Clinical learning experiences are held in a variety of agencies, so transportation and/or housing expenses will be incurred by the student.

## Financial Assistance

In addition to the financial aid available to all University students, special awards and funds may be available to qualified nursing students. For information about financial assistance, contact the Financial Aid and Scholarship Office (<http://www.isu.edu/finaid/index.shtml>).

## Graduate Program

The School of Nursing offers a graduate program leading to the degree of Master of Science with a major in nursing and Ph.D. in Nursing. See the Graduate Catalog (<http://coursecat.isu.edu/graduate>) for information.

## Admission to the Traditional and Completion Baccalaureate Program

Students apply for admission to the nursing program in the fall semester of the sophomore year. Those students admitted to the program will then begin the program in the spring semester of their sophomore year. All materials, including official transcripts of all courses completed at universities other than Idaho State University, and a \$50 non-refundable application fee, must be submitted to the School of Nursing by **September 15** to ensure consideration for spring enrollment. Applicants will be notified of the results of the review process by November 1. Please see the School of Nursing website ([www.isu.edu/nursing/](http://www.isu.edu/nursing/)) for all the details about the Traditional, Accelerated, and B.S. Completion program for LPNs and RNs.

### Prerequisite Courses

Prospective nursing majors must have a minimum combined GPA of 3.0 in the Set A prerequisite courses listed below to be eligible to make application to the nursing program. Applicants must also complete the Set A and Set B prerequisite courses listed below, or equivalents, with a grade of "C" (75 percent) or better. The required minimum combined 3.0 GPA must be maintained following completion of Set B courses. Failure to do so will result in revocation of program admission. Set A prerequisite courses must be completed at the time the application is submitted. Set B prerequisite courses must be completed before starting in the nursing program in January, but not necessarily before the application is submitted.

#### a. Set A Prerequisite Courses for Traditional Program and B.S. Completion Program for LPNs

Select ONE of the following:

ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	
ANTH 2239	Latino Peoples and Cultures	
ANTH 1100	General Anthropology	
SOC 1101	Introduction to Sociology	

Plus ALL of the following:

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1101 or CHEM 1111 & 1111L	Introduction to General Chemistry General Chemistry I and General Chemistry I Lab	3-5
HCA/HE 2210	Medical Terminology and Communication	2
PSYC 1101	Introduction to General Psychology (satisfies Goal 12)	3
PSYC 2225	Child Development	3

#### b. Set B Prerequisite Courses for Traditional Program and B.S. Completion Program for LPNs

BIOL 3305	Introduction to Pathobiology	3
CHEM 1102	Introduction to Organic and Biochemistry	3
CHEM 1103	Introduction to General Organic and Biochemistry Laboratory	1
NTD 3340	Nutrition for Health Professionals	3

## Admission to the Accelerated Baccalaureate Program

#### a. Set A Application Prerequisites for Accelerated Students

BIOL 3301 & BIOL 3302	Anatomy and Physiology and Anatomy and Physiology	8
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
BIOL 3305 or BIOL 4463 & 4463L	Introduction to Pathobiology Human Pathophysiology and Human Pathophysiology Lab	3-4

**b. Set B Enrollment Prerequisites for Accelerated Students**

MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225	Child Development	3
Plus one of the following:		
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ANTH 2239	Latino Peoples and Cultures	3
SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3

**c. Continuation Prerequisite Courses for Accelerated Students**

Continuation prerequisite courses are offered as part of the curriculum during the first semester of the Accelerated Nursing Program or may be taken prior to admission. Students may advance to the second semester of the Accelerated Program only after completion of these courses.

NTD 3340	Nutrition for Health Professionals	3
PHIL 2230	Medical Ethics	3
PPRA 3315	Pharmacology for Nursing	4

## Application

Students (traditional, accelerated, and LPN) will be required to submit an application that includes documentation of completion of:

- a. **Set A prerequisite courses;**
- b. **Set B prerequisite courses (completed or in progress);**
- c. **Official transcripts of courses taken at other colleges or universities;**
- d. **Any petitions completed for the School of Nursing;**
- e. **Test of Essential Academic Skills (TEAS)**
  - i. TEAS entrance examination must be completed between May 15 and the September 15 deadline.
- f. **Criminal Background History Evaluation**
- g. **Health Certification Requirements**
- h. **Current American Heart Association Basic Life Support for Healthcare Providers Cardio-Pulmonary Resuscitation (CPR) Certification**
- i. **Educational and Nursing-Related Employment document (for traditional and LPN programs).**
- j. **Applicants to the Accelerated program may be contacted for a personal interview.**
- k. **For the Accelerated program, documentation of a previous baccalaureate degree in a field other than nursing is required.**

Please see the School of Nursing website ([www.isu.edu/nursing/](http://www.isu.edu/nursing/)) for more details on the Application process.

## Selection Process

Applicant ranking and selection is based upon three factors:



**A. For Traditional and LPN Program Applicants:**

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The "Percentile Rank - Program" score is used for admission ranking.
- c. Educational and Nursing-Related Employment document.

**B. For Accelerated Program Applicants:**

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The "Percentile Rank - Program" score is used for admission ranking.
- c. Personal interview.

**Alternate Status**

An alternate admission list is implemented when more students meeting the admission criteria have applied than can be accommodated in the space available. If space becomes available to accommodate additional eligible students, the alternate list will be activated. Alternate status is recognized only for the year of application.

Students who are not admitted to the spring semester for which they initially apply must reapply for the next year and will be reviewed for admission with the new group of applicants.

**Reapplication**

All students reapplying to the Baccalaureate program must meet the current admission criteria such as minimum GPA for nursing prerequisites, completion of prerequisite courses, updated health evaluation, current background check, and any other current criteria in order to be eligible for admission. Re-applicants will be subject to the same scrutiny and consideration as an initial applicant. Students who are reapplying must follow all steps detailed in the current *School of Nursing Undergraduate Student Handbook* (from <http://www.isu.edu>, use the "Search ISU" tab).

**Special Considerations for Completion Programs**

- a) All students (RN and LPN) must first be admitted to the University. Criteria for admission may be obtained from the School of Nursing website (<http://www.isu.edu/nursing/>).
- b) Registered Nurses may request that prerequisite and requisite courses be waived and request that credit for nursing courses taken in another baccalaureate nursing program be accepted for comparable courses at Idaho State University. University credit and graduation requirements must be met.

**Bachelor of Science in Nursing****University General Requirements (Specific Goal Courses Required for Nursing)**

Students pursuing the Bachelor of Science degree must complete 8 of the 9 General Education Objectives (minimum 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.) The following courses are program requirements that may also be chose to satisfy General Education Objectives:

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
ECON 2201	Principles of Macroeconomics	3
LLIB 1115	Introduction to Information Research	3
MATH 1153	Introduction to Statistics (MATH 1108 prerequisite)	3
PSYC 1101	Introduction to General Psychology	3

NOTE: See University General Education Requirements for Objectives not met by major requirements. CHEM 1101 is waived if student receives a score of 3 or higher on the Advanced Placement Chemistry test in high school or if student challenges CHEM 1101 and passes with a grade of "C" or better.

**Other University Courses Required for Major in Nursing**

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
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BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3305	Introduction to Pathobiology	3
HCA 2210	Medical Terminology and Communication	2
NTD 3340	Nutrition for Health Professionals	3
PHIL 2230	Medical Ethics	3
PPRA 3315	Pharmacology for Nursing	4
PSYC 2225	Child Development	3
Elective		2

### Required Nursing Courses for Traditional Students

NURS 2200 & 2200L	Health Assessment and Health Assessment Lab	4
NURS 2220	Professional Nursing	2
NURS 2262 & NURS 2263	Fundamentals of Nursing and Fundamentals of Nursing Lab	5
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4416	Health Care Informatics Nursing	1
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

### Required Nursing Courses for LPN Completion Students

NURS 2200 & 2200L	Health Assessment and Health Assessment Lab	4
NURS 2220	Professional Nursing	2
NURS 2262 & NURS 2263	Fundamentals of Nursing and Fundamentals of Nursing Lab	5
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4416	Health Care Informatics Nursing	1
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5

NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

### Required Nursing Courses for RN Completion Students

NURS 2200	Health Assessment	3
NURS 2220	Professional Nursing	2
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

In addition to these unique courses for RNs, Completion students are required to complete other university courses and required nursing courses. An individualized program of study will be developed for each Completion student.

### Required Nursing Courses for Accelerated Students

NURS 2200 & 2200L	Health Assessment and Health Assessment Lab	4
NURS 2204 & 2204L	Concepts of Nursing Practice and Concepts of Nursing Practice Lab	6
PHIL 2230	Medical Ethics <sup>1</sup>	3
NTD 3340	Nutrition for Health Professionals	3
PPRA 3315	Pharmacology for Nursing <sup>1</sup>	4
NURS 3330	Evidence-Based Nursing Practice	3
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5

<sup>1</sup> Indicates continuation prerequisite courses - may have been completed prior to beginning program.

### Progression requirements:

- Students apply to the nursing program in the fall semester of the sophomore year.
- Students must be accepted into the nursing program to complete the 5 semesters of nursing courses for the Traditional program and 4 semesters for the Accelerated program.
- Students must complete the nursing courses in the prescribed program sequence.
- Students must complete all university courses required for the Major in Nursing and all Nursing courses with a grade of "C" or better.

## Traditional Bachelors in Nursing

### 2015 Nursing Curriculum Guide - For Students Who Apply in Fall 2014

See website (<http://coursecat.isu.edu/divisionhealth/nursing/#admissionstext>) for more details on admission. Most courses must be completed in sequence. Meet with an advisor for planning a course of study. Students need to be admitted to the Nursing program to take Nursing courses.

**First Year****Summer**

	<b>Hours</b>
BIOL 1101 & 1101L (Partially satisfies General Education Objective 5) <sup>1, 2</sup>	4
MATH 1108 (Check placement or ACT/SAT scores)	3
	<b>7</b>

Total Hours: 7

**First Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
BIOL 3301 & 3301L <sup>1</sup>	4 ANTH 2237 or 2238 (Satisfies General Education Objective 9) <sup>1, 2</sup>	3
CHEM 1101 (Partially satisfies General Education Objective 5) <sup>1, 2</sup>	3 BIOL 2221 <sup>1</sup>	3
LLIB 1115 (Satisfies General Education Objective 8) <sup>2</sup>	3 BIOL 2221L <sup>1</sup>	1
PSYC 1101 (Partially satisfies General Education Objective 6) <sup>1, 2</sup>	3 BIOL 3302 & 3302L <sup>1</sup>	4
General Education Objective 4	3 COMM 1101 (Satisfies General Education Objective 2) <sup>2</sup>	3
	PSYC 2225 <sup>1</sup>	3
	<b>16</b>	<b>17</b>

**Second Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
BIOL 3305 <sup>3</sup>	3 NURS 2200	3
CHEM 1102 (Partially satisfies General Education Objective 5) <sup>2, 3</sup>	3 NURS 2200L	1
CHEM 1103 (Partially satisfies General Education Objective 5) <sup>2, 3</sup>	1 NURS 2220	2
ENGL 1102 (Satisfies General Education Objective 1) <sup>2</sup>	3 NURS 2262	3
HE 2210	2 NURS 2263	2
NTD 3340 <sup>3</sup>	3 PPRA 3315	4
	<b>15</b>	<b>15</b>

**Third Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
MATH 1153 (Satisfies General Education Objective 3) <sup>2</sup>	3 DHS 4426	3
NURS 3354	3 NURS 3352	3
NURS 3351	4 NURS 3374	4
NURS 3372	2 NURS 3371	4
General Education Objective 4	3	
	<b>15</b>	<b>14</b>

**Fourth Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
ECON 2201 (Partially satisfies General Education Objective 6) <sup>2</sup>	3 NURS 4412	3
NURS 4416	1 NURS 4413	2
NURS 4418	3 NURS 4414	3
NURS 4418L	2 NURS 4415	2
NURS 4426	3 PHIL 2230	3
NURS 4426L	2	
	<b>14</b>	<b>13</b>

Total Hours: 119

**Program Total Credits 123**

- 1 These courses are used in calculating the GPA used in the Nursing program admission process.
- 2 Course meets program and objective requirements.
- 3 These courses must be completed by the time of the application due date.

## RN Completion Bachelors in Nursing

### 2015 Nursing Curriculum Guide - For Students Who Apply in Fall 2014

Programs of study will vary by student.

See website (<http://coursecat.isu.edu/divisionhealth/nursing/#admissionstext>) for more details on admission. Most courses must be completed in sequence. Students need to be admitted to the Nursing program to take Nursing courses. Meet with an advisor to develop a plan of study prior to admission to the Nursing program. **Upper division (36 credits) and residency credits (32 of last 50) must also be met to graduate with a bachelors degree.**

#### First Year

##### Summer

	Hours
BIOL 1101	4
& 1101L (Partially satisfies General Education Objective 5) <sup>1</sup>	
MATH 1108	3
	<b>7</b>

Total Hours: 7

#### First Year

Fall	Hours Spring	Hours
BIOL 3301 <sup>1</sup>	4 BIOL 2221 <sup>1</sup>	3
CHEM 1101 (Partially satisfies General Education Objective 5) <sup>1</sup>	3 BIOL 2221L <sup>1</sup>	1
PSYC 1101 (Partially satisfies General Education Objective 6) <sup>1</sup>	3 BIOL 3302 & 3302L <sup>1</sup>	4
	PSYC 2225 <sup>1</sup>	3
	<b>10</b>	<b>11</b>

#### Second Year

Fall	Hours Spring	Hours
BIOL 3305 <sup>2</sup>	3 DHS 4426	3
CHEM 1102 (Partially satisfies General Education Objective 5) <sup>2</sup>	3 NURS 2200	3
CHEM 1103 (Partially satisfies General Education Objective 5) <sup>2</sup>	1 NURS 2220	2
MATH 1153 (Satisfies General Education Objective 3)	3 NURS 4416	1
NTD 3340 <sup>2</sup>	3 PHIL 2230	3
	<b>13</b>	<b>12</b>

#### Third Year

Fall	Hours
NURS 4418	3
NURS 4418L	2
NURS 4426	3
NURS 4426L	2
	<b>10</b>

Total Hours: 56

<sup>1</sup> These courses are used in calculating the GPA used in the Nursing program admission process.

<sup>2</sup> These courses must be completed by the time of the application due date.

## LPN Completion Bachelors in Nursing

### 2015 Nursing Curriculum Guide - For Students Who Apply in Fall 2014

Programs of study will vary by student.

See website (<http://coursecat.isu.edu/divisionhealth/nursing/#admissionstext>) for more details on admission. Most courses must be completed in sequence. Meet with an advisor for planning a course of study. Students need to be admitted to the Nursing program to take Nursing courses.

**First Year****Summer**

	<b>Hours</b>
BIOL 1101 & 1101L (Partially satisfies General Education Objective 5) <sup>1, 2</sup>	4
MATH 1108	3
	<b>7</b>

Total Hours: 7

**First Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
ANTH 2237 or 2238 (Satisfies General Education Objective 5) <sup>1, 2</sup>	3 BIOL 2221 <sup>1</sup>	3
BIOL 3301 & 3301L <sup>1</sup>	4 BIOL 2221L <sup>1</sup>	1
CHEM 1101 (Partially satisfies General Education Objective 5) <sup>1, 2</sup>	3 BIOL 3302 & 3302L <sup>1</sup>	4
LLIB 1115 (Satisfies General Education Objective 8) <sup>2</sup>	3 COMM 1101 (Satisfies General Education Objective 2) <sup>2</sup>	3
PSYC 1101 (Partially satisfies General Education Objective 6) <sup>1, 2</sup>	3 PSYC 2225 <sup>1</sup>	3
	General Education Objective 4	3
	<b>16</b>	<b>17</b>

**Second Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
BIOL 3305 <sup>3</sup>	3 MATH 1153 (Satisfies General Education Objective 3)	3
CHEM 1102 (Partially satisfies General Education Objective 5) <sup>2, 3</sup>	3 NURS 2200	3
CHEM 1103 (Partially satisfies General Education Objective 5) <sup>2, 3</sup>	1 NURS 2200L	1
ENGL 1102 (Satisfies General Education Objective 1) <sup>2</sup>	3 NURS 2220	2
HE 2210	2 PPRA 3315	4
NTD 3340 <sup>3</sup>	3	
	<b>15</b>	<b>13</b>

**Third Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
DHS 4426	3 NURS 3371	4
NURS 3354	3 NURS 3352	3
NURS 3351	4 NURS 3374	4
NURS 3372	2 General Education Objective 4	3
	<b>12</b>	<b>14</b>

**Fourth Year**

<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
ECON 2201 (Partially satisfies General Education Objective 6) <sup>2</sup>	3 NURS 4412	3
NURS 4418	3 NURS 4413	2
NURS 4418L	2 NURS 4414	3
NURS 4426	3 NURS 4415	2
NURS 4426L	2 NURS 4416	1
	PHIL 2230	3
	<b>13</b>	<b>14</b>

Total Hours: 114

**Program Total Credits 120**

- 1 These courses are used in calculating the GPA used in the Nursing program admission process.
- 2 Course meets program and objective requirements.
- 3 These courses must be completed by the time of the application due date.

## Courses

**NURS 2200 Health Assessment: 3 semester hours.**

Assessment of biological and psychosocial health status and health promotion needs of clients through collecting and interpreting health history and physical assessment data. COREQ: NURS 2200L. PREREQ: Acceptance into BS with a major in Nursing program. S

**NURS 2200L Health Assessment Lab: 1 semester hour.**

Application and practice of nursing assessment skills. PREREQ: Acceptance into Accelerated Nursing or Traditional Nursing program. COREQ: NURS 2200. S

**NURS 2204 Concepts of Nursing Practice: 4 semester hours.**

Introduces fundamental nursing skills and analyzes theoretical foundations, historical and social forces affecting the evolution of the nursing profession and their impact on health care. The professional nurse's role, health promotion, the nursing process, and teaching and learning are presented through discussion and simulation. COREQ: NURS 2204L. PREREQ: Accelerated students. S

**NURS 2204L Concepts of Nursing Practice Lab: 2 semester hours.**

Application and practice of fundamental nursing skills. PREREQ: Acceptance into BS with a major in Nursing program. COREQ: NURS 2200 and NURS 2204. S

**NURS 2220 Professional Nursing: 2 semester hours.**

Social forces affecting professional nursing are analyzed in the context of their impact on health care. Concepts of health promotion and adaptation of clients of all ages are presented. S

**NURS 2262 Fundamentals of Nursing: 3 semester hours.**

Provides the theoretical basis for fundamental nursing skills, nursing process and health promotion as they relate to health care needs of clients. COREQ: NURS 2200 and NURS 2263. PREREQ: Acceptance into Nursing program. S

**NURS 2263 Fundamentals of Nursing Lab: 2 semester hours.**

Application and practice of fundamental nursing skills. COREQ: NURS 2200 and NURS 2262. PREREQ: Acceptance into Nursing program. S

**NURS 3330 Evidence-Based Nursing Practice: 3 semester hours.**

An introduction to nursing research and evidence based practice with emphasis on the critical evaluation of existing nursing literature for application to nursing practice and on the relationship among research, evidence based practice, and professional nursing practice. PREREQ: MATH 1153, NURS 2200, and acceptance into BS with a major in Nursing program. F, S, Su

**NURS 3351 Medical Surgical Nursing Practicum I: 4 semester hours.**

Introduction to the nursing care of clients in acute and ambulatory/community settings utilizing the nursing process. COREQ: NURS 3354. PREREQ: NURS 2200 and acceptance into BS with a major in Nursing program. F

**NURS 3352 Nursing Care of Children: 3 semester hours.**

Application of the nursing knowledge and health promotion in the well child as well as acutely, chronically and terminally ill children and their families to achieve maximum potential for daily living. PREREQ: NURS 2200 and acceptance into BS with a major in Nursing program. S

**NURS 3354 Medical Surgical Nursing I: 3 semester hours.**

Introduction to the theory and process focusing on care of clients with alteration in health status, wellness, and/or restoration of health, including applied drug therapy. PREREQ: NURS 2200 and acceptance into BS with a major in Nursing program. F

**NURS 3371 Medical Surgical Nursing II Practicum: 4 semester hours.**

Application of the nursing process to the care of clients in acute and ambulatory/community care settings. PREREQ: NURS 3351 and acceptance into BS with a major in Nursing program. S

**NURS 3372 Nursing Care of the Older Adult: 2 semester hours.**

Use of geriatric nursing principles to help older adults. PREREQ: NURS 2200 and acceptance into BS with a major in Nursing program. F

**NURS 3374 Medical Surgical Nursing II: 4 semester hours.**

Theory and process focusing on the application of care to clients with alterations in health status, wellness, and/or restoration of health, including applied drug therapy. PREREQ: NURS 3354 and acceptance into BS with a major in Nursing program. S

**NURS 3381 Care of the Acutely Ill Child and Family: 1-2 semester hour.**

Application of the nursing process, in providing care for children and their families with an emphasis on acute illnesses or acute episodes of chronic illness in a tertiary care setting. A nursing elective course. PREREQ: Permission of instructor. Su

**NURS 4404 Professional Role Expansion: 5 semester hours.**

A study of nursing theories and philosophy as well as an integration of community, leadership, management, and informatic principles to prepare the Associate Degree to Master of Science nurse to function in the changing health care environment. PREREQ: Admission to the AD-MS program

**NURS 4405 Socialization into Professional Nursing: 1 semester hour.**

Transitional course for the Licensed Practical and Associate Degree to Baccalaureate nursing student that introduces philosophy and conceptual foundations of nursing. Application of nursing core competencies to professional practice. PREREQ: Permission of instructor and acceptance into BS with a major in Nursing program. F

**NURS 4412 Childbearing Families and Women: 3 semester hours.**

Explores health issues of and nursing care principles for childbearing families and women in the reproductive years. COREQ: NURS 4413. PREREQ: NURS 3352 and acceptance into BS with a major in Nursing program. F, S, Su

**NURS 4413 Childbearing Families and Women Practicum: 2 semester hours.**

Application and practice of nursing care for childbearing families and women in the reproductive years in various health care settings. COREQ: NURS 4412. PREREQ: NURS 3351 and acceptance into BS with a major in Nursing program. F, S, Su

**NURS 4414 Psych-Mental Health Nursing: 3 semester hours.**

Holistic theoretical perspective of psychiatric mental health nursing of clients of all ages. PREREQ: NURS 3374 and acceptance into BS with a major in Nursing program. F, S, Su

**NURS 4415 Psych-Mental Health Nursing Practicum: 2 semester hours.**

Clinical application of psychiatric mental health concepts to clients with potential or actual mental illness. COREQ: NURS 4414. PREREQ: NURS 3371 and acceptance into BS with a major in Nursing program. F, S, Su

**NURS 4416 Health Care Informatics Nursing: 1 semester hour.**

Introduction to the management of health care information through technology with an emphasis on nursing applications. Current issues and trends will be examined along with skills for accessing, managing, and critically examining information. PREREQ: Acceptance into BS with a major in Nursing program and permission of instructor. F, S

**NURS 4417 Interdisciplinary Evaluation: 1 semester hour.**

Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Equivalent to PSYC 4417, SOWK 4417, and CSD 4417. PREREQ: Permission of instructor. S

**NURS 4418 Leadership and Management: 3 semester hours.**

Fundamental knowledge of leadership and management theories to prepare professional nurses to function in any health care setting. Includes personal career development principles. PREREQ: NURS 3374 and acceptance into BS with a major in Nursing program. COREQ: NURS 4418L. F, S, Su

**NURS 4418L Leadership and Management Lab: 2 semester hours.**

Application of leadership and management theories to prepare professional nurses to function in any health care setting. PREREQ: NURS 3371 and acceptance into BS with a major in Nursing program. COREQ: NURS 4418. F, S, Su

**NURS 4426 Community Health Nursing: 3 semester hours.**

Fundamentals of community health nursing. Use of the nursing process to assess, plan, implement and evaluate strategies to improve the health of the individuals, families and community. PREREQ: NURS 3374 and acceptance into BS with a major in Nursing program. COREQ: NURS 4426L. F, S, Su

**NURS 4426L Community Health Nursing Lab: 2 semester hours.**

Application of fundamentals of community health nursing. Use of the nursing process to assess, plan, implement and evaluate strategies to improve the health of the individuals, families and community. PREREQ: NURS 3371 and acceptance into BS with a major in Nursing program. COREQ: NURS 4426. F, S, Su

**NURS 4428 Holistic Health Care: 2 semester hours.**

Introduction of world health beliefs, evolving practices complementary to western medicine and health care. A nursing elective course. Also offered for no credit as Holistic Health, ISU Continuing Education/Special Programs. S

**NURS 4430 Nursing Care of the Critically Ill Adult and Family: 3 semester hours.**

Theoretical application of the nursing process with a focus on care of critically ill adults and families with an emphasis on acute illness or acute episodes of chronic illness. A nursing elective course. PREREQ: Permission of instructor. D

**NURS 4431 Nursing Care of Critically Ill Adult and Family Practicum: 2 semester hours.**

Clinical application of the nursing process with a focus on care of critically ill adults and families with an emphasis on acute illness or acute episodes of chronic illness. A nursing elective course. PREREQ: Approval of instructor. D

**NURS 4480 Genetics for Health Care: 3 semester hours.**

An in-depth, interdisciplinary review of the impact of genetics on patients and patient care and the biological, social, ethical and legal issues surrounding genetics and genomics. Equivalent to CSD 4480. Su

**NURS 4491 Independent Study in Nursing: 1-3 semester hour.**

Independent study in a specific area of nursing of special interest. PREREQ: Permission of the School of Nursing. F, S

## Office of Medical and Oral Health

### Department of Dental Hygiene

As licensed oral health care professionals and educators, dental hygienists, as members of the dental team, often work in collaboration with other health care providers. Dental hygienists integrate knowledge of biomedical, dental, clinical and social sciences to assist individuals and groups in achieving and maintaining optimum oral health. The dental hygienist provides preventive services, preliminary examinations, radiographs, sealants, nonsurgical periodontal therapy, fluoride treatments, and patient education. Depending upon individual state laws, the role of the hygienist has expanded to include procedures that are beyond this traditional scope of responsibility such as the administration of local anesthesia and nitrous oxide analgesia



and restorative therapy. As a specialist, the dental hygienist is an integral co-therapist in helping consumers prevent oral disease, arrest existing oral disease, and maintain oral health.

## Philosophy, Mission and Goals

The fundamental philosophy of the Idaho State University Department of Dental Hygiene is threefold. First, its members are committed to excellence in all academic endeavors. Second, the program is progressive in instituting ongoing change to prepare for the future of dental hygiene. The program also places priority on basing these changes on evaluation findings while maintaining essential traditional values. Third, as a component of the university's primary emphasis area, the program serves statewide, regional, and global needs by providing access to quality education in the discipline as well as meeting the employment demands and oral health needs of the public.

The primary mission of the Idaho State University Department of Dental Hygiene is to provide global leadership and scholarship in educating dental hygienists who will improve the quality of health for diverse populations by advancing the delivery systems and science of dental hygiene through interprofessional collaboration while adhering to professional standards.

Pursuant to the broad philosophy and mission statement above, the Department of Dental Hygiene seeks to positively impact the education of its students and the delivery of dental hygiene services to the public by fulfilling the following interrelated goals:

- *Goal 1.* To comprehensively prepare dental hygiene graduates who possess the knowledge, values, ethics, and skills to provide optimal dental hygiene care through demonstrated competence as defined by the "Department of Dental Hygiene Competency Document."
- *Goal 2.* To offer a baccalaureate dental hygiene program sufficient in scope and depth to prepare graduates with a broad general education and high quality professional education that fosters their ability to adapt to the future, provide leadership in dental hygiene, and enroll in graduate level education.
- *Goal 3.* To create knowledge through faculty research programs that are of sufficient depth to contribute to the art and science of dental hygiene, to dental hygiene practice and to the delivery of improved health care in Idaho and the nation.
- *Goal 4.* To foster professional behaviors consistent with legal and ethical expectations essential to the dental hygiene profession and the public through professional activities, continuing education programs, and community service.
- *Goal 5.* To remain responsive to program expansion according to the needs of Idaho and the western region of the United States, as well as to the future of the dental hygiene profession.
- *Goal 6.* To operate and maintain the on-campus clinical facility to provide quality oral health care while fulfilling the program's educational mission.

## Baccalaureate Program Description

The Department of Dental Hygiene awards a Bachelor of Science degree. Students apply to the professional curriculum after completing prerequisite courses in science and general education. The professional program is two years in length. Prerequisites can be completed at the institution of the student's choice. The Department of Dental Hygiene has transfer information posted on its website at: <http://www.isu.edu/departments/dentalhy/>.

The program is designed to foster student growth, promote development of critical and ethical judgment, and encourage life-long learning. The curriculum includes didactic, laboratory and clinical instruction sufficient to graduate competent clinicians who are capable of practicing contemporary dental hygiene procedures. Students are educated to clinical competency in both traditional and advanced procedures, with emphasis placed on preventive, therapeutic, and nonsurgical services essential for providing total patient care to the public. As a result, graduates possess an increased understanding of dentistry and dental hygiene, expanded capabilities as members of the oral health team, and greater career mobility. Graduates of the Idaho State University dental hygiene program also are prepared to pursue graduate studies in dental hygiene or related areas. The dental hygiene program is fully accredited by the American Dental Association Commission on Dental Accreditation.

## Employment Opportunities

Upon completion of the dental hygiene curriculum, graduates are qualified to take the Dental Hygiene National Board Examination and regional and state licensure exams, the District of Columbia, Puerto Rico, Canada and abroad. Graduates are eligible for positions in private dental offices, public health programs, school health programs, dental hygiene education and research. In addition, the dental hygiene program provides instruction and experience in advanced procedures to broaden capabilities for clinical practice.

## Master of Science in Dental Hygiene

The graduate program is designed for licensed dental hygienists with baccalaureate degrees. Graduates are prepared for more complex roles in the discipline such as dental hygiene educators, researchers and advanced rural and community oral health practitioners. The program provides an online graduate curriculum with minimal on-campus visitations required.

## Accelerated B.S. to M.S.D.H. Degree

B.S. degree-seeking students enrolled in the dental hygiene program at Idaho State University are eligible to apply to the B.S.-M.S. Accelerated Track option during their senior year and complete 6 credits of graduate coursework. Contact the department for more details.

## Traditional Baccalaureate Program

### Admission Requirements

Formal application for admission to the dental hygiene program must be submitted before January 15 of the year the student wishes to enter. Applicants must complete prerequisite courses and complete specific requirements for consideration. Application materials are submitted directly to the Department of Dental Hygiene. Applications for the dental hygiene program and information regarding current admission criteria and procedures can be obtained from the Dental Hygiene website at <http://www.isu.edu/departments/dentalhy>, or directly from the department. Admission to Idaho State University is a separate procedure and must be completed prior to application to the dental hygiene program. Students must provide verification of current CPR certification and vaccinations prior to beginning the program within the specified application year.

### Academic Standards

To enroll in upper division courses with a dental hygiene prefix (DENT), students must be accepted for admission to the dental hygiene program. Each student is responsible for completing the required course work in proper sequential order. To be eligible for graduation and progression in the dental hygiene program, the student must have a cumulative grade point average of 2.25. Course work for which the student receives a grade below "C-" (C minus) will not be accepted as fulfilling requirements for the Department of Dental Hygiene. The department chairperson must approve any deviation from these standards.

## Program Degree Completion for Transfer Students with Entry-Level Associate Degree

### Admission Requirements

- Graduation from an American Dental Association, Commission on Dental Accreditation, entry-level program with an Associate of Science, Associate of Arts & Sciences, Associate of Applied Science degree or Certificate in Dental Hygiene
- Active dental hygiene license
- Successful completion of the National Dental Hygiene Board Examination
- Minimum Grade Point Average of 2.5

### Academic Advising

Transcripts will be evaluated by the ISU Registrar to determine courses fulfilling the general education requirements for B.S. degree requirements. Transfer students who have met the Idaho State Board of Education core subject requirements have fulfilled General Education requirements; however, MATH 1153 is a prerequisite to DENT 4401 Research Methods. Students who earned a baccalaureate degree have fulfilled the General Education requirements.

Transcripts will be evaluated by Dental Hygiene Transfer Coordinator to determine courses meeting the dental hygiene entry-level requirements. An individualized program of study will be developed in collaboration with the transfer coordinator and approved before beginning coursework.

The following limits are set for the transfer of credits to the B.S. degree requirements:

- No more than 70 credits from an Idaho community/junior college
- No more than 60 credits from a community/junior college from another state
- Courses with a grade of D will not be counted towards the B.S. degree

### General Education Requirements

Transfer students with an **Associate of Science or Associate of Arts and Sciences** degree as the entry-level dental hygiene degree from a U.S. academic regionally accredited institution have completed ALL of the General Education requirements; however, MATH 1153 is a prerequisite to DENT 4401 Research Methods.

Transfer students with an **Associate of Applied Science** degree as the entry-level dental hygiene degree from a U.S. academic regionally accredited institution AND who have met the Idaho State Board core subject requirements have fulfilled the B.S. degree General Education requirements; however, MATH 1153 is a prerequisite to DENT 4401 Research Methods.

Transfer students with an **Associate of Applied Science** degree as the entry-level dental hygiene degree from a U.S. academic regionally accredited institution must complete any General Education Objectives not already completed. See the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog.

Credits awarded for an **Associate of Applied Science** degree as the entry-level dental hygiene degree granted by a U.S. academic institution not accredited by a regional accrediting agency cannot be applied to a B.S. degree at Idaho State University.

### Prerequisite Core Courses (Pre-Dental Hygiene)

BIOL 1101                      Biology I  
& 1101L                      and Biology I Lab

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
COMM 1101	Principles of Speech	3
DENT 2201	Principles of Dental Hygiene	2
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
NTD 2239	Nutrition	3
or NTD 3340	Nutrition for Health Professionals	
MATH 1153	Introduction to Statistics (satisfies Goal 3)	3
PSYC 1101	Introduction to General Psychology	3
SOC 1101	Introduction to Sociology	3

**IN ADDITION:**

- Any university General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) not yet completed, plus any additional Objective courses required to bring the General Education credit total to a minimum of 36.
- Elective course INFO 1101 is highly recommended as an elective for those individuals without computer skills and it may be chosen to satisfy General Education Objective 8.
- Elective course DENT 2220 is highly recommended for pre-dental hygiene students without dental office experience.

**Bachelor of Science in Dental Hygiene**

DENT 3307	Prevention and Management of Dental Emergencies	2
DENT 3308	Oral Histology and Embryology	2
DENT 3309	General and Oral Pathology	2
DENT 3311	Tooth Morphology	2
DENT 3312	Head and Neck Anatomy	3
DENT 3313	Clinical Dental Hygiene I	3
DENT 3313C	Clinical Dental Hygiene I Clinic	3
DENT 3314	Clinical Dental Hygiene II	2
DENT 3314C	Clinical Dental Hygiene II Clinic	3
DENT 3315	Preventative Dentistry	2
DENT 3318	Oral Radiology	2
DENT 3318L	Oral Radiology Laboratory	1
DENT 3319	Dental Materials and Adjunct Procedures	4
DENT 3320	Pain Management	2
DENT 3321	Periodontology	2
DENT 4401	Research Methods	3
DENT 4402	Advanced Periodontology	2
DENT 4403	Advanced Clinical Dental Hygiene III	2
DENT 4403C	Advanced Clinical Practice I Clinic	4
DENT 4404	Advanced Clinical Theory II	3
DENT 4404C	Advanced Clinical Practice II Clinic	4
DENT 4408	Ethical and Legal Principles	2
DENT 4411	Application of Restorative Therapies	2
DENT 4411C	Restorative Care I	1
DENT 4412C	Restorative Care II	1
DENT 4413	Community Health	3

DENT 4414	Community Outreach Experiences	2
DENT 4421	Leadership and Health Policy	2

### Additional Required Course

PPRA 3314	Basic and Applied Pharmacology for Dental Hygiene	2
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### Emphasis Areas:

Select one emphasis area for 6 credits: 6

#### Education Area:

DENT 4422	Educational Strategies
DENT 4423	Applied Educational Strategies

#### Management Area:

DENT 4424	Principles of Practice Management
DENT 4425	Applied Practice Management

### Dental Hygiene Electives

DENT 3330C	Interim Clinic	2
DENT 3340C	Enhanced Strategies in Clinical Care	1
DENT 4481	Independent Studies in Dental Hygiene	1-3

### Graduation Requirements

Prerequisite courses (department requirements and general education)	46
Required dental hygiene courses	73
Other courses (including general education)(minimum of 12 cr)	12
Total Hours	131

### Courses

#### ***DENT 2201 Principles of Dental Hygiene: 2 semester hours.***

Prevention of dental diseases, role of the dental hygienist and oral healthcare team are presented at the pre-professional level. Dental hygiene career content assists in formulating a career decision. F, S

#### ***DENT 2220 Introduction to the Dental Office: 2 semester hours.***

Introduction to dental terminology and office procedures including duties and responsibilities of various dental personnel through lectures, activities and field experiences. F

#### ***DENT 3307 Prevention and Management of Dental Emergencies: 2 semester hours.***

Presentations, discussions, cases, and active learning strategies provide a foundation for critical decision making in the management of medically compromised patients during oral health care. Emphasis on precautions and treatment alterations for patients with medical complications and protocols managing a medical emergency. PREREQ: Acceptance into Dental Hygiene program. COREQ: DENT 3313C. F

#### ***DENT 3308 Oral Histology and Embryology: 2 semester hours.***

Study of the embryologic and histologic development of the face and oral structures and the histologic response of oral tissues specifically related to health and disease. Utilization of laboratory, microscopic and diagnostic aids. F

#### ***DENT 3309 General and Oral Pathology: 2 semester hours.***

Study of common oral lesions and neoplasms including general, dental, and oral pathological processes with emphasis on etiology and oral manifestations of systemic disease. Critical application of patient history, laboratory, radiographic, and other diagnostic aids. PREREQ: DENT 3307 and DENT 3308. S

#### ***DENT 3311 Tooth Morphology: 2 semester hours.***

Morphological characteristics and development of the teeth and oral structures. Emphasis on occlusal and root anatomy for application of advanced clinical practice. PREREQ: DENT 3307 and DENT 3308. F

#### ***DENT 3312 Head and Neck Anatomy: 3 semester hours.***

Descriptive anatomical study of regions of the head and neck, including skeletal, blood, and nervous tissues. Special emphasis on structures related to clinical dental hygiene procedures. COREQ: DENT 3311. F

#### ***DENT 3313 Clinical Dental Hygiene I: 3 semester hours.***

Introduction to the dental hygiene process of care. Emphasis on infection control protocols, beginning assessment, instrumentation principles and prevention therapies. PREREQ: Acceptance into Dental Hygiene program. COREQ: DENT 3313C. F

**DENT 3313C Clinical Dental Hygiene I Clinic: 3 semester hours.**

Preclinical application of principles, techniques, and concepts presented in DENT 3307 and DENT 3313. PREREQ: Acceptance into Dental Hygiene program. COREQ: DENT 3307 and DENT 3313. F

**DENT 3314 Clinical Dental Hygiene II: 2 semester hours.**

Continued application of the dental hygiene process of care. Emphasis on expanding on principles of patient communication and implementation of dental hygiene care for a variety of clients. PREREQ: DENT 3313, DENT 3313C, and DENT 3315. COREQ: DENT 3314C. S

**DENT 3314C Clinical Dental Hygiene II Clinic: 3 semester hours.**

Clinical application of the dental hygiene process of care for clients with periodontal health, gingivitis, and early periodontitis. Emphasis on assessment, dental hygiene diagnosis, planning, implementation and evaluation. PREREQ: DENT 3313, DENT 3313C, and DENT 3315. COREQ: DENT 3314. S

**DENT 3315 Preventative Dentistry: 2 semester hours.**

Basics of oral disease etiology and methods for disease management. Theoretical and practical knowledge of applied prevention strategies that improve oral health and positively impact self-care behavior. F

**DENT 3318 Oral Radiology: 2 semester hours.**

Survey of principles of x-ray production, radiographic equipment and radiographic safety protocols. Application of principles and techniques of exposing, processing, and interpreting traditional and digital oral radiographic surveys. PREREQ: DENT 3312, DENT 3313, and DENT 3313C. COREQ: DENT 3318L. S

**DENT 3318L Oral Radiology Laboratory: 1 semester hour.**

Applied instruction and supervision for exposing, processing, evaluating, and interpreting oral radiographs. Emphasis on developing beginning competency prior to clinical experiences. PREREQ: DENT 3312, DENT 3313 and DENT 3313C. COREQ: DENT 3314C and DENT 3318. S

**DENT 3319 Dental Materials and Adjunct Procedures: 4 semester hours.**

Survey of physical and chemical properties of dental materials and application of restorative therapies. Applied laboratory experiences with amalgam, tooth colored and temporary restorations; four-handed dentistry, impressions and study models are integrated. PREREQ: DENT 3311 and DENT 3313C. S

**DENT 3320 Pain Management: 2 semester hours.**

Didactic and clinical instruction in pain management theory and procedures for administration of local anesthesia and analgesia agents. Emphasis on field and nerve block anesthesia and nitrous oxide analgesia techniques. PREREQ: DENT 3307 and DENT 3312. Su

**DENT 3321 Periodontology: 2 semester hours.**

Concepts of periodontology involving assessment, etiology, risk factors, and classification of periodontal diseases; basic treatment planning, and implementation of periodontal therapy. PREREQ: DENT 3308, DENT 3313, and DENT 3313C. COREQ: DENT 3314 and DENT 3314C. S

**DENT 3330C Interim Clinic: 2 semester hours.**

Continued clinical application of dental hygiene procedures emphasizing total patient care. For students who require additional clinical course experience for DENT 3314C or DENT 4404C sufficient for progression or graduation. May be repeated once. F, S, Su

**DENT 3340C Enhanced Strategies in Clinical Care: 1 semester hour.**

Continued clinical application of the dental hygiene process of care. For students who desire enrichment of clinical experiences for preparation prior to DENT 4404C or completing clinical board examinations. PREREQ: Permission of department. Graded S/U. Su

**DENT 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**DENT 4401 Research Methods: 3 semester hours.**

Fundamental and working knowledge of the scientific method employed in oral health research. Development of lifelong learning skills through critical analysis of research findings. PREREQ: MATH 1153 and ENGL 1102. F

**DENT 4402 Advanced Periodontology: 2 semester hours.**

Continued study of periodontal diseases and therapy with emphasis on critical application of advanced disease processes and treatment planning for moderate to severe periodontal cases with medically compromised health status. PREREQ: DENT 3314, DENT 3314C, and DENT 3321. COREQ: DENT 4403 and DENT 4403C. F

**DENT 4403 Advanced Clinical Dental Hygiene III: 2 semester hours.**

Advanced clinical theory and procedures for all phases of dental hygiene practice including nonsurgical periodontal therapy, ultrasonic scaling, instrument recontouring, assessment procedures and dietary counseling. PREREQ: DENT 3314 and DENT 3314C. COREQ: DENT 4403C. F

**DENT 4403C Advanced Clinical Practice I Clinic: 4 semester hours.**

Continued application of the dental hygiene process of care through critical application and decision-making. Emphasis on continued skill development in nonsurgical periodontal therapy, self-care education, ethical and professional judgment, self-assessment and peer evaluation. PREREQ: DENT 3314 and DENT 3314C. COREQ: DENT 4403. F

**DENT 4404 Advanced Clinical Theory II: 3 semester hours.**

Continued study of advanced clinical care. Emphasis on advanced instrumentation, interprofessional collaborations and communication, practice management and professional and career development. PREREQ: DENT 4403 and DENT 4403C. COREQ: DENT 4404C. S

**DENT 4404C Advanced Clinical Practice II Clinic: 4 semester hours.**

Advanced application of the dental hygiene process of care through critical application and decision-making. Emphasis on continued skill development in nonsurgical periodontal therapy, self-care education, ethical and professional judgment, self-assessment and peer evaluation. PREREQ: DENT 4403 and DENT 4403C. COREQ: DENT 4404. S

**DENT 4408 Ethical and Legal Principles: 2 semester hours.**

The study and application of legal, ethical, and moral responsibilities of health care professionals as related to the practice of dental hygiene. Licensure, legal terminology and the Idaho Dental Practice Act will be discussed. Su

**DENT 4411 Application of Restorative Therapies: 2 semester hours.**

Didactic and laboratory application of advanced procedures emphasizing pain control methods, preventive and restorative expanded functions and four-handed dentistry procedures. PREREQ: DENT 3319 and DENT 3320. COREQ: DENT 4411C. F

**DENT 4411C Restorative Care I: 1 semester hour.**

Clinical application of advanced pain control methods, restorative and preventive therapy and four-handed dentistry procedures. Restricted to Dental Hygiene major. PREREQ: DENT 3319 and DENT 3320. COREQ: DENT 4411. F

**DENT 4412 Dental Specialties: 1 semester hour.**

Didactic and laboratory application of information related to the dental specialties. Emphasis is placed on those specialties not covered elsewhere in the curriculum. PREREQ: DENT 4411. COREQ: DENT 4412C. S

**DENT 4412C Restorative Care II: 1 semester hour.**

Advanced clinical application of pain control methods, preventive and restorative therapy and four-handed dentistry procedures. Restricted to Dental Hygiene major. PREREQ: DENT 4411 and DENT 4411C. S

**DENT 4413 Community Health: 3 semester hours.**

Introduction to Dental Public Health: core functions of public health agencies, health care disparities, current trends, data collection methods and career opportunities in alternative practices for public health hygienists. Health behavior theories, program development and teaching strategies to enhance health promotion and oral health education programs are discussed. PREREQ: DENT 3314, DENT 3314C, and DENT 3315. COREQ: DENT 4401 and DENT 4403C. F

**DENT 4414 Community Outreach Experiences: 2 semester hours.**

Field experiences for providing oral health services to populations in need, and promoting oral health through educational programs. Implementation and evaluation of oral health programs with dissemination of actual outcomes to the professional community and stakeholders. PREREQ: DENT 3315 and DENT 4413. S

**DENT 4421 Leadership and Health Policy: 2 semester hours.**

Focus on the concept of leadership at the health policy and systems level. Principles, theories and strategies of leadership relevant to health care professionals are presented. Professional development for lifelong learning is addressed. Restricted to senior year professional status or Dental Hygiene major. S

**DENT 4422 Educational Strategies: 3 semester hours.**

Exploration of educational principles and methods of teaching and instructional design for a variety of settings and population groups. Topics include analyzing, planning, developing, implementing and evaluating instruction; instructional strategies and delivery methods including formative and summative evaluation in the classroom and clinical settings are included. Restricted to senior year professional status or Dental Hygiene major. F

**DENT 4423 Applied Educational Strategies: 3 semester hours.**

Practical application of instructional design, educational principles and methods for classroom and clinical teaching with a variety of population groups. Restricted to senior year professional status or Dental Hygiene major. PREREQ: DENT 4422. S

**DENT 4424 Principles of Practice Management: 3 semester hours.**

Current professional issues from a global perspective influencing dental hygiene practice are discussed. Administrative roles and responsibilities of planning, implementing, managing and evaluating health care programs and practices are explored. Financial aspects of practice management are included. Restricted to senior year professional status or Dental Hygiene major. F

**DENT 4425 Applied Practice Management: 3 semester hours.**

Practical application of administrative roles and responsibilities for policy development, business management, implementation and evaluation of health care programs and practices. Restricted to senior year professional status or Dental Hygiene major. PREREQ: DENT 4424. S

**DENT 4481 Independent Studies in Dental Hygiene: 1-3 semester hour.**

Students will select an area of special interest to pursue through independent study. The student normally is required to present a report giving results of his/her work. May be repeated to a maximum of 12 credits. F, S, Su

**DENT 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Department of Dental Sciences

The Department of Dental Sciences administers the Idaho Dental Education Program (IDEP) for predoctoral dental students and the Idaho Advanced General Dentistry Residency (IAGD) as a postdoctoral program.

The Department of Dental Science cooperates with the Creighton University Boyne School of Dentistry and basic science departments at Idaho State University in offering the first year of dental education through the Dental Sciences Department. Students then spend their second, third, and fourth years at Creighton University in Omaha, Nebraska. The school also administers the Medical Residency Program leading to a certificate in family practice and the Advanced General Dentistry Residency Program leading to a certificate.

The Idaho Dental Education Program is designed to provide residents of Idaho with access to a high quality dental education as if Idaho had its own dental school. The IDEP program is fully accredited as a Satellite Program of Creighton University School of Dentistry by the American Dental Association. The program involves a first year curriculum at Idaho State University in Pocatello, followed by completion of the second through fourth years at Creighton University in Omaha, Nebraska. Students completing the four year program receive the Doctor of Dental Surgery (D.D.S.) degree and are eligible to take the licensure examinations necessary to become practicing dentists. Students may also elect to pursue advanced training through residencies or specialty programs, eventually becoming board certified in one of the recognized dental specialties.

There are eight positions available for Idaho residents. Applicants to the program must have completed the necessary prerequisites in English, - Biology, Inorganic Chemistry, Organic Chemistry, Physics and other requirements as outlined on the Department of Dental Sciences' web site (<http://www.isu.edu/departments/dentsci/>). In addition to fulfilling the minimal prerequisites, most students accepted into the program will have a bachelor's degree at the time of entry into IDEP. Occasionally, some exceptional students who have completed the junior level (upper division) of college course work are admitted into the program.

Students are encouraged to work closely with their pre-dental academic advisor in making course selections which fulfill dental school and degree completion requirements.

Formal application for admission to the IDEP program follows the guidelines outlined in the Department of Dental Sciences' web site and the Creighton University School of Dentistry Bulletin. The application process involves: taking the Dental Aptitude Test (DAT), completion of the American Dental Education Association Application Service centralized application, the Creighton Supplemental Application, and the IDEP Residency Certification Form. Early application is strongly encouraged to allow adequate time for completion of admission requirements and consideration by the admissions committee. Students may apply the summer prior to anticipated entry into the program. The selection process is normally completed in December prior to the year of program entry.

Further information concerning the program, admission requirements, and Residency Certification forms can be obtained by contacting the program at the following address:

Department of Dental Sciences  
921 S 8th Ave Stop 8088  
Pocatello ID 83209-8088  
Phone: (208) 282-3289  
<http://www.isu.edu/departments/dentsci>

### Required Basic Sciences Courses

BIOL 4400	Oral Histology and Embryology	3
BIOL 4400L	Oral History and Embryology Lab	0
BIOL 4419	Mammalian Histology	4
BIOL 4419L	Mammalian Histology Lab	0
BIOL 4432	Biochemistry	3
BIOL 4440	Human Gross Anatomy	4
BIOL 4440L	Human Gross Anatomy Lab	0
BIOL 4450	Head and Neck Anatomy	3
BIOL 4450L	Head and Neck Anatomy Lab	0
BIOL 4460	Neuroscience	4
BIOL 4464	Lectures in Human Physiology	4

### Required Dental Sciences Courses

IDEP 4413	Dental Anatomy Lecture I	1
IDEP 4414	Dental Anatomy Laboratory	3
IDEP 4415	Dental Materials Science I	2
IDEP 4417	Interpersonal Relationships and Communication	1

IDEP 4423	Preventative Dentistry	2
IDEP 4425	History of Dentistry	1
IDEP 4426	Community Dentistry Field Experience	1
IDEP 4433	Oral Hygiene Technique	1
IDEP 4434	Dental Materials Science II	3
IDEP 4435	Occlusion Laboratory	1
IDEP 4444	Values and Ethics	1
IDEP 4454	Occlusion Lecture	1
IDEP 4463	Dental Radiology I	1
IDEP 4464	Dental Radiology Technique	1
IDEP 4465	Dental Radiology II	1
NTD 4495	Dental Nutrition	1

## Optional Dental Sciences Courses

IDEP 6617 - Education Program *	2
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\* See Graduate Catalog (<http://coursecat.isu.edu/graduate>) for course information.

## Courses

### **IDEP 4413 Dental Anatomy Lecture I: 1 semester hour.**

Nomenclature, chronology and methods of designation of human teeth. Form, size and contour of the teeth, including external and internal anatomy of the permanent and deciduous dentitions, intertooth relations and occlusion. F

### **IDEP 4414 Dental Anatomy Laboratory: 3 semester hours.**

Carving of plaster teeth larger than average measurements and carving of wax teeth to natural size. Mounting of study casts on a functional articulator and waxing of teeth in occlusion. F

### **IDEP 4415 Dental Materials Science I: 2 semester hours.**

Composition, properties and application of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials. F

### **IDEP 4417 Interpersonal Relationships and Communication: 1 semester hour.**

To assist their orientation and adjustment to professional education, freshmen will participate in group introductions followed by a discussion on interpersonal relationships and communication in general, relationships with classmates, administrators, faculty, and staff; dealing with stress; and establishing study habits. Graded S/U. F

### **IDEP 4423 Preventative Dentistry: 2 semester hours.**

Introducing the philosophy and need for preventive dentistry by developing the student's knowledge of and skills for effective oral hygiene. Concepts of self motivation, knowledge of dental diseases and abnormalities; application of the principles of fluoridation, nutrition, patient motivation, and home care. F

### **IDEP 4425 History of Dentistry: 1 semester hour.**

To acquaint the study with the history of dentistry from ancient times to present, emphasis is placed upon contributions by individuals and groups of individuals leading to the current status of dentistry in the United States. Graded S/U. F

### **IDEP 4426 Community Dentistry Field Experience: 1 semester hour.**

Designed to acquaint students with area health problems and with area health services and agencies. Field experience is gained during dental health and/or career presentations in public schools. To provide a variety of experiences, visits are made, for example, to the chronically ill, aged, or handicapped; to water purification facilities; to Indian groups. S

### **IDEP 4433 Oral Hygiene Technique: 1 semester hour.**

Introduction to the instruments and their usage in performing a complete scaling prophylaxis of the teeth. Periodontal charting and instrument sharpening techniques are also performed. Didactic, laboratory, and clinical introduction. S

### **IDEP 4434 Dental Materials Science II: 3 semester hours.**

Continuation of IDEP 4415. PREREQ: IDEP 4415. S

### **IDEP 4435 Occlusion Laboratory: 1 semester hour.**

Various exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillomandibular relationships. S

### **IDEP 4444 Values and Ethics: 1 semester hour.**

Designed to identify and understand one's own ethical decision-making processes and the relationship of religion with values and ethics. Students will discuss the areas of value of care for people as individuals, challenges of personal and professional opportunities, code of ethics of the A.D.A. and dental care delivery systems. Graded S/U. F



**IDEP 4454 Occlusion Lecture: 1 semester hour.**

Basic principles of maxillomandibular relationships, static and functional, as related to the occlusal surfaces of the teeth. S

**IDEP 4463 Dental Radiology I: 1 semester hour.**

History, theory and application of ionizing radiation resulting in radiography of the oral structures; including exposure and developing parameters along with basic interpretation. S

**IDEP 4464 Dental Radiology Technique: 1 semester hour.**

Practical experience in exposing and developing dental radiographs. The course will include techniques required to complete a diagnostic full mouth series, bitewing films and panoramic radiographs. COREQ: IDEP 4463. S

**IDEP 4465 Dental Radiology II: 1 semester hour.**

History, theory, and application of radiographic methods in dentistry including cephalometric, panoramic, and digital modalities. COREQ: IDEP 4463 and IDEP 4464. S

## Department of Physician Assistant Studies

### Program

The Physician Assistant (PA) Program at Idaho State University awards the Master of Physician Assistant Studies (MPAS) degree and a PA certificate upon successful completion of its 24-month graduate curriculum. A new class of students is enrolled each fall semester. In addition to a baccalaureate degree, students must have a cumulative prerequisite GPA of 3.0 or higher for the following required prerequisite courses: Biochemistry, Microbiology, Anatomy, Physiology, Statistics and Abnormal Psychology. For information about requirements and courses, please refer to the Graduate Catalog (<http://coursecat.isu.edu/graduate>) or the program website, <http://isu.edu/paprog/>.

### Accreditation

The program is fully accredited by the Accreditation Review Commission on the Education of Physician Assistants, Inc. (ARC-PA). Graduates of this program are eligible to take the NCCPA's Physician Assistant National Certifying Exam (PANCE).

### Courses

**PAS 4489 Independent Problems in Physician Assistant Studies: 1-3 semester hour.**

Explores the field of Physician Assistant through experiential learning predominantly by participating in research with PA program faculty. May be repeated for up to 3 credits. PREREQ: Instructor Permission Required

## School of Rehabilitation and Communication Sciences

### School of Rehabilitation and Communication Sciences

The School of Rehabilitation and Communication Sciences (SRCS) is composed of 2 departments with 5 programs. The Department of Communication Sciences and Disorders (CSD) consists of programs in Audiology, Sign Language Interpreting, and Speech-Language Pathology. The Department of Physical and Occupational Therapy (DPOT) includes programs in Occupational Therapy and in Physical Therapy. The programs within the School reflect the organization found in many rehabilitation facilities, acknowledging the strong relationships found among these disciplines.

### Baccalaureate Programs

The School of Rehabilitation and Communication Sciences is home to 2 baccalaureate degrees (BS in Communication Sciences & Disorders; BS in Sign Language Interpreting), and one Associate's degree (AS in Sign Language Studies).

## Department of Communication Sciences and Disorders

### Degrees

The Department of Communication Sciences and Disorders offers an Associate of Science Degree in Sign Language Studies, a Bachelor of Science Degree in Sign Language Interpreting, and a Bachelor of Science Degree in Communication Sciences and Disorders, with an emphasis in either Pre-Audiology or Pre-Speech-Language Pathology. These degrees provide the education and training necessary for individuals who wish to work in education, hospitals, clinics, governmental agencies, skilled nursing facilities, medical offices, and more.

The professions represented within the department seek to help children, youth, and adults with communication disabilities and differences that are either present at birth or acquired later in life. Curricula rich in biological and social sciences in conjunction with rigorous departmental courses in evaluation, treatment, teaching, and research lead our graduates to gainful employment and diverse career opportunities. The career path an individual takes will depend upon training and personal goals. Those who accept the challenge of these professions will find that the effort put forward to earn degrees will be rewarding.

### **Associate of Science Degree in Sign Language Studies**

The Associate of Science Degree in Sign Language Studies is a two year degree which is primarily designed for students who wish to continue their education beyond the associate degree level in the Sign Language Interpreting Program or for students who wish to obtain an interim degree before entering another major, such as Deaf Education. The Sign Language Studies degree focuses on American Sign Language skills through academic courses and labs designed to provide a small group setting to facilitate instructor feedback and guidance.

### **Bachelor of Science Degree in Sign Language Interpreting**

The Bachelor of Science Degree in Sign Language Interpreting is designed to prepare students for employment as interpreters in elementary, secondary, and post-secondary educational programs. An associate degree in Sign Language Studies or its equivalent is required. Students are taught with a "hands on" approach as they learn about Deaf culture, how to collaborate in a professional setting, and participate in field observations culminating with an interpreting internship. Public and private education programs, local and state public health units, institutions such as the Idaho, Montana, and Utah Schools for the Deaf and the Blind, and vocational rehabilitation agencies participate in affiliate service and training. Internship sites may require record of vaccinations and a police background check.

### **Bachelor of Science Degree in Communication Sciences and Disorders, with Emphases in Pre-Audiology and in Pre-Speech-Language Pathology**

The areas of Speech-Language Pathology and Audiology have foundations grounded in basic communicative behavior. Included in these emphases are the study of biological and social sciences, phonetics, acoustics, neurology, development of normal speech, language, and hearing abilities as well as deviations from normal communicative processes. Students are introduced to assessment and treatment procedures at the undergraduate level. The Bachelor of Science Degree emphases prepare students to apply to graduate programs in either Speech-Language Pathology or Audiology.

Idaho State University has the distinction of offering the bachelor's degree with emphasis in Pre-Speech-Language Pathology, as well as the Master of Science degree in Speech-Language Pathology, on both the Pocatello and Meridian campuses. Many departmental classes are taught via distance learning technology with clinical and academic faculty in both sites. Students should note that admission to graduate programs is competitive.

The combined bachelor's and master's programs in Speech-Language Pathology and the bachelor's and clinical doctorate programs in Audiology are designed to prepare students to meet the academic and clinical requirements for the Idaho Department of Education Certificate for Speech-Language Pathologist or Audiologist, state licensing, and the Certificate of Clinical Competence issued by the American Speech-Language Hearing Association (ASHA). Both the graduate programs in Speech-Language Pathology and Audiology are accredited by the Council of Academic Accreditation of ASHA. Additional information about the graduate programs in Speech-Language Pathology and Audiology can be found in the Graduate Catalog (<http://coursecat.isu.edu/graduate>), Division of Health Sciences, Department of Communication Sciences and Disorders.

## **Junior Transfer Programs**

It is strongly recommended that students interested in the Meridian undergraduate program complete their general education requirements at Boise State University, ACI, or other accredited university before transferring to Idaho State University-Meridian. It is recommended that prospective transfer students complete CSD 2205 in the second semester of their sophomore year. Junior transfer students may complete the requirements for a Bachelor of Science Degree within two years at Idaho State University. January junior transfers may complete the program requirements in two and one half years. Students interested in the undergraduate program at Idaho State University-Meridian should call **(208) 373-1706** for additional information. Students wishing to transfer from the Pocatello campus to the Meridian campus should call that same number.

## **Preprofessional Coursework**

Students with undergraduate degrees in disciplines other than Communication Sciences and Disorders must take a series of courses that are prerequisite to entering the Master's degree program. These courses are delivered in two formats. The traditional Preprofessional Program format involves 13 courses provided through on-campus classroom instruction over the course of two semesters and a summer. The Online Preprofessional Program (OPP) involves delivery of 11 courses via totally online format, designed to provide nontraditional students with a means of acquiring these courses. Note that the online courses require extra fees, and the program is available to individuals seeking degrees at other institutions. The course sequence and specific aspects of the programs may be found on the Communication Science & Disorders home page at <http://www.isu.edu/spchpath/>. Completion of the preprofessional coursework does not guarantee a spot in the graduate program.

## **Academic Standards**

Each student is responsible for completing the required coursework in the proper sequential order. Required prerequisite courses must be completed before the student can enroll in upper division departmental courses. Transfer students may submit petitions to the department for equivalent recognition of required courses. Students must maintain a GPA of 2.25 and obtain a letter grade of "C-" or better in departmental courses counting toward fulfillment of graduation requirements. A grade of "D+" in departmental courses will not be counted toward satisfaction of requirements for the major. All students must meet with their advisors each semester.

## **Practicum Standards**

Students within the department may enroll in limited practicum activities as seniors. Specified departmental course requirements must be met before a student enrolls.

## Clinical Services

The Idaho State University Speech-Language and Hearing Clinic on the Pocatello Campus and the Speech and Language Clinic at the ISU Meridian Health Sciences Center offer a variety of clinical training opportunities for students while providing valuable services to the community. Among our audiological services offered at the Pocatello campus are complete audiological and vestibular testing, hearing aid evaluation, auditory training, aural habilitation and rehabilitation, including services for individuals with cochlear implants. The Speech and Language Clinics in Pocatello and Meridian offer evaluation and treatment of speech and language disorders, stuttering, voice, alternative and augmentative communication, and speech-language problems associated with cerebral palsy, traumatic brain injury, autism, cleft palate, and stroke. Specialized group therapy is offered for preschool children with communication needs, toddlers and children with cochlear implants, and adults with aphasia. Clients served in our clinics range in age from infancy to adulthood and all clinical services are provided by experienced students under the direction of ASHA-certified clinical faculty.

## Admission to Junior Level Classes

Prospective students are expected to have a cumulative GPA of 3.0 or better after completing 40 semester hours before registering for CSD 3321 and/or CSD 3330. Interested students with GPAs above 2.75 may petition the department chair to enroll in junior level courses through a letter and supporting documentation.

## Bachelor of Science in Communication Sciences and Disorders, with Emphasis in Pre-Audiology or Pre-Speech-Language Pathology

The following courses are required in addition to the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>). Students must choose either the Pre-Audiology Emphasis or the Pre-Speech-Language Pathology Emphasis.

### Required Departmental Courses

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2227	Basic Sign I	2
CSD 2228	Basic Sign II	2
CSD 3315	Clinical Processes Pediatric	3
CSD 3321 & 3321L	Clinical Phonetics and Phonology and Clinical Phonetics and Phonology Lab	4
CSD 3330	Language Science and Development	3
CSD 3341	Audiometry and Hearing Science	3
CSD 4405	Neurological Bases of Communication Disorders	3
CSD 4417	Interdisciplinary Evaluation Team	1
CSD 4435 & 4435L	Speech and Hearing Science and Speech and Hearing Science Laboratory	4
CSD 4445	Aural Rehabilitation	3
CSD 4460	Educational Audiology	3

<sup>1</sup> Students may substitute CSD 1151, CSD 1152, CSD 2251, and CSD 2252 (12 credits) for CSD 2227 and CSD 2228.

### Other Required Courses

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
ENGL 3307	Professional and Technical Writing	3
HCA 1110	Introduction to the Allied Health Professions	3
MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225	Child Development	3
or PSYC 3332	Psychology of Adolescence	3
SOC 2248	Critical Analysis of Social Diversity	3

**Recommended Course**

ANTH/ENGL 1107	Nature of Language	3
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**Pre-Audiology Emphasis**

Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, and one of the three Options listed below.

**Required Courses**

CSD 2256	Deaf Culture and Community	3
CSD 3340	Communication Disorders Lifetime Perspective	3
CSD 4415	Clinical Practicum in Audiology	1-2
CSD 4416	Audiology Methods and Applications	1
Plus electives		8
Subtotal		16 or 17

**American Sign Language (ASL) Option:**

Students choosing the ASL option must complete the following course work. The student choosing the ASL option will substitute ASL I and ASL II for CSD 2227 and CSD 2228.

CSD 1151 & 1151L	American Sign Language I and American Sign Language I Laboratory	4
CSD 1152 & 1152L	American Sign Language II and American Sign Language II Laboratory	4
CSD 2251 & 2251L	American Sign Language III and American Sign Language III Laboratory	4
CSD 2252 & 2252L	American Sign Language IV and American Sign Language IV Laboratory	4

**Spanish Language Option:**

Students choosing the Spanish option must complete the following courses:

SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4

**Elective Course Option:**

Students choosing the Elective option must complete 8 elective credits from the list below, and may petition to take courses not on this list.

BIOL 3358	Genetics	3
BIOL 4415L	Human Neurobiology Lab	1
BIOL 4453	Foundations in Neuroscience	3
BIOL 4460	Neuroscience	4
COUN 3300	Interpersonal Skills in Health Professions	2
CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes Adult	3
CSD 4425	Speech Language Pathology Methods and Application	3
HPHY 3300	Medical Electronics	2
PHYS 1100	Essentials of Physics	4
PHYS 1111	General Physics	3
PHYS 1112	General Physics II	3
PSYC 3344	Adult Development and Aging	3

PSYC 4446	Cognitive Process	3
SPED 3330	The Exceptional Child	4

### Pre-Speech Language Pathology Emphasis

Students choosing the Emphasis in Pre-Speech-Language Pathology must complete the degree requirements above and the Required Courses listed below.

#### Required Courses:

CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes Adult	3
Subtotal		9

#### Recommended Course:

CSD 4425	Speech Language Pathology Methods and Application	3
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### Associate of Science in Sign Language Studies

The following courses are required in addition to the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>):

CSD 1126	Deaf Studies	1
CSD 1151	American Sign Language I	3
CSD 1151L	American Sign Language I Laboratory	1
CSD 1152	American Sign Language II	3
CSD 1152L	American Sign Language II Laboratory	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2249	Fingerspelling and Numbers	3
CSD 2250	Signing Seminar	3
CSD 2250L	Signing Seminar Laboratory	1
CSD 2251	American Sign Language III	4
CSD 2251L	American Sign Language III Laboratory	0
CSD 2252	American Sign Language IV	4
CSD 2256	Deaf Culture and Community	3

### Bachelor of Science in Sign Language Interpreting

The following courses are required in addition to an Associate Degree or equivalent in Sign Language Studies or related area:

#### Required Courses<sup>1</sup>

ENGL 3307 or ENGL 3308	Professional and Technical Writing Business Communications	3
CSD 3330	Language Science and Development	3
CSD 3351	American Sign Language V	4
CSD 3352	American Sign Language VI	4
CSD 3353	Interpreting Seminar	4
CSD 3354	Interpreting	4
CSD 4452	Manually Coded English	3
CSD 4453 & 4453L	Transliterating I:Voice to Sign and Transliterating I:Voice to Sign Laboratory	4
CSD 4454 & 4454L	Transliterating II:Sign to Voice and Transliterating II:Sign to Voice Laboratory	4
CSD 4455	Creative Interpreting	3
CSD 4460	Educational Audiology	3
CSD 4461	The Professional Interpreter	3

CSD 4470	Field Observation in Interpreting	2
CSD 4473	Collaboration	2
CSD 4474	Educational Interpreting Internship	4-8

<sup>1</sup> In addition to the 30 credits listed in the Associate of Science in Sign Language Studies

## Minor in Sign Language Studies

**Procedure:** Interested students should contact the department to declare a minor and be assigned a minor advisor.

### Required Courses

CSD 1126	Deaf Studies	1
CSD 1151	American Sign Language I	3
CSD 1151L	American Sign Language I Laboratory	1
CSD 1152	American Sign Language II	3
CSD 1152L	American Sign Language II Laboratory	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2250	Signing Seminar	3
CSD 2250L	Signing Seminar Laboratory	1

### Electives

CSD 2251	American Sign Language III	4
CSD 2251L	American Sign Language III Laboratory	0
CSD 2252	American Sign Language IV	4
CSD 2252L	American Sign Language IV Laboratory	0
CSD 2256	Deaf Culture and Community	3
CSD 4435	Speech and Hearing Science	4
CSD 3341	Audiometry and Hearing Science	3
CSD 4420	Clinical Processes Adult	3
SPED 3330	The Exceptional Child	4

## Courses

### **CSD 1126 Deaf Studies: 1 semester hour.**

Introduction to deafness; the culture and community of deaf individuals; language and communication issues; education and employment considerations in deafness. F

### **CSD 1151 American Sign Language I: 3 semester hours.**

Manual communication course introduces the student to ASL. Students experience the language directly without presentation of English equivalents, emphasizing development of receptive language and vocabulary expansion. May be repeated once to improve a grade for a maximum of 3 credits. COREQ: CSD 1151L. Partially satisfies Objective 4 of the General Education Requirements. F

### **CSD 1151L American Sign Language I Laboratory: 1 semester hour.**

Assignments to apply principles from CSD 1151. COREQ: CSD 1151. F

### **CSD 1152 American Sign Language II: 3 semester hours.**

Emphasis on receptive and expressive skills to achieve fluency on a grammatically appropriate level. Students are introduced to videotaping as a learning tool. May be repeated once to improve a grade for a maximum of 3 credits. PREREQ: CSD 1151 and CSD 1151L. COREQ: CSD 1152L. Partially satisfies Objective 4 of the General Education Requirements. S

### **CSD 1152L American Sign Language II Laboratory: 1 semester hour.**

Assignments to apply principles from CSD 1152. PREREQ: CSD 1151 and CSD 1151L. COREQ: CSD 1152. S

### **CSD 2205 Introduction to Communication Differences and Disorders: 3 semester hours.**

Survey of speech, hearing, and language disorders, including study of the development of speech. Observations, films and assigned readings serve as illustrations of the various communication problems. S

### **CSD 2227 Basic Sign I: 2 semester hours.**

Beginning study of sign vocabulary, phrases and fingerspelling focused on expressive and receptive modes. Based on signing using English syntax. Designed for non-Sign Language Studies majors/minors; does not substitute for American Sign Language (ASL) classes. F

**CSD 2228 Basic Sign II: 2 semester hours.**

Application of basic sign vocabulary, phrases and fingerspelling skills focused on expressive and receptive modes. Based on signing using English syntax. Designed for non-Sign Language Studies majors/minors; does not substitute for American Sign Language (ASL) classes. PREREQ: CSD 2227 or permission of instructor. S

**CSD 2249 Fingerspelling and Numbers: 3 semester hours.**

Improve reception and expressive fingerspelling skills. Emphasis on whole-word and phrase recognition, and on reading fingerspelling and numbers embedded in signed sentences. Use ASL number systems including cardinal, ordinal, and informational numbers relating to time, temporal-aspect signs, measurements, and math terms. PREREQ: Permission of instructor. S

**CSD 2250 Signing Seminar: 3 semester hours.**

This course introduces and discusses sign systems, ethical considerations for signers, employment options, and support or advancement with signing profession options and signing environments. PREREQ: CSD 1151 and permission of instructor. S

**CSD 2250L Signing Seminar Laboratory: 1 semester hour.**

Provides experiences in support of CSD 2250 concepts and skills. PREREQ: CSD 1151 and permission of instructor. COREQ: CSD 2250. S

**CSD 2251 American Sign Language III: 4 semester hours.**

Students are introduced to linguistic principles of ASL and a transcription system for recording and preparing dialogues and texts. Emphasis is on student-generated conversations. COREQ: CSD 2251L. PREREQ: CSD 1152, CSD 1152L, and Sign Language Studies major or permission of instructor. F

**CSD 2251L American Sign Language III Laboratory: 0 semester hours.**

Assignments to apply principles from CSD 2251. F

**CSD 2252 American Sign Language IV: 4 semester hours.**

Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body posture. Emphasizes vocabulary development. COREQ: CSD 2252L. PREREQ: CSD 2251, CSD 2251L, and Sign Language major or permission of instructor. S

**CSD 2252L American Sign Language IV Laboratory: 0 semester hours.**

Assignments to apply principles from CSD 2252. S

**CSD 2256 Deaf Culture and Community: 3 semester hours.**

An information course emphasizing aspects of deafness and deaf culture that are related to language study and minority group dynamics. PREREQ: CSD 1151 and CSD 1151L. Satisfies Objective 9 of the General Education Requirements. F

**CSD 3315 Clinical Processes Pediatric: 3 semester hours.**

Assessment and treatment principles, methods, and procedures in speech language pathology with focus on the pediatric population. PREREQ: CSD 3321 and CSD 3330, or permission of instructor. S

**CSD 3321 Clinical Phonetics and Phonology: 3 semester hours.**

Basic concepts in applied phonetics and phonology, emphasizing applications in communication disorders and differences. Introduction to International Phonetic Alphabet. COREQ: CSD 3321L. F

**CSD 3321L Clinical Phonetics and Phonology Lab: 1 semester hour.**

Required laboratory portion of CSD 3321 for emphasis in pre-speech-language pathology. Not required for Pre-Audiology emphasis. Skill development in use of International Phonetic Alphabet. COREQ: CSD 3321. F

**CSD 3325 Speech Sound Development and Disorders: 3 semester hours.**

Introduction to childhood speech development and disorders. Basic clinical principles and procedures for diagnosis and treatment of disorders of speech sound production. PREREQ: CSD 3321 with a grade of 'C' or better or permission of instructor. S

**CSD 3330 Language Science and Development: 3 semester hours.**

Analysis of the development of systems of communication: phonologic, morphologic, syntactic, semantic, pragmatic, and relevant nonverbal and cognitive development in normal children. Review of current theories and research. F

**CSD 3335 Language Disorders: 3 semester hours.**

Study of children with developmental delays and disorders of language. Includes etiology, characteristics, assessment and intervention principles. Introduction to language diversity. PREREQ: CSD 3330 or permission of instructor. S

**CSD 3340 Communication Disorders Lifetime Perspective: 3 semester hours.**

An overview of speech and language disorders across the age span. Assessment, treatment, and referral options will be presented. Class intended for students not pursuing a speech language pathology graduate degree. PREREQ: CSD 3321 and CSD 3330 or permission of instructor. S

**CSD 3341 Audiometry and Hearing Science: 3 semester hours.**

Introduction to basic hearing science, sound measurement, audiometry, tympanometry, hearing disorders, public school screening, and methods of aural rehabilitation. Review of role of audiology in human services. S

**CSD 3351 American Sign Language V: 4 semester hours.**

Intensive practice involving expressive and receptive skills in various language activities. Introduces language forms in poetry, art, and theater. Explores signing styles and registers. COREQ: CSD 3351L. PREREQ: CSD 2252. F

**CSD 3351L American Sign Language V Laboratory: 0 semester hours.**

Assignments to apply principles from CSD 3351. F

**CSD 3352 American Sign Language VI: 4 semester hours.**

Structural properties of ASL compared with other languages. Includes phonology, morphology, syntax, and semantics. COREQ: CSD 3351L. PREREQ: CSD 3351. S

**CSD 3352L American Sign Language VI Laboratory: 0 semester hours.**

Assignments to apply principles from CSD 3352. S

**CSD 3353 Interpreting Seminar: 4 semester hours.**

Presents theoretical models, concepts, language skills and ethical considerations necessary to render the source language into an accurate, culturally appropriate equivalent in the target language. PREREQ: CSD 2250, CSD 2250L, CSD 3352, and permission of instructor. F

**CSD 3353L Interpreting Seminar Laboratory: 0 semester hours.**

Assignments to apply principles in CSD 3353. F

**CSD 3354 Interpreting: 4 semester hours.**

This course introduces practice and processing of interpreting in educational settings. Voice-to-sign and sign-to-voice in ASL are the focus in practical activities and theoretical models are reinforced. COREQ: CSD 3354L. PREREQ: CSD 3353 and permission of instructor. S

**CSD 3354L Interpreting Laboratory: 0 semester hours.**

Assignments to apply principles in CSD 3354. COREQ: CSD 3354. S

**CSD 4405 Neurological Bases of Communication Disorders: 3 semester hours.**

Fundamentals of neuroanatomy and physiology related to speech, language, and hearing. Introduction to communication disorders related to neurological damage. F

**CSD 4415 Clinical Practicum in Audiology: 1-2 semester hour.**

Supervised experience in the evaluation, (re)habilitation, and counseling of persons with hearing disorders. Students will also participate in weekly clinical staffing. May be repeated for up to 6 credits. PRE-or-COREQ: CSD 4416. F, S

**CSD 4416 Audiology Methods and Applications: 1 semester hour.**

Introductory training and experience in audiologic clinical procedures. PREREQ: Completion of CSD 3341 and permission of instructor. F

**CSD 4417 Interdisciplinary Evaluation Team: 1 semester hour.**

Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Equivalent to NURS 4417, PSYC 4417, and SOWK 4417. PREREQ: Permission of instructor. S

**CSD 4420 Clinical Processes Adult: 3 semester hours.**

Assessment and treatment principles, methods and procedures in speech language pathology with focus on the adult population. PREREQ: CSD 3315 and CSD 4405, or permission of instructor. F, Su

**CSD 4425 Speech Language Pathology Methods and Application: 3 semester hours.**

Application of assessment and treatment principles, methods, and procedures in clinical and language disorders through classroom experiences, observation, and clinical experiences. For CSD majors only. PREREQ: CSD 3315, CSD 3325, CSD 3335, and CSD 4420 or permission of the instructor. S

**CSD 4435 Speech and Hearing Science: 4 semester hours.**

Introduction to the anatomy and physiology of speech production. Topics include respiratory dynamics, laryngeal functions, articulatory dynamics, hearing mechanism, and the neurophysiology of speech and hearing. COREQ: CSD 4435L. S

**CSD 4435L Speech and Hearing Science Laboratory: 0 semester hours.**

Required laboratory portion of CSD 4435. COREQ: CSD 4435. S

**CSD 4440 Special Topics Workshop: 1-3 semester hour.**

Presentation of professionally related topics in workshop format. Meets for a minimum of 16 contact hours per credit with appropriate outside assignments, readings, or papers. May be repeated for up to 6 credits. Graded S/U. D

**CSD 4445 Aural Rehabilitation: 3 semester hours.**

Aural rehabilitation of the hearing impaired. Consideration of amplification, speech reading, auditory training, and other aspects of the process. PREREQ: CSD 3341 or permission of instructor. S

**CSD 4452 Manually Coded English: 3 semester hours.**

Introduces the conversational signer to MCE, developed for the education of the hearing impaired child. Designed for educational interpreters who plan to work in K-8 educational settings. PREREQ: Permission of instructor. S

**CSD 4453 Transliterating I: Voice to Sign: 4 semester hours.**

Theoretical and practical "hands-on" approach to the process of sign language transliterating. Students will render spoken messages in English into contact varieties and signed English, using sample discourses and texts as appropriate to K-12 educational settings. COREQ: CSD 4453L. PREREQ: CSD 3354 and permission of instructor. F



**CSD 4453L Transliterating I:Voice to Sign Laboratory: 0 semester hours.**

Assignments to apply principles taught in CSD 4453. COREQ: CSD 4453. F

**CSD 4454 Transliterating II:Sign to Voice: 4 semester hours.**

Continuation of the theoretical and practical "hands-on" approach to sign language transliterating. Render contact varieties and signed English messages into spoken English. COREQ: CSD 4454L. PREREQ: CSD 3354 and permission of instructor. S

**CSD 4454L Transliterating II:Sign to Voice Laboratory: 0 semester hours.**

Assignments to apply principles taught in CSD 4454. COREQ: CSD 4454. S

**CSD 4455 Creative Interpreting: 3 semester hours.**

Techniques of facial expression, body movements, and ASL features as used in performing arts settings. Skills are developed through pantomime, song, and other activities. F

**CSD 4456 Psychosocial Aspects of Deafness: 3 semester hours.**

Psychological, educational, and social influences of the hearing community on deaf persons and the structure of the deaf community as a socio-cultural entity. PREREQ: CSD 3351 with a B or better. F

**CSD 4460 Educational Audiology: 3 semester hours.**

Overview of school-based audiology services including working within the public school system and with related professionals, legal issues, and options for providing comprehensive services to children with hearing loss and their families. S, Su

**CSD 4461 The Professional Interpreter: 3 semester hours.**

Ethical guidelines and standards of conduct expected of a professional interpreter. Acquaints students with theoretical issues involved in interpreting as a profession. PREREQ: Permission of instructor. AF

**CSD 4470 Field Observation in Interpreting: 2 semester hours.**

Student will be assigned to observe in an elementary/secondary or post-secondary school for six hours per week. May be repeated for up to 8 credits. PREREQ: Permission of advisor. F, S

**CSD 4473 Collaboration: 2 semester hours.**

Presents theoretical models, principles, practices pertaining to collaborating in educational settings. Relevant concepts from the social/behavioral sciences will be examined through discussions, hypothetical situations, and role playing. PREREQ: Permission of instructor. S

**CSD 4474 Educational Interpreting Internship: 4-8 semester hour.**

Student will be assigned to elementary/secondary or post-secondary setting for a period of weeks to match credit. Assignment includes observation and assuming the role of the interpreter under appropriate supervision. May be repeated for a maximum of 8 credits. PREREQ: Permission of advisor. F, S

**CSD 4480 Genetics for Health Care: 3 semester hours.**

An in-depth, interdisciplinary review of the impact of genetics on patients and patient care and the biological, social, ethical and legal issues surrounding genetics and genomics. Equivalent to NURS 4480. Su

**CSD 4482 Independent Study: 1-4 semester hour.**

Study of problems selected by students and faculty. May be repeated for up to 8 credits. D

**CSD 4491 Seminar: 1-4 semester hour.**

Reading, preparation, and discussion of reports and projects in all areas of speech and hearing science, speech pathology, and audiology. May be repeated for up to 12 credits. D

## Department of Physical and Occupational Therapy

### School of Rehabilitation and Communication Sciences

The School of Rehabilitation and Communication Sciences (SRCS) is composed of 2 departments with 5 programs. The Department of Communication Sciences and Disorders (CSD) consists of programs in Audiology, Sign Language Interpreting, and Speech-Language Pathology. The Department of Physical and Occupational Therapy (DPOT) includes programs in Occupational Therapy and in Physical Therapy. The programs within the School reflect the organization found in many rehabilitation facilities, acknowledging the strong relationships found among these disciplines.

### Baccalaureate Programs

The School of Rehabilitation and Communication Sciences is home to 2 baccalaureate degrees (BS in Communication Sciences & Disorders; BS in Sign Language Interpreting), and one Associate's degree (AS in Sign Language Studies).

### Department of Physical and Occupational Therapy

The Department of Physical and Occupational Therapy offers the Doctor of Physical Therapy (DPT) and the Master of Occupational Therapy graduate degrees for those students wanting to enter the professions of occupational or physical therapy. The programs are three years in length and degrees are granted after successful completion of all academic and clinical requirements. Both graduate degree programs are accredited.

The Physical Therapy Graduate Program is accredited by the Commission on Accreditation of Physical Therapy Education. The Occupational Therapy - Graduate Program is accredited by the Accreditation Council for Occupational Therapy Education.

A 3.0 overall GPA for all prerequisite course work and a 3.0 GPA in each science area is required for consideration for admission into either program. Applicants must additionally meet all requirements for admission to the Graduate School. In addition to specific course prerequisites, applicants will have to provide evidence of having worked in a physical therapy or an occupational therapy setting as an aide or volunteer.

Undergraduate students preparing for physical or occupational therapy should choose a major which is of interest to them and which will assist in completion of prerequisite course work. Baccalaureate students will have advisors in their major department, but should also seek additional health professions' advising through the Department of Biological Sciences. Students who have completed a baccalaureate degree and who are completing prerequisites for physical or occupational therapy should call the Department of Physical and Occupational Therapy for appropriate advising. For further information on physical therapy or occupational therapy entrance requirements and program description, refer to the Graduate Catalog (<http://coursecat.isu.edu/graduate>) or department website at <http://www.isu.edu/dpot/>.

## Admission into the Occupational Therapy Program

Students may be admitted for fall semester entry into the Master of Occupational Therapy (MOT) program through the normal graduate school admissions procedure by satisfactorily completing the prescribed prerequisite courses and satisfying the other admission requirements as listed on the MOT program application form.

Students may also have the option of early pre-professional entry into the program through the established guidelines of the Bachelor of Science in Health Science (BSHS), Pre-Occupational Therapy, Accelerated degree program.

During the first three years of this track of the BSHS degree, students follow a structured course of study that will meet their interests, university degree requirements, and Occupational Therapy Program admissions requirements. Students may apply to this degree option in the Fall of their junior year. Students are admitted to the pre-professional year for occupational therapy during their senior year on a competitive basis. With successful completion of the pre-professional year in the OT program, each student will receive a Bachelor of Science in Health Science degree and continue (after acceptance by the Graduate School) directly into the second and third year curriculum for the MOT degree.

The combination of the BSHS and MOT program creates a seamless entry into the occupational therapy profession, ensuring that all prerequisites in social, physical and biological sciences are completed in a timely manner. For further information on the BSHS and the MOT program, contact the Department of Physical and Occupational Therapy at (208) 282-4095.

### MOT Program Prerequisites

- **SOCIAL BEHAVIORAL SCIENCE (4 courses, 3 credits each)**

- Human Development - 1 semester
- Sociology - 1 semester
- Abnormal Psychology - 1 semester
- Cultural Anthropology - 1 semester

- **BIOLOGY (2 courses, 4 credits each)**

**Anatomy and Physiology**, each with laboratory (vertebrate or human); 2 semesters or 2-3 quarters. This course must have been completed within the last 7 years. Courses on human anatomy and physiology MUST be listed in Biology, Zoology, Anatomy or Physiology Departments for fulfillment of this requirement.

- **CHEMISTRY (1 course, 4 credits)**

**Introductory Chemistry with laboratory**, 1 semester. A more advanced chemistry course at upper division or graduate level with laboratory may also meet this requirement. Must be a course for science majors.

- **MATHEMATICS (1 course)**

**Statistics** - 3 or more units. Courses about research methods or tests and measurements will NOT meet this requirement.

- **ENGLISH/COMMUNICATION (2 courses)**

**Composition** - 3 credits

**Speech Communication** - 2 or 3 credits

**Technical Writing** (not required, but highly recommended) - 3 credits

- **OTHER REQUIRED COURSES**

At least 5 courses from this category are required, 3 credits each, chosen from:

- economics
- history

- education
- humanities
- ethics
- literature
- fine arts
- philosophy
- foreign language

- **HIGHLY RECOMMENDED:**

Introductory Physics with Laboratory

## Computer Competence

Applicants must be competent in working with computers and be able to use word processing and spreadsheet software prior to entry into the program.

## Physical Therapy Preparation

Although any undergraduate major is acceptable for entry into the Doctor of Physical Therapy program, preparation must provide a strong background in natural and social sciences and include the following prerequisite courses.

- **BIOLOGY (3 courses).** Botany courses will NOT be accepted.
  - 1 & 2. Anatomy and Physiology each with laboratory (vertebrate or human), 2 semesters or 2-3 quarters. This course must have been completed within the last 7 years. Courses on human anatomy and physiology MUST be listed in Biology, Zoology, Anatomy or Physiology Departments for fulfillment of this requirement.
  3. Exercise Physiology, 2 or 3 credits. This course may be found in Physical Education departments.
- **CHEMISTRY (2 courses)**
  - 1 & 2. Introductory Chemistry with laboratory, 2 semesters or 2-3 quarters. A more recently completed chemistry course at upper division or graduate level with laboratory may also meet this requirement. Must be courses for science majors.
- **PHYSICS (2 courses)**
  - 1 & 2. Introductory Physics with laboratory, 2 semesters or 2-3 quarters. A more recently completed physics course at upper division or graduate level with laboratory may also meet this requirement. Must be courses for science majors.
- **MATHEMATICS (1 course)**
  1. Statistics - 3 or more units. Courses about research methods or tests and measurements will NOT meet this requirement.
- **PSYCHOLOGY and SOCIOLOGY or ANTHROPOLOGY or HEALTH SCIENCE (5 courses)**
  1. Introductory Psychology. More recent upper division psychology courses may be accepted.
  2. Sociology or Anthropology or Health Science or Psychology (1 course). This course must be relevant to health care, rural societies, cultural diversity, aging, health care administration, abnormal psychology or epidemiology. Marriage/Family, religion or history courses will NOT meet this requirement.
  3. Course in Human Development or Motor Development Learning (2-3 credits).
- **MEDICAL TERMINOLOGY (1 semester)**
  1. One semester of medical terminology.

## Computer Competence and Technical Writing

Applicants must be competent in working with computers and be able to use word processing and spreadsheet software prior to entry into the program. A course in technical writing is strongly recommended.

## Occupational Therapy Preparation

Occupational Therapists are health practitioners with graduate-level degrees who help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes.

The curative nature of occupational therapy is extremely broad and requires practitioners with an interest in the complexity of humanity and the diversity of human occupation. They also need the ability to think critically and creatively and to be able to address occupational performance problems resulting from disease, trauma, and mental illness. To be prepared, a student must enter the profession with a foundation in the liberal arts in addition to

biological, physical, and social sciences. For this reason, graduate-level programs in occupational therapy require specific coursework as a prerequisite to applying for admission to their programs. Graduate-level programs in occupational therapy do not require a specific undergraduate degree for admissions.

The Bachelor of Science in Health Science (BSHS) Pre-Occupational Therapy Concentration (4+3) is a degree program designed for students who are interested in a future career in the health profession. It provides a concentration area for students wishing to eventually apply to a graduate program in occupational therapy. One BSHS degree concentration area, Pre-Occupational Therapy, allows for the student to obtain a broad health science background by completing a BSHS degree. Once completed, the student is positioned with the necessary academic prerequisites to apply to many graduate-level occupational therapy programs (but students must carefully check prerequisite requirements for all programs they are interested in to assure fulfillment of each program's individual requirements). Admission and successful completion of this concentration area does not guarantee admission into the ISU Master of Occupational Therapy program.

The second BSHS professional concentration area, Pre-Occupational Therapy, Accelerated (3+3) (available to a limited number of students selected on a competitive basis), provides the opportunity for students to enter the graduate-level ISU Occupational Therapy program during their fourth undergraduate year and complete a pre-professional year in the program while undergraduates. During the first three years, students wishing to pursue this concentration area complete a course of study that meets the ISU General Education requirements and the OT program prerequisite course requirements. These students may apply during the fall semester of their junior academic year for accelerated entry status. If accepted, they complete the pre-professional year within the OT program during their senior year. Upon successful completion of the pre-professional year, each student will receive a Bachelor of Science in Health Science degree and continue (after acceptance by the Graduate School) as a graduate student directly into the third semester (summer) of the Master of Occupational Therapy program with expected completion and awarding of the Master's degree two years later.

Students not accepted into the accelerated concentration area may continue within the pre-OT curriculum, earn their bachelor degrees, and apply to graduate-level occupational therapy programs at ISU and elsewhere through the traditional graduate school processes.

Due to the competitive nature of admission to graduate-level occupational therapy programs, students are strongly encouraged to maintain a minimum grade point average of 3.0 throughout the BSHS curriculum.

## Bachelor of Science in Health Science

### Concentration 1: Pre-Occupational Therapy

#### Required Courses

<b>General Education Objectives (min 36 cr)</b>		36
<b>BS in Health Science Core</b>		20-24
ANTH 2238 (p. 383)	Peoples and Cultures of the New World	3
BIOL 3302 (p. 383) & 3302L (p. 383)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1111 (p. 383) & 1111L (p. 383)	General Chemistry I and General Chemistry I Lab	5
ENGL 1101 (p. 383)	English Composition	3
MATH 1153 (p. 383)	Introduction to Statistics	3
PSYC 2225 (p. 383)	Child Development	3
PSYC 3301 (p. 383)	Abnormal Psychology I	3
SOC 1101 (p. 383)	Introduction to Sociology	3
<b>5 additional courses (3 credits each) from economics, education, ethics, fine arts, foreign language, history, humanities, literature, and philosophy</b>		15
<b>Electives</b>		18-22
<b>Highly Recommended Electives:</b>		
ENGL 3307 (p. 383)	Professional and Technical Writing	3
PHYS 1111 (p. 383) & PHYS 1113 (p. 383)	General Physics and General Physics I Laboratory	4

See the Bachelor of Science in Health Science (p. 303) in the Division of Health Sciences section of the catalog for additional information.

### Concentration 2: Pre-Occupational Therapy, Accelerated

#### Required Courses:

<b>General Education Objectives (min 36 cr)</b>	36
<b>BS in Health Science Core</b>	20-24

**Accelerated Occupational Therapy Concentration (46 cr)<sup>1</sup>**

ANTH 2238 (p. 383)	Peoples and Cultures of the New World (Satisfies General Education Objective 9)	3
BIOL 3302 (p. 383) & 3302L (p. 383)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1111 (p. 383) & 1111L (p. 383)	General Chemistry I and General Chemistry I Lab	5
(The two sets of courses above satisfy General Education Objective 5)		
MATH 1153 (p. 383)	Introduction to Statistics (Satisfies General Education Objective 3)	3
ENGL 1101 (p. 383)	English Composition	3
PSYC 3301 (p. 383)	Abnormal Psychology I	3
PSYC 2225 (p. 383)	Child Development	3
SOC 1101 (p. 383)	Introduction to Sociology (Partially satisfies General Education Objective 6)	3
<b>5 additional courses (3 credits each) from economics, education, ethics, fine arts, foreign language, history, humanities, literature, philosophy</b>		<b>15</b>

<sup>1</sup> Some Pre-Occupational Therapy Accelerated Concentration courses can also meet General Education Objectives.

Apply to the Pre-Occupational Therapy Accelerated Program during fall semester of junior year.

**Pre-Professional Year (if accepted into the program) (31 cr)**

BIOL 4474 (p. 383)	Human Anatomy Occupational and Physical Therapy	5
BIOL 4486 (p. 383)	Human Systemic Physiology	5
PTOT 4412 (p. 383)	Professional Communication	2
PTOT 4413 (p. 383)	Occupational Therapy Profession	3
PTOT 4401 (p. 383)	Clinical Kinesiology and Biomechanics	4
PTOT 4402 (p. 383)	Clinical Neuroscience	5
PTOT 4421 (p. 383)	Self-Exploration in Occupation	3
PTOT 4422 (p. 383)	Occupational Performance	3
PTOT 4442 (p. 383)	Occupational Performance Laboratory	1

See the Bachelor of Science in Health Science (p. 303) in the Division of Health Sciences section of the catalog for additional information.

**Courses*****PTOT 2209 Introduction to Occupational Therapy: 1 semester hour.***

Exploration of the diversity of occupational therapy and how occupation or "activity" can be used as an intervention for promoting health and independence in persons with physical, emotional, and developmental disabilities. S

***PTOT 2299 Experimental Course: 1-6 semester hour.******PTOT 4401 Clinical Kinesiology and Biomechanics: 4 semester hours.***

Analysis of normal and pathological human movement in joints, posture, gait, and the vertebral column. Application of movements to therapeutic interventions is emphasized. PREREQ: BIOL 4474. S

***PTOT 4402 Clinical Neuroscience: 5 semester hours.***

Study of structure and function of the human nervous system or the cellular and systemic levels. Specific application to clinical management of neurological problems and pathology. PREREQ: BIOL 4474 and BIOL 4486. S

***PTOT 4412 Professional Communication: 2 semester hours.***

Introduction to standard forms of professional communication in physical and occupational therapy and among other health care professions. Medical record-keeping and interdisciplinary communication are emphasized. F

***PTOT 4413 Occupational Therapy Profession: 3 semester hours.***

Historical overview of occupational therapy in health care, education and psychosocial settings. Occupational therapy process, rural human service delivery system, professionalism, ethics, and legal issues will be examined. F

***PTOT 4421 Self-Exploration in Occupation: 3 semester hours.***

Focus on self-exploration in occupation and purposeful activity. Self-evaluation in occupational performance areas, components, and context. The student will complete a self-development plan in occupation. Su

***PTOT 4422 Occupational Performance: 3 semester hours.***

Person/occupation/environment interactions are examined from the perspective of multiple theories and models that analyze typical occupations and address performance dysfunctions. PREREQ: PTOT 4413 and PTOT 4421. COREQ: PTOT 4442. S

***PTOT 4442 Occupational Performance Laboratory: 1 semester hour.***

Introduction to and practice using occupation focused evaluation tools and methodologies used in analyzing, evaluating, and categorizing occupational performance. COREQ: PTOT 4422. S

# College of Science and Engineering

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## College of Science and Engineering

**Dean:** (Vacant)

**Associate Dean:** David W. Rodgers, Ph.D.

### Mission

The College of Science and Engineering provides students with a comprehensive education to prepare them for careers in mathematics, science, engineering, and related fields such as education and the health professions. This is accomplished not only through classroom training, but especially through laboratory-, project-, and field-based instruction. Scholarly research is integral to our mission as a means of teaching students to be original and critical thinkers, as well as improving our world through discovery and invention.

### College Structure

The College is divided into 7 units: the Departments of Biological Sciences, Chemistry, Geosciences, Mathematics, and Physics; Computer Science; and the School of Engineering. Engineering is further divided into 4 departments: Civil and Environmental Engineering, Electrical Engineering, Mechanical Engineering, and Nuclear Engineering and Health Physics. Collaboration between units is a characteristic feature of the college: students take courses from several departments; faculty co-advise students; and research teams cross disciplinary boundaries.

### Degrees Offered

Each department offers a range of undergraduate degrees pertinent to its discipline. Depending upon the department, these may include the Associate of Science (A.S.), Bachelor of Science (B.S.), and Bachelor of Arts (B.A.) degrees as well as various minors, emphasis areas, and tracks. Each degree requires the student to take a unique set of classes within the discipline as well as classes from other departments within and beyond the College. The degrees are described in detail on the following pages and each department can provide additional information.

### Advising

Students interested in a major or minor offered by the College of Science and Engineering are strongly encouraged, as soon as possible in their college career, to contact an advisor within the appropriate discipline(s). These advisors are intimately familiar with the degree requirements and can recommend the sequence of classes best suited for each student. They can also describe the culture, extracurricular activities, and job opportunities associated with their degree programs. Depending upon the department, this advisor may be the department chair, a program director, a specific faculty member within the department, or any other faculty member. To find the appropriate person, students should contact the department directly and ask for advising assistance.

The School of Engineering has additional specific advising requirements such that every student taking an engineering class must meet with an advisor prior to registration each semester.

Finally, ISU Central Academic Advising provides academic assistance to all students and is particularly useful for students who have not selected a major field of concentration.

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## Department of Biological Sciences

The Department of Biological Sciences offers four undergraduate degrees: the B.A. in Biology, the B.S. in Biochemistry (a joint program with the Department of Chemistry and the Department of Biomedical and Pharmaceutical Sciences), the B.S. in Biology, and the B.S. in Microbiology. Within two of the four degrees, students select an area of concentration. Each undergraduate degree program is designed to prepare students with a distinct set of knowledge and skills that will serve as the foundation for a technical or scientific career, further graduate studies, professional schools in a variety of human and animal health fields, or as biology educators. Students should meet with an advisor early in their program to select the most appropriate major and concentration.

### Bachelor of Arts in Biology

The B.A. in Biology is designed for students who want to pursue either teacher certification in biology or a career where skills and knowledge of natural history (outdoor or environmental education, interpretation, identification, field studies) are desirable. The B.A. has fewer courses in Chemistry, Physics, and Mathematics than the B.S. in Biology, and more upper division electives, providing students with greater latitude to design their own program of study. Students who pursue the B.A. in Biology *will not meet the minimum requirements* for admission to most graduate research programs in biological sciences or professional programs in the health sciences.

The B.A. degree requires that students complete all of the General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog. Students must also satisfy the core requirements listed below and

the requirements of one of the concentrations (Biology Education or Natural History). All graduates of this degree program will earn a B.A. in Biology regardless of the concentration selected.

#### Required Core Courses:

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4
BIOL 3358	Genetics	3
BIOL 4417	Organic Evolution	3
BIOL 4491 & BIOL 4492	Seminar and Seminar	2

#### Required Supporting Science Courses:

MATH 1160 or MATH 1153	Applied Calculus Introduction to Statistics	3
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4

### Concentration in Biology Education

*(Idaho teacher preparation requires 45 credits of Biology in the Single Subject Major)*

Students in the B.A. in Biology program with the Concentration in Biology Education may complete the requirements for teacher certification by completing the Professional Education Core and other required courses in the College of Education. Such students must apply for admission to the Teacher Education program (see the College of Education (<http://coursecat.isu.edu/education>) section of the catalog for details).

In addition to completing the Required Core courses and the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>), students earning a B.A. in Biology in the Biological Education concentration must complete the following requirements.

#### Required Courses:

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 4413	Biology Teaching Methods	3

#### Elective Courses:

2 courses from Animal Biology list below	6-8
2 courses from Plant Biology list below	6-8
Biology Electives (any Biology course, to meet 45 credits minimum)	2-4

#### Suggested Animal Biology Courses:

BIOL 3304 & 3304L	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5
BIOL 3310 & 3310L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIOL 4423	General Parasitology	3
BIOL 4426 & 4426L	Herpetology and Herpetology Lab	4
BIOL 4427 & 4427L	Ichthyology and Ichthyology Lab	4



BIOL 4431 & 4431L	General Entomology and General Entomology Lab	4
BIOL 4438	Ornithology	4
BIOL 4441 & 4441L	Mammalogy and Mammalogy Lab	4
BIOL 4459 & 4459L	Fish Ecology and Fish Ecology Laboratory	4
BIOL 4462 & 4462L	Freshwater Ecology and Freshwater Ecology Lab	4
BIOL 4495	Animal Behavior	4

**Suggested Plant Biology Courses:**

BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 4412 & 4412L	Systematic Botany and Systematic Botany Lab	4
BIOL 4404	Plant Physiology	3
BIOL 4404L	Plant Physiology Lab <sup>1</sup>	1
BIOL 4405 & 4405L	Plant Form and Function and Plant Form and Function Lab	4
BIOL 4408	Plant Ecology	3
BIOL 4408L	Plant Ecology Lab <sup>1</sup>	1
BIOL 4442	Plant Animal Interactions	3

<sup>1</sup> These are optional labs.

**Concentration in Natural History**

Students in the B.A. in Biology program with the Concentration in Natural History should meet with an advisor to select the most appropriate courses for their interests. Students in this program may consider a Minor in another program, such as Outdoor Education (see the College of Education, Department of Sport Science and Physical Education (<http://coursecat.isu.edu/education/sportscienceandphysicaleducation>), for details) or Geology (see College of Science and Engineering, Department of Geosciences (<http://coursecat.isu.edu/scienceengineering/geosciences>), for details).

In addition to completing the Required Core courses and the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>), students earning a B.A. in Biology in the Natural History concentration must complete the following requirements.

**Required Electives****Diversity, Ecology, and Evolution Courses:**<sup>1</sup>

At least 2 courses with Animal emphasis	7-8
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At least 2 courses with Plant emphasis	7-8
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## Footnotes

<sup>1</sup> See the Suggested Animal and Plant Biology course lists in the Biology Education Concentration above.

**Biology Electives (any Biology course):**

At least 3 courses in Biology	8-10
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**Suggested Supporting Courses from Other Departments:**

GEOL 1100	The Dynamic Earth	3
GEOL 1101	Physical Geology	3
HIST/MUSE 4411	Introduction to Museum Studies	2
PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

## Bachelor of Science in Biochemistry

Three departments - Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences - jointly offer the B.S. degree in Biochemistry. The curriculum is designed to prepare the student for graduate work in biochemistry and related fields, as well as for admission to medical, dental, or other health professional schools. The graduate is also prepared to go directly into research or industrial positions which require preparation only at the B.S. level.

The purpose of the B.S. in Biochemistry is to serve students who seek to develop a strong background in biochemistry and the supporting sciences of biology, chemistry, and physics. Majors also gain experience in the broad areas of biochemistry, molecular biology, biotechnology, and medical and/or ecological applications of each. Majors gain experience that will prepare them to participate in research development, planning and implementation, and to be competent to carry out standard biochemical and molecular biology techniques in the laboratory. The B.S. in Biochemistry prepares students to be competitive for positions in research, graduate schools, health profession schools, and in the biotechnology industry.

### Core Requirements <sup>1</sup>

Students pursuing a Bachelor of Science must satisfy all of the General Education Objectives (a minimum of 24 credits; Objectives 3 and 5 are satisfied in the core--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Students must also satisfy the core requirements listed below and at least **20** credits of elective courses in Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences. In order to make timely progress toward the degree, it is imperative that the student work closely with a major advisor. All graduates of this program will earn a B.S. in Biochemistry.

BIOL 1101 (p. 389) & 1101L (p. 389)	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
BIOL 1102 (p. 389) & 1102L (p. 389)	Biology II and Biology II Lab	4
BIOL 2235 (p. 389) & 2235L (p. 389)	General Microbiology and General Microbiology Lab <sup>2</sup>	4
BIOL 3358 (p. 389)	Genetics	3
BIOL 4437/CHEM 4438 (p. 389)	Experimental Biochemistry	1
BIOL 4444 (p. 389) & 4444L (p. 389)	Cell and Molecular Biology and Cell and Molecular Biology Lab	5
BIOL/CHEM 4445 (p. 389)	Biochemistry I	3
BIOL/CHEM 4447 (p. 389)	Biochemistry II	3
BIOL/CHEM 4498 (p. 389)	Seminar in Biochemistry	1
CHEM 1111 (p. 389) & 1111L (p. 389)	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
CHEM 1112 (p. 389) & 1112L (p. 389)	General Chemistry II and General Chemistry II Lab (Partially satisfies General Education Objective 5)	4
CHEM 2232 (p. 389) & CHEM 2234 (p. 389)	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 (p. 389) & CHEM 3303 (p. 389)	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 (p. 389) & CHEM 3304 (p. 389)	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3341 (p. 389)	Topics in Physical Chemistry <sup>3</sup>	3
CHEM 3342 (p. 389)	Topics in Physical Chemistry <sup>3</sup>	3
MATH 1170 (p. 389)	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175 (p. 389)	Calculus II	4
PHYS 1111 (p. 389) & PHYS 1113 (p. 389)	General Physics and General Physics I Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
PHYS 1112 (p. 389) & PHYS 1114 (p. 389)	General Physics II and General Physics II Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
Additional General Education Requirements		24
An additional 5 credits from any college or department		5
Total Hours		100

- 1 Students must pass core classes with a grade of C- or better.
- 2 May elect to take BIOL 2206 (p. 389) and BIOL 2207 (p. 389) instead of BIOL 2235 (p. 389) and BIOL 2235L (p. 389).
- 3 May elect to take CHEM 3351 (p. 389) and CHEM 3352 (p. 389) instead of CHEM 3341 (p. 389) and CHEM 3342 (p. 389).
- 4 PHYS 2211 (p. 389), PHYS 2212 (p. 389), PHYS 2213 (p. 389), and PHYS 2214 (p. 389) may be taken to fulfill the Physics requirement in the core curriculum.

## Electives

Students must take a minimum of **20** elective credits from the list below, with at least **8** credits in Biological Sciences (BIOL), **8** credits in Chemistry (CHEM), and **4** additional credits in either Biological Sciences (BIOL), Chemistry (CHEM), Mathematics (MATH), or Biomedical and Pharmaceutical Sciences (PSCI).

### Courses in Biological Sciences:

BIOL 3301 (p. 389) & 3301L (p. 389)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 (p. 389) & 3302L (p. 389)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3304 (p. 389) & 3304L (p. 389)	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5
BIOL 3324 (p. 389) & 3324L (p. 389)	Developmental Biology and Developmental Biology Lab	4
BIOL 4404 (p. 389) & 4404L (p. 389)	Plant Physiology and Plant Physiology Lab	4
BIOL 4417 (p. 389)	Organic Evolution	3
BIOL 4433 (p. 389) & 4433L (p. 389)	Microbial Physiology and Microbial Physiology Laboratory	4
BIOL 4434 (p. 389) & 4434L (p. 389)	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4443 (p. 389)	Endocrinology	3
BIOL 4449 (p. 389)	Human Physiology I	4
BIOL 4451 (p. 389) & 4451L (p. 389)	Immunology and Immunology Laboratory	4
BIOL 4453 (p. 389)	Foundations in Neuroscience	3
BIOL 4456 (p. 389)	Human Physiology II	4
BIOL 4461 (p. 389)	Advanced Genetics	3
BIOL 4473 (p. 389) & 4473L (p. 389)	Applied and Environmental Microbiology and Applied Environmental Microbiology Lab	4
BIOL 4475 (p. 389)	General Virology	3
BIOL 4477 (p. 389)	Bacterial Virology Laboratory	1
or BIOL 4478 (p. 389)	Animal Virology Laboratory	
BIOL 4481 (p. 389) & BIOL 4482 (p. 389)	Independent Problems and Independent Problems	max 2
BIOL 4494 (p. 389)	Seminar in Microbiology	1

### Courses in Chemistry:

CHEM 2211 (p. 389) & CHEM 2213 (p. 389)	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 3311 (p. 389) & CHEM 3312 (p. 389)	Introduction to Research and Introduction to Research	max 2
CHEM 3331 (p. 389) & CHEM 3334 (p. 389)	Instrumental Analysis and Instrumental Analysis Laboratory	4
CHEM 3365 (p. 389) & CHEM 3366 (p. 389)	Synthetic Methods and Synthetic Methods Laboratory	4
CHEM 4407 (p. 389)	Inorganic Chemistry II <sup>1</sup>	2
CHEM 4433 (p. 389) & CHEM 4437 (p. 389)	Environmental Chemistry and Environmental Chemistry Laboratory	3

CHEM 4453 (p. 389)	Modern Experimental Physical Chemistry <sup>2</sup>	2
CHEM 4481 (p. 389) & CHEM 4482 (p. 389)	Independent Problems in Chemistry and Independent Problems in Chemistry	max 2
CHEM 4485 (p. 389)	Senior Research	max 1
CHEM 4491 (p. 389)	Seminar	1

**Courses in Mathematics:**

MATH 2240 (p. 389)	Linear Algebra	3
MATH 2275 (p. 389)	Calculus III	4
MATH 3360 (p. 389)	Differential Equations	3

**Courses in Biomedical and Pharmaceutical Sciences:**

PSCI 2205 (p. 389)	Drugs in Society	2
PSCI 3301 (p. 389)	Introduction to Pharmacology	3
PSCI 3308 (p. 389)	Drug Discovery	3
PSCI 3353 (p. 389)	Introduction to Methods in Pharmaceutical Sciences	2
PSCI 4407 (p. 389)	Pharmacogenomics	2
PSCI 4408 (p. 389)	Medicinal Chemistry	3
PSCI 4440 (p. 389)	Fundamentals of Nanoscience	3

<sup>1</sup> Prerequisites include CHEM 2211 (p. 389), CHEM 2213 (p. 389), CHEM 3351 (p. 389), and CHEM 3352 (p. 389).

<sup>2</sup> Prerequisites include CHEM 3334 (p. 389), CHEM 3351 (p. 389), and CHEM 3352 (p. 389).

## Bachelor of Science in Biology

The purpose of the B.S. in Biology is to serve students who have a broad interest in the biological sciences and who seek substantial flexibility in the development of their own programs. This degree fosters, in students, knowledge and understanding of major concepts in the discipline as well as the processes of scientific investigation. Students served by this Major are those interested in preparing for a career in biology, ecology, conservation or natural history, entering a health-related professional program (i.e., physician assistant, occupational therapist, medical doctor, etc.), certifying to teach in public schools, or developing a variety of laboratory skills. The B.S. in Biology requires significant exposure to biological sciences, as well as concepts in math and the physical sciences, while providing a large number of electives. The consequence is an understanding of the biological sciences and the flexibility and opportunity to specialize in areas of interest to students. Up to 8 credits of Independent Problems and/or Mentored Research (AMOEB) can be applied to the student's undergraduate degree.

### Core Requirements

Students pursuing the B.S. degree must satisfy 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Students must also satisfy the core requirements listed below and the requirements of one of the concentrations in biology. All graduates of this degree program will earn a B.S. in Biology, regardless of the concentration selected.

**Required Courses:**

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory <sup>1</sup>	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4
BIOL 3316	Biometry Laboratory	1
BIOL 3358	Genetics	3
BIOL 4417	Organic Evolution	3
BIOL 4491 & BIOL 4492	Seminar and Seminar	2
MATH 1160	Applied Calculus	3

MATH 3350	Statistical Methods	3
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
PHYS 1111 & PHYS 1113	General Physics and General Physics I Laboratory	4
Select two of the following:		7
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	
PHYS 1112 & PHYS 1114	General Physics II and General Physics II Laboratory	
BIOL 4432	Biochemistry	
General Education		24
Total Hours		79

<sup>1</sup> BIOL 2235, BIOL 2235L, General Microbiology and Lab, may substitute for BIOL 2206, BIOL 2207 in the ECB and IOB concentrations, but not in the BMS concentration. Students in the BMS concentration must take BIOL 2206, BIOL 2207.

## Concentration in Biomedical Sciences (BMS)

The concentration in Biomedical Sciences (BMS) focuses on developing an understanding of the key disciplines that serve as the foundation for biomedical sciences. This includes substantial coursework in chemistry and physics, as well as electives in mammalian anatomy and physiology, development, and neurobiology. The BMS concentration prepares students for graduate studies in biomedical research as well as admission to medical, dental, and veterinary and other health professional programs (pharmacy, physician assistant, optometry, podiatry).

In addition to completing the core requirements, students in the BMS concentration have the opportunity to select from a broad range of physiology, anatomy, and biomedical courses.

## Biomedical Sciences Requirements

### Anatomy and Physiology:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
OR		
BIOL 3304 & 3304L	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5

### Upper Division BMS Electives:

Select a minimum of 12 credits from the following<sup>1</sup>:

BIOL 3305	Introduction to Pathobiology	3
BIOL 3324 & 3324L	Developmental Biology and Developmental Biology Lab <sup>1</sup>	4
BIOL 4400 & 4400L	Oral Histology and Embryology and Oral History and Embryology Lab <sup>2</sup>	3
BIOL 4419 & 4419L	Mammalian Histology and Mammalian Histology Lab <sup>2</sup>	4
BIOL 4423	General Parasitology	3
BIOL 4432	Biochemistry <sup>1</sup>	3
BIOL 4437	Experimental Biochemistry	1
BIOL 4433 & 4433L	Microbial Physiology and Microbial Physiology Laboratory	4

BIOL 4440 & 4440L	Human Gross Anatomy and Human Gross Anatomy Lab <sup>2</sup>	4
BIOL 4443	Endocrinology	3
BIOL 4444 & 4444L	Cell and Molecular Biology and Cell and Molecular Biology Lab	5
BIOL 4449	Human Physiology I <sup>2</sup>	4
BIOL 4450 & 4450L	Head and Neck Anatomy and Head and Neck Anatomy Lab <sup>2</sup>	3
BIOL 4451 & 4451L	Immunology and Immunology Laboratory	4
BIOL 4453	Foundations in Neuroscience	3
BIOL 4455	Pathogenic Microbiology	3
BIOL 4456	Human Physiology II <sup>2</sup>	4
BIOL 4463 & 4463L	Human Pathophysiology and Human Pathophysiology Lab <sup>2</sup>	4
BIOL 4466	Medical Mycology	3
BIOL 4470	Cross-Sectional Anatomy <sup>2</sup>	2
BIOL 4475	General Virology	3
BIOL 4486 & 4486L	Human Systemic Physiology and Human Systemic Physiology Lab <sup>2</sup>	5
BIOL 4481 or BIOL 4482	Independent Problems Independent Problems	1-4
BIOL 2280 or BIOL 4480	Mentored Research Alliance Mentored Research Alliance	2

<sup>1</sup> BIOL 3324 Developmental Biology and BIOL 4432 Biochemistry are strongly recommended as these are often required by medical, dental, and veterinary schools.

<sup>2</sup> Indicates limited enrollment for undergraduates.

#### Microbiology:

BIOL 2221 & 2221L or BIOL 2235 & 2235L	Introductory Microbiology and Introductory Microbiology Laboratory General Microbiology and General Microbiology Lab	4
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#### Total BMS Concentration Requirements:

Anatomy and Physiology	5-8
BMS Electives	12
Microbiology	4
Minimum Total	21-24
Core Requirements	79-80
Total	100-104

#### Concentration in Ecology and Conservation Biology (ECB)

The concentration in Ecology and Conservation Biology (ECB) is for students who seek to understand the fundamental principles of ecology and their applications, with an emphasis on field studies. The ECB concentration prepares students for graduate studies in ecology or applied ecology, and careers in land and resource management (e.g., Bureau of Land Management, US Forest Service, Idaho Department of Fish and Game), environmental studies (e.g., Environmental Protection Agency, US Geological Survey, Department of Environmental Quality), and positions with conservation organizations (e.g., The Nature Conservancy, US Fish and Wildlife Service, World Wildlife Federation). The concentration allows students to select a variety of courses in plant and animal diversity, field biology, and evolution.

In addition to completing the core requirements, students in the ECB concentration have the opportunity to select from a broad range of ecology, diversity, and evolution courses. The concentration requires taxonomic breadth including at least 6 credits of plant biology and 6 credits of animal biology emphasis courses.

## Ecology and Conservation Biology Concentration Requirements

### Field Research:

BIOL 4489	Field Ecology	4
or BIOL 4493	Senior Thesis	

### Ecology Courses:

Select a minimum of 8 credits from the following:

BIOL 1192	Careers in Ecology and Conservation Biology	1
BIOL 3337	Conservation Biology	3
BIOL 4408	Plant Ecology	3
BIOL 4416 & 4416L	Population Ecology and Population Ecology Lab	4
BIOL 4418	Ecological Topics	1
BIOL 4442	Plant Animal Interactions	3
BIOL 4459 & 4459L	Fish Ecology and Fish Ecology Laboratory	4
BIOL 4462 & 4462L	Freshwater Ecology and Freshwater Ecology Lab	4
BIOL/GEOL 4490	Ecosystem Ecology and Global Changes	4

### Diversity or Evolutionary Courses:

Select a minimum of 8 credits from the following:

BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3310 & 3310L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIOL 4406 & 4406L	Plant Diversity and Evolution and Plant Diversity and Evolution Lab	4
BIOL 4412 & 4412L	Systematic Botany and Systematic Botany Lab	4
BIOL 4423	General Parasitology	3
BIOL 4426 & 4426L	Herpetology and Herpetology Lab	4
BIOL 4427 & 4427L	Ichthyology and Ichthyology Lab	4
BIOL 4431 & 4431L	General Entomology and General Entomology Lab	4
BIOL 4434 & 4434L	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4438	Ornithology	4
BIOL 4441 & 4441L	Mammalogy and Mammalogy Lab	4
BIOL 4495	Animal Behavior	4

### Biology Electives:

Students must fulfill a minimum of an additional 3 credits of biology electives for which they can select any course in Biology, including Independent Problems (BIOL 4481 and/or BIOL 4482) and AMOEBAs (Mentored Research Alliance, BIOL 2280 and/or BIOL 4480).

## Total ECB Concentration Requirements

Field Research Experience	4
Ecology Courses	8
Diversity or Evolutionary Courses	8

Biology Electives	3
Minimum Total	23
Core Requirements	79-80
Total	102-103

### Concentration in Integrative Organismal Biology (IOB)

The concentration in Integrative Organismal Biology (IOB) focuses on understanding of the key disciplines that serve as the foundation of organismal biology: anatomy, physiology, behavior, and diversity, and electives in a variety of integrative biology courses. Students may select either an animal or a plant focus, or a combination. The IOB concentration prepares students for graduate studies in various fields of organismal biology (physiology, botany, zoology, evolution, ecology, behavior) and for professional schools (veterinary or OT/PT).

In addition to completing the core requirements, students in the IOB concentration have the opportunity to select from a broad range of physiology, anatomy, and diversity courses.

#### Anatomy, Physiology, and Development Courses:

Select a minimum of 8 credits from the following:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3304 & 3304L	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5
BIOL 3324 & 3324L	Developmental Biology and Developmental Biology Lab	4
BIOL 4404	Plant Physiology	3
BIOL 4405 & 4405L	Plant Form and Function and Plant Form and Function Lab	4
BIOL 4419 & 4419L	Mammalian Histology and Mammalian Histology Lab	4
BIOL 4432	Biochemistry	3
BIOL 4443	Endocrinology	3
BIOL 4464	Lectures in Human Physiology	4

#### Diversity or Evolutionary Courses:

Select a minimum of 8 credits from the following:

BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3310 & 3310L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIOL 4406 & 4406L	Plant Diversity and Evolution and Plant Diversity and Evolution Lab	4
BIOL 4412 & 4412L	Systematic Botany and Systematic Botany Lab	4
BIOL 4423	General Parasitology	3
BIOL 4426 & 4426L	Herpetology and Herpetology Lab	4
BIOL 4427 & 4427L	Ichthyology and Ichthyology Lab	4
BIOL 4431 & 4431L	General Entomology and General Entomology Lab	4
BIOL 4434 & 4434L	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4438	Ornithology	4
BIOL 4441 & 4441L	Mammalogy and Mammalogy Lab	4



BIOL 4442	Plant Animal Interactions	3
BIOL 4495	Animal Behavior	4

**Biology Electives:**

Students must fulfill a minimum of an additional 8 credits of biology electives for which they can select any course in Biology, including Independent Problems (BIOL 4481 (<http://coursecat.isu.edu/scienceengineering/biologicalsciences>) and/or BIOL 4482 (<http://coursecat.isu.edu/scienceengineering/biologicalsciences>)) and AMOEBA (Mentored Research Alliance, BIOL 2280 (<http://coursecat.isu.edu/scienceengineering/biologicalsciences>) and/or BIOL 4480 (<http://coursecat.isu.edu/scienceengineering/biologicalsciences>)).

**Total IOB Concentration Requirements**

Anatomy, Physiology, or Development courses	8
Diversity or Evolutionary Courses	8
Biology Electives	8
Minimum Total	24
Core Requirements	79-80
Total	103-104

**Bachelor of Science in Microbiology**

The purpose of the BS in Microbiology is to serve students who seek to develop a strong background in microbiology and molecular biology, with applications for biotechnology, medical, and environmental biology. Majors gain experiences that prepare them to participate in the development of research plans and their implementation, and to be competent to carry out standard microbiological and molecular biology techniques in the laboratory. The BS in Microbiology prepares students to be competitive for positions in research, graduate schools, health professional schools, and in the biotechnology industry.

**Core Requirements**

Students pursuing a Bachelor of Science degree must satisfy the General Education Objectives (<http://coursecat.isu.edu/academicinformation/generaleducation>) (a minimum of 36 credits). Students must also satisfy the core requirements listed below and at least **20** credits of elective courses in Microbiology. (Need 36 upper division course hours.) In order to make timely progress toward the degree, it is imperative that the student work closely with a major advisor.

**Required Courses in Biological Sciences:**

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2235 & 2235L	General Microbiology and General Microbiology Lab	4
BIOL 3358	Genetics	3
BIOL 4432	Biochemistry	3-6
OR		
BIOL/CHEM 4445	Biochemistry I	
AND		
BIOL/CHEM 4447	Biochemistry II	
BIOL 4433 & 4433L	Microbial Physiology and Microbial Physiology Laboratory	4
BIOL 4444 & 4444L	Cell and Molecular Biology and Cell and Molecular Biology Lab	5
BIOL 4494	Seminar in Microbiology	1
Total Hours		28-31

**Required Courses in Chemistry, Mathematics<sup>1</sup>, and Physics:**

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4

CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
MATH 1160 or MATH 1170	Applied Calculus Calculus I	3-4
PHYS 1111 & PHYS 1113	General Physics and General Physics I Laboratory	4
PHYS 1112 & PHYS 1114	General Physics II and General Physics II Laboratory	4
Total Hours		32-33

### Microbiology Electives (20 credits)

BIOL 4434 & 4434L	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4437/CHEM 4438	Experimental Biochemistry	1
BIOL 4451 & 4451L	Immunology and Immunology Laboratory	4
BIOL 4454	Advanced Immunology	3
BIOL 4455 & 4455L	Pathogenic Microbiology and Pathogenic Microbiology Laboratory	5
BIOL 4461	Advanced Genetics	3
BIOL 4466	Medical Mycology	3
BIOL 4469	Special Topics in Microbiology	1-4
BIOL 4473 & 4473L	Applied and Environmental Microbiology and Applied Environmental Microbiology Lab	4
BIOL 4475	General Virology	3
BIOL 4477 or BIOL 4478	Bacterial Virology Laboratory Animal Virology Laboratory	1
BIOL 4498	Seminar in Biochemistry	1

### Additional Biological Sciences courses (must take at least 8 credits)

These courses are chosen to enhance student background in a particular area of interest. Suggested courses could include (but are not limited to):

BIOL 2209	General Ecology	4
BIOL 2280 or BIOL 4480	Mentored Research Alliance Mentored Research Alliance	2
BIOL 3301 & BIOL 3302	Anatomy and Physiology and Anatomy and Physiology	8
BIOL 4417	Organic Evolution	3
BIOL 4481 and/or BIOL 4482	Independent Problems Independent Problems	1-4 1-4

(Courses not used to fulfill the microbiology electives could be used to satisfy this requirement.)

<sup>1</sup> Additional courses in Mathematics that are highly recommended for students planning to attend graduate school are MATH 1175 (prerequisite is MATH 1170), MATH 2240, MATH 2275, or MATH 3360.

### Minor in Biology <sup>1</sup>

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
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BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2206 & BIOL 2207	Cell Biology and Cell Biology Laboratory	4
BIOL 2209 & 2209L	General Ecology and General Ecology Laboratory	4
BIOL 3358	Genetics	3
BIOL 4417	Organic Evolution	3
Upper division Biology courses		6
Total Hours		28

<sup>1</sup> The Minor in Biology is only available to majors outside of Biological Sciences.

## Minor in Microbiology <sup>1</sup>

BIOL 2235 & 2235L	General Microbiology and General Microbiology Lab	4
Any combination of the following courses to total 14 credits		14
BIOL 3358	Genetics	
BIOL 4432	Biochemistry	
BIOL 4433 & 4433L	Microbial Physiology and Microbial Physiology Laboratory	
BIOL 4434 & 4434L	Microbial Diversity and Microbial Diversity Lab	
BIOL 4437/CHEM 4438	Experimental Biochemistry	
BIOL 4444 & 4444L	Cell and Molecular Biology and Cell and Molecular Biology Lab	
BIOL 4451 & 4451L	Immunology and Immunology Laboratory	
BIOL 4461	Advanced Genetics	
BIOL 4475	General Virology	
BIOL 4477	Bacterial Virology Laboratory	
BIOL 4478	Animal Virology Laboratory	

**(BIOL 4482, BIOL 4491/BIOL 4492, and BIOL 4494 may not be used without prior approval of the departmental chair or assistant chair.)**

<sup>1</sup> The Minor in Microbiology is available to any major, but the upper division coursework (credits) applied to the Minor must be distinct from those applied to the Major.

## Courses

### **BIOL 1100 Concepts Biology Human Concerns: 4 semester hours.**

Considers biological issues related to human environment, population, inheritance, and basic concepts of resource conservation. Historical, contemporary and future implications of these issues are discussed. COREQ: BIOL 1100L. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### **BIOL 1100L Concepts Biology Human Concerns Lab: 0 semester hours.**

Assignments to apply principles from BIOL 1100. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### **BIOL 1101 Biology I: 4 semester hours.**

Major concepts in biology with an emphasis on the acquisition of new knowledge, cell structure and function, principles of inheritance, and evolution. This course is for students majoring in the biological sciences. COREQ: BIOL 1101L. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### **BIOL 1101L Biology I Lab: 0 semester hours.**

Assignments to apply principles from BIOL 1101. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### **BIOL 1102 Biology II: 4 semester hours.**

Major concepts in biology with an emphasis on the development of diversity, plant and animal structure and function, ecology, and behavior. This course is for students majoring in the biological sciences. PREREQ: BIOL 1101. COREQ: BIOL 1102L. F, S

**BIOL 1102L Biology II Lab: 0 semester hours.**

Assignments to apply principles from BIOL 1102. F, S

**BIOL 1192 Careers in Ecology and Conservation Biology: 1 semester hour.**

Designed to acquaint majors or interested students with the field of conservation and to provide opportunities for interaction among students, faculty and professionals. AS

**BIOL 2206 Cell Biology: 3 semester hours.**

Study of cell structure and function, and experimental techniques used to study cells. Topics include cellular chemistry, expression of genetic information, protein sorting, reproduction, the cytoskeleton, signaling and cancer. PREREQ: BIOL 1101, BIOL 1102, CHEM 1111, and CHEM 1111L. PREREQ or COREQ: CHEM 1112 and CHEM 1112L. COREQ: BIOL 2207 for majors requiring BIOL 2207. F, S

**BIOL 2207 Cell Biology Laboratory: 1 semester hour.**

Experiments applying selected concepts from BIOL 2206. PRE-or-COREQ: BIOL 2206. F, S

**BIOL 2209 General Ecology: 4 semester hours.**

Organisms in relation to their environment. Field trips. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 2209L. F, S

**BIOL 2209L General Ecology Laboratory: 0 semester hours.**

Assignments to apply principles from BIOL 2209. F, S

**BIOL 2213 Fall Flora: 2 semester hours.**

For teachers and others who wish to become acquainted with Idaho plants. Common names are emphasized. Common cultivated and native plants are collected and identified. F

**BIOL 2214 Spring Flora: 2 semester hours.**

For those who wish to become acquainted with the common names and habitat of edible, poisonous, native, and cultivated springtime plants of southeast Idaho. Identification and collection techniques are emphasized. S

**BIOL 2221 Introductory Microbiology: 3 semester hours.**

Essential principles of microbiology and an introduction to various applications of economic importance. No credit if taken after BIOL 2235. PREREQ: CHEM 1101, or CHEM 1111 and CHEM 1111L; BIOL 1101. PRE-or-COREQ: BIOL 2221L. F, S

**BIOL 2221L Introductory Microbiology Laboratory: 1 semester hour.**

PREREQ or COREQ: BIOL 2221. F, S

**BIOL 2230 Bioethics: 3 semester hours.**

Examination of recent advances in biology and medicine in relation to basic ethical theories and traditional value systems. Focuses on human reproduction, genetic engineering, medical care, humans as experimental subjects, environmental issues, and death and dying. D

**BIOL 2235 General Microbiology: 3 semester hours.**

Comparative taxonomy, cytology, physiology, genetics, immunology, and ecology of microorganisms, and a survey of important applications. May be repeated upon completion of BIOL 2235L. PREREQ: BIOL 1101 and CHEM 1112. PRE-or-COREQ: BIOL 2235L. F, S

**BIOL 2235L General Microbiology Lab: 1 semester hour.**

Laboratory exercises covering comparative taxonomy, cytology, physiology, genetics, immunology, and ecology of microorganisms. PRE-or-COREQ: BIOL 2235. F, S

**BIOL 2280 Mentored Research Alliance: 2 semester hours.**

Discovery research in life sciences conducted in a cooperative learning community. May be repeated. PREREQ: BIOL 1101 and BIOL 1101L and permission of instructor. F, S

**BIOL 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**BIOL 3301 Anatomy and Physiology: 4 semester hours.**

Structures and functions of integumentary, skeletal, muscular, and nervous systems. PREREQ: BIOL 1101. COREQ: BIOL 3301L. F,S

**BIOL 3301L Anatomy and Physiology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 3301. F,S

**BIOL 3302 Anatomy and Physiology: 4 semester hours.**

Structures and functions of circulatory, respiratory, urinary, digestive, endocrine, and reproductive systems. PREREQ: BIOL 1101. COREQ: BIOL 3302L. F,S

**BIOL 3302L Anatomy and Physiology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 3302. F,S

**BIOL 3304 Comparative Vertebrate Morphology and Physiology: 5 semester hours.**

Compares the structure and function of organisms including ionic and osmotic regulation, nerve and muscle, skeletal system, circulation, respiration and reproduction. PREREQ: BIOL 1101 and BIOL 1102 and one year of college chemistry. COREQ: BIOL 3304L. S

**BIOL 3304L Vertebrate Morphology and Physiology Lab: 0 semester hours.**

Hands-on investigation of the functional morphology and physiology of selected chordates, with representatives including fish, sharks, cats, and humans. PREREQ: BIOL 1101 and BIOL 1102 and one year of college chemistry. COREQ: BIOL 3304. S

**BIOL 3305 Introduction to Pathobiology: 3 semester hours.**

Concepts of pathobiology, to include causes, common mechanisms and manifestations of human disease. Patterns of pathogenesis as related to physiological mechanisms are examined. PREREQ: BIOL 1101 and BIOL 1101L, BIOL 3301, and BIOL 3302. F, S

**BIOL 3307 Radiobiology: 2 semester hours.**

Survey of the effects of ionizing radiation on living matter at the subcellular, cellular, and organismal levels. Equivalent to HPHY 3307. PREREQ: BIOL 1101 and one of the following: PHYS 1100, PHYS 1111, PHYS 2211, or HPHY 3321. S

**BIOL 3310 Invertebrate Zoology: 4 semester hours.**

General study of invertebrate animals with laboratory work on representatives of the invertebrate phyla. Field trips. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 3310L. S

**BIOL 3310L Invertebrate Zoology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 3310. S

**BIOL 3316 Biometry Laboratory: 1 semester hour.**

Statistical analysis and presentation of data for the biological sciences. This course, which complements MATH 3350, focuses on manipulation, presentation, and analysis of data sets. PRE-or-COREQ: MATH 3350. F, S

**BIOL 3324 Developmental Biology: 4 semester hours.**

Fundamental principles and concepts of embryological development. Selected model systems will be studied to illustrate basic concepts in development. PREREQ: BIOL 1101, BIOL 1102, and BIOL 2206. COREQ: BIOL 3324L. S

**BIOL 3324L Developmental Biology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 3324. S

**BIOL 3337 Conservation Biology: 3 semester hours.**

An introduction to the multidisciplinary study of biodiversity patterns and threats to biodiversity from human activities. PREREQ: BIOL 2209 or permission of instructor. ES

**BIOL 3358 Genetics: 3 semester hours.**

Basic principles of heredity, variation, and gene expression among eukaryotes, prokaryotes, and viruses. PREREQ: BIOL 2206 or BIOL 2235. F, S

**BIOL 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**BIOL 4400 Oral Histology and Embryology: 3 semester hours.**

The microanatomy and formative processes of the teeth and their surrounding structures. COREQ: BIOL 4400L. S

**BIOL 4400L Oral History and Embryology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4400. S

**BIOL 4404 Plant Physiology: 3 semester hours.**

Study of plant physiological processes with emphasis on plant-environment interactions. Topics include physiological ecology, water relations, mineral nutrition, photosynthesis, respiration, translocation of photosynthate, secondary compounds and phytohormones. PREREQ: BIOL 1101 and BIOL 1102; one year of college chemistry. OF

**BIOL 4404L Plant Physiology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4404. COREQ: BIOL 4404. OF

**BIOL 4405 Plant Form and Function: 3 semester hours.**

Integrated studies of anatomical and physiological adaptations of plants to their natural environment. Data collection and analysis will be emphasized. PREREQ: BIOL 1102. COREQ: BIOL 4405L. EF

**BIOL 4405L Plant Form and Function Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4405. EF

**BIOL 4406 Plant Diversity and Evolution: 4 semester hours.**

Study of the reproduction, structure, development, evolution, and classification of the fungi, algae, bryophytes, and vascular plants. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 4406L. OF

**BIOL 4406L Plant Diversity and Evolution Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4406. OF

**BIOL 4408 Plant Ecology: 3 semester hours.**

Major factors limiting plant growth and distribution with emphasis on adaptation and response at the individual, population, and community levels. Lectures, Laboratories. PREREQ: BIOL 1101, BIOL 1102, and BIOL 2209. OS

**BIOL 4408L Plant Ecology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4408. OS

**BIOL 4412 Systematic Botany: 4 semester hours.**

Study of classification and evolution of flowering plants; techniques of phylogeny reconstruction based on molecular and morphological characters. Collection/identification of local flora. Field trips. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 4412L. AS

**BIOL 4412L Systematic Botany Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4412. AS

**BIOL 4413 Biology Teaching Methods: 3 semester hours.**

Designed to help biology teachers plan, teach and evaluate teaching activities. Includes practical experience in a diversity of methods used in science classrooms, and in resources that enhance professional development. Required for secondary teaching majors in biology. PREREQ: 16 credit hours of biology and EDUC 3302, or permission of instructor. F

**BIOL 4415L Human Neurobiology Lab: 1 semester hour.**

Detailed examination of the gross anatomy and pathways of the human central nervous system. PREREQ: Permission of instructor. S

**BIOL 4416 Population Ecology: 3 semester hours.**

Introduces quantitative analysis of populations, emphasizing demography, distribution, abundance, spatial and temporal dynamics, biodiversity, coexistence, and applications to conservation and land use decision-making. Includes data collection and analysis. PREREQ: BIOL 2209. COREQ: BIOL 4416L. ES

**BIOL 4416L Population Ecology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4416. ES

**BIOL 4417 Organic Evolution: 3 semester hours.**

An integrated study of evolution as a unifying concept in biology. An examination of patterns and processes that affect the origin and diversification of species through time. PREREQ: BIOL 3358. F, S

**BIOL 4418 Ecological Topics: 1 semester hour.**

Flexible use of seminars, lectures, and laboratory/field work dealing with current issues in ecology. Topic/emphasis varies. May be repeated for up to 3 credits. PREREQ: BIOL 2209 or permission of instructor. F, S

**BIOL 4419 Mammalian Histology: 4 semester hours.**

Study of animal tissues, including structural and functional characteristics of tissues and organs. PREREQ: BIOL 2206, and either (BIOL 3304 and BIOL 3304L) or (BIOL 3301 and BIOL 3302). COREQ: BIOL 4419L. F

**BIOL 4419L Mammalian Histology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4419. F

**BIOL 4420 Musculo-Skeletal Anatomy: 2 semester hours.**

Study of human body structure emphasizing muscular system and its relationship to axial and appendicular skeleton. Focus is on extremities, thorax, and pelvis with applications toward normal, diseased and rehabilitative functions. PREREQ: BIOL 3301 and BIOL 3302. ES

**BIOL 4423 General Parasitology: 3 semester hours.**

Study of parasitic symbioses of animals, plants and other organisms focusing on concepts, principles, and consequences of such interactions and the coevolutionary processes by which they are created. PREREQ: BIOL 1101 and BIOL 1102. F

**BIOL 4426 Herpetology: 3 semester hours.**

The biology of amphibians and reptiles: lecture topics include evolutionary history, functional morphology, physiological ecology, biogeography, reproductive, and population ecology. Laboratories and field trips cover systematic, natural history, and collecting/sampling techniques. PREREQ: BIOL 2209. COREQ: BIOL 4426L. ES

**BIOL 4426L Herpetology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4426. ES

**BIOL 4427 Ichthyology: 3 semester hours.**

The biology of fishes: lecture topics include evolutionary history, functional morphology, physiological ecology, and biogeography. Laboratory and weekend field trips cover identification, natural history and collecting techniques. Emphasis on Idaho species. PREREQ: BIOL 2209. COREQ: BIOL 4427L. EF

**BIOL 4427L Ichthyology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4427. EF

**BIOL 4428 Medical Parasitology and Entomology: 3 semester hours.**

Study of animal parasites, with an emphasis on protists, helminths and arthropods affecting human health and welfare by their presence or indirectly via pathogens they transmit. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 4428L. EF, D

**BIOL 4428L Medical Parasitology and Entomology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4428. EF, D

**BIOL 4429 Regional Anatomy and Histology: 4 semester hours.**

Regional approach to gross human anatomy emphasizing the use of prosected materials and microscopic anatomy. Designed primarily for students in the Physician Assistant Program. PREREQ: BIOL 3301, BIOL 3302. COREQ: BIOL 4429L. F

**BIOL 4429L Regional Anatomy and Histology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4429. F

**BIOL 4431 General Entomology: 3 semester hours.**

Structure, development, classification, and life histories of insects, including ecological, economic and management considerations. An insect collection may be required. Field trips. PREREQ: BIOL 1101 and BIOL 1102. COREQ: BIOL 4431L. OF

**BIOL 4431L General Entomology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4431. OF

**BIOL 4432 Biochemistry: 3 semester hours.**

Comprehensive discussion/presentation of structure, function and metabolism of biological macromolecules and their constituents, including energetics, regulation, and molecular biology, with emphasis on critical analysis of biochemical issues. PREREQ: BIOL 1101 and CHEM 3301. F, S

**BIOL 4433 Microbial Physiology: 3 semester hours.**

Comparative physiology of microorganisms, including structure/function, metabolic diversity, enzymatic mechanisms of microbial metabolism, and physiology of extreme organisms. This course is a coreq for BIOL 4433L. May be repeated upon completion of BIOL 4433L. PREREQ: BIOL 2235, BIOL 2235L and completion of 90 credits. F

**BIOL 4433L Microbial Physiology Laboratory: 1 semester hour.**

Laboratory exercises in comparative physiology of microorganisms. PREREQ: BIOL 2235, BIOL 2235L, and either BIOL 4432 or BIOL 4445. COREQ: BIOL 4433. F

**BIOL 4434 Microbial Diversity: 3 semester hours.**

Factors influencing the enrichment, cultivation, and isolation of prokaryotes from various metabolic groups and environments. May be repeated upon completion of BIOL 4434L. PREREQ: BIOL 2235 and BIOL 2235L. PRE-or-COREQ: BIOL 4434L. S

**BIOL 4434L Microbial Diversity Lab: 1 semester hour.**

Enrichment, cultivation and isolation of prokaryotes from various metabolic groups and environments. COREQ: BIOL 4434. S

**BIOL 4435 Vertebrate Paleontology: 4 semester hours.**

Phylogenetic history of the vertebrates outlined in the light of morphology, classification, evolution, paleoecology, and the significance of fossils. Field trips. Equivalent to GEOL 4435. PREREQ: GEOL 4431, or BIOL 3304 and BIOL 3304L, or equivalent. F

**BIOL 4437 Experimental Biochemistry: 1 semester hour.**

Laboratory course including both qualitative and quantitative experiments. Equivalent to CHEM 4438. PREREQ or COREQ: BIOL 4432 or BIOL/CHEM 4445. F, S

**BIOL 4438 Ornithology: 4 semester hours.**

Study of the origin, evolution, structure, habits, adaptations, distribution, and classification of birds. Field trips. PREREQ: BIOL 1101, BIOL 1102, and BIOL 2209. S

**BIOL 4439 Principles of Taphonomy: 3 semester hours.**

Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Equivalent to ANTH 4439 and GEOL 4439. PREREQ: Permission of instructor. AS

**BIOL 4440 Human Gross Anatomy: 4 semester hours.**

Comprehensive regional study of gross human anatomy with emphasis on the upper limb, thorax, abdomen, pelvis, and perineum. Designed for first year dental students and complements BIOL 4450. COREQ: BIOL 4440L. F

**BIOL 4440L Human Gross Anatomy Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4440. F

**BIOL 4441 Mammalogy: 3 semester hours.**

General study of mammals including classification, identification, habits, ecology, economics, and techniques of study, with emphasis on North American forms. Field trips. PREREQ: BIOL 2209. COREQ: BIOL 4441L. OS

**BIOL 4441L Mammalogy Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4441. OS

**BIOL 4442 Plant Animal Interactions: 3 semester hours.**

Coevolution of plant and animal form and function emphasizing pollination, herbivory, parasitism, frugivory/seed dispersal, and optimal foraging. PREREQ: BIOL 2209. EF

**BIOL 4443 Endocrinology: 3 semester hours.**

Study of the anatomy and physiology of the ductless glands and the properties and uses of natural and synthetic hormones. PREREQ: BIOL 3304 and BIOL 3304L. ES

**BIOL 4444 Cell and Molecular Biology: 4 semester hours.**

Fundamental principles of cell structure, function and molecular biology: DNA replication, repair, and recombination, transcriptional and post-transcriptional regulation of gene expression, RNA metabolism, protein synthesis, targeting and turnover, post-translational modifications, signal transduction, regulation of the cell division cycle, and molecular genetics of development. May be repeated upon completion of BIOL 4444L. PREREQ or COREQ: BIOL 4444L. PREREQ: BIOL 3358 and CHEM 3302. F

**BIOL 4444L Cell and Molecular Biology Lab: 1 semester hour.**

Laboratory techniques in cell and molecular biology, including cloning, PCR and DNA sequencing. PRE-or-COREQ: BIOL 4444. F

**BIOL 4445 Biochemistry I: 3 semester hours.**

Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology, including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. Equivalent to CHEM 4445. PREREQ: BIOL 1101 and CHEM 3302. F

**BIOL 4446 Selected Topics in Physiology: 1 semester hour.**

Selected topics in physiology for dental students: blood coagulation-complement-kinin systems, prostaglandin and related substances, vitamins, steroids, mucopolysaccharides, collagen and other extracellular matrix macromolecules and cyto- and molecular genetics. S

**BIOL 4447 Biochemistry II: 3 semester hours.**

Functional continuation of BIOL 4445. Lipid, amino acid, and nucleotide metabolism. Emphasis is on regulation of metabolism, metabolic dysfunctions, biochemical mechanisms of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. Equivalent to CHEM 4447. PREREQ: BIOL/CHEM 4445. S

**BIOL 4448 Advanced Experimental Biochemistry: 2 semester hours.**

Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. Equivalent to CHEM 4448. PREREQ: BIOL 4437/CHEM 4438. COREQ: BIOL/CHEM 4447. F, S

**BIOL 4449 Human Physiology I: 4 semester hours.**

First of a two semester sequence. Physiology of the nervous, muscular and circulatory systems. Equivalent to PHAR 9949. PREREQ: BIOL 1101. F

**BIOL 4450 Head and Neck Anatomy: 3 semester hours.**

Comprehensive presentation of the anatomy of the head and neck as it applies to the practice of dentistry. COREQ: BIOL 4450L. S

**BIOL 4450L Head and Neck Anatomy Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4450. S

**BIOL 4451 Immunology: 3 semester hours.**

Study of antigens, antibodies, complement, humoral and cell-mediated immune responses, hypersensitivity, immunodeficiency, autoimmunity, tumor immunology, transplantation, vaccines, infectious disease immunology, and immunodiagnostic assays. PREREQ: BIOL 2221 and BIOL 2221L, or BIOL 2235 and BIOL 2235L. F

**BIOL 4451L Immunology Laboratory: 1 semester hour.**

Selected laboratory experiments to accompany Immunology BIOL 4451. PREREQ or COREQ: BIOL 4451. Open to non-majors by special permission. F

**BIOL 4453 Foundations in Neuroscience: 3 semester hours.**

Organizing principles in neuroscience including biological signaling of excitable cells, neuroanatomy and regional brain functions, and sensorimotor integration of behavior. PREREQ: Permission of instructor. S

**BIOL 4454 Advanced Immunology: 3 semester hours.**

Detailed study of selected areas of immunobiology. Course content will vary with current demand. Students will lead discussions and present current literature. PREREQ: BIOL 4451 and permission of instructor. F

**BIOL 4455 Pathogenic Microbiology: 3 semester hours.**

How the medically important bacteria, viruses and fungi interact with the host to produce disease, including microbe characteristics, pathogenesis, pathological processes, prevention, and treatment methods. PREREQ: BIOL 2221 and BIOL 2221L, or BIOL 2235 and BIOL 2235L. S

**BIOL 4455L Pathogenic Microbiology Laboratory: 2 semester hours.**

Will emphasize procedures for the isolation and identification of pathogenic bacteria. Clinical specimens will be provided for use in identification of unknowns. PREREQ or COREQ: BIOL 4455. S

**BIOL 4456 Human Physiology II: 4 semester hours.**

Physiology of the respiratory, renal, gastrointestinal, and endocrine systems. Includes studies of acid-base balance. Equivalent to PHAR 9956. PREREQ: BIOL 4449 or equivalent. S

**BIOL 4459 Fish Ecology: 3 semester hours.**

Study of the behavior, habitat use, population dynamics, and management of freshwater fishes, especially salmon and trout. Laboratory and weekend field trips emphasize sampling techniques and data analysis. COREQ: BIOL 4459L. PREREQ: BIOL 2209. OF

**BIOL 4459L Fish Ecology Laboratory: 1 semester hour.**

Assignments to apply principles from BIOL 4459. COREQ: BIOL 4459. OF

**BIOL 4460 Neuroscience: 4 semester hours.**

Comprehensive presentation of the anatomy of the central nervous system, the brain and spinal cord. Combined lecture and laboratory demonstration. PREREQ: Permission of instructor. S



**BIOL 4461 Advanced Genetics: 3 semester hours.**

Detailed and critical consideration of selected genetic topics with emphasis on recent advances. PREREQ: BIOL 3358. S

**BIOL 4462 Freshwater Ecology: 3 semester hours.**

Study of the interaction of physical and biotic factors in aquatic ecosystems. Field trips. PREREQ: BIOL 2209. COREQ: BIOL 4462L. EF

**BIOL 4462L Freshwater Ecology Lab: 1 semester hour.**

Assignments to apply principles from BIOL 4462. COREQ: BIOL 4462. EF

**BIOL 4463 Human Pathophysiology: 4 semester hours.**

The study of basic process underlying diseases, with an emphasis on correlating anatomical, functional, and biochemical alterations with clinical manifestations. PREREQ: BIOL 3301 and BIOL 3302, or permission of instructor. COREQ: BIOL 4463L. F

**BIOL 4463L Human Pathophysiology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4463. COREQ: BIOL 4463. F

**BIOL 4464 Lectures in Human Physiology: 4 semester hours.**

Physiology of the nervous, muscular, circulatory, respiratory, and excretory systems. PREREQ: BIOL 3301, BIOL 3302, and one year of college chemistry. F

**BIOL 4466 Medical Mycology: 3 semester hours.**

Lecture/laboratory course addressing medically important fungi. Taxonomy, clinical disease, pathogenesis, immunological diagnosis and laboratory identification of contaminants, opportunists, superficial, cutaneous, subcutaneous and systemic mycoses. PREREQ: BIOL 2221 or BIOL 2235. S

**BIOL 4469 Special Topics in Microbiology: 1-4 semester hour.**

Study of selected topics in microbiology. Course contents will vary with topics selected. May be repeated with departmental approval for nonrepetitive course content. PREREQ: Permission of instructor. F, S

**BIOL 4470 Cross-Sectional Anatomy: 2 semester hours.**

Applied regional anatomy as viewed in sectional planes, emphasizing topographic relationships of organs and surface anatomy, with interpretation of correlated CT and MRI imaging. PREREQ: BIOL 3301 and BIOL 3302. S

**BIOL 4471 Fundamentals of Biological Imaging: 3 semester hours.**

Introduction to microscopy with an emphasis on image formation, documentation, interpretation and analysis relevant to experimental applications in the biological sciences. Lecture and laboratory with independent research component. EF

**BIOL 4472 Clinical Physiology: 2 semester hours.**

A survey of selected organ systems with clinical correlations of pathophysiologic states. PREREQ: BIOL 4464. S

**BIOL 4473 Applied and Environmental Microbiology: 3 semester hours.**

Concepts in applied microbiology and microbial ecology, including fermentation, biotechnology, and ecophysiology. May be repeated upon completion of BIOL 4473L. PREREQ: BIOL 2235. COREQ: BIOL 4473L. ES

**BIOL 4473L Applied Environmental Microbiology Lab: 1 semester hour.**

Laboratory exercises in applied and environmental microbiology. COREQ: BIOL 4473. ES

**BIOL 4474 Human Anatomy Occupational and Physical Therapy: 5 semester hours.**

Applied regional anatomy emphasizing the development, histology and gross anatomy of the musculoskeletal, peripheral nervous, and cardiopulmonary systems. Includes laboratory with cadaver dissection. PREREQ: Permission of instructor. COREQ: BIOL 4474L. F

**BIOL 4474L Human Anatomy Occupational and Physical Therapy Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4474. COREQ: BIOL 4474. F

**BIOL 4475 General Virology: 3 semester hours.**

Introduction to the general principles of virology through consideration of structure, genetics, replication and biochemistry of animal and bacterial viruses. PREREQ: Completion of 90 credits. F

**BIOL 4477 Bacterial Virology Laboratory: 1 semester hour.**

Designed to acquaint students with the techniques and experimental principles used in the study of bacterial viruses. PREREQ or COREQ: BIOL 4475. S

**BIOL 4478 Animal Virology Laboratory: 1 semester hour.**

Introduces tissue culture methods and other techniques employed in the study of animal viruses. PREREQ or COREQ: BIOL 4475. F

**BIOL 4480 Mentored Research Alliance: 2 semester hours.**

Discovery research in life sciences conducted in a cooperative learning community. May be repeated. PREREQ: BIOL 1101 and BIOL 1101L and permission of instructor. F, S

**BIOL 4481 Independent Problems: 1-4 semester hour.**

Individual problems will be assigned to students on the basis of interest and previous preparation. May be repeated for up to 4 credits. PREREQ: A minimum of two courses in biological sciences and permission of the instructor. F

**BIOL 4482 Independent Problems: 1-4 semester hour.**

Individual problems will be assigned to students on the basis of interest and previous preparation. May be repeated for up to 4 credits. PREREQ: A minimum of two courses in biological sciences and permission of the instructor. S

**BIOL 4486 Human Systemic Physiology: 5 semester hours.**

One-semester lecture/laboratory human physiology course emphasizing the function and regulation of the muscular, skeletal, circulatory, respiratory, urinary, reproductive, and immune systems. PREREQ: CHEM 1111, CHEM 1111L, CHEM 1112, and CHEM 1112L; BIOL 3301 and BIOL 3302 or equivalent. COREQ: BIOL 4486L. F

**BIOL 4486L Human Systemic Physiology Lab: 0 semester hours.**

Assignments to apply principles from BIOL 4486. COREQ: BIOL 4486. F

**BIOL 4488 Advanced Radiobiology: 3 semester hours.**

An advanced-level class covering aspects of molecular radiobiology, teratogenesis, oncogenesis, and acute radiation illnesses. It also considers nonstochastic radiation effects and the epidemiology of radiation exposures. Equivalent to HPHY 4488. PREREQ: Permission of instructor. AF

**BIOL 4489 Field Ecology: 4 semester hours.**

An intensive field study of at least one biogeographical region to increase student's knowledge of, and skill with, field sampling techniques, field-study design, data collection and analysis, and report preparation. Lectures, laboratories. PREREQ: BIOL 2209 and a course in statistics. S

**BIOL 4490 Ecosystem Ecology and Global Changes: 4 semester hours.**

Examination of the structure and function of ecosystems and their responses to natural and anthropogenic changes emphasizing energy, water, carbon, and nitrogen cycling. Field trip. Equivalent to GEOL 4490. PREREQ: BIOL 1101, BIOL 1102, BIOL 2209, GEOL 1101, and GEOL 1101L, or permission of instructor. PRE-or-COREQ: CHEM 1111. S

**BIOL 4491 Seminar: 1 semester hour.**

Review of current research and literature in the general fields of biological science. May be repeated for up to 2 credits. PREREQ: Senior standing or permission of department. F, S, Su

**BIOL 4492 Seminar: 1 semester hour.**

Review of current research and literature in the general fields of biological science. May be repeated for up to 2 credits. PREREQ: Senior standing or permission of department. F, S, Su

**BIOL 4493 Senior Thesis: 1-4 semester hour.**

This is a course supervised by a committee of at least two faculty members, approved by the department chair. The thesis topic may be interdisciplinary, with four credits conferred by one or more departments. May be repeated for up to 4 credits. PREREQ: Senior status; permission of department. F, S

**BIOL 4494 Seminar in Microbiology: 1 semester hour.**

Presentation of written and oral review of library research in microbiology and molecular biology by students for discussion with faculty and fellow students. May be repeated for up to 2 credits. F, S, Su

**BIOL 4495 Animal Behavior: 4 semester hours.**

Behavior of animals and the evolutionary mechanisms which dictate behavioral patterns. PREREQ: Upper-division or Graduate status. EF

**BIOL 4496 Ecology Senior Seminar: 1 semester hour.**

Review of current research in ecology and related areas. Attendance at departmental seminars and written summaries of the seminars required. May be repeated for up to 2 credits. PREREQ: Senior status and Ecology major or permission of department. F, S

**BIOL 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**BIOL 4498 Seminar in Biochemistry: 1 semester hour.**

Review of current research and literature in the field of biochemistry. Equivalent to CHEM 4498. May be repeated for up to 2 credits. PREREQ: Senior standing or permission of department. F, S

**BIOL 4498P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

**BIOL 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Department of Chemistry

### Objectives:

1. To gain a well-rounded knowledge of the basic fields of the discipline.
2. To develop an understanding of how chemists think, gather evidence, process data, and reach tentative conclusions.

3. To think critically about experimental observations and theories.
4. To develop effective oral and written communication skills.
5. To engage in problem solving.
6. To prepare for a career or profession after graduation in the field of chemistry either as an educator or In industry.
7. To be able to competitively pursue a health-related advance professional degree.

Our chemistry courses will prepare students for industrial or government laboratory work or for graduate study in chemistry, biochemistry, or allied fields or serve as preparation for medical, pharmacy, optometry, physician assistant or dental school.

The department offers five degree programs, four traditional degrees and a unique combined B.S./M.S. program. The Bachelor of Arts degree is designed for students who desire a flexible program so they can develop more interdisciplinary competence. This degree is ideal for those students endeavoring to work at the chemistry/biology/pharmaceutical chemistry interface. The Bachelor of Science degree places greater emphasis on comprehensive chemistry, leading to American Chemical Society (ACS) certification upon graduation. The Bachelor of Science degree in Biochemistry is a joint program with the Department of Biological Sciences. The combined B.S./M.S. program is designed to enable students to attain both a B.S. and an M.S. in a five year time frame. This program allows the student to receive the ACS-certified Bachelor of Science degree and the Master of Science degree at the end of the fifth year. Students may apply as sophomores for this program and can be admitted into the program at the beginning of their junior year. The department offers a Master of Science degree as well for individuals who already possess a Bachelor of Science in Chemistry.

Course work to be used as a prerequisite for a chemistry class must have been taken within the most recent 5 year period unless the student obtains permission of the instructor and has a grade of C- or better. All credits applied to a chemistry degree or applied to chemistry courses used to partially satisfy Objective 5 must have been taken within the most recent 10 years unless it can be shown that the course work taken earlier covers material which has not changed substantially during the intervening time, or that the student has been able to remain current in the topics covered in the course. Evidence that the older course work is still appropriate must be approved by the department chairperson.

## Bachelor of Arts in Chemistry

Students pursuing a Bachelor of Arts in Chemistry should complete ENGL 1101 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) and COMM 1101 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) (Objective 2 of the General Education Requirements) during the freshman year and ENGL 1102 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) (Objective 1) should be passed by, or during, the sophomore year. Objective 3 should be fulfilled by MATH 1160 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) or MATH 1170 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) as early as possible. The other General Education Requirements should be taken as credit load allows. Students pursuing this degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170 or MATH 1160	Calculus I Applied Calculus	3-4
PHYS 1111 & PHYS 1113 & PHYS 1112 & PHYS 1114	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
PHYS 2211 & PHYS 2213 & PHYS 2212 & PHYS 2214	Engineering Physics I and Engineering Physics I Laboratory and Engineering Physics II and Engineering Physics II Laboratory	10
CHEM 2211 & CHEM 2213	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4

BIOL 4432	Biochemistry	3
OR		
BIOL 4445 & BIOL 4447	Biochemistry I and Biochemistry II	6
CHEM 3341 & CHEM 3342	Topics in Physical Chemistry and Topics in Physical Chemistry	6
OR		
CHEM 3351 & CHEM 3352	Physical Chemistry and Physical Chemistry	6
CHEM 3391	Seminar	1

## Electives

Students must take 8 additional upper-division (3000-4000 level) credits in chemistry, approved by the department and not to include CHEM 4491 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>). No more than 2 credits of CHEM 3311 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) and 2 credits in CHEM 4481 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>)-CHEM 4482 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) may be used to satisfy these electives. If the BIOL 4445 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>)-BIOL 4447 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) or CHEM 4445 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>)-CHEM 4447 (<https://next.coursecat.isu.edu/scienceengineering/chemistry>) sequence is taken, 3 credits may be used to satisfy elective credits. No more than 40 credits in chemistry will count toward graduation in this program.

## Bachelor of Science in Biochemistry

Three departments - Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences - jointly offer the B.S. degree in Biochemistry. The curriculum is designed to prepare the student for graduate work in biochemistry and related fields, as well as for admission to medical, dental, or other health professional schools. The graduate is also prepared to go directly into research or industrial positions which require preparation only at the B.S. level.

The purpose of the B.S. in Biochemistry is to serve students who seek to develop a strong background in biochemistry and the supporting sciences of biology, chemistry, and physics. Majors also gain experience in the broad areas of biochemistry, molecular biology, biotechnology, and medical and/or ecological applications of each. Majors gain experience that will prepare them to participate in research development, planning and implementation, and to be competent to carry out standard biochemical and molecular biology techniques in the laboratory. The B.S. in Biochemistry prepares students to be competitive for positions in research, graduate schools, health profession schools, and in the biotechnology industry.

## Core Requirements <sup>1</sup>

Students pursuing a Bachelor of Science must satisfy all of the General Education Objectives (a minimum of 24 credits; Objectives 3 and 5 are satisfied in the core--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Students must also satisfy the core requirements listed below and at least **20** credits of elective courses in Biological Sciences, Chemistry, and Biomedical and Pharmaceutical Sciences. In order to make timely progress toward the degree, it is imperative that the student work closely with a major advisor. All graduates of this program will earn a B.S. in Biochemistry.

BIOL 1101 (p. 408) & 1101L (p. 408)	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
BIOL 1102 (p. 408) & 1102L (p. 408)	Biology II and Biology II Lab	4
BIOL 2235 (p. 408) & 2235L (p. 408)	General Microbiology and General Microbiology Lab <sup>2</sup>	4
BIOL 3358 (p. 408)	Genetics	3
BIOL 4437/CHEM 4438 (p. 408)	Experimental Biochemistry	1
BIOL 4444 (p. 408) & 4444L (p. 408)	Cell and Molecular Biology and Cell and Molecular Biology Lab	5
BIOL/CHEM 4445 (p. 408)	Biochemistry I	3
BIOL/CHEM 4447 (p. 408)	Biochemistry II	3
BIOL/CHEM 4498 (p. 408)	Seminar in Biochemistry	1
CHEM 1111 (p. 408) & 1111L (p. 408)	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
CHEM 1112 (p. 408) & 1112L (p. 408)	General Chemistry II and General Chemistry II Lab (Partially satisfies General Education Objective 5)	4

CHEM 2232 (p. 408) & CHEM 2234 (p. 408)	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 (p. 408) & CHEM 3303 (p. 408)	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 (p. 408) & CHEM 3304 (p. 408)	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3341 (p. 408)	Topics in Physical Chemistry <sup>3</sup>	3
CHEM 3342 (p. 408)	Topics in Physical Chemistry <sup>3</sup>	3
MATH 1170 (p. 408)	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175 (p. 408)	Calculus II	4
PHYS 1111 (p. 408) & PHYS 1113 (p. 408)	General Physics and General Physics I Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
PHYS 1112 (p. 408) & PHYS 1114 (p. 408)	General Physics II and General Physics II Laboratory (Partially satisfies General Education Objective 5) <sup>4</sup>	4
Additional General Education Requirements		24
An additional 5 credits from any college or department		5
Total Hours		100

<sup>1</sup> Students must pass core classes with a grade of C- or better.

<sup>2</sup> May elect to take BIOL 2206 (p. 408) and BIOL 2207 (p. 408) instead of BIOL 2235 (p. 408) and BIOL 2235L (p. 408).

<sup>3</sup> May elect to take CHEM 3351 (p. 408) and CHEM 3352 (p. 408) instead of CHEM 3341 (p. 408) and CHEM 3342 (p. 408).

<sup>4</sup> PHYS 2211 (p. 408), PHYS 2212 (p. 408), PHYS 2213 (p. 408), and PHYS 2214 (p. 408) may be taken to fulfill the Physics requirement in the core curriculum.

## Electives

Students must take a minimum of **20** elective credits from the list below, with at least **8** credits in Biological Sciences (BIOL), **8** credits in Chemistry (CHEM), and **4** additional credits in either Biological Sciences (BIOL), Chemistry (CHEM), Mathematics (MATH), or Biomedical and Pharmaceutical Sciences (PSCI).

### Courses in Biological Sciences:

BIOL 3301 (p. 408) & 3301L (p. 408)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 (p. 408) & 3302L (p. 408)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3304 (p. 408) & 3304L (p. 408)	Comparative Vertebrate Morphology and Physiology and Vertebrate Morphology and Physiology Lab	5
BIOL 3324 (p. 408) & 3324L (p. 408)	Developmental Biology and Developmental Biology Lab	4
BIOL 4404 (p. 408) & 4404L (p. 408)	Plant Physiology and Plant Physiology Lab	4
BIOL 4417 (p. 408)	Organic Evolution	3
BIOL 4433 (p. 408) & 4433L (p. 408)	Microbial Physiology and Microbial Physiology Laboratory	4
BIOL 4434 (p. 408) & 4434L (p. 408)	Microbial Diversity and Microbial Diversity Lab	4
BIOL 4443 (p. 408)	Endocrinology	3
BIOL 4449 (p. 408)	Human Physiology I	4
BIOL 4451 (p. 408) & 4451L (p. 408)	Immunology and Immunology Laboratory	4
BIOL 4453 (p. 408)	Foundations in Neuroscience	3
BIOL 4456 (p. 408)	Human Physiology II	4
BIOL 4461 (p. 408)	Advanced Genetics	3
BIOL 4473 (p. 408) & 4473L (p. 408)	Applied and Environmental Microbiology and Applied Environmental Microbiology Lab	4

BIOL 4475 (p. 408)	General Virology	3
BIOL 4477 (p. 408)	Bacterial Virology Laboratory	1
or BIOL 4478 (p. 408)	Animal Virology Laboratory	
BIOL 4481 (p. 408) & BIOL 4482 (p. 408)	Independent Problems and Independent Problems	max 2
BIOL 4494 (p. 408)	Seminar in Microbiology	1

**Courses in Chemistry:**

CHEM 2211 (p. 408) & CHEM 2213 (p. 408)	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 3311 (p. 408) & CHEM 3312 (p. 408)	Introduction to Research and Introduction to Research	max 2
CHEM 3331 (p. 408) & CHEM 3334 (p. 408)	Instrumental Analysis and Instrumental Analysis Laboratory	4
CHEM 3365 (p. 408) & CHEM 3366 (p. 408)	Synthetic Methods and Synthetic Methods Laboratory	4
CHEM 4407 (p. 408)	Inorganic Chemistry II <sup>1</sup>	2
CHEM 4433 (p. 408) & CHEM 4437 (p. 408)	Environmental Chemistry and Environmental Chemistry Laboratory	3
CHEM 4453 (p. 408)	Modern Experimental Physical Chemistry <sup>2</sup>	2
CHEM 4481 (p. 408) & CHEM 4482 (p. 408)	Independent Problems in Chemistry and Independent Problems in Chemistry	max 2
CHEM 4485 (p. 408)	Senior Research	max 1
CHEM 4491 (p. 408)	Seminar	1

**Courses in Mathematics:**

MATH 2240 (p. 408)	Linear Algebra	3
MATH 2275 (p. 408)	Calculus III	4
MATH 3360 (p. 408)	Differential Equations	3

**Courses in Biomedical and Pharmaceutical Sciences:**

PSCI 2205 (p. 408)	Drugs in Society	2
PSCI 3301 (p. 408)	Introduction to Pharmacology	3
PSCI 3308 (p. 408)	Drug Discovery	3
PSCI 3353 (p. 408)	Introduction to Methods in Pharmaceutical Sciences	2
PSCI 4407 (p. 408)	Pharmacogenomics	2
PSCI 4408 (p. 408)	Medicinal Chemistry	3
PSCI 4440 (p. 408)	Fundamentals of Nanoscience	3

<sup>1</sup> Prerequisites include CHEM 2211 (p. 408), CHEM 2213 (p. 408), CHEM 3351 (p. 408), and CHEM 3352 (p. 408).

<sup>2</sup> Prerequisites include CHEM 3334 (p. 408), CHEM 3351 (p. 408), and CHEM 3352 (p. 408).

## Bachelor of Science in Chemistry

A suggested sequence for taking the required science courses is given below. Students who opt for a variation from the suggested sequence should check to ensure that course prerequisites have been satisfied. Because many courses have structured prerequisites, major deviations from this schedule could increase the time required to obtain the degree. Students pursuing this degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

Students working on a Bachelor of Science degree in Chemistry should note the following considerations for General Education Requirements: ENGL 1101 (<http://coursecat.isu.edu/scienceengineering/chemistry>) and COMM 1101 (<http://coursecat.isu.edu/scienceengineering/chemistry>) (General Education Objective 2) should be completed during the freshman year and ENGL 1102 (<http://coursecat.isu.edu/scienceengineering/chemistry>) (Objective 1) should be passed during the sophomore year. The mathematics requirement (Objective 3) should be fulfilled by MATH 1170 (<http://coursecat.isu.edu/scienceengineering/chemistry>) and MATH 1175 (<http://coursecat.isu.edu/scienceengineering/chemistry>) as early as feasible.

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
PHYS 2211 & PHYS 2213	Engineering Physics I and Engineering Physics I Laboratory	5
PHYS 2212 & PHYS 2214	Engineering Physics II and Engineering Physics II Laboratory	5
CHEM 2211 & CHEM 2213	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
CHEM 3331 & CHEM 3334	Instrumental Analysis and Instrumental Analysis Laboratory	4
CHEM 3351 & CHEM 3352	Physical Chemistry and Physical Chemistry	6
BIOL 4432	Biochemistry	3
OR		
BIOL 4445 & BIOL 4447	Biochemistry I and Biochemistry II	6
CHEM 4445 & CHEM 4447	Biochemistry I and Biochemistry II	
CHEM 3365 & CHEM 3366	Synthetic Methods and Synthetic Methods Laboratory	4
CHEM 4453	Modern Experimental Physical Chemistry	2
CHEM 4481 & CHEM 4482	Independent Problems in Chemistry and Independent Problems in Chemistry	3
CHEM 4491	Seminar	1

## Combined B.S./M.S. Program in Chemistry

Students may be admitted to the program after having completed 64 credit hours, which typically is at the beginning of the junior year. At this point, the chemistry, mathematics, and physics courses completed should include:

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 2213	Inorganic Chemistry I Laboratory	1
CHEM 2232	Quantitative Analysis	2
CHEM 2234	Quantitative Analysis Laboratory	2
CHEM 3301 & CHEM 3302	Organic Chemistry I and Organic Chemistry II	6
CHEM 3303 & CHEM 3304	Organic Chemistry Laboratory I and Organic Chemistry Laboratory II	2
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
PHYS 2211 & PHYS 2213	Engineering Physics I and Engineering Physics I Laboratory	5

PHYS 2212 & PHYS 2214	Engineering Physics II and Engineering Physics II Laboratory	5
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Application for admission must be made to the Chemistry Department.

## Teaching Major in Chemistry

Students wishing to pursue a Teaching Major in Chemistry should make an appointment to meet with the department chair.

## Minor in Chemistry

### Required courses:

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 2213	Inorganic Chemistry I Laboratory	1
CHEM 2232	Quantitative Analysis	2
CHEM 2234	Quantitative Analysis Laboratory	2
CHEM 3301	Organic Chemistry I	3
CHEM 3302	Organic Chemistry II	3
CHEM 3303	Organic Chemistry Laboratory I	1
CHEM 3304	Organic Chemistry Laboratory II	1
Approved upper-division electives in chemistry (excluding CHEM 4400, CHEM 4481, CHEM 4482, and CHEM 4491)		4
Total Hours		29

## Bachelor of Arts in Chemistry

A suggested sequence for the science requirements is listed below. Variations from the suggested sequence should be checked to ensure that all course prerequisites are met. Students pursuing this degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

First Year	Hours
CHEM 1111 & 1111L	5
CHEM 1112 & 1112L	4
MATH 1170 or 1160	3-4
<b>12-13</b>	
Second Year	Hours
CHEM 2211	3
CHEM 2213	1
CHEM 2232	2
CHEM 2234	2
CHEM 3301	3
CHEM 3302	3
CHEM 3303	1
CHEM 3304	1
PHYS 1111 & PHYS 1112 & PHYS 1113 & PHYS 1114	8
OR	



PHYS 2211 & PHYS 2212 & PHYS 2213 & PHYS 2214	10
	<b>34</b>
<b>Third Year</b>	<b>Hours</b>
BIOL 4432	3
OR	
BIOL 4445 & BIOL 4447	6
CHEM 3341 & CHEM 3342	6
OR	
CHEM 3351 & CHEM 3352	15
	<b>15</b>
<b>Fourth Year</b>	<b>Hours</b>
CHEM 3391	1
	<b>1</b>

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Total Hours: 62-63

<sup>1</sup> Plus 8 additional upper-division (3000-4000 level) credits in chemistry, approved by the department and not to include CHEM 4491. No more than 2 credits of CHEM 3311 and 2 credits in CHEM 4481-CHEM 4482 may be used to satisfy these electives. If the BIOL 4445-BIOL 4447 or CHEM 4445-CHEM 4447 sequence is taken, 3 credits may be used to satisfy elective credits. No more than 40 credits in chemistry will count toward graduation in this program.

<sup>2</sup> Students pursuing a Bachelor of Arts in Chemistry should complete ENGL 1101 and COMM 1101 (Objective 2 of the General Education Requirements) during the freshman year and ENGL 1102 (Objective 1) should be passed by, or during, the sophomore year. Objective 3 should be fulfilled by MATH 1160 or MATH 1170 as early as possible. The other General Education Requirements should be taken as credit load allows.

## Bachelor of Science in Chemistry

A suggested sequence for taking the required science courses is given below. Students who opt for a variation from the suggested sequence should check to ensure that course prerequisites have been satisfied. Because many courses have structured prerequisites, major deviations from this schedule could increase the time required to obtain the degree. Students pursuing this degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

Students working on a Bachelor of Science degree in Chemistry should note the following considerations for General Education Requirements: ENGL 1101 and COMM 1101 (General Education Objective 2) should be completed during the freshman year and ENGL 1102 (Objective 1) should be passed during the sophomore year. The mathematics requirement (Objective 3) should be fulfilled by MATH 1170 and MATH 1175 as early as feasible.

<b>First Year</b>	<b>Hours</b>
CHEM 1111 & 1111L	5
CHEM 1112 & 1112L	4
MATH 1170	4
MATH 1175	4
	<b>17</b>
<b>Second Year</b>	<b>Hours</b>
CHEM 2211	3
CHEM 2213	1
CHEM 2232	2
CHEM 2234	2
CHEM 3301	3
CHEM 3302	3

CHEM 3303	1
CHEM 3304	1
PHYS 2211 & PHYS 2212	8
PHYS 2213 & PHYS 2214	2
	<b>26</b>
<b>Third Year</b>	<b>Hours</b>
CHEM 3331	2
CHEM 3334	2
CHEM 3351 & CHEM 3352	6
	<b>10</b>
<b>Fourth Year</b>	<b>Hours</b>
BIOL 4432	3
OR	
BIOL 4445 & BIOL 4447	6
OR	
CHEM 4445 & CHEM 4447	6
CHEM 3365	2
CHEM 3366	2
CHEM 4453	2
CHEM 4481 & CHEM 4482	4
CHEM 4491	1
	<b>26</b>

Total Hours: 79

## Overview of B.S./M.S. Program

**Year 1 in the B.S./M.S. Program (Junior Year):** During the first semester each student is expected to select three faculty members to serve as an advisory committee subject to the approval of the department chair. In the second semester, each student will form a planned program of study with a research advisor, write a research overview of a chosen project, and apply and be admitted to the Graduate School. The student must score at or above the 35th percentile in two areas of aptitude (Verbal, Quantitative, and Analytical) of the Graduate Record Exam. The student is expected to begin his/her research no later than the beginning of the summer semester. Thereafter, individual sections of the research paper will be required as the student progresses through the program.

**Year 2 in the B.S./M.S. Program (Senior Year) and year 3 (Graduate standing):** To remain in the program, a student must maintain a minimum GPA of 3.0 from date of admission and must earn a grade of C- or better in all 6000-level courses. The students' committees will assess student standing annually and will recommend that students who are not making adequate progress discontinue the program. Students are required to have completed all General Education requirements by the end of their second year in the combined B.S./M.S. program.

## Suggested Schedule in B.S./M.S. Program

First Year	Hours Summer	Hours
<b>Fall</b>		
CHEM 3331 <sup>1</sup>	2 CHEM 4485	1-4
CHEM 3334 <sup>1</sup>	2	
CHEM 3351 <sup>1</sup>	3	
CHEM 3352 <sup>1</sup>	3	
MATH 3360	3	
Electives	11	
	<b>24</b>	<b>1-4</b>

**Second Year**

Fall	Hours Summer	Hours
OR	CHEM 6635 <sup>2</sup>	6
BIOL 4432	3	
OR		
BIOL 4445 & BIOL 4447	6	
CHEM 4445 & CHEM 4447		
CHEM 3365	2	
CHEM 3366	2	
CHEM 4407	2	
CHEM 4453	2	
CHEM 4485	2	
CHEM 4491	1	
CHEM 6609 <sup>2</sup>	3	
CHEM 6655 <sup>2</sup>	3	
Electives	8	
	<b>34</b>	<b>6</b>

**Third Year**

Fall	Hours
CHEM 6601 <sup>2</sup>	2
CHEM 6630 <sup>2</sup>	3
CHEM 6635 <sup>2</sup>	4
CHEM 6671 <sup>2</sup>	3
Electives	13
	<b>25</b>

Total Hours: 90-93

- 1 Must be completed by the end of junior year.
- 2 For more information on 6000 level courses, please see the Graduate Catalog (<http://coursecat.isu.edu/graduate>).

**Courses****CHEM 1100 Architecture of Matter: 4 semester hours.**

How scientific thought has produced chemical models of the structure of the material world, and the ethical and social consequences of its applications. Recommended for students not majoring in the natural sciences. Partially satisfies Objective 5 of the General Education Requirements. F

**CHEM 1101 Introduction to General Chemistry: 3 semester hours.**

Atomic structure, chemical calculations, solutions, acid-base reactions, and equilibrium. May not be used as a prerequisite to other courses in chemistry except CHEM 1102. PREREQ: MATH 1108 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

**CHEM 1102 Introduction to Organic and Biochemistry: 3 semester hours.**

Descriptive organic and biochemistry with emphasis on organic compounds of biological importance. May not be used as a prerequisite to other courses in chemistry. PREREQ: CHEM 1101 or CHEM 1111 and CHEM 1111L. COREQ: CHEM 1103. Partially satisfies Objective 5 of the General Education Requirements. F, S

**CHEM 1103 Introduction to General Organic and Biochemistry Laboratory: 1 semester hour.**

Laboratory course introducing fundamental measurement techniques, methods and materials used in general, organic and biochemistry. PREREQ: CHEM 1101 or CHEM 1111 and CHEM 1111L. COREQ: CHEM 1102. Partially satisfies Objective 5 of the General Education Requirements. F, S

**CHEM 1111 General Chemistry I: 4 semester hours.**

Introductory course for students in scientific and technical fields; structure and reactivity of elements and compounds, stoichiometry, states of matter, solutions, and chemical periodicity. May be repeated upon completion of CHEM 1111L. COREQ: CHEM 1111L. PREREQ: MATH 1143 or MATH 1147 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

**CHEM 1111L General Chemistry I Lab: 1 semester hour.**

Laboratory course to accompany General Chemistry I. PRE-or-COREQ: CHEM 1111. Partially satisfies Objective 5 of the General Education Requirements. F, S

**CHEM 1112 General Chemistry II: 3 semester hours.**

Introduction to kinetics, equilibrium, electrochemistry, and nuclear chemistry. May be repeated upon completion of CHEM 1112L. PREREQ: CHEM 1111 and CHEM 1111L or equivalent and MATH 1143 or MATH 1147 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. F, S

**CHEM 1112L General Chemistry II Lab: 1 semester hour.**

Laboratory course to accompany General Chemistry II. PRE-or-COREQ: CHEM 1112. Partially satisfies Objective 5 of the General Education Requirements. F, S

**CHEM 1199 Experimental Course: 1-3 semester hour.**

This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**CHEM 2211 Inorganic Chemistry I: 3 semester hours.**

An introduction to the chemistry of the elements, including: molecular and solid-state structure, aqueous chemistry (acid/base, solubility, and redox phenomena), and coordination chemistry (ligand field theory, and reaction mechanisms). Selected topics in materials, bioinorganic, and/or environmental inorganic chemistry will be surveyed. PREREQ: CHEM 1112 and CHEM 1112L or permission of instructor. COREQ: CHEM 2213. F

**CHEM 2213 Inorganic Chemistry I Laboratory: 1 semester hour.**

Qualitative and quantitative inorganic chemistry, including: precipitation, acid/base and reduction/oxidation reactions in aqueous media, preparation and isolation of inorganic compounds, characterization techniques for inorganic compounds (e.g. magnetic susceptibility measurements, electrochemistry, UV-vis). COREQ: CHEM 2211 or permission of instructor. F

**CHEM 2232 Quantitative Analysis: 2 semester hours.**

Theoretical foundations of quantitative analysis including an introduction to statistical analysis of chemical data generated from gravimetric, volumetric and colorimetric methods. PREREQ: CHEM 1112, CHEM 1112L and MATH 1160 or MATH 1170. COREQ: CHEM 2234 or permission of instructor. S

**CHEM 2234 Quantitative Analysis Laboratory: 2 semester hours.**

Laboratory experiments in gravimetric, volumetric, and colorimetric analysis. PREREQ: CHEM 1112 and CHEM 1112L. COREQ: CHEM 2232 or permission of instructor. S

**CHEM 3301 Organic Chemistry I: 3 semester hours.**

The fundamentals of organic chemistry are examined through nomenclature, structure, physical and chemical properties, reaction mechanisms, spectroscopy and principal synthetic methods. PREREQ: CHEM 1112 and CHEM 1112L or permission of instructor. COREQ: CHEM 3303. F

**CHEM 3302 Organic Chemistry II: 3 semester hours.**

A continuation of CHEM 3301. The further study of the preparation, reactions, properties, reaction mechanisms and spectroscopy of organic compounds. PREREQ: CHEM 3301 or permission of instructor. COREQ: CHEM 3304. S

**CHEM 3303 Organic Chemistry Laboratory I: 1 semester hour.**

Introductory laboratory work in organic chemistry. Study and development of elementary techniques and their application to the preparation, isolation and characterization of simple organic compounds. COREQ: CHEM 3301 or permission of instructor. F

**CHEM 3304 Organic Chemistry Laboratory II: 1 semester hour.**

Further experience in the fundamental operations of organic chemistry laboratory work including the preparation and analysis of typical compounds. PREREQ: CHEM 3303. COREQ: CHEM 3302 or permission of instructor. S

**CHEM 3311 Introduction to Research: 1-2 semester hour.**

Directed library and laboratory research. Courses may be repeated for up to 6 credits. F, S

**CHEM 3312 Introduction to Research: 1-2 semester hour.**

Directed library and laboratory research. Courses may be repeated for up to 6 credits. F, S

**CHEM 3331 Instrumental Analysis: 2 semester hours.**

Advanced quantitative analysis dealing chiefly with quantitative applications of instrumental methods. PREREQ: CHEM 2232 and CHEM 2234 or permission of instructor. F

**CHEM 3334 Instrumental Analysis Laboratory: 2 semester hours.**

Laboratory course giving experience in fundamental operations of modern instrumental methods of analysis. PREREQ: CHEM 2232, CHEM 2234 and CHEM 3331 or permission of instructor. S

**CHEM 3335 Experimental Biochemistry: 1 semester hour.**

Laboratory course including both qualitative and quantitative experiments

**CHEM 3341 Topics in Physical Chemistry: 3 semester hours.**

Selected topics in physical chemistry with application to biological systems are covered. Potential topics include: Molecular structure, thermodynamics of gases and solutions, reaction rates and mechanisms, basic quantum mechanics, and spectroscopic principles are covered in this first course of a two semester sequence. PREREQ: CHEM 1112 and CHEM 1112L, MATH 1160 or MATH 1170, PHYS 1112 or PHYS 2212, or permission of instructor. F

**CHEM 3342 Topics in Physical Chemistry: 3 semester hours.**

Selected topics not covered in CHEM 3341 in physical chemistry with application to biological systems are covered. Potential topics include: Molecular structure, thermodynamics of gases and solutions, reaction rates and mechanisms, basic quantum mechanics, and spectroscopic principles are covered in this second course of a two semester sequence. PREREQ: CHEM 3341 or permission of instructor. S

**CHEM 3351 Physical Chemistry: 3 semester hours.**

Selected fundamental principles of physical chemistry are covered. Potential topics include: Thermodynamics, reaction kinetics, molecular structure, quantum theory, spectroscopy, and solution chemistry in this first course of a two-semester sequence. PREREQ: CHEM 1112, CHEM 1112L, MATH 1175, and PHYS 2212, or permission of instructor. F

**CHEM 3352 Physical Chemistry: 3 semester hours.**

Selected fundamental principles of physical chemistry not covered in CHEM 3351 are covered. Potential topics include: Thermodynamics, reaction kinetics, molecular structure, quantum theory, spectroscopy, and solution chemistry in the second course of a two-semester sequence. PREREQ: CHEM 3351. S

**CHEM 3365 Synthetic Methods: 2 semester hours.**

Practical aspects of chemical synthesis: Preparation, purification, and spectral interpretation for organic and inorganic molecules. It is recommended that students take CHEM 3366 concurrently with CHEM 3365. PREREQ: CHEM 2211, CHEM 3302, and CHEM 3304. F

**CHEM 3366 Synthetic Methods Laboratory: 2 semester hours.**

Advanced laboratory methods for preparation of organic and inorganic molecules: synthetic techniques, air-sensitive methods, purification techniques, and characterization methods. PRE-or-COREQ: CHEM 3365. F

**CHEM 3391 Seminar: 1 semester hour.**

A formal introduction to scientific presentations including a short student presentation on selected library or laboratory research. PREREQ: CHEM 3301, CHEM 3303 or permission of instructor. R1

**CHEM 4400 Practicum in Physical Science: 2 semester hours.**

Practical problems associated with equipping, setting up and operating laboratories in chemistry. PREREQ: Permission of department chair. D

**CHEM 4407 Inorganic Chemistry II: 2 semester hours.**

Structure and reactivity of inorganic compounds including coordination compounds; acid-base chemistry and nonaqueous solvent systems; organometallic chemistry and other special topics of current interest. PREREQ: CHEM 2211 and CHEM 3352, or permission of instructor. S

**CHEM 4433 Environmental Chemistry: 2 semester hours.**

Application of chemical principles and calculations to investigate environmental issues. Natural systems, environmental degradation and protection, and the methodology of chemical detection and monitoring. PREREQ: CHEM 2232 and CHEM 2234 or permission of instructor. F

**CHEM 4437 Environmental Chemistry Laboratory: 1 semester hour.**

Utilizes both structured and self-designed field and classroom experiments to emphasize principles of environmental chemistry. COREQ: CHEM 4433 or permission of instructor. F

**CHEM 4438 Experimental Biochemistry: 1 semester hour.**

Laboratory course including both qualitative and quantitative experiments. Equivalent to BIOL 4437. PREREQ or COREQ: BIOL 4432 or BIOL/CHEM 4445. F, S

**CHEM 4445 Biochemistry I: 3 semester hours.**

Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology, including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. Equivalent to BIOL 4445. PREREQ: BIOL 1101 and CHEM 3302. F

**CHEM 4447 Biochemistry II: 3 semester hours.**

Functional continuation of CHEM 4445. Lipid, amino acid, and nucleotide metabolism. Emphasis is on regulation of metabolism, metabolic dysfunctions, biochemical mechanisms of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. Equivalent to BIOL 4447. PREREQ: BIOL/CHEM 4445. S

**CHEM 4448 Advanced Experimental Biochemistry: 2 semester hours.**

Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. Equivalent to BIOL 4448. PREREQ: BIOL 4437/CHEM 4438. COREQ: BIOL 4447. S

**CHEM 4453 Modern Experimental Physical Chemistry: 2 semester hours.**

Magnetic, optical and electrical properties of materials, calorimetry, voltammetry, optical and laser spectroscopic techniques. PREREQ: CHEM 3334 and CHEM 3352. F

**CHEM 4470 Biorganic Chemistry: 3 semester hours.**

Overview of basic principles of organic mechanisms, an overview of biochemistry principles, fundamentals of proteins and protein synthesis, enzymes and enzyme reaction mechanisms including group transfer, hydrolysis, phosphorylation, reductions and oxidation, mono- and di-oxygenation, substitutions, carboxylations, and decarboxylations, isomerizations, and elimination and addition reactions. PREREQ: CHEM 3302 and CHEM 4445 or BIOL 4445. OS

**CHEM 4481 Independent Problems in Chemistry: 1-4 semester hour.**

Directed library and laboratory research. Courses 4481 and 4482 may be repeated for up to 6 credits each. PREREQ: CHEM 3352. F

**CHEM 4482 Independent Problems in Chemistry: 1-4 semester hour.**

Directed library and laboratory research. Courses 4481 and 4482 may be repeated for up to 6 credits each. PREREQ: CHEM 3352. S

**CHEM 4485 Senior Research: 1-4 semester hour.**

The student will be introduced to research techniques, development of manipulative skills, instrumental methods, laboratory notebook keeping, data interpretation and library research. PREREQ: Acceptance into the B.S./M.S. program. May be repeated for up to 8 credits. D

**CHEM 4491 Seminar: 1 semester hour.**

A formal introduction to the chemical literature including electronic methods of literature searching. A detailed treatment of methods for presenting scientific seminars including a full-length student presentation on selected library or laboratory research. COREQ: CHEM 4481, CHEM 4482, or CHEM 4485, or permission of instructor. F, S

**CHEM 4498 Seminar in Biochemistry: 1 semester hour.**

Review of current research and literature in the field of biochemistry. Equivalent to BIOL 4498. PREREQ: Senior standing or permission of department. F, S

**CHEM 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

## Department of Computer Science

The goal of Computer Science at Idaho State University is to provide students with a broad, yet rigorous computer science education. Graduates earning a Bachelor of Science in Computer Science will possess the following: the requisite qualifications for obtaining employment as a computer scientist; an understanding that life-long learning is an integral part of personal, professional and social interaction; and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses. By adding the Minor in Business Administration, they may complete the MBA in a 5th year; this is particularly important for those students interested in graduate work as part of the National Information Assurance Training and Education Center (NIATEC).

Students wishing to become computer science majors should contact the computer science office to have an advisor assigned to them and sketch out an initial program of study. While taking CS 2282, CS majors must complete a COMPUTER SCIENCE PROGRAM OF STUDY form, available on the Computer Science web site (<http://isu.edu/cse/cs/undergrad>), and meet with their advisor for its approval. Additional meetings with an advisor are recommended to ensure that the anticipated schedule is maintained. For courses transferred from another university to apply toward the computer science major, the corresponding ISU computer science course must be listed on the student's ISU transcript or there must be a completed and approved petition form in the student's file. Transferring computer science students entering ISU already having completed CS 2282, must call the Computer Science office, have an advisor assigned to them, and complete a Program of Study form. Before the beginning of their final year of study, students should meet with Academic Advising to insure that all General Education Requirements have been completed; successful completion of General Education Requirements is determined by Academic Advising. Students then should fill in a COMPUTER SCIENCE GRADUATION CHECKLIST form, also available on the Computer Science web site (<http://isu.edu/cse/cs/undergrad>), and meet with their advisor for approval. The students should bring a copy of their approved Program of Study form and transcript. An approved COMPUTER SCIENCE GRADUATION form is needed to take CS 4488. All courses applying toward the computer science major must be passed with a grade of "C-" or higher.

In CS 2282 and subsequent computer science courses, computer science majors and minors are expected to have a laptop computer with sufficient capacity to run various tools within virtual machines. This machine will help the students work in a safe and secure environment and assist in their mastery of continually evolving professional environments.

As part of Computer Science's commitment to lifelong learning, students will become accustomed to both written and oral presentations. They will be immersed in a virtual learning environment based on modern software design and development processes. Students are expected to adapt to new operating systems, DBMSs, programming languages, development environments, and security protocols.

The Bachelor of Science program in Computer Science is accredited by the Northwest Commission on Colleges and Universities.

## Bachelor of Science in Computer Science

The following courses are required in addition to the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) for the Bachelor of Science degree. 120 credits are required to graduate.

### Mathematics and Science Courses:

MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
PHYS 2211	Engineering Physics I	4
PHYS 2213	Engineering Physics I Laboratory	1
CHEM 1111	General Chemistry I	4

**Choose one course from each pair:**

MATH 1147	Precalculus <sup>1</sup>	2-5
or MATH 1144	Trigonometry	
or		
CS/MATH 1187	Applied Discrete Structures	3
or MATH 2287	Foundations of Mathematics	

**Choose one set from the following two sets:**

MATH 3350	Statistical Methods	3
MATH 3352	Introduction to Probability	3
OR		
MGT 2216	Business Statistics <sup>2</sup>	3
MGT 2217	Advanced Business Statistics	3

**Required Computer Science and Related Courses**

To allow students to have the broadest possible learning experience, students are encouraged to select elective courses. These range from an increased emphasis in mathematics to a specialization in Computer Security/Information Assurance. Students may also propose specialized courses from other disciplines on a case-by-case basis.

CS 1181	Computer Science and Programming I	3
CS 1182	Computer Science and Programming II	3
CS 2275	Computer Organization and Assembly	3
CS 2282	Advanced Programming	3
INFO 3380	Networking and Virtualization	3
CS 3385	Data Structures and Algorithms	3
CS 4477	Operating Systems	3
CS 4481	Programming Language Theory and Compilers	3
INFO 4411	Intermediate Information Assurance	3

**Choose one course from each pair:**

CS 3321	Software Engineering	3
or INFO 3307	Systems Analysis and Design	
CS 4451	Database Theory Design and Programming	3
or INFO 4407	Database Design and Implementation	
CS 4488	Advanced Software Engineering and Project	3

**Plus 6 elective credits from the following list of approved electives if not already used as a required course:**

- Any 3000 or 4000 level Computer Science course;
- INFO 4413, INFO 4414, INFO 4415, INFO 4416, INFO 4419, INFO 4491;
- EE 3345, EE 4413, EE 4416, EE 4427, EE 4475;
- MATH 3355, MATH 3356, MATH 4406, MATH 4407, MATH 4408, MATH 4441, MATH 4442, MATH 4450, MATH 4451, MATH 4465;
- PHIL 4470;
- MGT 3329
- To allow students to meet their learning expectations, other electives may be approved by the program director or chair on a case-by-case basis

<sup>1</sup> MATH 1147 or MATH 1144 are included to meet the ABET requirement of 30 hours of math and science. If students place directly into MATH 1170, they can substitute MATH 2275, MATH 3360, or any of the MATH courses allowed as CS electives as long as they are not also used as CS electives or requirements to result in a total of 30 hours of math and science.

<sup>2</sup> MGT 2216 and MGT 2217 are allowed as alternatives to MATH 3350 and MATH 3352, particularly for those students doing the CS major, the Minor in Business Administration, or the MBA.

## Minor in Computer Science

Some students in other disciplines may find increased knowledge about computer science to be useful. The recommended program of study is as follows:

### Course List

MATH 1170	Calculus I	3-4
or MATH 1160	Applied Calculus	
CS 1181	Computer Science and Programming I	3
CS 1182	Computer Science and Programming II	3
CS 2275	Computer Organization and Assembly	3
CS 2282	Advanced Programming	3
Plus 6 credits from the list of approved electives shown above for the computer science major.		6

## Courses

### **CS 1181 Computer Science and Programming I: 3 semester hours.**

Problem solving methods and algorithm development with an emphasis on programming style. Satisfies Objective 7 of the General Education Requirements. PRE-or-COREQ: MATH 1143 or MATH 1147. F, S

### **CS 1182 Computer Science and Programming II: 3 semester hours.**

Object Oriented Programming in the context of design, sorting and searching, analysis of algorithms, recursion, linked lists, class diagrams and other data structures and algorithms. PREREQ: CS 1181. S

### **CS 1187 Applied Discrete Structures: 3 semester hours.**

Discrete structures in CS and EE. Boolean algebra and logic; sets, functions, and relations; iteration, recursion, and induction; algorithms; programming in pseudocode; basic counting principles; graphs and trees; and other selected topics from discrete mathematics. Equivalent to MATH 1187. PREREQ: CS 1181. S

### **CS 2263 Advanced Object-Oriented Programming: 3 semester hours.**

Advanced programming in a modern object-oriented language, different from the one used in CS 1181 and CS 1182; philosophy, application, and examples of object-oriented concepts and techniques; comprehensive survey of software engineering design patterns. PREREQ: CS 1182. D

### **CS 2275 Computer Organization and Assembly: 3 semester hours.**

Computer organization from the perspective of instructions, including the central processor, busses, input and output units, and memory units. Instruction sets, loaders and linkers, assembly language, address computation, and other architecture-related functions. Virtual memory. Dynamic and static linking. Uses a different programming language. PREREQ: CS 1181. S

### **CS 2282 Advanced Programming: 3 semester hours.**

Advanced object oriented programming and software design and development in a modern object-oriented language not previously used. Event driven programming. Elementary threading. UML. Includes a significant software project. PREREQ: CS 1182. F

### **CS 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

### **CS 3321 Software Engineering: 3 semester hours.**

Techniques and tools for conceiving, designing, testing, deploying, maintaining, and documenting large software systems with particular focus on the structured analysis and design phases including task analysis, human factors, costs, and project and team management. PREREQ: CS 2282. D

### **CS 3331 Web Programming: 3 semester hours.**

HTML, server- and client-side programming, web-based database programming. PREREQ: CS 2282. D

### **CS 3342 Computer Graphics: 3 semester hours.**

Covers raster graphics, primitives, scan conversion, geometric transformations, object hierarchies, curves and surfaces, solid modeling, visible surface determination, illumination, shading, manipulation and advanced modeling techniques. PREREQ: MATH 2240 and CS 2282. D

### **CS 3344 Artificial Intelligence: 3 semester hours.**

Fundamental principles and techniques of artificial intelligence systems; search strategies; knowledge acquisition and representation; common sense reasoning; planning; machine learning; expert systems; intelligent agents and multi-agent systems. PREREQ: CS 3385. D

### **CS 3385 Data Structures and Algorithms: 3 semester hours.**

The design, construction, and analysis of data structures. Abstract data types, lists, stacks, queues, trees, and graphs. Sorting, searching, hashing, Theory. Includes significant coding projects. Uses Linux. PREREQ: CS 2282, CS 2275 and (CS/MATH 1187 or MATH 2287 or MATH 2240). S

### **CS 3386 Data Structures and Algorithms II: 3 semester hours.**

Continuation of CS 3385. PREREQ: CS 3385. D



**CS 4420 Computer Security and Cryptography: 3 semester hours.**

Public key and private key cryptography, key distribution, cryptographic protocols, requisite mathematics and selected topics in the development of security and cryptography. PREREQ: CS 3385. D

**CS 4442 GUI Development: 3 semester hours.**

Planning and construction of Graphical User Interfaces and discussion of essential software engineering concepts. Includes the use of a modern toolkit language. PREREQ: CS 3385. D

**CS 4444 Image and Audio Processing: 3 semester hours.**

Image and audio acquisition, quantization, spatial and spectral filters, sharpening, smoothing, restoration, compression, segmentation, Fourier and Wavelet transforms. PREREQ: CS/MATH 1187, MATH 3352, and MATH 3360. D

**CS 4445 Data Compression: 3 semester hours.**

A survey of modern techniques of data compression, both lossy and loss-less and encryption. PREREQ: CS 3385. D

**CS 4451 Database Theory Design and Programming: 3 semester hours.**

Data models, relational algebra and calculus, SQL and stored procedures, database design, ER diagrams, normalization theory, data storage, index structures, performance analysis, concurrency control. Database programming language access. Uses a different programming language. PREREQ: CS 3385. D

**CS 4460 Comparative Programming Languages: 3 semester hours.**

Design of historical and contemporary programming languages, concentration on promoting understanding of structural organization, data structures and typing, name structures, and control structures. PREREQ: CS 3385 and either CS 2275 or CS 4475. D

**CS 4470 Parallel Processing: 3 semester hours.**

Topics in high-performance computing: parallel architectures, SIMD, MIMD, SMP, NUMA models, message passing, cache coherency issues, MPI, PVM, parallel programming languages, cluster and grid approaches, applications and experience programming on a cluster. PREREQ: CS 3385 and either CS 2275 or CS 4475. F

**CS 4475 Advanced Computer Architecture: 3 semester hours.**

Continuation of CS 2275, Computer Organization and Assembly. PREREQ: CS 2275 and EE 2274. D

**CS 4477 Operating Systems: 3 semester hours.**

Processes description and control, threads, concurrency, memory management scheduling, I/O and files, distributed systems, security, networking. Includes Team implementation of a significant portion of an operating system. Uses a different operating system. PREREQ: CS 2275 and CS 2282. S

**CS 4480 Theory of Computation: 3 semester hours.**

Finite representations of languages, deterministic and nondeterministic finite automata, context free languages, regular languages, parsing, Turing Machines, Church's Thesis, uncomputability, computational complexity classes. PREREQ: CS 3385, CS/MATH 1187 or MATH 2287, and MATH 1175. D

**CS 4481 Programming Language Theory and Compilers: 3 semester hours.**

Programming language concepts. Regular expressions, context-free grammars, FSAs, stack machines. Theory/algorithms for lexical, syntactic and semantic analysis, recursive descent and parsing, symbol tables, object code generation. Design and implementation of a compiler. PREREQ: CS 3385, MATH 1175, and PHYS 2211. F

**CS 4488 Advanced Software Engineering and Project: 3 semester hours.**

Analysis, specification, design, implementation, and testing of a large software project. Formal approach and tools. Software lifecycle. Human computer interaction. Project and team management. Uses a different programming language. PREREQ: CS 3385, CS 3321 or INFO 3307, and CS 4451 or INFO 4407. D

**CS 4492 Special Problems in Computer Science: 3 semester hours.**

Research and reports on problems or topics in computer science. May be repeated for up to 9 credits with different content. PREREQ: Permission of instructor. D

**CS 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Engineering

## Engineering

### General Information

Idaho State University engineering graduates are successfully employed in many areas, and many have chosen to continue advanced studies in a wide variety of specialized engineering disciplines.

Each student entering an engineering program is assigned a faculty advisor to guarantee an appropriate plan of study and to insure continuity throughout the program. Each student completes university general education courses, and engineering courses, and completes a senior design project during the final two or three semesters.

Students entering an engineering program should have: (a) adequate algebra and trigonometry to enter the calculus (MATH 1170) sequence and (b) some familiarity with computer language and computer fundamentals. Deficiencies in these areas may delay entry into their major's four-year plan of study. Preparatory mathematics and computer courses are available at Idaho State University.

## General Education Requirements

Students working toward the Bachelor of Science degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits). See the General Education Requirements in the Academic Information (<http://coursecat.isu.edu/academicinformation>) section of the catalog.

## Fundamentals of Engineering (FE) Exam

Engineering students are encouraged to take the Fundamentals of Engineering (FE) exam during their senior year, while the breadth of the engineering material covered on the examination is still fresh in their minds. This exam is considered the first step in professional licensure for engineers.

## Engineering Academic Rules

1. A student who fails the same engineering course (any course offered by programs in engineering) two or more times will be recommended for dismissal from his/her engineering program contingent upon review by the Engineering Academic Standards Committee.
2. Students who have been dismissed from an engineering program may not enroll in engineering courses prior to readmission.
3. A student who enrolls in an engineering class while petitioning for a waiver of applicable prerequisites must secure the waiver by the end of the first week of classes or be dropped from the course in question.
4. A current Idaho State University engineering major student who intends to transfer an engineering course to Idaho State University **must obtain prior approval** for the transfer. Transfer credits, including correspondence and video-tape courses, are subject to existing engineering program articulation and/or transfer credit review criteria. Any transfer course must be completed within a single academic term. Evaluation of transfer credits must be completed before a student can matriculate or re-matriculate into the program.
5. A student may not take an engineering course from another institution if that same course is offered at Idaho State University during the same semester.
6. Any prerequisite in a sequence of courses is an effective prerequisite for any subsequent course in the sequence. For example, if course A is a prerequisite for course B, and course B is a prerequisite for course C; then course A is an implied prerequisite for course C.
7. Every Engineering student is encouraged to meet with a faculty member from her/his discipline for academic advising prior to registration each semester. A student who pursues a double major should regularly consult with a faculty member from each of the two major programs

## Courses

### **ENGR 1167 Engineering and Scientific Programming: 1 semester hour.**

Introduces a high level, compiled, programming language used in engineering and scientific applications. Covers compilation and linking, functions and procedures, the use of libraries, and engineering applications. PREREQ or COREQ: ME 1165. S

### **ENGR 2220 Engineering Dynamics: 3 semester hours.**

Principles of kinetics. Angular and linear displacement, velocity, and acceleration analysis. Rigid bodies in motion and types of motion. Application of principles of force-mass acceleration, work-kinetic energy, and impulse momentum to solution of problems of force systems acting on moving particles and rigid bodies. PREREQ: CE 2210/ME 2210. F, S

### **ENGR 2223 Materials and Measurements: 3 semester hours.**

Structure of materials. Mechanical, electrical and thermal behavior of metals, ceramics, polymers and composite materials. Laboratory measurement of material properties. Three lectures and one lab per week. PREREQ: CHEM 1111, CHEM 1111L, and ENGL 1102. F, S

### **ENGR 2224 Materials and Measurements Laboratory: 1 semester hour.**

Laboratory measurement of material properties. COREQ or PREREQ: ENGR 2223. F, S

### **ENGR 2234 Materials and Measurements Lab: 1 semester hour.**

### **ENGR 3307 Thermodynamics: 3 semester hours.**

Fundamental concepts of thermal energy equations. Applications to ideal and real gases, liquids, and solids in static and transient systems. PREREQ: ENGR 2220. F

### **ENGR 3364 Engineering Numerical Techniques: 3 semester hours.**

Numerical methods for solving linear and nonlinear systems of equations, data fitting and smoothing, numerical integration and differentiation, initial and boundary value problems, and optimization. Stresses engineering applications and programming projects. PREREQ: ME 1165 or CS 1181; MATH 2240, MATH 2275, and MATH 3360. F

**ENGR 3392 Cooperative Education: 1-3 semester hour.**

Academic work done in conjunction with approved engineering work experience. Written report required. Consult with faculty advisor regarding availability and specific requirements. Graded S/U. PREREQ: Junior standing and permission of instructor. F, S, Su

**ENGR 4400 Essentials of Engineering: 2 semester hours.**

Preparation for Fundamentals of Engineering Exam. May not be used as a technical elective. May be repeated once for a total of 4 credits. PREREQ: Senior standing in Engineering. Graded S/U. F, S

**ENGR 4414 Model Theory: 3 semester hours.**

Theory of design and testing of scaled system models. Dimensional analysis with application to physical models. True and distorted models, linear and nonlinear models and analogies. Laboratory work required. PREREQ: CE 3341/ME 3341 and CE 3350/ME 3350. D

**ENGR 4478 Probabilistic Risk Assessment: 3 semester hours.**

Probabilistic methods applied to analysis and design. Setting probabilistic design objectives and calculating probabilistic performance emphasized. PREREQ: ENGR 3364, MATH 3360 and Senior standing in Engineering. D

**ENGR 4481 Independent Problems: 1-3 semester hour.**

Students are assigned to, or request assignment to, independent problems on the basis of interest and preparation. May be repeated for a maximum of 6 credits. Equivalent to CE/EE 4481. PREREQ: Permission of instructor. D

**ENGR 4492 Human Factors in Engineering: 3 semester hours.**

Overview of the discipline of human factors engineering, including design of information displays, controls, workspace, and human performance. Relationship of engineering to corporate issues such as R&D, maintenance, training, operations, safety. D

**ENGR 4496 Project Design I: 3 semester hours.**

Semester one of a two semester sequence dealing with the conceptual design of multi-disciplinary projects requiring multi-disciplinary teams. PREREQ: Approval of application for admission to course. F

**ENGR 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Department of Civil and Environmental Engineering

### Accreditation

The Bachelor of Science (B.S.) program in Civil Engineering (CE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

### Educational Objectives

The following educational objectives have been established:

- Graduates will apply technical knowledge in complex engineering projects and obtain professional licensure.
- Graduates will be professionally competent, evidenced by leadership, teamwork, management, and communication skills.
- Graduates will engage in professional development, life-long learning, and service to their profession and society.

### Bachelor of Science in Civil Engineering

Including the University's General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), students must complete the required courses listed below. Some of the required courses also satisfy or partially satisfy the General Education Objectives, as noted. The courses are listed in the sequence they are to be taken.

#### Required Courses

ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
GEOL 1101 & 1101L or BIOL 1100/1100L	Physical Geology and Physical Geology Lab Concepts Biology Human Concerns	4
MATH 1175	Calculus II	4
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
CE 1105	Engineering Graphics	2

ME 1165	Structured Programming	2
CE/ME 2210	Engineering Statics	3
MATH 3352	Introduction to Probability	3
MATH 2240	Linear Algebra	3
CE 2200	Civil Engineering Tools	1
COMM 1101	Principles of Speech (Satisfies General Education Objective 2)	3
ME 2220	Engineering Dynamics	3
CE/ME 3350	Mechanics of Materials	3
MATH 3360	Differential Equations	3
CE 3332	Basic Geotechnics	3
CE 3337	Geotechnical Engineering Laboratory	1
CE 3301	Surveying	3
CE 3362	Structural Analysis	3
CE 3361	Engineering Economics and Management	3
CE 3366	Civil Engineering Materials	2
CE 3367	Civil Engineering Materials Laboratory	1
CE 4434	Geotechnical Design	3
CE/ME 3341	Fluid Mechanics	3
CE 3351	Engineering Hydrology	3
ENVE 4408	Water and Waste Water Quality	3
CE 4462	Design of Steel Structures	3
or CE 4464	Design of Concrete Structures	
ENVE 4410	Introduction to Environmental Engineering	3
CE 4435	Hydraulic Design	3
CE 4496A	Project Design I	3
CE 4436	Transportation Engineering	3
CE 4496B	Project Design II	3
CE Technical Electives <sup>1</sup>		12

Add'l General Education Objectives <sup>2</sup>

- <sup>1</sup> List of approved courses is available in the Civil Engineering Checklist. The CE Technical Elective courses must be selected from at least two areas of Geotechnical, Structures, Water Resources, Environmental, or other areas.
- <sup>2</sup> See the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog.

## Emphasis in Engineering Geology

Complete the following courses in addition to the Bachelor of Science in Civil Engineering:

CE/GEOL 4454	Basic Engineering Geology	3
CE/GEOL 4455	Geologic Data Methods	3
CE/GEOL 4475	Essentials of Geomechanics	3
CE/GEOL 4476	Engineering Geology Project	1
CE 4480/GEOL 4483	Earthquake Engineering	3

## Civil Engineering Courses

### **CE 1105 Engineering Graphics: 2 semester hours.**

Engineering drawing emphasizing projections, sketching and 3-D visualization. Introduction to CAD with civil, electrical and mechanical engineering applications. PREREQ: MATH 1147 or equivalent. F, S

### **CE 1120 Introduction to Engineering: 2 semester hours.**

Introduction to engineering problem solving, engineering design, analysis of contemporary societal issues and methods of presenting engineering information. Design projects and/or presentations of current engineering challenges. F, S

**CE 2200 Civil Engineering Tools: 1 semester hour.**

Civil engineering problem solving using spreadsheets as a modern data analysis, reporting and database tool; word processing, reading plans/drawings and specifications. PREREQ: MATH 1170, ME 1165. F

**CE 2210 Engineering Statics: 3 semester hours.**

Concepts of force vectors and equilibrium with emphasis on free body diagrams. Trusses, beams, frames, centroids, fluid statics, and friction. Equivalent to ME 2210. PREREQ or COREQ: CE 1105 or ME 1105; PHYS 2211; and MATH 1175. F, S

**CE 3301 Surveying: 3 semester hours.**

Fundamental principles of surveying. Electronic and conventional angle and distance measurement, leveling traversing, stadia, solar observation, surveying computations, mapping. Application to engineering, geology and architecture. PREREQ: MATH 1147 or equivalent. F, D

**CE 3332 Basic Geotechnics: 3 semester hours.**

Classification, analysis and evaluation of soils as engineering material. Water movement through soils. Soil mechanics applied to analysis of foundations, earth slopes and other structures. PREREQ: CE/ME 2210. S

**CE 3337 Geotechnical Engineering Laboratory: 1 semester hour.**

Field and laboratory work on site investigation, soil sampling, classification and testing. Evaluation of soil properties. Design of experiments. PRE-or-COREQ: CE 3332. S

**CE 3341 Fluid Mechanics: 3 semester hours.**

Fluid statics, incompressible fluid flow, open channel flow, compressible fluid flow, pipe flow, flow measurements, pumps, valves, other devices. Equivalent to ME 3341. PREREQ: ME 2220 and MATH 3360. S

**CE 3350 Mechanics of Materials: 3 semester hours.**

Theories of stresses and strains for ties, shafts, beams, columns and connections. Determination of deflections and the investigation of indeterminate members. An introduction to design. Equivalent to ME 3350. PREREQ: CE/ME 2210. F, S

**CE 3351 Engineering Hydrology: 3 semester hours.**

Quantitative descriptions of hydrologic processes and dynamics for the understanding and prediction of precipitation, storm water runoff, groundwater flow, flood routing, and water quality, ground water and detention and retention systems. PRE-or-COREQ: CE/ME 3341. S

**CE 3360 Engineering Economics: 2 semester hours.**

Economic analysis and comparison of engineering alternatives by annual cost, present and future worth, and rate of return methods. Study of cost factors upon which management decisions are based. PREREQ: Junior standing in Engineering. F, S

**CE 3361 Engineering Economics and Management: 3 semester hours.**

Economic analysis and comparison of engineering alternatives by annual cost, present and future worth, and rate of return methods. Study of cost factors upon which management decisions are based. Introduction to design/construction processes, cost estimating and scheduling with applications to civil engineering projects. PREREQ: CE/ME 2210. F, S

**CE 3362 Structural Analysis: 3 semester hours.**

Analysis of statically determinate and indeterminate trusses, beams, and frames; effects of moving loads; matrix stiffness method; computer applications. PREREQ: CE/ME 3350 and MATH 2240. F

**CE 3366 Civil Engineering Materials: 2 semester hours.**

Mechanical behavior of materials used in civil engineering: metals, masonry, concrete, asphalt, and wood. Micro and macroscopic behavior. Methods of laboratory testing. Analysis and presentation of data and preparation of written reports. PREREQ: CE/ME 3350. F

**CE 3367 Civil Engineering Materials Laboratory: 1 semester hour.**

Laboratory measurement of mechanical behavior of civil engineering materials. Design of experiment. PREREQ: CE/ME 3350. PRE-or-COREQ: CE 3366. F

**CE 4406 Green and Sustainable Engineering: 3 semester hours.**

Study of green engineering and sustainability. Topics focused on design of processes to advance sustainability, manufacturing and disposal alternatives, energy and material life-cycle assessment, and environmental law and related issues. PREREQ: CHEM 1111. D

**CE 4424 Open Channel Flow: 3 semester hours.**

Application of the principles of fluid mechanics to flow in open channels - natural and manmade. Topics include uniform flow, flow resistance, gradually varied flow, flow transitions, unsteady flow, and hydraulic structures (culverts, weirs, etc.) used in open channel control. Computer applications will be used in the analysis of open channel systems. Restricted to seniors. PREREQ: CE 3351. D

**CE 4425 Water Resources: 3 semester hours.**

Overview of the general field of water resources engineering. Course topics covered in other courses such as CE 3351, Engineering Hydrology, CE 4435/5535, Hydraulic Design, and CE 4424/5524, Open Channel Flow, will be limited. The course is structured to give students a background in the diverse field of water resources and help prepare them for future careers in water supply, wastewater, floodplain, stormwater, and groundwater management. D

**CE 4431 Advanced Mechanics of Solids: 3 semester hours.**

An introduction to elasticity, plasticity, and energy foundations, stability, plates. PREREQ: CE/ME 3350 and MATH 3360. F

**CE 4434 Geotechnical Design: 3 semester hours.**

Application of soil mechanics to design of foundations, retaining wall, stable slopes, buried conduits and pavement structures. Computer methods utilized. PREREQ: CE/ME 3350 and CE 3332. F

**CE 4435 Hydraulic Design: 3 semester hours.**

Hydraulic design of water control and transport structures, pipelines, and distribution systems. Computer methods utilized. PREREQ: CE/ME 3341. F

**CE 4436 Transportation Engineering: 3 semester hours.**

Fundamentals of earthwork, route location, drainage, and pavement materials with application to geometric and pavement design of highways, streets and rural roads. PREREQ: CE 3301, CE 3337, and CE 3367. S

**CE 4454 Basic Engineering Geology: 3 semester hours.**

Geology applied to civil engineering projects; rock engineering classification systems and geotechnical parameters such as joint set orientation, ground behavior and underground construction. Preparation of baseline geotechnical reports. Equivalent to GEOL 4454. PREREQ or COREQ: GEOL 3314 or CE 3332. D

**CE 4455 Geologic Data Methods: 3 semester hours.**

Geotechnical investigations for civil works projects; geologic mapping for civil engineering purposes; development of engineering geologic profiles; core logging; preparation of Geotechnical Data Reports for civil works projects. Equivalent to GEOL 4455. PREREQ: CE 4454 or GEOL 4454. D

**CE 4460 Project Management: 3 semester hours.**

Knowledge, techniques and tools for management of civil, electrical, mechanical and environmental engineering projects and firms. Topics include contract organization/interpretation; project responsibility/authority; cost estimating; scheduling; quality control; construction safety; environmental requirements and project closeout. Examples from actual construction projects used as teaching aids. PREREQ: CE 3360 or CE 3361. D

**CE 4462 Design of Steel Structures: 3 semester hours.**

Design of steel members and connections with emphasis on the AISC specifications. PREREQ: CE 3362. OS

**CE 4464 Design of Concrete Structures: 3 semester hours.**

Design of reinforced concrete beams, columns, and slabs. Introduction to pre-stressing. PREREQ: CE 3362. ES

**CE 4465 Design of Prestressed Concrete Structures: 3 semester hours.**

Basic concepts in prestressed concrete design, full versus partial prestressing, flexural design, ultimate load design, beams with constant and variable tendon eccentricity, design of reinforcement for shear and torsion. PREREQ: CE 4464. F

**CE 4466 Design of Wood Structures: 3 semester hours.**

Design of solid and laminated wood members and connections. Includes the design of wooden diaphragms for resisting lateral loads. PREREQ: CE 3362. D

**CE 4467 Structural Engineering Laboratory: 1 semester hour.**

Measurement of stresses and load distribution through concrete, steel and wood components and structures. Design of experiment. PREREQ: CE 3362. S

**CE 4468 Behavior of Composite Materials: 3 semester hours.**

Macro and micromechanical behavior of laminae and laminates; bending, buckling and vibration of laminated beams and plates. PREREQ: CE/ME 3350 and MATH 2240. D

**CE 4475 Essentials of Geomechanics: 3 semester hours.**

Essentials of rock fracture relevant to geological engineering including stress and strain, properties and classification of rock masses, rock fracture mechanisms. Equivalent to GEOL 4475. PREREQ: GEOL 4421 or CE/ME 3350. D

**CE 4476 Engineering Geology Project: 1 semester hour.**

Team projects studying actual problems in engineering geology. Equivalent to GEOL 4476. PREREQ: GEOL 4454 or CE 4454. D

**CE 4480 Earthquake Engineering: 3 semester hours.**

Topics include: mechanism and characterization of earthquakes; seismic risk analysis; site and structural response; applications from points of view of engineer and geologist. PREREQ: GEOL 3313, CE 3332, or permission of instructor. D

**CE 4481 Independent Problems: 1-3 semester hour.**

Students are assigned to, or request assignment to, independent problems on the basis of interest and preparation. May be repeated for a maximum of 6 credits. Equivalent to ENGR/EE 4481. PREREQ: Permission of instructor. D

**CE 4496A Project Design I: 3 semester hours.**

Semester one of a two semester sequence dealing with the conceptual design of multi-disciplinary projects requiring multi-disciplinary teams. PREREQ: Approval of application for admission to course. F

**CE 4496B Project Design II: 3 semester hours.**

Continuation of design sequence dealing with the design, analysis, implementation, and consequences of multi-disciplinary projects. PREREQ: CE 4496A. S

**CE 4499 Experimental Course: 1-3 semester hour.**

This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**Env Engr Courses****ENVE 4404 Environmental Risk Assessment: 3 semester hours.**

Quantitative and qualitative approaches to characterizing and controlling contaminant pathways. Risk assessment requirements and implications in superfund projects for engineers working on remediation. PREREQ: Permission of major advisor. F

**ENVE 4408 Water and Waste Water Quality: 3 semester hours.**

Principles of chemistry in application to water and wastewater treatment systems for water quality control and reuse. PREREQ: CHEM 1111 and CHEM 1111L or equivalent. S, D

**ENVE 4409 Water and Waste Water Lab: 1 semester hour.**

Fundamental analytical procedures for measurement of water and waste water quality. Introduction to materials and protocols associated with general environmental analytical techniques. COREQ or PREREQ: ENVE 4408. D

**ENVE 4410 Introduction to Environmental Engineering: 3 semester hours.**

Introduction to physical, chemical, and biological principles of solid and hazardous waste management, water and wastewater treatment, air pollution control and national environmental regulation. PREREQ: ENVE 4408 or equivalent. F

**ENVE 4430 Air Pollution and Solid Waste: 3 semester hours.**

Sources, characteristics, regulations, and effects of air pollution and solid waste on environmental quality; analysis and design of control systems, including the recovery of resources from solid waste. PREREQ: Senior standing in Engineering or permission of instructor. D

**ENVE 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**Department of Electrical Engineering****Accreditation**

The undergraduate program in Electrical Engineering (EE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

**Educational Objectives**

- **PEO1. Depth and Breadth:** Produce graduates who demonstrate broad and in-depth knowledge in the practice of, or advanced study of, electrical engineering.
- **PEO2. Career Development:** Produce graduates who will demonstrate and maintain the necessary knowledge and skills throughout their careers to solve problems in the complex modern work environment.
- **PEO3. Professionalism:** Produce graduates who demonstrate professional responsibilities.

**Student Outcomes**

Idaho State University's Electrical Engineering program has the following Student Outcomes:

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in, life-long learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

**Declaring an Electrical Engineering Major**

To declare an Electrical Engineering major, a student must have an overall GPA of 2.0 and have completed all the key courses listed below with a grade point average (GPA) for these courses of at least 2.0 with no grade lower than C-. Each student should submit an application form (available in the

Engineering Office) and transcripts as soon as possible (sophomore year) – and will not be allowed to register for any Engineering upper division course (i.e. those numbered 3000 or above) until officially declared an Electrical Engineering major.

### Key Courses:

EE 2240	Introduction to Electrical Circuits	3
EE 2274 & EE 2275	Introduction to Digital Systems and Introduction to Digital Systems Laboratory	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CS 1181	Computer Science and Programming I	3
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	8

## Electrical Engineering Degree Requirements

Including the university's General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Electrical Engineering degree totals 120 credits as follows:

### Science, Mathematics and Engineering Core Courses (36 credits):

CS 1181	Computer Science and Programming I	3
CS 1182	Computer Science and Programming II	3
ENGL 3307	Professional and Technical Writing	3
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
EE 2240	Introduction to Electrical Circuits	3
EE 3340	Fundamentals of Electrical Devices	3
EE 3342	Fundamentals of Electrical Devices Laboratory	1
EE 4416	Applied Engineering Methods	3
EE 4496	Project Design	3

### Electrical Engineering Required Courses (46 credits)

EE 2274	Introduction to Digital Systems	3
EE 2275	Introduction to Digital Systems Laboratory	1
EE 3325	Electromagnetics	3
EE 3329	Introduction to Electronics	3
EE 3345	Signals and Systems	3
EE 4400	Senior Seminar	1
EE 4418	Communication Systems	3
EE 4426	Computer Architecture and Organization	3
EE 4427 & 4427L	Embedded Systems Engineering and Embedded Systems Engineering Laboratory	3
EE 4429 & 4429L	Advanced Electronics and Advanced Electronics Lab	3
EE 4472 & 4472L	Electrical Machines and Power and Electrical Machines and Power Laboratory	4
EE 4473	Automatic Control Systems	3
EE 4475	Digital Signal Processing	3
EE 4484	Signal Processing Laboratory	1

#### In Addition:

EE Electives <sup>1</sup>		6
Upper division Technical Elective or EE elective		3

<sup>1</sup> List of approved courses is available from the Engineering Office.



## Recommended Schedule

### Freshman

Fall	Hours Spring	Hours
CHEM 1111 & 1111L	5 CS 1182	3
CS 1181	3 ENGL 1102	3
MATH 1170	4 MATH 1175	4
Social Science and Humanities Course	3 PHYS 2211	4
	<b>15</b>	<b>14</b>

### Sophomore

Fall	Hours Spring	Hours
COMM 1101	3 Social Science and Humanities course	3
EE 2274 & EE 2275	4 EE 3340 & EE 3342	4
EE 2240	3 ENGL 3307	3
MATH 2240	3 MATH 2275	4
PHYS 2212	4	
	<b>17</b>	<b>14</b>

### Junior

Fall	Hours Spring	Hours
EE 3325	3 EE 3329	3
EE 3345	3 EE 4427 & 4427L	3
EE 4426	3 EE 4473	3
EE 4472 & 4472L	4 EE 4416	3
MATH 3360	3 Social Science or Humanities course	3
	<b>16</b>	<b>15</b>

### Senior

Fall	Hours Spring	Hours
EE 4400	1 EE 4418	3
EE 4429 & 4429L	3 EE 4475	3
EE Elective	3 EE 4484	1
Technical Elective	3 EE Elective	3
Social Science or Humanities Course	3 EE 4496	3
	Social Science and Humanities course	3
	<b>13</b>	<b>16</b>

Total Hours: 120

## Courses

### **EE 2240 Introduction to Electrical Circuits: 3 semester hours.**

Passive circuit elements. DC circuits. Voltage and current sources. Circuit laws, theorems and node and loop analysis. Transients in RLC circuits. Introduction to AC circuits. Computer-aided analysis. PREREQ: MATH 1170. F

### **EE 2274 Introduction to Digital Systems: 3 semester hours.**

Number systems; Boolean algebra fundamentals; system reduction, combinational and sequential logic. PREREQ: CS/MATH 1187. COREQ or PREREQ: EE 2275. F

### **EE 2275 Introduction to Digital Systems Laboratory: 1 semester hour.**

Laboratory experience in the construction of basic digital logic circuits and state machines. COREQ or PREREQ: EE 2274. F

### **EE 3325 Electromagnetics: 3 semester hours.**

Vectors and fields, electrostatics, magnetostatics, electrodynamics, Maxwell's equations, boundary value problems, plane and guided waves. PREREQ: EE 3340, MATH 2275, and PHYS 2212; MATH 3360 recommended. F

### **EE 3329 Introduction to Electronics: 3 semester hours.**

Introduction to semiconductor theory, diodes, bipolar junction transistors and amplifiers, metal-oxide-semiconductor field effect transistors and amplifiers, and frequency response. COREQ or PREREQ: EE 3340. S

**EE 3340 Fundamentals of Electrical Devices: 3 semester hours.**

AC circuits. Design of passive and active filters. Three-phase circuits. Transformers. AC and DC machines. Computer-aided analysis. PREREQ: EE 2240. COREQ or PREREQ: EE 3342 and MATH 1175. S

**EE 3342 Fundamentals of Electrical Devices Laboratory: 1 semester hour.**

Laboratory course emphasizing basic electrical measurements and methods. PREREQ or COREQ: EE 3340. S

**EE 3345 Signals and Systems: 3 semester hours.**

Linear time-invariant systems, continuous and discrete; Fourier series, Fourier transforms; discrete Fourier transforms; Laplace transforms, z-transforms; state-space analysis. PREREQ: EE 3340. PREREQ or COREQ: MATH 3360. F

**EE 4400 Senior Seminar: 1 semester hour.**

Current topics in Electrical Engineering. PREREQ: Senior standing in Electrical Engineering. F

**EE 4413 Techniques of Computer-Aided Circuit Analysis and Design: 3 semester hours.**

Automatic formulation of equations and fundamental programming techniques pertinent to computer-aided circuit analysis, design, modeling. May include sensitivity calculations, system analogies, optimization. PREREQ: CS 1181, EE 3340, and EE 3342. D

**EE 4416 Applied Engineering Methods: 3 semester hours.**

Applied discrete and continuous probability, random variables, probability distributions, sampling, data description, parameter estimation, hypothesis testing, inference, correlation and linear and multiple regression. PREREQ: MATH 1170. S

**EE 4418 Communication Systems: 3 semester hours.**

Basic principles of analysis and design of modern analog and digital communication systems, including transmission and reception. PREREQ: EE 3329 and EE 3345. S

**EE 4426 Computer Architecture and Organization: 3 semester hours.**

Design, implementation, and performance evaluation of modern computer systems; instruction sets; datapath and control optimizations; single-cycle, multiple-cycle, and pipelined processors; hazard detection and resolution; memory hierarchies; peripheral devices. PREREQ: EE 2274 and EE 2275. F

**EE 4427 Embedded Systems Engineering: 2 semester hours.**

Integration of algorithms, software and hardware to design real-time and embedded systems for signal processing and control. PREREQ: EE 4426. PREREQ or COREQ: EE 4427L. S

**EE 4427L Embedded Systems Engineering Laboratory: 1 semester hour.**

Design and implement embedded signal processing and control systems through the integration of algorithms, software, and hardware. PREREQ or COREQ: EE 4427. S

**EE 4429 Advanced Electronics: 2 semester hours.**

Introduction to operational amplifiers and their applications, current mirrors, active loads, differential amplifiers, feedback and stability, filters, oscillators, Schmitt triggers, power amplifiers and voltage regulators. PREREQ: EE 3329. PREREQ or COREQ: EE 4429L. F

**EE 4429L Advanced Electronics Lab: 1 semester hour.**

Transistor biasing, amplifiers and other basic analog circuit designs. PREREQ or COREQ: EE 4429. F

**EE 4432 Introduction to VLSI Design: 3 semester hours.**

Photolithography, CMOS Fabrication, MOSFET Operation, CMOS passive elements, design rules and layout, CAD tools for IC design, inverters, static logic and transmission gates, dynamic logic. PREREQ: EE 3329. D

**EE 4433 Mixed Signal Design: 3 semester hours.**

Analog IC design, Passive components, parasitic elements, component matching, IC layout techniques, amplifiers, current sources, comparators, op amps, noise, switched capacitor circuits. Includes lab work using design tools. PREREQ: EE 4432. D

**EE 4472 Electrical Machines and Power: 3 semester hours.**

Theory and application of electrical machinery and transformers. Power and energy relationships in power systems. PREREQ: EE 3340 and EE 3342. PREREQ or COREQ: EE 4472L. F

**EE 4472L Electrical Machines and Power Laboratory: 1 semester hour.**

Experimental study of the fundamental physical phenomena and characteristics of transformers, induction motors, synchronous and direct current machines. PREREQ or COREQ: EE 4472. F

**EE 4473 Automatic Control Systems: 3 semester hours.**

Continuous-time control systems using both frequency-domain and state-space techniques. Topics include design methodology, performance specifications, analysis and design techniques. PREREQ: EE 3345 or ME 4405. S

**EE 4474 Advanced Circuit Theory: 3 semester hours.**

Methods of analog electrical circuit analysis and synthesis. Topics include signal flow graphs, multi-port networks, simulation techniques, and topological methods for formulation of network equations. PREREQ: EE 3340. D

**EE 4475 Digital Signal Processing: 3 semester hours.**

Discrete, fast Fourier and Z-transforms, correlation, convolution, finite and infinite impulse response digital filter design, spectral analysis and adaptive digital filters. PREREQ: EE 3345. PREREQ or COREQ: EE 4484. S

**EE 4476 Semiconductor Processing and Fabrication: 3 semester hours.**

Silicon semiconductor processing and basic integrated circuit fabrication. Physics, chemistry and technology in basic processing steps in production of integrated circuits. PREREQ: PHYS 2212 or equivalent. D

**EE 4478 Semiconductor Devices: 3 semester hours.**

Operating principles of basic building blocks of modern silicon-based semiconductor devices to include p-n junctions, field effect transistors and bipolar junction transistors. PREREQ: PHYS 2212 or equivalent. D

**EE 4479 Advanced Semiconductor Devices: 3 semester hours.**

Review of semiconductor band theory. Opto-electronics, quantum mechanics, heterojunctions, power and microwave semiconductor devices. PREREQ: EE 4478 or equivalent. D

**EE 4481 Independent Problems: 1-3 semester hour.**

Students are assigned to, or request assignment to, independent problems on the basis of interest and preparation. May be repeated for a maximum of 6 credits. Equivalent to CE/ENGR 4481. PREREQ: Permission of instructor. D

**EE 4482 Principles of Power Electronics: 3 semester hours.**

Introduction to steady state converter modeling and analysis. Principles of converter dynamics and control including controller design. PREREQ: EE 3329. PREREQ or COREQ: EE 4473. D

**EE 4484 Signal Processing Laboratory: 1 semester hour.**

Design finite and infinite response digital filters in digital signal processing applications. PREREQ or COREQ: EE 4475. S

**EE 4491 Digital Control Systems: 3 semester hours.**

Analysis and design of digital control systems, Z-transforms, transient response, stability, root locus, frequency response, design, state-space and state feedback. PREREQ: EE 4473. D

**EE 4496 Project Design: 3 semester hours.**

Conceptual design of multidisciplinary electrical engineering projects. Design, analysis, and implementation of senior design projects proposed and defined in EE 4400. PREREQ: EE 4400. S

**EE 4496B Project Design II: 3 semester hours.**

Continuation of design sequence dealing with the design, analysis, implementation, and consequences of multi-disciplinary projects. PREREQ: EE 4496A. S

**EE 4499 Experimental Course: 1-3 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Department of Mechanical Engineering

### Accreditation

The Bachelor of Science (B.S.) program in Mechanical Engineering (ME) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

### Educational Objectives for Degree Program in Mechanical Engineering

Five years after they graduate, our Mechanical Engineering graduates should:

- **Professional and Social Responsibility** – demonstrate professionalism and ownership of their work and be an active and positive influence in their community.
- **Professional Leadership** – balance the relationship between business and engineering and interface with multidisciplinary teams to achieve the combined objective.
- **Career Development and Professional Growth** – pursue life-long learning, professional affiliations, and increasing responsibility in the workplace.

### Bachelor of Science in Mechanical Engineering

Including the University General Education Requirements listed elsewhere (8 of the 9 General Education Objectives, a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Mechanical Engineering degree totals a minimum of 120 credits as follows:

#### Additional Mathematics and Science Course Requirements:

MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4

MATH 3360	Differential Equations	3
CHEM 1111	General Chemistry I (Partially satisfies General Education Objective 5)	4
CHEM 1111L	General Chemistry I Lab (Partially satisfies General Education Objective 5)	1
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
PHYS 2212	Engineering Physics II (Partially satisfies General Education Objective 5)	4

Note: Objective 5 is satisfied by taking all of the science courses identified above as partially satisfying this objective.

### Mechanical Engineering Course Requirements:

CE/ME 2210	Engineering Statics <sup>1</sup>	3
EE 2240	Introduction to Electrical Circuits	3
CE/ME 3350	Mechanics of Materials <sup>1</sup>	3
CE 3360	Engineering Economics	2
ME 1105	Solid Modeling	2
ME 1165	Structured Programming	2
ME 2220	Engineering Dynamics <sup>1</sup>	3
ME 2222	Mechanical Engineering Materials	3
ME 2266	Symbolic Programming	1
ME 3307	Thermodynamics <sup>1</sup>	3
ME 3320	Kinematics and Dynamics of Machinery <sup>1</sup>	3
ME 3323	Machine Design	3
CE/ME 3341	Fluid Mechanics <sup>1</sup>	3
ME 4406	Measurement Systems Laboratory	1
ME 4440	Vibration Analysis	3
ME 4443	Thermal Fluids Laboratory	1
ME 4463	Mechanical Systems Design	3
ME 4465	Thermal Fluid System Design	3
ME 4473	Mechanical Control Systems	3
ME 4476	Heat Transfer	3
ME 4480	Mechanical Engineering Seminar	1
ME 4496	Project Design	3
ME Electives <sup>2</sup>		12

<sup>1</sup> Course may involve evening examinations and/or presentations.

<sup>2</sup> Students are to consult with their advisors and choose courses which will complement their engineering education.

### For students interested in focusing their ME degree in the *Biomedical* area, suggested electives are:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
PTOT 4401	Clinical Kinesiology and Biomechanics	4
PE 4482	Mechanical Analysis of Human Movement	3
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4

### For students interested in focusing their ME degree in the *Systems* area, suggested electives are:

ME 3355	System Dynamics	3
ME 4415	Model Theory	3
ME 4425	Mechatronics	3
MATH 4421	Advanced Engineering Mathematics I	3

**For students interested in focusing their ME degree in the *Thermal/Fluids* area, suggested electives are:**

CE 4435	Hydraulic Design	3
ME 4416	Thermal Power Cycles	3
ME 4451	Compressible Fluid Flow	3

**For students interested in focusing their ME degree in the *Robotics and Mechanical Design* area, suggested electives are:**

ME 3325	Advanced Machine Design	3
ME 3353	Manufacturing Processes	3
ME 4425	Mechatronics	3
CE 4431	Advanced Mechanics of Solids	3

**For students interested in focusing their ME degree in the *Energy* area, suggested electives are:**

MATH 4421	Advanced Engineering Mathematics I	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3

## Courses

***ME 1105 Solid Modeling: 2 semester hours.***

Introduction to the fundamentals of Solid Modeling. Sketching, features, modeling, assemblies and drawings. Minimum grade C-. PREREQ: MATH 1147. F, S

***ME 1165 Structured Programming: 2 semester hours.***

Introduces concepts of structured programming via top-down design concepts, in an interpreted programming environment. Covers conditionals, loop structures, function modules, array processing, structures, input and output of data, and graphical visualization, with applications to engineering problems. Minimum grade C-. PREREQ: MATH 1170. F, S

***ME 2210 Engineering Statistics: 3 semester hours.***

Concepts of force vectors and equilibrium with emphasis on free body diagrams. Trusses, beams, frames, centroids, fluid statics, and friction. Equivalent to CE 2210. PRE-or-COREQ: CE 1105 or ME 1105 (Minimum grade of C- or better required for ME 1105); PHYS 2211; and MATH 1175. F, S

***ME 2220 Engineering Dynamics: 3 semester hours.***

Principles of kinetics. Angular and linear displacement, velocity, and acceleration analysis. Rigid bodies in motion and types of motion. Application of principles of force-mass acceleration, work-kinetic energy, and impulse-momentum to solution of problems of force systems acting on moving particles and rigid bodies. PREREQ: ME 2210 or CE 2210. F, S

***ME 2222 Mechanical Engineering Materials: 3 semester hours.***

Material properties, metals, alloys, phase diagrams, heat treatment, and material testing. PREREQ: CHEM 1111 and CHEM 1111L. F, S

***ME 2266 Symbolic Programming: 1 semester hour.***

Introduces a symbolic programming language, with emphasis on algebraic, calculus, and linear algebraic manipulations and visualization, with engineering applications. PREREQ: MATH 1175. PRE-or-COREQ: ME 1165 (Minimum grade of C- or better required for ME 1165) and MATH 2240. F

***ME 3307 Thermodynamics: 3 semester hours.***

Fundamental concepts of thermal energy equations. Applications to ideal and real gases, liquids, and solids in static and transient systems. PREREQ: ME 2220 and PHYS 2212. F, S

***ME 3320 Kinematics and Dynamics of Machinery: 3 semester hours.***

Kinematic analysis of cams, gears, and linkages; velocity, acceleration and force analysis; kinematic synthesis and design of mechanisms; balancing; computer-aided analysis and synthesis. PREREQ: ME 2266, ENGR/ME 2220, and MATH 2240. F

***ME 3323 Machine Design: 3 semester hours.***

Design of mechanical components subject to static and fatigue loads. Design using screws, fasteners, springs, bearings, and welds. Computer-aided design using finite element methods. PREREQ: CE/ME 3350, ME 2222, and ME 3320. S

***ME 3325 Advanced Machine Design: 3 semester hours.***

Statistical methods for design, failure analysis, advanced machine component design. PREREQ: ME 3323. D

***ME 3341 Fluid Mechanics: 3 semester hours.***

Fluid statics, incompressible fluid flow, open channel flow, compressible fluid flow, pipe flow, flow measurements, pumps, valves, other devices. Equivalent to CE 3341. PREREQ: ME 2220 and MATH 3360. F

**ME 3350 Mechanics of Materials: 3 semester hours.**

Theories of stresses and strains for ties, shafts, beams, columns and connections. Determination of deflections and the investigation of indeterminate members. An introduction to design. Equivalent to CE 3350. PREREQ: CE/ME 2210. F, S

**ME 3353 Manufacturing Processes: 3 semester hours.**

Production techniques and equipment. Casting, molding, pressure forming, metal removal, joining and assembly, automation and materials handling. Field Trips. PREREQ: ME 2222. D

**ME 3355 System Dynamics: 3 semester hours.**

Modeling and representations of dynamic 3-dimensional physical systems emphasizing rigid bodies: transfer functions, block diagrams, state equations. Transient response. PREREQ: ME 2220 and MATH 3360. D

**ME 4405 Measurement Systems Design: 3 semester hours.**

Introduction to instrumentation systems analysis and design, including statistical analysis, system modeling, actuators, transducers, sensor systems, signal transmission, data acquisition, and signal conditioning. PREREQ: MATH 3360. D

**ME 4406 Measurement Systems Laboratory: 1 semester hour.**

Principles of measurement, measurement standards and accuracy, detectors and transducers, digital data acquisition principles, signal conditioning systems and readout devices, statistical concepts in measurement, experimental investigation of engineering systems. PREREQ: MATH 3360. S

**ME 4415 Model Theory: 3 semester hours.**

Theory of design and testing of scaled system models. Dimensional analysis with application to physical models. True and distorted models, linear and nonlinear models and analogies. Laboratory work required. Equivalent to ENGR 4415. PREREQ: ME 3341 and CE/ME 3350. D

**ME 4416 Thermal Power Cycles: 3 semester hours.**

Application of thermodynamics to design of systems for conversion of thermal energy to power by various power cycles. PREREQ: ME 3307. D

**ME 4425 Mechatronics: 3 semester hours.**

Basic kinematics, sensors, actuators, measurements, electronics, microprocessors, programmable logic controllers, feedback control, robotics and intelligent manufacturing. PREREQ: ME 4473 and MATH 3360. D

**ME 4440 Vibration Analysis: 3 semester hours.**

Free vibration and forced response of single and multiple degree of freedom systems, normal modes, random vibrations, discrete, lumped mass, and continuous systems. Vibration control techniques. PREREQ: ME 4473 and MATH 3360. PREREQ OR COREQ: ME 3323. S

**ME 4443 Thermal Fluids Laboratory: 1 semester hour.**

Measurement of thermal and fluid properties, experiments on fluid flow and heat transfer systems. PREREQ: ME 3341. COREQ: ME 4476. F

**ME 4451 Compressible Fluid Flow: 3 semester hours.**

Fundamentals and practical applications of compressible fluid flow and gas dynamics; techniques for isentropic friction, heat addition, isothermal flow, shock wave analysis, propagation, expansion waves, reflection waves. PREREQ: ME 3341. D

**ME 4463 Mechanical Systems Design: 3 semester hours.**

Application of engineering concepts and principles to the design of mechanical systems, including economic, environmental, sustainability, and societal considerations. PREREQ: ME 3323, ME 4406, and ME 4440. F

**ME 4465 Thermal Fluid System Design: 3 semester hours.**

Application of engineering concepts and principles to the design of thermal and fluid systems, including economic, environmental, sustainability, and societal considerations. PREREQ: ME 3341 and ME 4476. S

**ME 4473 Mechanical Control Systems: 3 semester hours.**

Discrete and continuous time control system design, signal processing, embedded systems. PREREQ: ME 2220, EE 2240, and MATH 3360. F

**ME 4476 Heat Transfer: 3 semester hours.**

Principles and engineering applications of heat transfer. Analysis of conduction, convection and radiation heat transfer. Design of heat exchangers. PREREQ: ME 3307 and ME 3341. S

**ME 4480 Mechanical Engineering Seminar: 1 semester hour.**

Project management, conceptual design, industry interaction, current topics in Mechanical Engineering. PREREQ: Approval of application for admission to course. F

**ME 4481 Independent Problems: 1-3 semester hour.**

Students are assigned to, or request assignment to, independent problems on the basis of interest and preparation. May be repeated for a maximum of 6 credits. PREREQ: Permission of instructor. D

**ME 4496 Project Design: 3 semester hours.**

The course is designed to give student teams experience solving an engineering problem involving the synthesis of a solution to meet the specified design requirements. PREREQ: CE 3360. S

**ME 4496A Project Design I: 3 semester hours.**

Semester one of a two semester sequence dealing with the conceptual design of multi-disciplinary projects requiring multi-disciplinary teams. PREREQ: Approval of application for admission to course. F

**ME 4496B Project Design II: 3 semester hours.**

Continuation of design sequence dealing with the design, analysis, implementation, and consequences of multi-disciplinary projects. PREREQ: ME 4496A. S

**ME 4499 Experimental Course: 1-3 semester hour.**

## Department of Nuclear Engineering and Health Physics

### Accreditation - Nuclear Engineering

The Bachelor of Science (B.S.) program in Nuclear Engineering (NE) is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

### Educational Objectives for the Degree Program in Nuclear Engineering

1. Our graduates will be active in the nuclear industry or related fields, making contributions to its advancement, either in industry, research, or academics.
2. Our graduates will have a record of accomplishment in the nuclear industry.
3. Our graduates will engage in lifelong learning, keeping abreast of advancements in their fields.

### Health Physics

The Department of Nuclear Engineering offers the A.S., B.S., and M.S. options in Health Physics. Health Physics, an applied science, is concerned with the protection of humans and their environment from the possible harmful effects of radiation while providing for its beneficial uses. Health Physics is a multi-disciplined profession that incorporates aspects of both the physical and biological sciences. The B.S. option in Health Physics will prepare the student for work in government, university, medical or industrial settings dealing with such areas as operational radiation safety, regulatory issues and environmental quality. Successful B.S. students receive a Bachelor of Science in Physics and the student's official transcript indicates an emphasis in Health Physics.

Students may enter the M.S. program in Health Physics from several undergraduate majors including: health physics, physics, chemistry, biology and other science or engineering majors. Additional course work to correct deficiencies may be necessary.

To declare a major in Health Physics, a student must have completed at least 24 semester hours and not be on probation. Declaration of major should be done as soon as possible in the student's program. For further details, please consult staff of the Department of Nuclear Engineering and Health Physics.

### Accreditation

The Bachelor of Science (B.S.) and Master of Science (M.S.) programs in Health Physics are accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>. Students may enter the M.S. program in Health Physics from several undergraduate majors including health physics, physics, chemistry, biology, and other science or engineering majors. Additional course work to correct deficiencies may be necessary.

The Idaho State University Health Physics program is evaluated by periodically monitoring a series of programmatic outcomes which are used to indicate the extent to which our objectives are being accomplished and to provide information by which the program may be modified to optimize accomplishing these objectives.

### Educational Objectives for the Degree Program in Health Physics

The objective of the Idaho State University Health Physics program is to produce Health Physicists with:

- Fundamental technical knowledge,
- Strong written and verbal communication skills,
- Well-developed professional judgment with the capability to think critically,
- Capability for solving applied health physics problems,
- The ability to work independently, and
- A thorough understanding of professional ethics

Students earning either degree in the Health Physics program must complete 8 of the 9 University General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). Some of the courses listed as degree requirements will also satisfy or partially satisfy General Education Objectives, as noted.

## Declaring a Nuclear Engineering Major

### Key Courses

MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	8
NE 1120	Introduction to Nuclear Engineering	1
CS 1181	Computer Science and Programming I	3
CE 1105	Engineering Graphics	2
CE 2210	Engineering Statics	3
ENGR 2223 & ENGR 2224	Materials and Measurements and Materials and Measurements Laboratory	4
EE 2240	Introduction to Electrical Circuits	3
ME 2220	Engineering Dynamics	3

1. No key course may be repeated more than twice and any remaining key courses must be completed by the end of the first semester following the declaration.
2. Upon making the declaration and submitting the proper form, if approved, students become eligible to enroll in upper division engineering courses (i.e., those numbered 3000 or above). The student will not be allowed to register for any School of Engineering upper-division course until the declaration has been approved.

## Bachelor of Science in Nuclear Engineering

Students earning this degree must complete 8 of the 9 University General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). The program of study for the Bachelor of Science in Nuclear Engineering degree totals 126 credits (minimum) as follows. Some of the required courses also satisfy or partially satisfy General Education Objectives, as noted.

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
COMM 1101	Principles of Speech	3
CE 1105	Engineering Graphics	2
CE/ME 2210	Engineering Statics	3
CE/ME 3350	Mechanics of Materials	3
CE/ME 3341	Fluid Mechanics	3
CE 3361	Engineering Economics and Management	3
CS/NE 1181	Computer Science and Programming I	3
EE 2240	Introduction to Electrical Circuits	3
EE 4416	Applied Engineering Methods	3
ENGL 1102	Critical Reading and Writing	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
ME 2222	Mechanical Engineering Materials	3
NE 1120	Introduction to Nuclear Engineering	1
MATH 2275	Calculus III	4
PHYS 2211	Engineering Physics I	4
PHYS 2212	Engineering Physics II	4
MATH 2240	Linear Algebra	3
MATH 3360	Differential Equations	3
MATH 4421	Advanced Engineering Mathematics I	3
ME 2220	Engineering Dynamics	3
ME 3307	Thermodynamics	3



ME 4443	Thermal Fluids Laboratory	1
ME 4476	Heat Transfer	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3
NE 4445	Reactor Physics	3
NE 4446	Nuclear Fuel Cycle Systems	3
NE 4447	Nuclear Systems Laboratory	1
NE 4451	Nuclear Seminar	1
NE 4496A	Project Design I	1
NE 4496B	Project Design II	3
NE or other Engineering Elective		3
ENGR elective		3

## Bachelor of Science in Physics (Health Physics Emphasis)

The following courses are required in addition to completion of 8 of the 9 General Education Objectives for the B.S. degree (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

BIOL 1101 (p. 437) & 1101L (p. 437)	Biology I and Biology I Lab (partially satisfies General Education Objective 5)	4
BIOL 3301 (p. 437) & 3301L (p. 437)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 (p. 437) & BIOL 3301L (p. 437)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1102 (p. 437) & CHEM 1103 (p. 437)	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory (partially satisfies General Education Objective 5)	4
CHEM 1111 (p. 437) & 1111L (p. 437)	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 (p. 437) & 1112L (p. 437)	General Chemistry II and General Chemistry II Lab	4
CS 1181 (p. 437)	Computer Science and Programming I (satisfies General Education Objective 7)	3
ENGL 3307 (p. 437)	Professional and Technical Writing	3
HPHY 4416 (p. 437)	Introduction to Nuclear Measurements	3
HPHY 4431 (p. 437)	Radiation Physics I	3
HPHY 4432 (p. 437)	Radiation Physics II	3
HPHY 4433 (p. 437)	External Dosimetry	3
HPHY 4434 (p. 437)	Internal Dosimetry	3
HPHY 4455 (p. 437)	Topics in Health Physics I	2
HPHY 4456 (p. 437)	Topics in Health Physics II	2
HPHY 4480 (p. 437)	Health Physics Capstone Course	3
HPHY 4488 (p. 437)	Advanced Radiobiology	3
MATH 1170 (p. 437)	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175 (p. 437)	Calculus II	4
MATH 2275 (p. 437)	Calculus III	4
MATH 3350 (p. 437)	Statistical Methods	3
PHYS 2211 (p. 437) & PHYS 2212 (p. 437)	Engineering Physics I and Engineering Physics II	8
PHYS 2213 (p. 437) & PHYS 2214 (p. 437)	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2
NE 4451 (p. 437)	Nuclear Seminar	1

## Associate of Science in Physics (Health Physics Emphasis)

The objective of the Idaho State University program that awards an Associate of Science in Physics with Emphasis in Health Physics is to develop an individual to assume the role of a health physics technician (sometimes referred to as Radiological Control Technician or RCT) with the knowledge in radiological and biological sciences appropriate for this career option. That same knowledge serves as the basis for certification by the National Registry of Radiation Protection Technologist (NRRPT). Students completing this program will develop the fundamental skills important to life-long learning and advancing within the discipline of Health Physics.

Students must fulfill 8 of the 9 University General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.)

BIOL 1101 (p. 437) & 1101L (p. 437)	Biology I and Biology I Lab	4
BIOL/HPHY 3307 (p. 437)	Radiobiology	2
CHEM 1111 (p. 437) & 1111L (p. 437)	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 (p. 437) & 1112L (p. 437)	General Chemistry II and General Chemistry II Lab	4
COMM 1101 (p. 437)	Principles of Speech	3
ENGL 1102 (p. 437)	Critical Reading and Writing	3
ECON 1100 (p. 437)	Economic Issues	3
MATH 1147 (p. 437)	Precalculus	5
or		
MATH 1143 (p. 437) & MATH 1144 (p. 437)	College Algebra and Trigonometry	5
MATH 1153 (p. 437)	Introduction to Statistics	3
PHIL 1101 (p. 437)	Introduction to Philosophy	3
PHYS 1111 (p. 437)	General Physics	3
PHYS 1113 (p. 437)	General Physics I Laboratory	1
PHYS 1112 (p. 437)	General Physics II	3
PHYS 1114 (p. 437)	General Physics II Laboratory	1
PSYC 1101 (p. 437)	Introduction to General Psychology	3
HPHY 2217 (p. 437)	RCT Internship	3
HPHY 2218 (p. 437)	Fundamentals of Radiation Protection Physics	3
HPHY 2219 (p. 437)	RCT Internship II	3
HPHY 2225 (p. 437)	Radiation Protection Instrumentation	3
HPHY 2226 (p. 437)	Radiation Protection I	3
HPHY 2227 (p. 437)	Radiation Protection II	3
HPHY 2228 (p. 437)	Health Physics Regulations	3
HPHY 3300 (p. 437)	Medical Electronics	2

## Bachelor of Science in Nuclear Engineering

Students earning this degree must complete 8 of the 9 University General Education Objectives (a minimum of 36 credits - see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog). The program of study for the Bachelor of Science in Nuclear Engineering degree totals 125 credits (minimum) as follows. Some of the required courses also satisfy or partially satisfy General Education Objectives, as noted.

First Year	Hours Spring	Hours
<b>Fall</b>		
CHEM 1111 & 1111L	5 CE 1105	2
(Partially satisfies General Education Objective 5)	CS 1181 or NE 1181	3
ENGL 1102	3 COMM 1101	3
(Satisfies General Education Objective 1)	(Satisfies General Education Objective 2)	
MATH 1170	4 MATH 1175	4

(Satisfies General Education Objective 3)	PHYS 2211	4
NE 1120	1 (Partially satisfies General Education Objective 5)	
Objective 4: Humanities, Fine Arts, Language	3	
	<b>16</b>	<b>16</b>
<b>Second Year</b>		
<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
CE 2210 or ME 2210	3 CE 3350 or ME 3350	3
MATH 2275	4 ENGR 2220	3
ME 2222	3 MATH 2240	3
PHYS 2212	4 MATH 3360	3
Free Elective	3 NE 3301	3
	<b>17</b>	<b>15</b>
<b>Third Year</b>		
<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
ENGR 3307	3 NE 4446	3
MATH 4421	3 EE 2240	3
CE 3341 or ME 3341	3 ME 4476	3
NE 3302	3 HPHY 4416	3
Objective 6: Behavioral/Social Science	3 Objective 4: Humanities/Fine Arts/Language	3
	<b>15</b>	<b>15</b>
<b>Fourth Year</b>		
<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
CE 3361	3 EE 4416	3
ME 4443	1 NE 4419	3
NE 4445	3 NE 4447	1
NE 4496A	1 NE 4451	1
NE or other Engineering Elective	3 NE 4496B	3
Objective 6: Behavioral/Social Science	3 Engineering Elective	3
Objective 9: Cultural Diversity	3	
	<b>17</b>	<b>14</b>

Total Hours: 125

## Free Electives:

Any course may be used as a free elective. Students are encouraged to take courses outside science and engineering for these credits.

## NE Electives:

Nuclear Engineering students must select one NE Elective course. The following list shows those that are pre-approved. Students are encouraged to consult with their advisor in order to choose appropriate electives, as there may be other new or special courses to choose from that do not appear on this list. (Note that non-NE courses listed here may have required prerequisites that are not part of the NE program. These prerequisite courses may be used as Engineering Electives.)

EE/ME 4473	Automatic Control Systems	3
ENGR 4422		3
ENVE 4404	Environmental Risk Assessment	3
ME 4405	Measurement Systems Design	3
ME 4416	Thermal Power Cycles	3
ME 4451	Compressible Fluid Flow	3
NE 4487	Medical Applications in Engineering and Physics	3
PHYS 3301	Modern Physics	3
PHYS 4403	Advanced Modern Physics I	3
PHYS 4409	Introductory Nuclear Physics	3
HPHY 4412	Environmental Health Physics	3
HPHY 4433	External Dosimetry	3
HPHY 4434	Internal Dosimetry	3
NE 4488	Nonproliferation and Nuclear Weapons and Safeguards	3

## Engineering Electives:

The engineering elective course must be an upper-division engineering course from outside the NE discipline. Students are encouraged to consult with their advisor in order to choose courses that will compliment their engineering education. Course offerings change and advisors will be knowledgeable of those changes.

## Associate of Science in Physics (Health Physics Emphasis)

The objective of the Idaho State University program that awards an Associate of Science in Physics with Emphasis in Health Physics is to develop an individual to assume the role of a Health Physics Technician (sometimes referred to as Radiological Control Technician or RCT) with the knowledge in radiological and biological sciences appropriate for this career option. That same knowledge serves as the basis for certification by the National Registry of Radiation Protection Technologist (NRRPT). Students completing this program will develop the fundamental skills important to life-long learning and advancing within the discipline of Health Physics.

Students must fulfill 8 of the 9 University General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

## Curriculum

Summer	Hours			Hours
HPHY 2217 <sup>1</sup>	3			
Optional				
	3			
<b>First Year</b>		<b>Fall</b>	<b>Hours Spring</b>	<b>Hours</b>
		BIOL 1101 & 1101L	4 COMM 1101	3
		ENGL 1101	3 ECON 1100	3
		MATH 1147	5 ENGL 1102	3
		Or	MATH 1153	3
		MATH 1143 & MATH 1144	HPHY 2226	3
		HPHY 2218	3 HPHY 3300	2
		PSYC 1101	3 Objective Course	3
	18		20	
<b>Second Year</b>				
<b>Summer</b>	<b>Hours Fall</b>	<b>Hours Spring</b>	<b>Hours</b>	
HPHY 2219 <sup>2</sup>	3 CHEM 1111 & 1111L	5 PHYS 1112	3	
	PHYS 1111	3 PHYS 1114	1	
	PHYS 1113	1 CHEM 1112 & 1112L	4	
	HPHY 2225	3 HPHY 2228	3	
	HPHY 2227	3 PHIL 1101	3	
		BIOL 3307	2	
		Objective Course	3	
	3	15	19	

Total Hours: 78

<sup>1</sup> HPHY 2217 is optional. Students interested in taking this course should take it during the summer before the First Year.

<sup>2</sup> HPHY 2219 should be taken during the summer following the First Year.

## Health Physics Courses

### **HPHY 2217 RCT Internship: 3 semester hours.**

Structured Internship. An optional experience taken as a class the summer prior to the start of the program. PREREQ: Acceptance into the program and permission of the program director. Su

### **HPHY 2218 Fundamentals of Radiation Protection Physics: 3 semester hours.**

Atomic structure, nuclear structure, fission and fusion, radioactive decay, types of radiation, decay schemes, decay kinetics, interaction of radiation with matter, inverse square, attenuation, shielding, sources of radiation, reactors; accelerators, X-ray machines, units and terminology. F

### **HPHY 2219 RCT Internship II: 3 semester hours.**

Structured Internship. A required class taken the summer between the first and second years of the program. PREREQ: Acceptance into the program and permission of the program director. Su

**HPHY 2225 Radiation Protection Instrumentation: 3 semester hours.**

Gas filled detectors: theory of operation, field applications, calibration and maintenance. Standard laboratory radiation detection instrumentation including solid state detectors, liquid scintillation detectors, scintillators, TLD and film dosimetry, and spectroscopy techniques. PREREQ: HPHY 2218. F

**HPHY 2226 Radiation Protection I: 3 semester hours.**

Principles of radiation protection; evaluating internal and external exposures and controls, survey, sampling and inspections, analytical techniques and emergency preparedness. PREREQ: HPHY 2218. S

**HPHY 2227 Radiation Protection II: 3 semester hours.**

Personnel dosimetry, prescribed dosimetry and radiation equipment, radiation protection dosimetry, procedures and programs (ALARA), industrial ventilation, PPE, contamination control, shielding, hazard evaluation primer on internal dosimetry and bioassay techniques. PREREQ: HPHY 2218. F

**HPHY 2228 Health Physics Regulations: 3 semester hours.**

Reviewing 10 CFR 19, 20, 30, 35, 835 and portions of 49 CFR dealing with shipment of Radioactive Materials and acquainting students with NCRP, NUREG, REG Guides, ICRP, etc. PREREQ: HPHY 2218. S

**HPHY 3300 Medical Electronics: 2 semester hours.**

A lecture-laboratory course covering circuit theory, qualitative theory of active devices and their applications to instrumentation. Laboratory work will be done with basic test instruments. Primarily for students in the allied health fields. PREREQ or COREQ: HPHY 3321. S

**HPHY 3307 Radiobiology: 2 semester hours.**

Survey of the effects of ionizing radiation on living matter at the sub cellular, cellular, and organismal levels. Equivalent to BIOL 3307. PREREQ: BIOL 1101 and one of the following: PHYS 1100, PHYS 1111, PHYS 2211, or HPHY 3321. S

**HPHY 3321 Radiologic Physics: 2 semester hours.**

Basic physics of x-ray production and the interaction of x-rays with matter. Includes topics in medical imaging. Available to juniors in Radiographic Science. PREREQ: PHYS 1100. S

**HPHY 3399 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**HPHY 4411 Accelerator Health Physics: 3 semester hours.**

Fundamentals of particle accelerator design and operation. Examination of the potential radiation environment associated with accelerators and health and safety issues of their operation. PREREQ: Senior standing in health physics or permission of instructor. D

**HPHY 4412 Environmental Health Physics: 3 semester hours.**

State-of-the-art applied mathematical techniques for estimating the release, transport, and fate of contaminants in multi-media environmental pathways (air, ground water, terrestrial). Both radiological and non-radiological contaminants will be addressed, with emphasis on radiological contaminants. PREREQ: Permission of instructor. Se

**HPHY 4413 Fundamentals of Industrial Hygiene: 3 semester hours.**

Overview on the recognition, evaluation, and control of hazards arising from physical agents in the occupational environment. The exposure consequences associated with agents of major occupational health concerns are considered. PREREQ: Permission of instructor. Se

**HPHY 4416 Introduction to Nuclear Measurements: 3 semester hours.**

Lecture/laboratory course emphasizing practical measurement techniques in nuclear physics. PREREQ: CHEM 1111 and PHYS 1111 and PHYS 1113 or PHYS 2211 and PHYS 2213. S

**HPHY 4416L Radiation Detection and Measurement Lab: 0 semester hours.**

Laboratory course emphasizing practical measurement techniques in nuclear physics

**HPHY 4417 Industrial Ventilation and Aerosol Physics: 3 semester hours.**

This course focuses on two distinct subject areas: an elaboration on the details of the ACGIH method of local exhaust-system design, and a study of applied aerosol physics based upon trajectory analysis. PREREQ: Permission of instructor. Se

**HPHY 4418 Nonionizing Radiation Protection: 3 semester hours.**

Occupational safety and health issues of human exposure to nonionizing radiation. Topics include health concerns and safety strategies developed for extremely low frequency, microwave, radio-frequency, ultraviolet, infrared, laser radiation, and sound-waves. PREREQ: Permission of instructor. Se

**HPHY 4419 Radiological Emergency Planning: 3 semester hours.**

Radiological emergency planning for facilities ranging from reactors and other major nuclear facilities to transportation accidents and smaller-scale nuclear accidents. Topics include planning, co-ordination, "exercises", exposure pathways, modeling, measurement, control, decontamination, and recovery. PREREQ: Permission of instructor. Se

**HPHY 4420 Reactor Health Physics: 3 semester hours.**

Introduction to reactor physics; nuances peculiar to reactor health physics; reactor designs. Critiques of exposure pathways, accidents, decommissioning, contamination control, and emergency planning examine radiation safety approaches within the nuclear fuel cycle. PREREQ: Permission of instructor. Se

**HPHY 4431 Radiation Physics I: 3 semester hours.**

Atomic and nuclear structure, series and differential-equation descriptions of radioactive decay, physical theory of the interaction of radiation with matter suitable for the discipline of Health Physics. PREREQ: Permission of instructor. F

**HPHY 4432 Radiation Physics II: 3 semester hours.**

Continuation of HPHY 4431 considering dosimetric quantities/units, theory and technology of radiation detection and measurement, and radiobiology important to an advanced understanding of radiation protection. PREREQ: HPHY 4431 and permission of instructor. S

**HPHY 4433 External Dosimetry: 3 semester hours.**

Lecture course emphasizing external radiation protection including study of point kernel techniques, monte carlo modeling, and NCRP-49 methods. Also discussed are external dosimetry measurement techniques. PREREQ: HPHY 4432 or permission of instructor. F

**HPHY 4434 Internal Dosimetry: 3 semester hours.**

A lecture course emphasizing internal radiation protection including studies of ICRP-2, ICRP-26&30, ICRP-60&66, and MIRD methods of internal dosimetry. PREREQ: HPHY 4433 or permission of instructor. S

**HPHY 4455 Topics in Health Physics I: 2 semester hours.**

A lecture/seminar course covering special topics in Health Physics such as state and federal regulations, waste disposal methodology, and emergency procedures. PREREQ: HPHY 4432 or permission of instructor. F

**HPHY 4456 Topics in Health Physics II: 2 semester hours.**

A continuation of HPHY 4455. A lecture/seminar course covering special topics in Health Physics such as state and federal regulations, waste disposal methodology, and emergency procedures. PREREQ: HPHY 4432 or permission of instructor. S

**HPHY 4460 Special Problems in Health Physics: 1-6 semester hour.**

Course covering special problems and topics in health physics. Specific, evaluated undergraduate-level activities and/or performances are identified in the course syllabus. May be repeated. May be graded S/U. PREREQ: Permission of instructor. F, S

**HPHY 4480 Health Physics Capstone Course: 3 semester hours.**

Senior project involving development of an abstract, report, poster and oral presentation with synthesis of the many aspects of the undergraduate Health Physics education into a unified focused endpoint. PREREQ: Permission of instructor. F, S

**HPHY 4488 Advanced Radiobiology: 3 semester hours.**

An advanced-level class covering aspects of molecular radiobiology, teratogenesis, oncogenesis, and acute radiation illnesses. It also considers nonstochastic radiation effects and the epidemiology of radiation exposures. Equivalent to BIOL 4488. PREREQ: Permission of instructor. AF

**HPHY 4490 ABHP Review: 3 semester hours.**

A course for practical professionals aimed at the development and improvement of skills. May not be applied to undergraduate or graduate degrees. May be repeated. May be graded S/U. S

**HPHY 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**Nuclear Engr Courses****NE 1120 Introduction to Nuclear Engineering: 1 semester hour.**

Introduction to the engineering profession and to nuclear engineering in particular. F, S

**NE 1181 Structured Programming: 2 semester hours.**

Problem solving methods and algorithm development with an emphasis on programming style. Lecture. Equivalent to CS 1181. PREREQ or COREQ: MATH 1147 or equivalent. F, S

**NE 3301 Nuclear Engineering I: 3 semester hours.**

Nuclear stability and radioactive decay; types and energies of nuclear reactions; interactions of radiation with matter, including cross sections, attenuation, and scattering. PREREQ: MATH 1170. PREREQ or COREQ: PHYS 2212. S

**NE 3302 Nuclear Engineering II: 3 semester hours.**

Basics of controlled chain reactions and the design of nuclear power reactors. Fission reactor theory, including neutron moderation, criticality, neutron life cycle and neutron diffusion. Types of reactors, present and future. PREREQ: NE 3301. COREQ: MATH 3360. F

**NE 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**NE 4419 Energy Systems and Nuclear Power: 3 semester hours.**

Fundamentals of conventional and renewable energy systems. Energy sources, distribution, use and environmental effects. Nuclear power plant "balance of plant" design. PREREQ: ME 3307. PREREQ or COREQ: MATH 3360. S

**NE 4445 Reactor Physics: 3 semester hours.**

Physical principles underlying neutron interactions. Multi-region and multi-energy diffusion and transport. Beampoint and filter concepts and design. PREREQ: NE 3302. PREREQ or COREQ: MATH 4421. F

**NE 4446 Nuclear Fuel Cycle Systems: 3 semester hours.**

Alternative fuel cycles. Analysis and design of key fuel cycle components (e.g., uranium enrichment, fuel fabrication, reactor fuel management, reprocessing, and waste management). Principles of nuclear criticality safety. Criticality and thermal analysis codes. Design principles of nuclear fuel cycle facilities and equipment. PREREQ: NE 3301 and NE 3302 or equivalent. S

**NE 4447 Nuclear Systems Laboratory: 1 semester hour.**

Techniques of radiation detection and measurements, flux measurements, neutron activation analysis, approach to criticality, Inhour equation, subcritical experiments. PREREQ: NE 4445 and HPHY 4416. S

**NE 4450 DS Reactor Operations: 3 semester hours.**

Training course; basic reactor theory and operation; regulations and qualification. PREREQ: Permission of instructor. F, S, Su

**NE 4451 Nuclear Seminar: 1 semester hour.**

Current topics in nuclear science and engineering. PREREQ: Senior standing or permission of instructor. Graded S/U. F, S

**NE 4458 Monte Carlo Methods and Applications: 3 semester hours.**

Basics of the application of stochastic methods to calculate the transport of neutrons, photons, and other sub-atomic particles. Includes introduction to the MCNP code, and sample application problems in both nuclear reactor design and in applications such as radiation beams used for cancer therapy. F

**NE 4478 Reliability and Risk Assessment: 3 semester hours.**

Methods of evaluating process and equipment reliability. Probabilistic methods applied to analysis and design. Setting probabilistic design objectives and calculating probabilistic performance. PREREQ: MATH 3360 and EE 4416 or permission of instructor. S

**NE 4487 Medical Applications in Engineering and Physics: 3 semester hours.**

Applications of engineering and physics principles, particularly nuclear science, to medicine. Covers radioisotopes, X-ray imaging, magnetic resonance and ultrasound imaging, radiation protection, codes and standards. PREREQ: MATH 3360 and PHYS 2212. S

**NE 4488 Nonproliferation and Nuclear Weapons and Safeguards: 3 semester hours.**

History, regulation and politics of nuclear nonproliferation; technologies and practices for safeguarding special nuclear materials; detection of nuclear proliferation and prevention of nuclear terrorism. PRE-or-COREQ: BS in Science or Engineering or permission of instructor. F

**NE 4496A Project Design I: 1 semester hour.**

Semester one of two semester senior design course sequence. Planning project for second semester. Special topics on professionalism, ethics, and licensing. PREREQ: Approval of application for admission to course. F

**NE 4496B Project Design II: 3 semester hours.**

Continuation of design sequence dealing with the design, analysis, implementation, and consequences of senior design project. PREREQ: NE 4496A. S

**NE 4499 Experimental Course: 1-6 semester hour.**

## Department of Geosciences

### Overall Departmental Goals

1. Graduates will think critically and comprehend written and verbal communications about geoscience topics.
2. Graduates will have specific skills for careers in geoscience and related industries, licensure, or to continue in graduate study.
3. Graduates will attain employment in geology or related fields or gain admission to graduate programs.

### Program-Specific Goals and Objectives

#### I. Goals

1. Graduates will know geoscience materials, principles, and their applications to scientific inquiry and to societal concerns.
2. Graduates will understand geologic processes and their expression in the history of the Earth.

#### II. Objectives

1. Provide undergraduate students with coursework, laboratory experiences, field exercises and hands-on opportunities in order to achieve all goals set forth above.
2. Improve students' awareness of opportunities for professional employment, licensure, or continued education.

The Idaho State University Department of Geosciences is an active community of scholars consisting of undergraduate and graduate students, support and research staff, and professors. Objectives of the department are to train students for professional positions or further study in all aspects of the geosciences. Most courses include field trips and hands-on experience. The Idaho State University Geology summer field camp based at the Lost River Field Station north of Mackay, Idaho, is nationally recognized and attended by students from universities nationwide.

The Idaho State University Geosciences Department offers Bachelor of Science and Bachelor of Arts degrees in Geology, Post-Baccalaureate Geotechnology Certificate, Master of Science degree in Geology, Master of Science degree in Geographic Information Science, and Master of Natural

Science degree for teachers who desire more training in up-to-date science methods. The B.S. in Geology with Emphasis in Engineering Geology, the M.S. in Geology with Emphasis in Environmental Geoscience, and a Doctor of Philosophy degree in Engineering and Applied Science are also available.

Students who have taken GEOL 1100 and GEOL 1100L, or GEOL 1101 and GEOL 1101L, and who have decided to major in geology, must take GEOL 1110, which is the prerequisite for many other courses in the geology major. For the purposes of a geology major or minor, only 4 credits will be granted for any combination of GEOL 1100, GEOL 1100L, GEOL 1101, GEOL 1101L, and GEOL 1110.

## Admittance to Geosciences Major

Idaho State University recognizes three categories with regard to a student's major status:

### *P—Pre-Major*

1. In the process of applying to Idaho State University, the student may indicate a preference for the Geosciences major. This is not the same as actually having a major in Geosciences.

### *I—Intending to Major*

1. Declare a Geosciences major in the Geosciences Department office;
2. Meet with an advisor and outline a plan of study.

### *A—Admitted to Geosciences Major*

1. Earn a grade of "C" or better in GEOL 1100 or GEOL 1101 (3 cr.);
2. Earn a grade of "C" or better in GEOL 1110 (1 cr.);
3. Complete university General Education Objectives 1 through 3 (<http://coursecat.isu.edu/academicinformation/generaleducation>) (English, Speech, and Mathematics).
4. Choose one or more of the degrees available in Geosciences.

## Bachelor of Arts in Geology

The B.A. degree is offered for students who wish either a broader-based liberal arts degree or a broader multi-disciplinary science degree than is possible with the B.S. The B.A. degree is especially suited for future earth science teachers, environmental scientists, environmental lawyers, and others who wish to learn more about how the earth works. The degree fulfills major requirements for secondary school earth science teachers. Students must fulfill 8 of the 9 university General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this Catalog).

### Required Courses:

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
MATH 1147	Precalculus	5
GEOL 1100 or GEOL 1101	The Dynamic Earth Physical Geology	3
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4421	Structural Geology	4
GEOL 4431	Geobiology and the History of Life	4
GEOL 4452	Sedimentation-Stratigraphy	4
GEOL 4456 or GEOL 4458	Geology of Idaho Geology of North America	2-3
Plus 8 to 9 other upper division geoscience credits to equal 40 credits.		8-9

## Bachelor of Science in Geology

The B.S. degree is offered for undergraduates who wish to become professional geoscientists either after their bachelor's degree or after subsequent graduate study. It trains students in the essential observational and analytical skills of field geology as well as more applied areas of microscope petrology, geochemistry, and geotechnology. The B.S. degree is designed to give the student a broad and comprehensive understanding of the discipline of geology and a firm background in math, physics, and chemistry. Students must fulfill 8 of the 9 University General Education Objectives



(a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog).

**Required Courses:**

MATH 1147	Precalculus	5
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
PHYS 1111 & PHYS 1112	General Physics and General Physics II <sup>1</sup>	6-8
or PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	
GEOL 1100	The Dynamic Earth	3
or GEOL 1101	Physical Geology	
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I	3
GEOL 3314	Earth Materials II	3
or GEOL 4420	Principles of Geochemistry	
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4421	Structural Geology	4
GEOL 4430	Principles of Hydrogeology	3-4
or GEOL 4431	Geobiology and the History of Life	
GEOL 4450	Field Geology <sup>2</sup>	6
GEOL 4452	Sedimentation-Stratigraphy	4
<b>Plus ONE of the following three courses:</b>		3
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	
GEOL 4407	GPS Applications in Research	
GEOL 4409	Remote Sensing	

37 to 38 required geoscience credits plus at least 10 other optional geoscience credits to equal at least 48 geoscience credits. GEOL 4430 is strongly recommended for those considering graduate studies or employment in the field of environmental geoscience.

<sup>1</sup> May choose the following optional courses: PHYS 1113, PHYS 1114, General Physics Laboratory, 2 cr; PHYS 2213, PHYS 2214, Engineering Physics Laboratory, 2 cr

<sup>2</sup> GEOL 4450 is a 5-week summer field course, usually taken between the junior and senior years.

**Emphasis in Engineering Geology**

Complete the following courses in addition to the Bachelor of Science in Geology:

CE/GEOL 4454	Basic Engineering Geology	3
CE/GEOL 4455	Geologic Data Methods	3
CE/GEOL 4475	Essentials of Geomechanics	3
CE/GEOL 4476	Engineering Geology Project	1
CE 4480	Earthquake Engineering	3

**Bachelor of Science or Bachelor of Arts in Earth and Environmental Systems**

The purpose of this program is to deliver a multidisciplinary education with environmental geosciences as a foundation, while also drawing upon existing courses from a diverse array of campus programs.

The emphasis in this program spans local to global concerns. Core knowledge is developed through a set of required courses across several disciplines, emphasizing the Geosciences, and through required and elective core courses. The student then chooses a specific track composed of other disciplinary courses.

## Curriculum Outline

The Earth and Environmental Systems curriculum consists of three components: required cross-disciplinary courses, required and elective core courses, and required and elective courses in one of five cross-disciplinary tracks. Most students will be able to complete degree requirements (76-80 credits) and General Education requirements (40-46 credits) within the typical 120-credit, 4-year Bachelor's degree. Some of the degree requirements will also satisfy General Education requirements. Depending on results of placement tests in mathematics and other areas, some students use as many as 61 credits to satisfy General Education requirements, and will thus require more than 120 credits to fulfill both General Education and degree requirements.

### Required General Courses (27-28 credits)

The Required General Courses provide a solid background in areas outside of the Department of Geosciences. Environmental Systems include physical, biological, and human systems; thus, we require course work in biological sciences, physical science, mathematics, statistics and social sciences. Many of these courses may satisfy General Education Objective requirements; refer to the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog.

<b>ALL of the following set of courses:</b>		17
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
BIOL 2209	General Ecology	4
<b>Select ONE of the following:</b>		3-5
MATH 1147	Precalculus	
MATH 1160	Applied Calculus	
MATH 1170	Calculus I	
<b>Plus ONE of the following:</b>		3
MATH 1153	Introduction to Statistics	
Or another approved statistics course		
<b>Select ONE of the following:</b>		2-3
HIST 4430	Global Environmental History	
POLS 4455	Environmental Politics and Policy	
SOC 3335	Population and Environment	
GEOL/PHYS 4410	Science in American Society	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
<b>Recommended</b>		
ENGL 3307	Professional and Technical Writing	
PHYS 2211	Engineering Physics I	

### Required and Elective Core Courses (28-31 credits):

The required and elective core provides a broad background in Earth Systems and Geosciences. The GEOL 1100 course introduces the Earth System components and GEOL 4406 covers modern environmental issues and their relationship to the Geosciences. GEOL 4415, Past Global Changes, and GEOL 4416, Global Environmental Change, are capstone integrative courses intended for seniors who have completed most degree requirements.

#### Required Courses (18 credits)

GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4406	Environmental Geology	3
GEOL 4416	Global Environmental Change	3

**Geotechnologies core courses:****SELECT at least 2 courses from this list:**

GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	3
GEOL 4404	Advanced Geographic Information Systems	3
GEOL 4407	GPS Applications in Research	3
GEOL 4409	Remote Sensing	3

*Note: students who earn a total of 19 credits in geotechnologies, including GEOL 2210 and these four Geotechnologies core courses, will have completed the Geotechnology minor.*

**Electives (5-10 credits)****SELECT at least 2 courses from this list:**

GEOL 3313	Earth Materials I	3
GEOL 4402	Geomorphology	4
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	3
GEOL 4404	Advanced Geographic Information Systems	3
GEOL 4405	Volcanology	3
GEOL 4407	GPS Applications in Research	3
GEOL 4409	Remote Sensing	3
GEOL 4410	Science in American Society	2
GEOL 4415	Quaternary Global Change	3
GEOL 4417	General Soils	3
GEOL 4420	Principles of Geochemistry	3
GEOL 4421	Structural Geology	4
GEOL 4430	Principles of Hydrogeology	3
GEOL 4431	Geobiology and the History of Life	4
GEOL 4450	Field Geology	6
GEOL 4451	Field Methods in Environmental Sciences	3
GEOL 4452	Sedimentation-Stratigraphy	4
GEOL 4456 or GEOL 4458	Geology of Idaho Geology of North America	2-3
GEOL 4482	Independent Problems and Studies in Geology	1-3

**Cross-disciplinary Tracks (21 credits):**

Students must choose one track from the following list (at least 21 credits):

- Biological Systems:** 2000- through 4999-level courses in Biological Sciences, Geosciences (Earth Systems), Chemistry, and Sociology
- Environmental Geochemistry:** 2000- through 4999-level courses in Chemistry, Geosciences, and Biological Sciences
- Environmental Health:** 2000- through 4999-level courses in Biosciences, Sociology, Anthropology and Health Education
- Environmental Policy and Management:** 2000- through 4999-level courses in Economics, Management, Political Science, Biological Sciences, History, Speech, and English
- Global Environmental Change:** 2000- through 4999-level courses in Anthropology, Political Science, Geosciences (Earth Systems, Geotechnologies), and Sociology

**Biological Systems Track (B.S.)**

This track develops knowledge and skill in the biological sciences to complement the geoscience core. This track will train students interested in field-related positions who need to understand the environmental relations between geologic and living systems. The student must complete the required courses, plus electives to equal or exceed 21 credits.

**Required (15-16 credits):****ALL of the following 3 courses:**

BIOL 4416	Population Ecology	3
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BIOL 4462	Freshwater Ecology	3
BIOL 4489	Field Ecology	4

**2 of the following 7 courses (remaining courses may be taken as electives):**

BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4431	General Entomology	3
BIOL 4441	Mammalogy	3

**Electives**

SOC 3335	Population and Environment	3
BIOL 3316	Biometry Laboratory	1
BIOL 3337	Conservation Biology	3
HIST 4430	Global Environmental History	3
ENVE 4404	Environmental Risk Assessment	3
GEOL 4402	Geomorphology	4
GEOL 4451	Field Methods in Environmental Sciences	3
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3

**Environmental Geochemistry Track (B.S.)**

This track develops knowledge and skill in the chemical, biological and engineering sciences to complement the geoscience core. This emphasis track will train students interested in field- or laboratory-related positions who need to understand geochemical and biological components of hydrologic systems. The student must complete the required courses plus electives to equal or exceed 21 credits.

**Required (19 credits)**

GEOL 4420	Principles of Geochemistry	3
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
CHEM 2211	Inorganic Chemistry I	3
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
ENVE 4410	Introduction to Environmental Engineering	3
BIOL 4432	Biochemistry	3
Total Hours		20

**Electives**

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3351	Physical Chemistry <sup>1</sup>	3
CHEM 3352	Physical Chemistry <sup>1</sup>	3
CHEM 4433	Environmental Chemistry	2
ENVE 4404	Environmental Risk Assessment	3
GEOL 4451	Field Methods in Environmental Sciences	3

<sup>1</sup> Note prerequisite courses.

### Environmental Health Track (B.A.)

This track focuses on the relationship between environment and health concerns. It combines health science knowledge with the Geoscience core to train students interested in environment and health connections. Students from this track may find work in health or environmental governmental agencies and private sector employers looking for a broad range of science and social science skills. The student must complete the required courses plus electives to equal or exceed 21 credits.

#### Required (13 credits)

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 4476		3
ANTH 2230	Introduction to Biological Anthropology	3
HE 4442	Environmental Health and Health Education	3
Total Hours		13

#### Electives

HE 3383	Epidemiology	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 3330	Sociology of Health and Illness	3
SOC 3335	Population and Environment	3
ANTH 4408	Topics in Medical Anthropology	3
BIOL/PHIL 2230	Bioethics	3
BIOL 3316	Biometry Laboratory	1
BIOL 4423	General Parasitology	3
MATH 4459	Applied Multivariate Analysis	3
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3

### Environmental Policy and Management Track (B.A.):

This track develops knowledge needed to address environment and business issues. Students from this track will have skills necessary to work in business, government, non-profit, or policy-making venues where scientific background is valuable. The student must complete the required courses plus electives to equal or exceed 21 credits.

#### Required (15 credits)

MGT 4462	Issues in Business and Society	3
POLS 4455	Environmental Politics and Policy	3
POLS 4453	Public Policy Analysis	3
ECON 3352	Environmental Economics	3
BIOL 4416	Population Ecology	3
Total Hours		15

#### Electives

CMP 3308	Groups and Communication	3
CMP 4422	Conflict Management	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
ECON 4411	Political Economy	3
ECON 4433	Economic Development	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
GEOL/PHYS 4410	Science in American Society	2
GEOL/HIST/POLS 4471	Historical Geography of Idaho	3
HIST 4430	Global Environmental History	3

MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
POLS 4405	The Administrative Process	3
POLS 4409	Community and Regional Planning	3
PHIL 4430	Philosophy of Science	3

### Global Environmental Change Track (B.S.)

This track examines the mechanisms and societal implications of global environmental change. The focus of this track includes feed backs and mechanisms of environmental change, the magnitude and nature of recent environmental change within a longer-term context, and the role of people in altering their environment. The student must complete the required courses plus electives to equal or exceed 21 credits.

#### Required (16 credits)

GEOL 4402	Geomorphology	4
GEOL 4415	Quaternary Global Change	3
ANTH 4402	Ecological Anthropology	3
BIOL 4416	Population Ecology	3
GEOL 4404	Advanced Geographic Information Systems	3
Total Hours		16

#### Electives

ANTH 2250	Introduction to Sociocultural Anthropology	3
BIOL 3337	Conservation Biology	3
GEOL 4415	Quaternary Global Change	3
HIST 4430	Global Environmental History	3
PHYS 3325	Introduction to Weather and Climate	3
POLS 4453	Public Policy Analysis	3
POLS 4433	Politics of Developing Nations	3
POLS 4455	Environmental Politics and Policy	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 3335	Population and Environment	3

### Minor in Geology

GEOL 1100	The Dynamic Earth	3
or GEOL 1101	Physical Geology	
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3

#### In Addition:

Upper Division Geology electives approved by the Department		12
Total Hours		22

### Minor in GeoTechnology

#### Core Courses:

GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	3
GEOL 4404	Advanced Geographic Information Systems	3
GEOL 4407	GPS Applications in Research	3
GEOL 4408 or BIOL 4418	GeoTechnology Seminar Ecological Topics	1-2

GEOL 4409	Remote Sensing	3
Total Hours		13-14

**Electives (at least 5 credits):**

ANTH 4482	Independent Problems in Anthropology	1-3
BIOL 4482	Independent Problems	1-4
GEOL 2210	Earth in Space and Time	3
GEOL 4427	Information Technology for GIS	3
GEOL 4428	Programming for GIS	3
GEOL 4480	Special Topics in GIS	1-3
GEOL 4481	GeoTechnology Internship	1-3
GEOL 4482	Independent Problems and Studies in Geology	1-3
Total Hours		14-25

**Courses*****GEOL 1100 The Dynamic Earth: 3 semester hours.***

Understanding the Earth as a dynamic system. Explores the interaction between four major earth components: the solid earth, the atmosphere, the ocean and biological communities, including humans. Specific focus on climate change, natural hazards, and Earth resources. Partially satisfies Objective 5 of the General Education Requirements. F, S, ASu

***GEOL 1100L The Dynamic Earth Lab: 1 semester hour.***

Focuses on the Earth System and the interaction of humans with the environment. Topics include: earth, water and energy resources as well as natural and human-caused disasters. COREQ: GEOL 1100. Partially satisfies Objective 5 of the General Education Requirements. F, S, ASu

***GEOL 1101 Physical Geology: 3 semester hours.***

Geological fundamentals: rocks and minerals, geologic time, plate tectonics, earthquakes, volcanoes, surface processes, earth resources and climatic change. Partially satisfies Objective 5 of the General Education Requirements. F, S, ASu

***GEOL 1101L Physical Geology Lab: 1 semester hour.***

Classification and recognition of minerals and rocks, landforms on topographic maps and air photos. Geology of Pocatello area. PRE-OR-COREQ: GEOL 1101. Partially satisfies Objective 5 of the General Education Requirements. F, S, ASu

***GEOL 1108 Exploring Data and Information: 3 semester hours.***

Discover, evaluate, analyze and visualize information and data from across the natural and applied sciences efficiently and ethically. Learn how to find reliable data sources, design sampling efforts, and manage a variety of data. Course themes used to illustrate topics will vary with instructor. PREREQ: C+ or better in MATH 1108 or equivalent. COREQ: GEOL 1108L. Satisfies Objective 8 of the General Education Requirements. F, S

***GEOL 1108L Exploring Information Lab: 0 semester hours.***

Graded S/U. COREQ: GEOL 1108. F, S

***GEOL 1110 Physical Geology for Scientists Laboratory: 1 semester hour.***

Identification and classification of minerals, rocks, and fossils; introduction to geologic maps and plate tectonics. Field trips. Required for Geology majors. May be taken in place of GEOL 1100 or GEOL 1101L. PRE-or-COREQ: GEOL 1100 or GEOL 1101. Partially satisfies Objective 5 of the General Education Requirements. F, S

***GEOL 1199 Experimental Course: 1-6 semester hour.***

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

***GEOL 2202 Historical Geology: 3 semester hours.***

Major events in earth history; continental drift, age dating, evolution of organisms, times of extinction, mountain building, episodes of world glaciation. PREREQ: GEOL 1100 or GEOL 1101. F

***GEOL 2210 Earth in Space and Time: 3 semester hours.***

Tools-oriented course in map coordinates, GPS, basic GIS and remote sensing, spread sheets and data analysis. Includes applications to geologic maps, cross sections, and Geologic Time Scale. PREREQ: GEOL 1100 or GEOL 1101. PREREQ OR COREQ: GEOL 1110. F, S

***GEOL 2282 Undergraduate Laboratory Experience: 1-3 semester hour.***

Participate in various laboratory or field-related tasks related to research projects, gaining practical experience via supervised operation of equipment, computers, and analytical instrumentation. PREREQ or COREQ: GEOL 1100 or GEOL 1101. Graded S/U. F, S, Su

***GEOL 3313 Earth Materials I: 3 semester hours.***

Introduction to physical and chemical composition of the earth, emphasizing minerals, mineral associations and mineral formation, and lab-based determinative methods of mineralogy from microscopic to planetary scales. PREREQ: GEOL 1110. PREREQ or COREQ: CHEM 1111 and CHEM 1111L. F

**GEOL 3314 Earth Materials II: 3 semester hours.**

Classifications, processes and environments of formation of igneous, metamorphic and sedimentary rocks. Lab- and field-based determinative methods of rock identification, classification and interpretation. PREREQ: GEOL 2210 and GEOL 3313. S

**GEOL 3315 Evolution of the Earth's Surface: 4 semester hours.**

Evolution of the Earth's surface in recent geologic time. Physical and climatic processes that govern landscape evolution. Examination of landforms and landscapes to interpret paleo-environments and modern Earth surface processes. Lectures, discussions, laboratory exercises, and field trips. PREREQ: GEOL 1100 or GEOL 1101, and GEOL 1110. S

**GEOL 4400 Practicum in Geology Teaching: 1 semester hour.**

Practical problems in teaching geology in public schools. Lab and field trip design and safety, Internet resources, student projects. PREREQ: GEOL 2210. AF

**GEOL 4402 Geomorphology: 4 semester hours.**

Process-response approach to landforms and landscapes. Historical perspectives, endo- and exogenetic processes, equilibrium and relict landforms. Emphasis on interrelations among various geologic sub-disciplines. Field trips, some lab exercises. PREREQ: GEOL 3313, GEOL 3315, or consent of instructor. COREQ: GEOL 4402L. F

**GEOL 4402L Geomorphology Lab: 0 semester hours.**

Assignments to apply principles from GEOL 4402. COREQ: GEOL 4402. F

**GEOL 4403 Principles of Geographic Information Systems: 3 semester hours.**

Study of GIS fundamentals, introduction to GPS, databases, and metadata. Practical application of ESRI ArcView?. Build, edit, and query a GIS; basic spatial analysis. Requires competence in computer operating systems. COREQ: GEOL 4403L. F, S

**GEOL 4403L Principles of GIS Laboratory: 0 semester hours.**

Computer lab assignments to apply principles from GEOL 4403. COREQ: GEOL 4403. F, S

**GEOL 4404 Advanced Geographic Information Systems: 3 semester hours.**

Study of relational databases, including spatial analysis, and remote sensing. Practical application of Arc/Info? and Idrisi?. Exercises include digitizing, querying, digital terrain modeling, and image processing. PREREQ: GEOL 4403 and GEOL 4403L or permission of instructor. S

**GEOL 4405 Volcanology: 3 semester hours.**

Aspects of physical and chemical volcanology: types of volcanoes; interpretation of volcanic deposits; properties of magma; generation, rise and storage of magma; volcanic hazards and prediction. PREREQ: One of GEOL 3314, GEOL 4402, GEOL 4421 or GEOL 4452. AF

**GEOL 4406 Environmental Geology: 3 semester hours.**

Humans and the environment. Topics include: industrial exploitation of fossil fuels, energy sources, soils, water and other materials, environmental health, pollution, waste disposal, hazards, disasters, and land use. PREREQ: GEOL 1100 or GEOL 1101. F

**GEOL 4407 GPS Applications in Research: 3 semester hours.**

Overview of satellite positioning systems usage. Topics include GPS theory, basic mapping concepts, use of mapping grade receivers for GIS data collection, and processing of carrier phase data for high precision applications. S

**GEOL 4408 GeoTechnology Seminar: 2 semester hours.**

GIS applications in natural and social sciences; ethical and legal issues, current status and recent advances in GeoTechnology. Lectures, discussion, readings. PREREQ: GEOL 4403 and GEOL 4403L or permission of instructor. F, S

**GEOL 4409 Remote Sensing: 3 semester hours.**

Fundamentals and applications of single frequency, multispectral, and hyperspectral remote sensing for physical, natural, engineering, and social sciences. Emphasis on acquiring, processing, integrating, and interpretation of imagery. Requires competence in computer operating systems. S

**GEOL 4410 Science in American Society: 2 semester hours.**

Observational basis of science; technology's historical influences on scientific developments; perceptions of science in contemporary America; tools/strategies for teaching science. Equivalent to PHYS 4410. PREREQ: Junior standing and permission of instructor. AF

**GEOL 4411 Planetary Petrology: 3 semester hours.**

Chemistry, mineralogy, tectonic association and petrogenesis of the principal igneous and metamorphic rock types on Earth and other planetary bodies. PREREQ: GEOL 3314. AF

**GEOL 4412 Petrology Laboratory: 2 semester hours.**

Microscopic identification of igneous and metamorphic minerals and rocks. PREREQ: GEOL 2210 and GEOL 3313; COREQ: GEOL 4411. AF

**GEOL 4413 Sedimentary Rocks in Thin Section: 2 semester hours.**

A variety of terrigenous, volcanoclastic, and carbonate rocks will be studied. PREREQ or COREQ: GEOL 4411. AF

**GEOL 4415 Quaternary Global Change: 3 semester hours.**

Use and interpretation of landforms, sediments, and fossil life in the reconstruction of Quaternary events, environment, and climates. AS

**GEOL 4416 Global Environmental Change: 3 semester hours.**

Analysis of the causes and effects of both natural and human-induced environmental change. Integrates knowledge from other Earth Systems Science courses, and examines and analyzes relevant problems in global environmental change using scientific methods. PREREQ: GEOL 2210, GEOL 4406, and BIOL 2209. AS



**GEOL 4417 General Soils: 3 semester hours.**

Formation, morphology, and distribution of soils, including developments in soil classification. PREREQ: GEOL 1100 or GEOL 1101 or permission of instructor. S

**GEOL 4420 Principles of Geochemistry: 3 semester hours.**

Chemistry of the earth; discussion of factors controlling abundance, distribution, and migration of chemical elements within the earth. PREREQ: GEOL 3313, CHEM 1112 and CHEM 1112L, or permission of instructor. S

**GEOL 4421 Structural Geology: 4 semester hours.**

Structure of the earth's crust. Investigation of behavior of materials; identification and interpretation of earth structures. PREREQ: MATH 1147 or both MATH 1143 and MATH 1144, and GEOL 4452. S

**GEOL 4421L Structural Geology Laboratory: 0 semester hours.**

Assignments to apply principles in GEOL 4421. S

**GEOL 4422 Planetary Geology: 3 semester hours.**

Formation of planetary bodies (planets, moons, asteroids and comets), internal and surficial processes, tectonics, and planetary exploration. PREREQ: GEOL 1100 or GEOL 1101 or permission of instructor. D

**GEOL 4427 Information Technology for GIS: 3 semester hours.**

Study of servers, networks, system administration, relational database design and management, spatial database engines, and serving maps on the internet. The course uses traditional lectures along with demonstrations, and hands-on exercises. PREREQ: GEOL 4403 and GEOL 4403L or instructor approval. S

**GEOL 4428 Programming for GIS: 3 semester hours.**

Course introduces students Visual Basic programming for GIS. Students will learn the fundamentals of object oriented programming, rapid application development, basic coding, help documentation, and compiling. Students will complete a project where they develop a GIS utility of their choice. PREREQ: GEOL 4403 and GEOL 4403L. F

**GEOL 4430 Principles of Hydrogeology: 3 semester hours.**

Surface and groundwater occurrence, movement and recovery, water quality and pollution, well construction principles, and computer modeling. PREREQ: MATH 1147 or both MATH 1143 and MATH 1144; and GEOL 1100 or GEOL 1101 or permission of instructor. F

**GEOL 4431 Geobiology and the History of Life: 4 semester hours.**

Principles of biology and geology applied to the study of fossil invertebrates. Consideration is given to morphology, classification, evolution, paleoecology, and the stratigraphic significance of fossils. PREREQ: Permission of instructor; GEOL 2202 recommended. COREQ: GEOL 4431L. F

**GEOL 4431L Invertebrate Paleontology Lab: 0 semester hours.**

Assignments to apply principles from GEOL 4431. COREQ: GEOL 4431. F

**GEOL 4435 Vertebrate Paleontology: 4 semester hours.**

Phylogenetic history of the vertebrates outlined in the light of morphology, classification, evolution, paleoecology, and the significance of fossils. Field trips. Equivalent to BIOL 4435. PREREQ: GEOL 4431, or BIOL 3304 and BIOL 3304L, or equivalent. F

**GEOL 4439 Principles of Taphonomy: 3 semester hours.**

Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Equivalent to ANTH 4439 and BIOL 4439. PREREQ: Permission of instructor. AS

**GEOL 4440 Ore Deposits: 3 semester hours.**

Nature, mode of occurrence, origin of ores with each type related to a given rock association and as the product of a particular environment. PREREQ: One of: GEOL 3314, GEOL 4452 (recommended), or GEOL 4421. AF

**GEOL 4450 Field Geology: 6 semester hours.**

Five-week summer field camp, applying standard geologic field instruments and geologic concepts to a series of field problems. PREREQ: GEOL 3314 (recommended) or GEOL 4420; GEOL 4421 and GEOL 4452. Su

**GEOL 4451 Field Methods in Environmental Sciences: 3 semester hours.**

Practical application of field methods with an Earth systems focus. Analysis of topographic and vegetational data, hydrologic methods, riverine processes and habitat, and soil characteristics, emphasizing use of GIS, GPS, remote sensing and other geotechnologies. Two-week summer course at Lost River Field Station. PREREQ: GEOL 4403, either GEOL 4415 or GEOL 4416, and BIOL 2209. Su

**GEOL 4452 Sedimentation-Stratigraphy: 4 semester hours.**

Principles of sedimentation from source to diagenesis. The basis of stratigraphic nomenclature, classification, and correlation of rock units. Laboratory covers unconsolidated sediment, hand specimens, and field techniques. PREREQ: GEOL 2210 and ENGL 1102 or permission of instructor. PREREQ or COREQ: CHEM 1111 and CHEM 1111L. COREQ: GEOL 4452L. F

**GEOL 4452L Sedimentation-Stratigraphy Laboratory: 0 semester hours.**

Assignments to apply principles in GEOL 4452. COREQ: GEOL 4452. F

**GEOL 4454 Basic Engineering Geology: 3 semester hours.**

Geology applied to civil engineering projects; rock engineering classification systems and geotechnical parameters such as joint set orientation, ground behavior and underground construction. Preparation of baseline geotechnical reports. Equivalent to CE 4454. COREQ: GEOL 3314 or CE 3332. D

**GEOL 4455 Geologic Data Methods: 3 semester hours.**

Geotechnical investigations for civil works projects; geologic mapping for civil engineering purposes; development of engineering geologic profiles; core logging; preparation of Geotechnical Data Reports for civil works projects. Equivalent to CE 4455. PREREQ: CE 4454. D

**GEOL 4456 Geology of Idaho: 2 semester hours.**

Geologic provinces and plate tectonic history of Idaho. Topics include basement, Belt Supergroup, Phanerozoic passive margin, Cordilleran orogen, accreted terranes, Idaho batholith, Challis volcanics, Idaho mineral deposits, Basin and Range, Snake River Plain and Pleistocene floods. PREREQ: GEOL 1100 or 1101. AS

**GEOL 4458 Geology of North America: 3 semester hours.**

Regional stratigraphy and tectonics of North America emphasizing National Parks and the Intermountain West. Graduate students will do extensive additional reading in current literature. PREREQ: GEOL 1100 or GEOL 1101. AS

**GEOL 4471 Historical Geography of Idaho: 3 semester hours.**

Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught and include field trips and discussion sections. Equivalent to HIST 4471 and POLS 4471. D

**GEOL 4475 Essentials of Geomechanics: 3 semester hours.**

Essentials of rock fracture relevant to geological engineering including stress and strain, properties and classification of rock masses, rock fracture mechanisms. Equivalent to CE 4475. PREREQ: GEOL 4421 or CE/ENGR/ME 3350. D

**GEOL 4476 Engineering Geology Project: 1 semester hour.**

Team projects studying actual problems in engineering geology. Equivalent to CE 4476. PREREQ: GEOL 4454 or CE 4454. D

**GEOL 4480 Special Topics in GIS: 1-3 semester hour.**

Visual Basic programming for GIS. PREREQ: GEOL 4403 and GEOL 4403L and permission of instructor. F, S

**GEOL 4481 GeoTechnology Internship: 1-3 semester hour.**

Choose a project with either Natural Resource or municipal GIS emphasis and work with real-world data at the Internship's off-campus location. Projects focus on using/creating geotechnical data. PREREQ: GEOL 4403 and GEOL 4403L or permission of instructor. F, S

**GEOL 4482 Independent Problems and Studies in Geology: 1-3 semester hour.**

Investigation of a geologic problem chosen by the student and approved by the staff. May be repeated for up to 6 credits. D

**GEOL 4483 Earthquake Engineering: 3 semester hours.**

Mechanism and characterization of earthquakes; seismic risk analysis; site and structural response; applications from points of view of engineer and geologist. Equivalent to CE 4480. PREREQ: GEOL 3313 or CE 3332, or permission of instructor. D

**GEOL 4484 Laboratory Teaching Experience: 1 semester hour.**

Supervised teaching of a GEOL undergraduate laboratory. PREREQ: 58 credits and permission of instructor. May be repeated for up to 2 credits. Graded S/U. F, S

**GEOL 4490 Ecosystem Ecology and Global Changes: 4 semester hours.**

Examination of the structure and function of ecosystems and their responses to natural and anthropogenic changes emphasizing energy, water, carbon, and nitrogen cycling. Field trip. Equivalent to BIOL 4490. PREREQ: BIOL 1101, BIOL 1102, BIOL 2209, GEOL 1101, and GEOL 1101L, or permission of instructor. PRE-OR-COREQ: CHEM 1111. S

**GEOL 4491 Seminar: 1 semester hour.**

Field trip or discussion of current geologic literature and geologic problems. May be repeated for up to 3 credits. PREREQ: Permission of instructor. Graded S/U. F, S

**GEOL 4492 Earth and Environmental Systems Seminar: 1 semester hour.**

Discussion of current topics, research, and employment opportunities in Earth Systems Science, incorporating physical science, life science, and social science. May be repeated once. PREREQ: Junior or senior standing or permission of instructor. S

**GEOL 4493 Senior Thesis: 1-4 semester hour.**

This is a course supervised by a committee of at least two faculty members, approved by the chairperson(s) of the department(s) involved. The thesis topic may be interdisciplinary, with credits conferred by one or more departments. PREREQ: 90 credits and invitation by (or permission of) department chairperson(s). F, S

**GEOL 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**GEOL 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Department of Mathematics

### Objectives

The undergraduate programs in Mathematics have the following objectives:

1. Students in algebra courses develop the algebra skills needed in later courses.
2. Students in general education courses gain an understanding of mathematics as a language in which to express, define, and answer questions about the world.
3. Students in courses that serve the sciences and engineering, particularly calculus and linear algebra courses, develop technical skills, learn to apply mathematical tools, and develop an understanding of the mathematical basis for those tools.
4. Students in statistics courses develop an understanding of the basic concepts of probability and statistics and learn how to use statistical tools in real-life problems.
5. Education students with a mathematics teaching major or minor gain a basic understanding of several areas of mathematics, develop a sense for exploring mathematics, and learn to read, write, and present mathematics.
6. Mathematics majors become acquainted with the major branches of the discipline; learn to read and write mathematics; and develop the mathematical skills and general knowledge necessary for employment or for graduate work in mathematics or other fields.

### Mathematics Core

All bachelor degrees offered in the Department of Mathematics have a common core consisting of the following six courses:

CS 1181	Computer Science and Programming I <sup>1</sup>	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
MATH 2240	Linear Algebra	3
MATH 3326	Elementary Analysis	3
Total Hours		21

<sup>1</sup> The two courses, ME 1165, Structured Programming, and ME 2266, Symbolic Programming, may be substituted for CS 1181.

### Bachelor of Science in Mathematics

The Bachelor of Science program in Mathematics is designed to prepare students to take positions in industry, to pursue graduate training, or to enter the teaching profession. It allows some flexibility in course work which necessitates close cooperation with a mathematics department advisor who should be selected early in the student's career.

Students must fulfill the university's General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog).

#### Required Courses:

Math Core (See above)		21
MATH 2287	Foundations of Mathematics	3
MATH 3360	Differential Equations	3
MATH 4407	Modern Algebra I	3
MATH 4423	Introduction to Real Analysis I	3
<b>Plus ONE of the following courses:</b>		<b>3</b>
MATH 3327	Vector Analysis	
MATH 3343	Modern Geometry I	
MATH 3352	Introduction to Probability	
MATH 3362	Introduction to Complex Variables	
<b>Plus 12 more credits of 4000-level mathematics coursework, which includes completing two of the following sequences:</b>		<b>12</b>
MATH 4407 & MATH 4408	Modern Algebra I and Modern Algebra II	
MATH 4423 & MATH 4424	Introduction to Real Analysis I and Introduction to Real Analysis II	

MATH 4441 & MATH 4442	Introduction to Numerical Analysis I and Introduction to Numerical Analysis II
MATH 4450 & MATH 4451	Mathematical Statistics I and Mathematical Statistics II

## Bachelor of Science in Statistics

The Bachelor of Science program in Statistics is designed to prepare students to take positions in industry or pursue graduate training.

Students must fulfill the university's General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog.)

### Required Courses (39 credits):

Mathematics Core (Shown above)		21
MATH 3350	Statistical Methods	3
MATH 3352	Introduction to Probability	3
MATH 4450 & MATH 4451	Mathematical Statistics I and Mathematical Statistics II	6
MATH 4457	Applied Regression Analysis	3
MATH 4458	Experimental Design	3

### Additional Courses (9 credits):

A student must take 9 additional credits from the following list to complete the degree. With departmental approval, 3 of the 9 credits may be completed by taking an appropriate advanced course (4000-level) in another field such as Biology, Economics, etc.

MATH 3360	Differential Equations	
MATH 4406	Advanced Linear Algebra	
MATH 4423	Introduction to Real Analysis I	
MATH 4424	Introduction to Real Analysis II	
MATH 4441	Introduction to Numerical Analysis I	
MATH 4442	Introduction to Numerical Analysis II	
MATH 4453	Topics in Statistics <sup>1</sup>	
MATH 4459	Applied Multivariate Analysis	

<sup>1</sup> This is a 1-3 credit course, repeated for up to 3 credits.

## Associate of Science in Mathematics

Students seeking an Associate of Science degree in Mathematics must complete the following:

General Education Objectives for the Bachelor of Science (minimum 36 cr) <sup>1</sup>

One of the two tracks described below. Track A is designed to provide the student with a broad overview of basic topics in mathematics. Track B is designed to provide the student with lower-division coursework generally expected for a major or minor in mathematics.

### Track A

MATH 1123	Mathematics in Modern Society	3
MATH 1127	The Language of Mathematics	3
MATH 1130	Finite Mathematics	3
MATH 1144	Trigonometry <sup>2</sup>	2
MATH 1160	Applied Calculus	3
MATH 1153	Introduction to Statistics	3
CS 1181	Computer Science and Programming I	3

### Track B

CS 1181	Computer Science and Programming I	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
MATH 2287	Foundations of Mathematics	3

Approved MATH electives	3
Electives to bring total to 64 credits	

- The number of credits required for the General Education requirements varies depending on the student's performance on proficiency or placement tests in English, foreign languages, and mathematics.
- MATH 1144 may be waived given a sufficient score on the Mathematics Placement Exam or the Mathematics Sub-Test of the ACT or SAT.

## Minor in Applied Mathematics

Mathematics Core (See above)	21	
MATH 3360	Differential Equations	3
<b>Select ONE of the following:</b>		3
MATH 3352	Introduction to Probability	
MATH 4421	Advanced Engineering Mathematics I	
MATH 4441	Introduction to Numerical Analysis I	
MATH 4465	Partial Differential Equations	

## Minor in Mathematics

Mathematics Core (See above)	21	
<b>Select TWO of the following:</b>	6	
MATH 3327	Vector Analysis	
MATH 3343	Modern Geometry I	
MATH 3352	Introduction to Probability	
MATH 3360	Differential Equations	
MATH 3362	Introduction to Complex Variables	
MATH 4407	Modern Algebra I	
MATH 4408	Modern Algebra II	
MATH 4423	Introduction to Real Analysis I	
MATH 4424	Introduction to Real Analysis II	
MATH 4444	Modern Geometry II	
MATH 4473	Introduction to Topology	

## Minor in Statistics

### Required Courses (27 credits):

Mathematics Core (See above)	21	
MATH 3350	Statistical Methods	3
MATH 3352	Introduction to Probability	3
<b>Select ONE of the following:</b>		3
MATH 4450	Mathematical Statistics I	
MATH 4451	Mathematical Statistics II	
MATH 4453	Topics in Statistics <sup>1</sup>	
MATH 4457	Applied Regression Analysis	
MATH 4458	Experimental Design	
MATH 4459	Applied Multivariate Analysis	

Total Hours	30
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- This is a 1-3 credit course, repeated for up to 3 credits

## Mathematics Courses

All mathematics courses except MATH 0015 have prerequisites. Students place into a course either by completing the prerequisite courses with a grade of C- or better or by achieving appropriate scores on the ACT Mathematics exam, SAT Mathematics exam, or the Compass Mathematics Placement

Exam. For placement purposes, prerequisite coursework or placement examinations must have been taken within the last seven years. See the Mathematics Department (<http://isu.edu/math>) for further information.

Students must pass a mathematics course with a grade of C- or better before using that course as a prerequisite for another mathematics course.

## Courses

### **MATH 0015 Arithmetic and PreAlgebra: 3 semester hours.**

Arithmetic of integers and rational numbers. Decimals; introduction to variables; linear equations; problems involving rates, ratios, proportions and percentages. Equivalent to TGE 0100M. Not eligible for academic credit. F, S, Su

### **MATH 0025 Elementary Algebra: 3 semester hours.**

Variables and algebraic expressions. Absolute value; linear equations and inequalities and their applications; expansion and factorization of polynomials; rational expressions; radical expressions; the real number line; the Cartesian coordinate system and graphing of linear equations. Equivalent to TGE 0100A. PREREQ: C- in MATH 0015, a Math ACT score of 16 or higher, an SAT score of 390 or higher, or 46 or higher on the Pre-algebra section (MAPL 1). F, S, Su

### **MATH 1108 Intermediate Algebra: 3 semester hours.**

Topics in algebra, with an emphasis on solving equations and inequalities. Systems of linear equations; quadratic equations and the quadratic formula; polynomial, absolute value, rational, and radical equations and inequalities. Radical and rational exponents. Parabolas, distance formula and circles. PREREQ: C- in MATH 0025, a Math ACT score of 19 or higher, an SAT score of 460 or higher, or 45 on the Algebra section (MAPL 2). F, S, Su

### **MATH 1123 Mathematics in Modern Society: 3 semester hours.**

Survey of applications of mathematics to real-world problems. Topics from graph theory, management science, political science, statistics, geometry, and computer science. PREREQ: MATH 0025. Satisfies Objective 3 of the General Education Requirements. F, S, Su

### **MATH 1127 The Language of Mathematics: 3 semester hours.**

Introduction to the precise language used throughout mathematics. Development of skills including reading with comprehension, expressing mathematical thoughts clearly, reasoning logically, and employing common patterns of mathematical thought. PREREQ: MATH 0025. Satisfies Objective 3 of the General Education Requirements. S

### **MATH 1130 Finite Mathematics: 3 semester hours.**

Introduction to probability, linear systems, inequalities, and linear programming. Applications directed to non-physical science areas. PREREQ: MATH 1108. Satisfies Objective 3 of the General Education Requirements. F, S

### **MATH 1143 College Algebra: 3 semester hours.**

Functions and their graphs. Notation, domain, range, composition, and inverses. Basic transformations of graphs. Polynomial, rational, exponential, and logarithmic functions and their graphs, with applications. Theory of polynomial functions and equations. PREREQ: MATH 1108. F, S, Su

### **MATH 1144 Trigonometry: 2 semester hours.**

Circular functions and right triangle approaches to trigonometry. Graphs of trigonometric functions: amplitude, frequency, phase shift. Trigonometric identities, inverse functions, and equations. Introduction to vectors in the plane, polar coordinates, and polar representation of complex numbers. PREREQ: MATH 1143. F, S, Su

### **MATH 1147 Precalculus: 5 semester hours.**

A single one-semester course equivalent to College Algebra (MATH 1143) plus Trigonometry (MATH 1144). Credit cannot be granted in both MATH 1143 and MATH 1147, or in both MATH 1144 and MATH 1147. PREREQ: MATH 1108. F, S

### **MATH 1153 Introduction to Statistics: 3 semester hours.**

Descriptive statistics, probability, confidence intervals, and hypothesis testing for one and two parameters. Emphasis on applications to a wide variety of disciplines. PREREQ: MATH 1108. Satisfies Objective 3 of General Education Requirements. F, S, Su

### **MATH 1160 Applied Calculus: 3 semester hours.**

Course in differential and integral calculus designed primarily for students in biological sciences, social sciences, business, education, and humanities. Credit cannot be granted in both MATH 1160 and MATH 1170. PREREQ: MATH 1143 or MATH 1147. Satisfies Objective 3 of the General Education Requirements. F, S, Su

### **MATH 1170 Calculus I: 4 semester hours.**

First course in the sequence MATH 1170, MATH 1175, and MATH 2275. Real-valued functions of one real variable: limits, continuity, derivatives, integrals, applications. Credit cannot be granted in both MATH 1160 and MATH 1170. PREREQ: MATH 1144 or MATH 1147. Satisfies Objective 3 of the General Education Requirements. F, S, Su

### **MATH 1175 Calculus II: 4 semester hours.**

Second course in the sequence MATH 1170, MATH 1175, and MATH 2275. Techniques of integration, trigonometric integrals, improper integrals. Applications of definite integrals. Sequences and series. Parametric curves in the plane, polar coordinates. PREREQ: MATH 1170. F, S, Su

### **MATH 1187 Applied Discrete Structures: 3 semester hours.**

Discrete structures in CS and EE. Boolean algebra and logic; sets, functions, and relations; iteration, recursion, and induction; algorithms; programming in pseudocode; basic counting principles; graphs and trees; and other selected topics from discrete mathematics. Equivalent to CS 1187. PREREQ: CS 1181. S

**MATH 1199 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated

**MATH 2240 Linear Algebra: 3 semester hours.**

Introduction to linear algebra. Linear systems, matrices, determinants, vector spaces, linear transformations, linear independence, eigenvalues and eigenvectors, orthogonalization. PREREQ: MATH 1170. F, S, Su

**MATH 2256 Structure of Arithmetic for Elementary School Teachers: 3 semester hours.**

Development of number systems. Emphasis on principles, representations, and concept development. For elementary education majors. PREREQ: MATH 1143. Satisfies Objective 3 of the General Education Requirements. F

**MATH 2257 Structure of Geometry and Probability for Elementary School Teachers: 3 semester hours.**

Topics from geometry, probability, and statistics. Emphasis on principles, representations, and concept development. For elementary education majors. PREREQ: MATH 1143. Satisfies Objective 3 of the General Education Requirements. S

**MATH 2275 Calculus III: 4 semester hours.**

Third course in the sequence MATH 1170, MATH 1175, and MATH 2275. Multivariable calculus. Vector algebra and geometry. Functions of several variables. Differentiation. Optimization. Multiple Integrals. Parametric curves and surfaces. Line and surface integrals. Vector fields. Green's, Stokes', and divergence theorems. PREREQ: MATH 1175. F, S

**MATH 2287 Foundations of Mathematics: 3 semester hours.**

Logic and proofs, sets, functions, relations, mathematical induction, and the cardinality of sets. PREREQ: MATH 1170. D

**MATH 3326 Elementary Analysis: 3 semester hours.**

A beginning course in analysis on the real line. Proof writing and the underlying logic are emphasized throughout the course. Topics include sets and functions, sequences, convergence, limits, continuity, and infinite series. PREREQ: MATH 1175 and either MATH 2240 or MATH 2287. F, S

**MATH 3327 Vector Analysis: 3 semester hours.**

Calculus of vector functions of several variables, derivative matrix, chain rule, inverse function theorem, multiple integration. Change of variables. Integrals over curves and surfaces. Green's, Stokes' and divergence theorems. Applications to physics. MATH 2275. F

**MATH 3343 Modern Geometry I: 3 semester hours.**

Planar Euclidian geometry. Rigid motions and symmetry in the plane. PREREQ: MATH 2240 or MATH 2287. F

**MATH 3350 Statistical Methods: 3 semester hours.**

A calculus-based introduction to statistical procedures, including simple regression, basic experimental design, and non-parametric methods. PREREQ: MATH 1160 or MATH 1170. F, S

**MATH 3352 Introduction to Probability: 3 semester hours.**

Fundamentals of probability, discrete and continuous random variables, distributions such as binomial, uniform, Poisson, hypergeometric, normal, gamma; expectation; joint, marginal, conditional distributions; central limit theorem; applications to statistics. Emphasizes material needed to develop statistical inference methods. PREREQ: MATH 1175 or permission of instructor. F, S

**MATH 3355 Operations Research: 3 semester hours.**

Deterministic problems in operations research oriented towards business. Includes linear programming, transportation problems, network analysis, PERT, dynamic programming, and elementary game theory. PREREQ: MATH 1130 or MATH 2240, or permission of instructor. D

**MATH 3356 Operations Research II: 3 semester hours.**

Probabilistic models oriented towards business are treated. Selections from stochastic processes, Markov chains, queuing theory, inventory theory, reliability, decision analysis and simulation. PREREQ: MATH 3355. D

**MATH 3360 Differential Equations: 3 semester hours.**

Theory and applications of ordinary differential equations. PREREQ: MATH 1175; MATH 2275 recommended. F, S

**MATH 3362 Introduction to Complex Variables: 3 semester hours.**

Introduction to the study of functions of a complex variable including the algebra and geometry of complex numbers, analytic functions, power series, integral theorems, and applications. PREREQ: MATH 2275. F

**MATH 4403 Survey of Combinatorics and Graph Theory: 3 semester hours.**

Enumeration techniques, including generating functions. Applications. Introductory graph theory. PREREQ: MATH 1175 and MATH 2240. D

**MATH 4404 Topics in Combinatorics and Graph Theory: 3 semester hours.**

Continuation of MATH 4403. Application of algebraic, analytic, and/or probabilistic methods to combinatorial, graph-theoretic, and algorithmic problems. PREREQ: MATH 4403 or permission of instructor. D

**MATH 4406 Advanced Linear Algebra: 3 semester hours.**

Advanced linear algebra with a strong emphasis on proof. Real and complex vector spaces, linear transformations, polynomials associated to matrices, determinants, canonical forms, inner product spaces. PREREQ: MATH 2240. D

**MATH 4407 Modern Algebra I: 3 semester hours.**

Rings, fields, groups, algebras, and selected topics in abstract algebra. PREREQ: MATH 2240 and MATH 2287. F

**MATH 4408 Modern Algebra II: 3 semester hours.**

Rings, fields, groups, algebras, and selected topics in abstract algebra. PREREQ: MATH 4407. S

**MATH 4421 Advanced Engineering Mathematics I: 3 semester hours.**

Analysis of complex linear and nonlinear engineering systems using advanced techniques, including Laplace transforms, Fourier series and classical partial differential equations. PREREQ: MATH 3360. F

**MATH 4422 Advanced Engineering Mathematics II: 3 semester hours.**

Analysis of complex linear and nonlinear engineering systems using advanced techniques, including probability and statistics, advanced numerical methods and variational calculus. PREREQ: MATH 4421. S

**MATH 4423 Introduction to Real Analysis I: 3 semester hours.**

The real number system, limits, sequences, series and convergence; metric spaces; completeness; and selected topics on measure and integration theory. PREREQ: MATH 2240, MATH 3326, and MATH 3360. F

**MATH 4424 Introduction to Real Analysis II: 3 semester hours.**

The real number system, limits, sequences, series and convergence; metric spaces; completeness; and selected topics on measure and integration theory. PREREQ: MATH 4423. S

**MATH 4435 Elementary Number Theory: 3 semester hours.**

Diophantine equations, prime number theorems, residue systems, theorems of Fermat and Wilson, and continued fractions. PREREQ: MATH 4407. D

**MATH 4441 Introduction to Numerical Analysis I: 3 semester hours.**

Introduction to numerical techniques for solving problems dealing with nonlinear equations, systems of linear equations, differential equations, interpolation, numerical integration, and differentiation. PREREQ: MATH 2240, MATH 3326, and MATH 3360 or permission of instructor. F

**MATH 4442 Introduction to Numerical Analysis II: 3 semester hours.**

Extension of MATH 4441 for students who wish to pursue more advanced techniques with emphasis on analysis. Typical topics covered include numerical methods applied to partial differential equations, integral equations, and in-depth treatment of topics covered in MATH 4441. PREREQ: MATH 4441. S

**MATH 4444 Modern Geometry II: 3 semester hours.**

Transformation groups. Topics from hyperbolic, projective, and other geometries. D

**MATH 4450 Mathematical Statistics I: 3 semester hours.**

Probability, random variables, discrete and continuous distributions, order statistics, limit theorems, point and interval estimation, uniformly most powerful tests, likelihood ratio tests, chi-square and F tests, nonparametric tests. PREREQ: MATH 3326 and MATH 3352. F

**MATH 4451 Mathematical Statistics II: 3 semester hours.**

Probability, random variables, discrete and continuous distributions, order statistics, limit theorems, point and interval estimation, uniformly most powerful tests, likelihood ratio tests, chi-square and F tests, nonparametric tests. PREREQ: MATH 4450. S

**MATH 4453 Topics in Statistics: 1-3 semester hour.**

Content varies. May be repeated for up to 6 credits. PREREQ: Permission of instructor. D

**MATH 4457 Applied Regression Analysis: 3 semester hours.**

Simple and multiple linear regression, polynomial regression, diagnostics, model selection, models with categorical variables. PREREQ: MATH 3350 or MATH 3352 or permission of instructor. D

**MATH 4458 Experimental Design: 3 semester hours.**

The linear model for experimental designs, analysis of variance and covariance, block designs, factorial designs, nested designs, choice of sample size. PREREQ: MATH 3350 or MATH 3352 or permission of instructor. D

**MATH 4459 Applied Multivariate Analysis: 3 semester hours.**

Matrix computation of summary statistics, graphical analysis of multivariate procedures, multivariate normal distribution, MANOVA, multivariate linear regression, principal components, factor analysis, canonical correlation analysis. PREREQ: MATH 2240 and one of the following: MATH 3350, MATH 4457, MATH 4458, or permission of instructor. D

**MATH 4465 Partial Differential Equations: 3 semester hours.**

Equations of the first and second orders, methods of solution, Laplace's Equation, heat equation, and wave equation. Emphasis on applications in physical sciences and engineering. PREREQ: MATH 2275 and MATH 3360. D

**MATH 4473 Introduction to Topology: 3 semester hours.**

Metric spaces; convergence; notions of continuity; connected, separable and compact spaces. PREREQ: Permission of instructor. D

**MATH 4481 Directed Readings and Problems: 1-3 semester hour.**

Individual work under the direction of a professor. May be repeated for up to 6 credits. PREREQ: Senior or graduate student in good standing. D

**MATH 4491 Mathematics Seminar: 1-3 semester hour.**

Advanced reading and discussion on selected topics in mathematics. May be repeated. PREREQ: 90 credits or equivalent. D



**MATH 4499 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Department of Physics

### Physics

Students who wish to major in physics will take courses which will prepare them for industrial or governmental positions or for graduate study in physics or allied fields.

The department offers three undergraduate degree programs as well as a minor in physics. The Associate of Science, Bachelor of Arts, and the minor are designed for students who desire a flexible program so they can develop interdisciplinary competence. The Bachelor of Science degree places greater emphasis on physics and is designed to prepare students for careers in physics or a closely allied profession. These programs consist of a set of required core courses plus a selection of courses in a particular field. The core courses include the basic physics and mathematics courses which serve as a foundation for more advanced study. A student planning to do graduate work in physics should elect to complete the Bachelor of Science in Physics.

The common objectives for students of our undergraduate programs in physics include developing: (1) broad, fundamental technical skills and knowledge, (2) strong communication skills, and (3) the capability to think critically and work independently. Each of these objectives has a "level" that is appropriate for the degree.

For the A.S. degree in physics, the learning objectives are to achieve a hands-on core competence that is appropriate for a wide range of applied technical fields. This includes the general education goals of a B.S. degree, plus knowledge of general physics, calculus, and general chemistry. The communication objectives at this level are writing and speaking skills that meet the needs of a within-a-work-group setting. Our expectations are that these students will obtain critical thinking skills and an ability to work independently in their technical field.

For the B.A. degree in physics, the technical objectives are mastery of calculus, ordinary differential equations, linear algebra, general physics, modern physics, and student-selected areas of classical mechanics, quantum mechanics, electromagnetism and methods of nuclear measurements. For the B.S. degree in physics, the technical objectives are the learning goals of the B.A. degree, plus additional hands-on research laboratory experience and further knowledge in solid-state physics, statistical physics, nuclear physics, optics and the conduct of research. The communication objectives at the B.A. and B.S. levels are writing and speaking skills that are sufficient to represent themselves and their organizations at regional or national scientific meetings. Our expectations are that these students will obtain critical thinking skills and an ability to work independently at a level that will require minimal or modest supervision of either management or a more senior scientist.

### Health Physics

In addition to the more traditional physics program options, the Department of Physics also offers the A.S., B.S., and M.S. options in Health Physics. Health Physics, an applied science, is concerned with the protection of humans and their environment from the possible harmful effects of radiation while providing for its beneficial uses. Health Physics is a multi-disciplined profession that incorporates aspects of both the physical and biological sciences. The B.S. option in Health Physics will prepare the student for work in government, university, medical or industrial settings dealing with such areas as operational radiation safety, regulatory issues, and environmental quality. Successful B.S. students receive a Bachelor of Science in Physics and the student's official transcript indicates an emphasis in Health Physics.

### Accreditation

The Bachelor of Science (B.S.) and Master of Science (M.S.) programs in Health Physics are accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>. Students may enter the M.S. program in Health Physics from several undergraduate majors including health physics, physics, chemistry, biology, and other science or engineering majors. Additional course work to correct deficiencies may be necessary.

The Idaho State University Health Physics program is evaluated by periodically monitoring a series of programmatic outcomes which are used to indicate the extent to which our objectives are being accomplished and to provide information by which the program may be modified to optimize accomplishing these objectives.

### Educational Objectives for Degree Program in Health Physics

The **objective** of the Idaho State University **Health Physics** program is to produce Health Physicists with:

- Fundamental technical knowledge,
- Strong written and verbal communication skills,
- Well developed professional judgment with the capability to think critically,
- Capability for solving applied health physics problems,
- The ability to work independently,
- and

- A thorough understanding of professional ethics.

## Bachelor of Arts in Physics

In addition to degree requirements listed below, students must satisfy 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) in the Academic Information section of this catalog). Of the courses below, MATH 1170 will satisfy General Education Objective 3, while together, any of the lower-division PHYS choices below will partially satisfy General Education Objective 5.

MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
At least 24 credits of Physics, including:		24
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	6-8
or PHYS 1111 & PHYS 1112	General Physics and General Physics II	
PHYS 2213 & PHYS 2214	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2
or PHYS 1113 & PHYS 1114	General Physics I Laboratory and General Physics II Laboratory	
PHYS 3301	Modern Physics	3
11-13 credits of electives (depending upon the introductory sequence) with at least 6 credits of 4000-level courses (PHYS 4492 cannot be counted toward the latter requirement).		11-13

## Bachelor of Science in Physics

In addition to degree requirements below, students must satisfy 8 of the 9 General Education Objectives (a minimum of 36 credits--see the Academic Information section of this catalog). Of the courses below, MATH 1170 will satisfy General Education Objective 3, while together, the CHEM and lower-division PHYS requirements will satisfy General Education Objective 5.

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
MATH 4421 & MATH 4422	Advanced Engineering Mathematics I and Advanced Engineering Mathematics II	6
or PHYS 4461 & PHYS 4462	Introduction to Mathematical Physics I and Introduction to Mathematical Physics II	
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	8
PHYS 2213 & PHYS 2214	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2
PHYS 3301	Modern Physics	3
PHYS 3313	Intermediate Laboratory I	2
PHYS 4403 & PHYS 4404	Advanced Modern Physics I and Advanced Modern Physics II	6
PHYS 4416 or PHYS 4414	Radiation Detection and Measurement Electronic Instrumentation and Measurement	3
PHYS 4421 & PHYS 4422	Electricity and Magnetism I and Electricity and Magnetism II	6
PHYS 4483	Theoretical Mechanics	4

PHYS 4492	Colloquium in Physics	1
Plus 8 additional 4000-level PHYS credits		8

## Physics Minor

MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	8
PHYS 3301	Modern Physics	3
PHYS 4403	Advanced Modern Physics I	3

### In Addition:

Physics electives approved by the department	4
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## Associate of Science in Physics

Students seeking an Associate of Science degree in Physics must complete the following:

General Education Objectives for the Bachelor of Science (minimum 36 cr) <sup>1</sup>

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
MATH 2275	Calculus III	4
PHYS 2211 & PHYS 2213	Engineering Physics I and Engineering Physics I Laboratory	5
PHYS 2212 & PHYS 2214	Engineering Physics II and Engineering Physics II Laboratory	5
Electives to bring total to 64 cr		33
Total Hours		64

<sup>1</sup> The number of credits required for the General Education requirements varies depending on the student's performance on proficiency or placement tests in English, foreign languages, and mathematics.

## Bachelor of Science in Physics (Health Physics Emphasis)

The following courses are required in addition to completion of 8 of the 9 General Education Objectives for the B.S. degree (a minimum of 36 credits-- see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog).

BIOL 1101 (p. 463) & 1101L (p. 463)	Biology I and Biology I Lab (partially satisfies General Education Objective 5)	4
BIOL 3301 (p. 463) & 3301L (p. 463)	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 (p. 463) & BIOL 3301L (p. 463)	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1102 (p. 463) & CHEM 1103 (p. 463)	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory (partially satisfies General Education Objective 5)	4
CHEM 1111 (p. 463) & 1111L (p. 463)	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 (p. 463) & 1112L (p. 463)	General Chemistry II and General Chemistry II Lab	4
CS 1181 (p. 463)	Computer Science and Programming I (satisfies General Education Objective 7)	3

ENGL 3307 (p. 463)	Professional and Technical Writing	3
HPHY 4416 (p. 463)	Introduction to Nuclear Measurements	3
HPHY 4431 (p. 463)	Radiation Physics I	3
HPHY 4432 (p. 463)	Radiation Physics II	3
HPHY 4433 (p. 463)	External Dosimetry	3
HPHY 4434 (p. 463)	Internal Dosimetry	3
HPHY 4455 (p. 463)	Topics in Health Physics I	2
HPHY 4456 (p. 463)	Topics in Health Physics II	2
HPHY 4480 (p. 463)	Health Physics Capstone Course	3
HPHY 4488 (p. 463)	Advanced Radiobiology	3
MATH 1170 (p. 463)	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175 (p. 463)	Calculus II	4
MATH 2275 (p. 463)	Calculus III	4
MATH 3350 (p. 463)	Statistical Methods	3
PHYS 2211 (p. 463) & PHYS 2212 (p. 463)	Engineering Physics I and Engineering Physics II	8
PHYS 2213 (p. 463) & PHYS 2214 (p. 463)	Engineering Physics I Laboratory and Engineering Physics II Laboratory	2
NE 4451 (p. 463)	Nuclear Seminar	1

## Associate of Science in Physics (Health Physics Emphasis)

The objective of the Idaho State University program that awards an Associate of Science in Physics with Emphasis in Health Physics is to develop an individual to assume the role of a health physics technician (sometimes referred to as Radiological Control Technician or RCT) with the knowledge in radiological and biological sciences appropriate for this career option. That same knowledge serves as the basis for certification by the National Registry of Radiation Protection Technologist (NRRPT). Students completing this program will develop the fundamental skills important to life-long learning and advancing within the discipline of Health Physics.

Students must fulfill 8 of the 9 University General Education Requirements (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/genealeducation>) described in the Academic Information section of this catalog.)

BIOL 1101 (p. 463) & 1101L (p. 463)	Biology I and Biology I Lab	4
BIOL/HPHY 3307 (p. 463)	Radiobiology	2
CHEM 1111 (p. 463) & 1111L (p. 463)	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 (p. 463) & 1112L (p. 463)	General Chemistry II and General Chemistry II Lab	4
COMM 1101 (p. 463)	Principles of Speech	3
ENGL 1102 (p. 463)	Critical Reading and Writing	3
ECON 1100 (p. 463)	Economic Issues	3
MATH 1147 (p. 463)	Precalculus	5
or		
MATH 1143 (p. 463) & MATH 1144 (p. 463)	College Algebra and Trigonometry	5
MATH 1153 (p. 463)	Introduction to Statistics	3
PHIL 1101 (p. 463)	Introduction to Philosophy	3
PHYS 1111 (p. 463)	General Physics	3
PHYS 1113 (p. 463)	General Physics I Laboratory	1
PHYS 1112 (p. 463)	General Physics II	3
PHYS 1114 (p. 463)	General Physics II Laboratory	1
PSYC 1101 (p. 463)	Introduction to General Psychology	3
HPHY 2217 (p. 463)	RCT Internship	3
HPHY 2218 (p. 463)	Fundamentals of Radiation Protection Physics	3
HPHY 2219 (p. 463)	RCT Internship II	3

HPHY 2225 (p. 463)	Radiation Protection Instrumentation	3
HPHY 2226 (p. 463)	Radiation Protection I	3
HPHY 2227 (p. 463)	Radiation Protection II	3
HPHY 2228 (p. 463)	Health Physics Regulations	3
HPHY 3300 (p. 463)	Medical Electronics	2

## Courses

### ***PHYS 1100 Essentials of Physics: 4 semester hours.***

A survey of basic physics principles; motion, gravitation, electricity and magnetism, light, atoms and nuclei. Includes lecture, demonstrations and elementary problem solving. COREQ: MATH 1108 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 1101 Elements of Physics: 3 semester hours.***

A survey of basic physics principles; motion, gravitation, electricity and magnetism, light, atoms and nuclei. Includes lecture, demonstrations, elementary problem solving. PREREQ: Permission of the College of Technology. COREQ: MATH 1108 or equivalent; PHYS 1101L. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 1101L Elements of Physics Laboratory: 1 semester hour.***

Laboratory-based application of PHYS 1101, to demonstrate basic physics principles; motion, gravitation, electricity and magnetism, light, atoms and nuclei. PREREQ: Permission of the College of Technology. COREQ: MATH 1108 or equivalent; PHYS 1101. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 1103 Tools for Scientists I: 1 semester hour.***

Personal computer, Internet and WWW, and HP graphics calculator applications in the sciences. Familiarizes students with the capabilities of these computing tools. Emphasizes problems frequently encountered in science and engineering courses. D

### ***PHYS 1111 General Physics: 3 semester hours.***

Introductory physics course for students in scientific and technical fields, particularly the biological sciences; mechanics, wave motion, thermodynamics. PREREQ: MATH 1143 or MATH 1147 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. F

### ***PHYS 1112 General Physics II: 3 semester hours.***

Introduction to optics, electricity and magnetism and selected topics from atomic and nuclear physics. PREREQ: PHYS 1111 or equivalent, and MATH 1143 or MATH 1147 or equivalent. Partially satisfies Objective 5 of the General Education Requirements. S

### ***PHYS 1113 General Physics I Laboratory: 1 semester hour.***

Demonstrating principles of physics. COREQ: PHYS 1111. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 1114 General Physics II Laboratory: 1 semester hour.***

Demonstrating principles of physics. PREREQ: PHYS 1113. COREQ: PHYS 1112. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 1152 Descriptive Astronomy: 3 semester hours.***

Survey of the historical and modern observation of the sky. Physical relationships in the solar system; planets, satellites, comets, etc., and theories of the creation of the universe and life in the universe. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### ***PHYS 1153 Descriptive Astronomy Laboratory: 1 semester hour.***

Use of astronomical equipment, telescopes, cameras, etc. Partially satisfies Objective 5 of the General Education Requirements. F, S, Su

### ***PHYS 2211 Engineering Physics I: 4 semester hours.***

Mechanics of particles and rigid bodies; kinetic theory and thermodynamics; electricity and magnetism; wave motion; optics. COREQ: MATH 1175. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 2212 Engineering Physics II: 4 semester hours.***

Mechanics of particles and rigid bodies; kinetic theory and thermodynamics; electricity and magnetism; wave motion; optics. PREREQ: PHYS 2211. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 2213 Engineering Physics I Laboratory: 1 semester hour.***

Principles and methods of physical measurement. COREQ: PHYS 2211. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 2214 Engineering Physics II Laboratory: 1 semester hour.***

Principles and methods of physical measurement. COREQ: PHYS 2212. PREREQ: PHYS 2213. Partially satisfies Objective 5 of the General Education Requirements. F, S

### ***PHYS 2215 Thermal Physics: 1 semester hour.***

Introduction to thermodynamics and kinetic theory. Designed for students who have taken AP Physics C in high school and have not had instruction in thermal physics normally covered in Engineering Physics I and II. COREQ: MATH 1175. D

### ***PHYS 3301 Modern Physics: 3 semester hours.***

A one-semester course surveying 20th century physics including elements of special relativity and quantum mechanics as applied to atoms. A continuation of the Engineering Physics sequence. PREREQ: PHYS 2212. COREQ: MATH 3360. F

**PHYS 3312 Introduction to Biophysics: 4 semester hours.**

Survey course designed for pre-medical, pharmacy, biology, and physical science students covering topics such as the physics of sensory systems, electromagnetic radiations, and physical measurement techniques applied to biological problems. PREREQ: CHEM 1112, CHEM 1112L, MATH 1160 or MATH 1170. D

**PHYS 3313 Intermediate Laboratory I: 2 semester hours.**

Modern and historical experiments in atomic physics, nuclear physics, and optics. COREQ: PHYS 3301 and MATH 3360. F

**PHYS 3325 Introduction to Weather and Climate: 3 semester hours.**

Introduces the principles that govern weather and climate, including movements of air masses, genesis of storms, creation of frontal systems. Provides insight into forecasting techniques and the effects of weather and climate on people and societies. PREREQ: CHEM 1112, CHEM 1112L, PHYS 1112 or permission of instructor. F, S, Su

**PHYS 4400 Practicum in Physical Science: 2 semester hours.**

Emphasizes design, set-up, equipment, operation, and administration of physics teaching laboratories, demonstrations and activities. Introduces pre-designed experiments plus the design and maintenance of lab equipment. Ideal for Education majors. PREREQ: Permission of instructor. S

**PHYS 4403 Advanced Modern Physics I: 3 semester hours.**

Study of the elementary principles of quantum mechanics and an introduction to atomic, solid state and nuclear physics. Quantum mechanics will be used as much as possible. PREREQ: MATH 3360 or equivalent, and PHYS 3301. S

**PHYS 4404 Advanced Modern Physics II: 3 semester hours.**

Study of the elementary principles of quantum mechanics and an introduction to atomic, solid state and nuclear physics. Quantum mechanics will be used as much as possible. PREREQ: PHYS 4403. F

**PHYS 4405 Advanced Physics Laboratory I: 2 semester hours.**

Experiments in radiation detection and measurement, nuclear spectroscopy including x-ray and gamma spectroscopies, neutron activation and ion beam methods. Available to Geology, Engineering, Health Physics, and Physics majors. PREREQ: Permission of the instructor. D

**PHYS 4406 Advanced Physics Laboratory II: 2 semester hours.**

Senior projects providing a capstone to the physics major curriculum. Written and oral presentation of the project procedures and results are required. F, S

**PHYS 4408 Error Analysis for the Physical Sciences: 3 semester hours.**

Lecture course with computation requirements. Topics include: Error propagation, Probability Distributions, Least Squares fit, multiple regression, goodness of fit, covariance and correlations. PREREQ: MATH 3360. AS

**PHYS 4409 Introductory Nuclear Physics: 3 semester hours.**

A course in Nuclear Physics with emphasis upon structural models, radioactivity, nuclear reactions, fission and fusion. PREREQ: Knowledge of elementary quantum mechanics and differential equations or permission of instructor. D

**PHYS 4410 Science in American Society: 2 semester hours.**

Observational basis of science; technology's historical influences on scientific developments; perceptions of science in contemporary America; tools/strategies for teaching science. Equivalent to GEOL 4410. PREREQ: Junior standing and permission of instructor. AF

**PHYS 4414 Electronic Instrumentation and Measurement: 3 semester hours.**

Lecture course with laboratory requirements. Topics include: DC and AC electrical circuits, Analog pulses, Bipolar Transistors, Field Effect Transistors, Operational amplifiers. PREREQ: PHYS 2212, PHYS 2214, and MATH 3360. AS

**PHYS 4415 Statistical Physics: 3 semester hours.**

Topics covered may include kinetic theory, elementary statistical mechanics, random motion and the theory of noise. Choice of topics will depend upon the interest of the students and instructor. PREREQ: PHYS 2212 and MATH 3360. F

**PHYS 4416 Radiation Detection and Measurement: 3 semester hours.**

Lecture/laboratory course emphasizing practical measurement techniques in nuclear physics. PREREQ: CHEM 1112, CHEM 1112L, and PHYS 1111 and PHYS 1113 or PHYS 2211 and PHYS 2213. S

**PHYS 4416L Radiation Detection and Measurement Lab: 0 semester hours.****PHYS 4421 Electricity and Magnetism I: 3 semester hours.**

Intermediate course in fundamental principles of electrical and magnetic theory. Free use will be made of vector analysis and differential equations. PREREQ: PHYS 2212 and MATH 3360. F

**PHYS 4422 Electricity and Magnetism II: 3 semester hours.**

Intermediate course in fundamental principles of electrical and magnetic theory. Free use will be made of vector analysis and differential equations. PREREQ: PHYS 4421. S

**PHYS 4430 Accelerator Physics: 3 semester hours.**

The physics of direct voltage accelerators, betatrons, synchrotrons, linear induction acceleration; high current accelerators; electromagnetic particle optics, free electron lasers, and synchrotron light sources. PREREQ: PHYS 4422 or permission of instructor. D

**PHYS 4442 Solid State Physics: 3 semester hours.**

Introduction to the field of solid state physics emphasizing the fundamental concepts. Topics usually covered are crystal structure, x-ray diffraction, crystal binding energies, free electron theory of solids, energy bands. PREREQ: PHYS 3301 and MATH 3360 or permission of instructor. AF

**PHYS 4452 Intermediate Optics: 3 semester hours.**

Wave theory, e/m waves, production of light, measurement of light, reflection, refraction, interference, diffraction, polarization, optical systems, matrix methods, Jones vectors, Fourier optics, propagation of e/m waves in materials, atmospheric optics. PREREQ: PHYS 2212. COREQ: MATH 3360. AS

**PHYS 4453 Topics in Astrophysics: 2 semester hours.**

Applications of upper division physics to astronomy or cosmology. May include lab exercises. PREREQ: Permission of instructor. AS

**PHYS 4461 Introduction to Mathematical Physics I: 3 semester hours.**

Introduction to the mathematics most commonly used in physics with applications to and practice in solving physical problems; includes vector analysis, ordinary and partial differential equations. PREREQ: PHYS 2212 and MATH 3360. F

**PHYS 4462 Introduction to Mathematical Physics II: 3 semester hours.**

Introduction to the mathematics most commonly used in physics with applications to and practice in solving physical problems; includes vector analysis, ordinary and partial differential equations. PREREQ: PHYS 4461. S

**PHYS 4470 Simulations of Particle Interactions with Matter: 3 semester hours.**

Lecture course with monte-carlo computation requirements. Topics include: Stopping power, interactions of electrons and photons with matter, hadronic interactions, and radiation detection devices. PREREQ: MATH 3360 and PHYS 3301. AF

**PHYS 4481 Independent Problems: 1-3 semester hour.**

Students are assigned to, or request assignment to, independent problems on the basis of interest. May be repeated to a maximum of 6 credits. F, S

**PHYS 4483 Theoretical Mechanics: 4 semester hours.**

Detailed study of the motion of particles, satellites, rigid bodies and oscillating systems. Develop and apply Lagrangian and Hamiltonian methods. PREREQ: PHYS 2212 and MATH 3360. F

**PHYS 4492 Colloquium in Physics: 1 semester hour.**

Faculty and student lectures in current research topics in physics. Open to upper division and graduate students in physics. May be repeated for up to 4 credits. F, S

**PHYS 4497 Workshop: 1-2 semester hour.**

Workshops aimed at the development and improvement of skills. Does not satisfy requirements for a major or a minor. May be repeated. Graded S/U. D

**PHYS 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

# College of Technology

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The College of Technology is the largest post-secondary technical institution in Idaho. The College provides high quality professional-technical programs that are designed to meet the employment and economic development needs of business and industry.

Students are offered a distinctive opportunity to acquire a professional-technical education in a university setting and may participate in a wide range of campus activities in addition to completing occupationally focused programs of study. Programs of study include technical certificates; associate, baccalaureate, and graduate degree programs; adult basic education; and workforce training and development.

Students can develop leadership skills by participating in organizations such as the Associated Students of Idaho State University (ASISU), the Business Professionals Association (BPA), SkillsUSA, and other College of Technology student organizations.

## Mission

The mission of the College of Technology is to provide students with technical skills, knowledge and attitudes necessary for successful performance in a highly effective workplace.

## Acceptance

An acceptance letter is sent to all accepted College of Technology applicants. An advance registration deposit, which will be applied to the first registration fee, is required of applicants upon acceptance into a College of Technology program to assure a place in the program.

## Non-attendance Policy

Students not attending the first day of class may be dis-enrolled due to non-attendance.

## Change of Curriculum

Students who want to change registration from the College of Technology to academic courses are required to meet the university's academic admission standards such as ACT/SAT requirements for students under the age of 21. Students should contact the College of Technology's Student Services Office to initiate the process.

## Credits

One College of Technology credit is equivalent to approximately 15 hours of lecture, 30 hours of laboratory, or 45 hours of clinical or internship.

## Credits Granted for Previous Training or Experience

1. A student seeking credit for prior training, education, or work experience must complete a petition (initiated through the Student Services Office) and receive official approval. Performance objectives established for specific program courses must be met. The assessment procedure includes providing written documentation of training and experience, completing written examinations and demonstrations of skills, or submitting to interviews with program faculty.
2. If the petition is approved, and once the student has successfully completed one semester of coursework, the course(s) for which the student is granted credit for prior training, education, or work experience will be noted on the transcript. "Successful completion" is defined as receiving a minimum cumulative 2.0 GPA without any F grades.
3. A recording fee will be required upon approval of the petition.

## General Education Requirements

Students seeking an Associate of Applied Science (A.A.S.) degree must complete a minimum of fifteen (15) credits of General Education coursework. The fifteen credits must include:

1. Six (6) credit hours of English/Communication – ENGL 1101 (required) and ENGL 1102 OR COMM 1101;
2. Three (3) credit hours of Mathematics/Computation selected from Objective 3 (<http://coursecat.isu.edu/academicinformation/generaleducation>);
3. Three (3) credit hours of Social Science/Human Relations selected from PSYC 1101, SOC 1101, TGE 1135, or TGE 1257.
4. Three (3) credit hours of elective General Education selected from any Objective (<http://coursecat.isu.edu/academicinformation/generaleducation>) not previously applied.

## Progression

Progression into succeeding courses of study will require successful completion (passing grades) of any courses listed as prerequisites for those desired courses.

## Change of Program

To change programs within the College, a currently enrolled student must see a counselor in the Student Services Office.



If a student is on probation and changes to another program, the probation status is transferred to the new program. If a student is on academic dismissal and changes programs, the dismissal status transfers to the new program. Please refer to the Academic Standing (<http://coursecat.isu.edu/academicinformation/academicstanding>) section of the Undergraduate catalog for a complete description of Idaho State University's Scholastic Probation and Dismissal Policy.

## Application for Graduation

Students planning to graduate should apply for graduation no later than one semester before all requirements are completed. Students should contact the Student Services Office to obtain applications for graduation and pay the \$20 graduation/diploma fee. Additional and optional graduation applications may be completed for a fee of \$10 each.

To graduate from a College of Technology program, a student must have an accumulative grade point average of 2.0 (without any F grades based on the required College of Technology courses) in the enrollee's program of study. A student must complete an application for graduation and pay a diploma fee.

## Certificates

The following certificates are offered for designated programs through the College of Technology. Programs offering certificates meet approved curriculum.

- Post-Secondary Technical Certificate
- Technical Certificate
- Advanced Technical Certificate

## Associate of Applied Science Degree

The Associate of Applied Science Degree is offered for designated programs through the College of Technology. Programs offering this degree are at least 18 months in length and follow specific approved curricula. For additional information, contact the Student Services Office at the College of Technology at (208) 282-2622.

## Interdisciplinary Degrees

### Bachelor of Applied Science

### Bachelor of Applied Technology

The Bachelor of Applied Science (BAS) and the Bachelor of Applied Technology (BAT) degrees are interdisciplinary degrees designed specifically for students who have completed Associate of Applied Science (AAS) degrees approved by the Idaho State Board of Education. The purpose of these degrees is to provide AAS graduates the opportunity to expand their general education competencies and to enhance the technical coursework of their AAS with related academic coursework. These degrees build upon the knowledge a student gained through the pursuit of the AAS while providing the education and critical thinking skills that open career opportunities. The BAS and BAT degrees are administered through the Student Services Office in the College of Technology. All individual degree plans are approved by assigned advisors and by a representative university committee. See <http://www.isu.edu/ctech/student-services/degrees-certificates.shtml#bat>.

## Bachelor of Science with a Major in Health Science

The objective of the Bachelor of Science with a major in Health Science is to allow students who have graduated or are enrolled in health occupations training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus. This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. The BSBS is administered through the Student Services Office in the College of Technology. See <http://www.isu.edu/ctech/bs-health/index.shtml>.

## Regular Preparatory Programs

Each of the college's preparatory programs consists of a series of courses designed to teach the necessary skills and knowledge of a specific occupational field. Program length may vary depending on student's academic qualifications at time of acceptance. One semester consists of sixteen weeks of instruction. Programs operate on the average of six hours each week day.

## Program/Option/Course Availability

A program, option, and/or course may not be offered if one or more of the following conditions exist:

1. Insufficient student enrollment
2. A certified instructor is not available
3. Adequate facilities and/or equipment are not available

## Other Policies

Policies not stated in the College of Technology section of the catalog will follow Idaho State University policies. Waiver of any of the above rules may be made only by petition and with the approval of the program coordinator, department chair, and the dean of the College of Technology.

## Admission to the College of Technology

Prospective students are admitted to College of Technology programs based on their interests, aptitudes, and potential to succeed in specific programs of instruction. The College of Technology is an open enrollment college and allows anyone who needs education services entrance at some level (Idaho State Board of Education, III, Q, 9a). Some programs have specific entry requirements in addition to the general requirements. Part-time enrollment in some regular preparatory programs is possible. Counselors are available to assist students in choosing programs and completing applications. For additional information, contact the College of Technology's Student Services Office at **(208) 282-2622**.

## Admission Steps

1. Complete an application for admission at [apply.isu.edu](http://apply.isu.edu) and pay fees online. Be sure to click on the College of Technology Application and select your program choice. If you are applying for the Associate Degree Registered Nurse program, the Respiratory Therapy program or any bachelor's degree offered through the College of Technology, go instead to the appropriate Undergraduate Application.
2. Submit an official copy of your high school transcript or GED ® scores (not required if you have submitted proof of 14 or more academic credits from an accredited institution of higher education).
3. Submit an official college transcript from each accredited institution of higher education that you have attended.
4. Submit either COMPASS or ACT/SAT scores.
  - a. Complete the COMPASS placement test. This test enables us to place you in the appropriate classes to enhance your success in college.

OR

- b. Submit ACT/SAT scores (valid for seven years from date of testing).
5. Meet with one of the College of Technology advisors to finalize your acceptance. To make an appointment, call **(208)282-2622**.
6. Apply for financial aid if needed.

## Admission Requirements

Because some programs fill several months in advance, all necessary documentation should be completed and returned to respective offices as early as possible. If applications are late, processing may be delayed. Students may appeal admission decisions through a petition process.

Upon completion of fourteen (14) College of Technology credits with a 2.0 GPA or better, students are eligible for transfer to an academic major.

The following professional/technical standards were established by the Idaho State Board of Education and implemented in April 2003:

## Professional-Technical Admission Standards

Standards for high school graduates of 1997 and after must meet the following conditions for Regular Admission:

1. Graduate from high school with a 2.0 GPA.
2. Complete a placement examination (ACT, SAT, COMPASS). Scores will be used to determine placement eligibility for specific programs.
3. Complete specific high school coursework as defined in the table below.

Subject/Required Courses	High School Credits
Mathematics: Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade.	4 cr*
Natural Science: Applied Biology/Chemistry, Principles of Technology (Applied Physics), Anatomy, Biology, Earth Science, Geology, Physiology, Physical Science, Zoology, Physics, Chemistry, Agricultural Science and Technology courses. Two credits must be lab.	4 cr*
English: Composition, Literature, Applied English in the Workplace	8 cr
Other: Professional-technical courses including Tech Prep sequences and organized work-based learning experiences connected to the school-based curriculum are strongly recommended.	

\* Six (6) credits recommended for students intending to pursue education beyond the Associate of Applied Science.

## Standards for Others Seeking Regular Admission

Individuals who graduated from high school, received a GED ® prior to 1997, or who are at least 21 years old must complete the following:

1. Graduate from high school with a 2.0 GPA or pass the GED ® ;
2. Complete a placement examination (ACT, SAT, COMPASS). Scores will be used to determine placement eligibility for specific programs.

## Professional-Technical Conditional Admission

Standards for students seeking conditional admission include the following:

1. Graduate from high school or pass the GED ® .
2. Complete a placement examination (ACT, SAT, COMPASS). Scores will be used to determine placement eligibility for specific programs.

## Readmission

Former College of Technology students who have been out of school one session/semester or more must complete necessary forms in the Student Services Office for approval to return to the program. Students will enter under the current catalog.

## Advanced Manufacturing Technology

(2 to 4 Semesters)

One Advanced Technical Certificate, one Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available.

### Objectives:

1. The Advanced Manufacturing Technology (ADMT) Program at the Idaho State University College of Technology addresses the interests and requirements of participants in career opportunities within advanced manufacturing industries such as computer and electronic production, chemical production, transportation equipment, machinery, fabricated metal and food production.
2. The program provides basic skills, knowledge, and training in a current advanced manufacturing environment, including safety practices, entry-level computer aided drafting, basic electronics, programmable logic controls, and human machine interfaces.
3. The program provides learning opportunities involving critical thinking and problem solving.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/admt/>.

## Technical Certificate: Advanced Manufacturing

(2 Semesters)

ADMT 0101	Introduction to Machining	3
ADMT 0102	Electronics Orientation	3
ADMT 0103	Introduction to Advanced Manufacturing Welding Processes I	3
ADMT/ESET 0162	Industrial Health and Safety	2
ADMT/INST 0220	Introduction to Programmable Logic Controllers	3
ADMT/MACH 0221	CAD and CAM I Theory	3
ADMT/ESET 0242	Process Measures for Mechanical Engineering	2
ADMT/ESET 0243	Fluid and Pneumatic Power	2
ADMT/ESET 0243L	Fluid and Pneumatic Power Lab	2
ADMT 0244	Advanced Manufacturing Welding Processes II	3
ADMT 0245	Lean and Six Sigma	3
ADMT/ESET 0246	Materials and Metallurgy	2
Total Hours		31

## Associate of Applied Science: Advanced Manufacturing

(4 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

**Required Courses:**

ADMT 0101	Introduction to Machining	3
ADMT 0102	Electronics Orientation	3
ADMT 0103	Introduction to Advanced Manufacturing Welding Processes I	3
ADMT/ESET 0162	Industrial Health and Safety	2
ADMT/INST 0220	Introduction to Programmable Logic Controllers	3
ADMT/MACH 0221	CAD and CAM I Theory	3
ADMT/ESET 0242	Process Measures for Mechanical Engineering	2
ADMT/ESET 0243	Fluid and Pneumatic Power	2
ADMT/ESET 0243L	Fluid and Pneumatic Power Lab	2
ADMT 0244	Advanced Manufacturing Welding Processes II	3
ADMT 0245	Lean and Six Sigma	3
ADMT/ESET 0246	Materials and Metallurgy	2

**Select one of the following options:****Option 1: Electrical and Instrumentation Specialization**

ESET 0122	Electrical Systems and Motor Control Theory	2
ESET 0122L	Electrical Systems and Motor Control Theory Laboratory	1
ESET 0222	Process Control Theory	3
ESET 0226	Process Control Devices Laboratory	1
ESET 0231	Microcontrollers	2
ESET 0231L	Microcontrollers Laboratory	1
ESET 0233	Electrical Power Systems	3
ESET 0233L	Electrical Power Systems Laboratory	3

**Option 2: Welding Specialization**

WELD 0142	Blueprint Reading	2
WELD 0232	Welding Practice IV	13

**Total Hours for the AAS: 61 or 62**

**Courses****ADMT 0101 Introduction to Machining: 3 semester hours.**

An introductory course in basic engine lathe and milling cutting operations performed on lathes, vertical mills, and computer controlled machine (CNC) tools. Basic programming of CNC machines will be introduced. D

**ADMT 0102 Electronics Orientation: 3 semester hours.**

Provides an introduction to computer operating systems and computer programs used in the analysis of electronic circuits. Also covers the use of electronics laboratory equipment such as digital multi-meters, oscilloscopes, function generators, breadboards and trainers used in the program. Basic soldering skills included. Laboratory exercises are included. D

**ADMT 0103 Introduction to Advanced Manufacturing Welding Processes I: 3 semester hours.**

Students will engage in hands-on welding practice in Gas Metal Arc Welding (GMAW) with short circuit and pulsed spray transfer in accordance with AWS D1.1 standards in preparation to enter the advanced manufacturing field. Fillets welds will be emphasized in preparation for groove welds. D

**ADMT 0162 Industrial Health and Safety: 2 semester hours.**

An overview of legislation, worker's compensation, hazard recognition, and safety planning. Includes basic engineering solutions. Addresses employee safety training requirements, recordkeeping, safety inspections, and program planning in the construction industry. Includes First Aid training and responder certification. F, D

**ADMT 0220 Introduction to Programmable Logic Controllers: 3 semester hours.**

Ladder format, I-O instructions, external devices, operating cycle, relays, timers, counters, sequencers, shift registers, analog applications, math blocks, and troubleshooting. F, S

**ADMT 0221 CAD and CAM I Theory: 3 semester hours.**

Introductory theory course in the utilization of CAD/CAM systems, F, S

**ADMT 0242 Process Measures for Mechanical Engineering: 2 semester hours.**

Principles of temperature, pressure, strain, flow, force, and vibration measurements. Techniques of computerized data acquisition and reduction. Lecture plus laboratory work in selected topics. F, D

**ADMT 0243 Fluid and Pneumatic Power: 2 semester hours.**

Review fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component, and terminology. F, D

**ADMT 0243L Fluid and Pneumatic Power Lab: 2 semester hours.**

Applications of fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component operation, and terminology. F, D

**ADMT 0244 Advanced Manufacturing Welding Processes II: 3 semester hours.**

Continuation of GMAW skill development with emphasis given to practice in pulsed-spray transfer mode. Guided practice will be provided in advanced manufacturing welding techniques and destructive testing will be conducted in accordance with AWS D1.1 standards as a capstone exercise for the course. D

**ADMT 0245 Lean and Six Sigma: 3 semester hours.**

This course provides a comprehensive overview of the Lean and Six Sigma methodologies including the Define, Measure, Analyze, Improve, and Control (DMAIC) process improvement paradigm, techniques, tools and metrics that are critical for process improvement success. The course will include demonstration and use of Lean and Six Sigma tools. D

**ADMT 0246 Materials and Metallurgy: 2 semester hours.**

Lecture, demonstration, and laboratory emphasizing the practical approach to basic principles of materials and metallurgical science, including behavior of materials under various conditions. S, D

## Aircraft Maintenance Technology

**(2½ to 4 ½ Semesters)**

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and one Bachelor of Applied Science degree are available.

### Objective

To prepare graduates for entry-level employment in airframe and powerplant maintenance in compliance with FAA regulations as they begin their careers as technicians.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/aircraftmaintenance/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Technical Certificate: Airframe

**(2½ Semesters)**

AIRM 0101	Mathematics	3
AIRM 0102	Aircraft Drawing	1
AIRM 0103	Truss Structures	3
AIRM 0104	Materials and Processes	7
AIRM 0105	Sheetmetal Structures	6
AIRM 0107	Forms and Regulations	3
AIRM 0108	Basic Electricity	3
AIRM 0109	Fluid Systems	5
AIRM 0110	Landing Gear Systems	4
AIRM 0111	Utility Systems	3
AIRM 0112	Electrical Systems	5
AIRM 0120	Structural Welding	2

Total Hours

45

## Advanced Technical Certificate: Power Plant

(4½ Semesters)

AIRM 0101	Mathematics	3
AIRM 0102	Aircraft Drawing	1
AIRM 0103	Truss Structures	3
AIRM 0104	Materials and Processes	7
AIRM 0105	Sheetmetal Structures	6
AIRM 0107	Forms and Regulations	3
AIRM 0108	Basic Electricity	3
AIRM 0109	Fluid Systems	5
AIRM 0110	Landing Gear Systems	4
AIRM 0111	Utility Systems	3
AIRM 0112	Electrical Systems	5
AIRM 0120	Structural Welding	2
AIRM 0221	Basic Reciprocating Engines	3
AIRM 0222	Advanced Reciprocating Engines	2
AIRM 0223	Basic Turbine Engines	3
AIRM 0224	Advanced Turbine Engines	2
AIRM 0225	Engine Lubrication Systems	2
AIRM 0226	Induction and Exhaust Systems	2
AIRM 0227	Engine Fuel Systems	3
AIRM 0228	Ignition and Cooling Systems	5
AIRM 0229	Engine Electrical and Instrument Systems	4
AIRM 0230	Engine Propellers	4
Total Hours		75

## Associate of Applied Science Degree: Airframe and Powerplant

(5½ Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

AIRM 0101	Mathematics	3
AIRM 0102	Aircraft Drawing	1
AIRM 0103	Truss Structures	3
AIRM 0104	Materials and Processes	7
AIRM 0105	Sheetmetal Structures	6
AIRM 0107	Forms and Regulations	3
AIRM 0108	Basic Electricity	3
AIRM 0109	Fluid Systems	5
AIRM 0110	Landing Gear Systems	4
AIRM 0111	Utility Systems	3
AIRM 0112	Electrical Systems	5
AIRM 0120	Structural Welding	2
AIRM 0221	Basic Reciprocating Engines	3
AIRM 0222	Advanced Reciprocating Engines	2
AIRM 0223	Basic Turbine Engines	3
AIRM 0224	Advanced Turbine Engines	2
AIRM 0225	Engine Lubrication Systems	2
AIRM 0226	Induction and Exhaust Systems	2
AIRM 0227	Engine Fuel Systems	3

AIRM 0228	Ignition and Cooling Systems	5
AIRM 0229	Engine Electrical and Instrument Systems	4
AIRM 0230	Engine Propellers	4
COMM 1101	Principles of Speech <sup>1</sup>	3
Total Hours		78

<sup>1</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education Requirement.

## Courses

### **AIRM 0101 Mathematics: 3 semester hours.**

Mathematical theory pertaining to gear ratios, areas, power formulas, bend allowances, and weight and balances on aircraft. F

### **AIRM 0102 Aircraft Drawing: 1 semester hour.**

Theory and lab practice in making, reading, and using drawings and blueprints on aircraft. S

### **AIRM 0103 Truss Structures: 3 semester hours.**

Theory and lab practice in gas welding; rebuilding and repairing wooden structures, and fabric repair and recovering techniques. F

### **AIRM 0104 Materials and Processes: 7 semester hours.**

Theory and lab practice covering aircraft; ground operation; assembly and rigging; hardware; care, properties, and uses of various materials; aircraft finishes and the various methods of finish application. F

### **AIRM 0105 Sheetmetal Structures: 6 semester hours.**

Theory and lab practice in maintenance and repair of metal aircraft. S

### **AIRM 0107 Forms and Regulations: 3 semester hours.**

Theory and lab practice in interpretation and use of the various forms and regulations pertaining to aircraft maintenance. F

### **AIRM 0108 Basic Electricity: 3 semester hours.**

Theory and lab practice in principles and uses of electricity in the various circuits and controls of the aircraft. S

### **AIRM 0109 Fluid Systems: 5 semester hours.**

The students will learn how to identify the different fluids that are used in the hydraulic systems and the care and precautions that are necessary for the safe handling of these fluids. The students will be instructed in the operation of systems and be able to troubleshoot the systems. S

### **AIRM 0110 Landing Gear Systems: 4 semester hours.**

Theory and lab practice in operation, maintenance, and repair of landing gear systems of the aircraft. S

### **AIRM 0111 Utility Systems: 3 semester hours.**

Theory and lab practice in operation, maintenance, and repair of utility systems such as position and warning, aircraft instruments, climate controls, communication and navigation, ice and fire protection, and miscellaneous systems. Su

### **AIRM 0112 Electrical Systems: 5 semester hours.**

Theory and lab practice in operation, maintenance, and repair of electrical systems in aircraft. Su

### **AIRM 0120 Structural Welding: 2 semester hours.**

Theory and lab practice in gas welding of aircraft structural components. F

### **AIRM 0221 Basic Reciprocating Engines: 3 semester hours.**

Design, construction, and operation of radial, opposed, and in-line engines; disassembly, assembly, and run-up of various types of engines. F

### **AIRM 0222 Advanced Reciprocating Engines: 2 semester hours.**

Repair and overhaul of reciprocating engines, installation and test. F

### **AIRM 0223 Basic Turbine Engines: 3 semester hours.**

Design, construction, and operation of gas turbine and turbo-prop engines. S

### **AIRM 0224 Advanced Turbine Engines: 2 semester hours.**

Repair and overhaul of turbine engines. S

### **AIRM 0225 Engine Lubrication Systems: 2 semester hours.**

Design and operation of oil system; its repair and installation. S

### **AIRM 0226 Induction and Exhaust Systems: 2 semester hours.**

Design and operation of air intake, exhaust on reciprocating and jet engines. F

### **AIRM 0227 Engine Fuel Systems: 3 semester hours.**

Design and operation of carburetor, fuel injection, and hydromechanical fuel systems on reciprocating and jet engines. F

### **AIRM 0228 Ignition and Cooling Systems: 5 semester hours.**

Design, operation, and overhaul of magneto ignition and capacitor discharge ignition, and cooling systems. F

**AIRM 0229 Engine Electrical and Instrument Systems: 4 semester hours.**

Design, operation, and overhaul of the various electrical components and system indicators used on aircraft engines. S

**AIRM 0230 Engine Propellers: 4 semester hours.**

Design, operation, overhaul, and installation of propellers and components. S

**AIRM 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**AIRM 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. PREREQ: Permission of the instructor. D

## Associate Degree Registered Nurse Program

One Associate of Science degree, one Bachelor of Applied Technology degree (see description in the General Information (<http://coursecat.isu.edu/technology>) section), and one Bachelor of Science in Health Science degree (see description under the Health Occupations Department (<http://coursecat.isu.edu/technology/healthoccupations/#programstext>)) are available in the College of Technology. Articulation into B.S. and M.S. programs in Nursing in the Division of Health Sciences (<http://coursecat.isu.edu/divisionhealth/nursing>) is available for graduates.

This program will provide students with skills and knowledge needed to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates are prepared to render competent nursing care in a variety of health care settings including hospitals, nursing homes, clinics, physicians' offices, home health agencies, and health centers.

Immediately upon deciding this major, please contact the Student Services department in the College of Technology at **(208) 282-2622**.

The following criteria must be met prior to final admission into the Associate Degree Registered Nurse program:

1. All students must first be admitted to the university. For information on university admission, contact the College of Technology Student Services office at **(208) 282-2622**.
2. Completion of the following prerequisite courses, or equivalents, with a grade of "C" or better: ENGL 1101 and ENGL 1102; PSYC 1101; NTD 2239 or NTD 3340 (NTD 3340 preferred); BIOL 2221 and BIOL 2221L or equivalent, 3 credits from Objective 3 (MATH 1153 preferred); COMM 1101; and BIOL 3301, BIOL 3301L, BIOL 3302, and BIOL 3302L. Options exist for transfer credit or testing. Please consult with Student Services at **(208) 282-2622**.
3. A cumulative grade point average (GPA) of at least 2.5 for all post-secondary education is required.
4. Active, unrestricted licensure to practice as an LPN in the State of Idaho.
5. Current CPR certification (AHA or American Red Cross only).
6. Proof of successful completion of IV Therapy course.
7. Proof of current immunization and verified good health status per program policy upon conditional acceptance into the program.
8. Background check and drug screening per department policy upon conditional acceptance into the program.

Students are admitted to the ADRN program once per year using a competitive application process. Upon completion or near-completion of the above criteria, submit a program application and application fee to Student Services, College of Technology, **(208) 282-2622**. Once application is submitted and complete and eligibility verified, the student will take a nationally normed program entrance examination. This exam score is combined with cumulative post-secondary GPA, years of LPN experience, and documented adherence to nursing standards (reference) to rank-order applicants for each admission class.

For a Program Information Packet showing course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/registerednurse/index.shtml>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Associate of Science Degree: Nursing

### 4½ Semester Program, including prerequisite courses

This is an academic Associate of Science degree program that provides classroom, laboratory, and clinical practicum instruction which prepares graduates to write the NCLEX-RN examination. Successfully passing this examination is a prerequisite for registered nurse licensure. Graduates from this program may articulate into programs offering B.S. and/or M.S. degrees in Nursing.

The courses listed below are specific to Idaho State University. Equivalent courses from other institutions will be individually evaluated and transferred in as appropriate.



## General Education and Prerequisite Courses

Students must complete 8 of the 9 University's General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.) Listed below are program requirements, some of which will also satisfy General Education Objectives.

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
COMM 1101	Principles of Speech	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
NTD 2239 or NTD 3340	Nutrition Nutrition for Health Professionals	3
PSYC 1101	Introduction to General Psychology	3
Objective 3 (MATH 1153 preferred)		3
Objective 4 (minimum of 6 cr)		6
One additional Objective 6 course with different prefix from that chosen earlier		3
Objective 9 (minimum of 3 cr)		3
<b>Program-Specific Courses</b>		
ADRN 1105	Nursing Applications	1
ADRN 2210	Nursing Transition	2
ADRN 2211	Mental Health Nursing	3
ADRN 2212	Clinical Foundations of Nursing III	2
ADRN 2220 & 2220L	Health Assessment and Health Assessment Lab	3
ADRN 2230	Medical and Surgical Nursing III	3
ADRN 2231	Clinical Foundations of Nursing IV	4
ADRN 2232	Family Nursing	3
ADRN 2233	Medical and Surgical Nursing IV	3
ADRN 2245	Clinical Foundations of Nursing V	4
Total Hours		70

## Progression

The student is required to earn a grade of "C" or better in all ADRN courses and is required to maintain a GPA of 2.0 or better in order to remain in the program. All non-nursing courses must be completed prior to the start of the final (summer) semester.

## Suggested Course Sequence

### *Prior to program acceptance:*

Options exist for transfer credit or testing. Please consult with Student Services at (208) 282-2622.

First Year	Hours	Spring	Hours
Fall			
BIOL 2221 & 2221L		4 ADRN 1105	1
BIOL 3301 & 3301L		4 BIOL 3302 & 3302L	4
COMM 1101		3 ENGL 1102	3
ENGL 1101		3 NTD 2239 or 3340	3
PSYC 1101		3 Objective 3 (MATH 1153 preferred)	3

	Other Objective (minimum 3 cr)	3
		17
		17

Total Hours: 34

**After acceptance into program:**

**First Year**

Summer	Hours
ADRN 2210	2
ADRN 2211	3
ADRN 2212	2
	7

**Second Year**

Fall	Hours	Spring	Hours
ADRN 2220 & 2220L		3 ADRN 2232	3
ADRN 2230		3 ADRN 2233	3
ADRN 2231		4 ADRN 2245	4
Two Objective Courses		6 Objective Course	3
	16		13

Total Hours: 36

**Courses**

**ADRN 1105 Nursing Applications: 1 semester hour.**

Hands-on experience in nursing-related applications that prepare candidates for distance-based nursing education. PREREQ: Conditional admission (or alternate) to program. S

**ADRN 2210 Nursing Transition: 2 semester hours.**

Professional skills needed in the transition of roles from LPN to RN are addressed. The three roles of the professional nurse and evidence-based decision-making are stressed. PREREQ: ADRN 1105 and admission to program. Su

**ADRN 2211 Mental Health Nursing: 3 semester hours.**

Nursing assessment and care of the patient and family experiencing psycho-social and mental health disorders within acute, chronic, and community settings. PREREQ: Admission to program. Su

**ADRN 2212 Clinical Foundations of Nursing III: 2 semester hours.**

Clinical experiences for nursing care within a variety of acute and community-based settings guide the development of the problem solving process in nursing. The focus of this course is on skilled nursing and mental health nursing care, including therapeutic use of self. COREQ: ADRN 2210 and ADRN 2211. Su

**ADRN 2220 Health Assessment: 2 semester hours.**

Health assessment of all ages, interpretation of data, extended development of critical thinking skills; developing patient care based on clinical findings. PREREQ: ADRN 2210. COREQ: ADRN 2220L and ADRN 2230. F

**ADRN 2220L Health Assessment Lab: 1 semester hour.**

Practical experience in health assessment of all ages; interpretation of clinical data in simulated situations; planning and prioritizing care based on clinical findings. PREREQ: ADRN 2210. COREQ: ADRN 2220 and ADRN 2231. F

**ADRN 2230 Medical and Surgical Nursing III: 3 semester hours.**

Professional nursing care of individuals and groups with acute and chronic health events requiring nursing assessment and intervention within institutional and community care facilities. PREREQ: ADRN 2212. COREQ: ADRN 2231. F

**ADRN 2231 Clinical Foundations of Nursing IV: 4 semester hours.**

Clinical experiences for nursing care within a variety of acute and community-based settings guide the development of knowledge and skills. PREREQ: ADRN 2212. COREQ: ADRN 2230. F

**ADRN 2232 Family Nursing: 3 semester hours.**

Study of conditions or complications of women's health, pregnancy, peri-partum, plus newborn, child, and family assessment; nursing care and prioritization of interventions for the child-bearing, child-rearing family are addressed. PREREQ: ADRN 2230. COREQ: ADRN 2245. S

**ADRN 2233 Medical and Surgical Nursing IV: 3 semester hours.**

The three roles of the nurse are established within the framework of legal and ethical professional nursing practice. Nursing assessments and interventions in the high-acuity patient are addressed. PREREQ: ADRN 2230. COREQ: ADRN 2245. S

**ADRN 2245 Clinical Foundations of Nursing V: 4 semester hours.**

Clinical practicum for the professional nursing care of high-acuity patients and their families. Nursing leadership is implemented along with critical thinking and evidence-based decision-making for persons and groups of persons experiencing health events. PREREQ: ADRN 2231. COREQ: ADRN 2233. S

**ADRN 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**ADRN 2298 Independent Study: 1-5 semester hour.**

Designed to address specific learning needs of individuals, this course enables students to enhance nursing knowledge and skills. PREREQ: Permission of instructor and program director. D

## Automotive Collision Repair and Refinishing

**(2½ to 4 Semesters)**

Two Technical Certificates, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are available.

### Objective

To provide realistic training that prepares the graduate for a career in collision repair and/or refinishing, utilizing the latest technologies, methods, and - materials.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/automotivecollision/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Technical Certificate: Automotive Collision Repair

**(2½ Semesters)**

ACRR 0146	Introduction to Automotive Collision Repair and Refinishing	8
ACRR 0147	Minor Collision Repair and Refinishing	8
ACRR 0210	Advanced Collision Repair I	8
ACRR 0211	Advanced Collision Repair II	8
ACRR 0212	Advanced Collision Repair III	8
Total Hours		40

### Technical Certificate: Automotive Refinishing

**(2½ Semesters)**

ACRR 0146	Introduction to Automotive Collision Repair and Refinishing	8
ACRR 0147	Minor Collision Repair and Refinishing	8
ACRR 0160	Advanced Refinishing I	8
ACRR 0161	Advanced Refinishing II	8
ACRR 0162	Advanced Refinishing III	8
Total Hours		40

### Advanced Technical Certificate: Automotive Repair and Refinishing

**(4 Semesters)**

ACRR 0146	Introduction to Automotive Collision Repair and Refinishing	8
ACRR 0147	Minor Collision Repair and Refinishing	8
ACRR 0160	Advanced Refinishing I	8
ACRR 0161	Advanced Refinishing II	8

ACRR 0162	Advanced Refinishing III	8
or ACRR 0252	Internship	
ACRR 0210	Advanced Collision Repair I	8
ACRR 0211	Advanced Collision Repair II	8
ACRR 0212	Advanced Collision Repair III	8
or ACRR 0252	Internship	
Total Hours		64

## Associate of Applied Science Degree: Automotive Collision Repair and Refinishing

(4 Semesters)

### Required Courses:

ACRR 0146	Introduction to Automotive Collision Repair and Refinishing	8
ACRR 0147	Minor Collision Repair and Refinishing	8
ACRR 0160	Advanced Refinishing I	8
ACRR 0161	Advanced Refinishing II	8
ACRR 0162	Advanced Refinishing III	8
or ACRR 0252	Internship	
ACRR 0210	Advanced Collision Repair I	8
ACRR 0211	Advanced Collision Repair II	8
ACRR 0212	Advanced Collision Repair III	8
or ACRR 0252	Internship	
<b>General Education courses</b> <sup>1</sup>		
COMM 1101	Principles of Speech <sup>2</sup>	3
Additional General Education courses		12
Total Hours		79

<sup>1</sup> See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

<sup>2</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

### Courses

#### **ACRR 0146 Introduction to Automotive Collision Repair and Refinishing: 8 semester hours.**

Theory and practice to use and care for body tools, fasteners; operation of oxyacetylene and M.I.G. welding equipment including brazing and cutting. Fundamentals of basic metal finishing including the use of plastic filler. Safety rules and procedures will be emphasized. "Right to know" laws, OSHA, and hazardous material are stressed. PREREQ: Must have tools required or ordered within one week of beginning of class. F, S

#### **ACRR 0147 Minor Collision Repair and Refinishing: 8 semester hours.**

Metal finishing with fillers is continued. Refinishing fundamentals are taught and practiced, including prepping vehicles for refinishing from washing the vehicle to the final top color or clear coat. Projects will be both components and customer vehicles. Systems application is taught. PREREQ: ACRR 0146. F, S

#### **ACRR 0160 Advanced Refinishing I: 8 semester hours.**

Advanced technical refinishing terms will be introduced and explained along with Environmental Protection Agency laws. High Volume Low Pressure application will be used. Emphasis on detailing a vehicle. System application will be emphasized. PREREQ: ACRR 0147. F, S

#### **ACRR 0161 Advanced Refinishing II: 8 semester hours.**

Live-work projects using single and two stage painting processes and tri-coating with a high volume, low pressure application system. PREREQ: ACRR 0160. F, S

#### **ACRR 0162 Advanced Refinishing III: 8 semester hours.**

Tri-coating, striping, and variation of painting applications. Troubleshooting and corrective actions for problems encountered when painting. PREREQ: ACRR 0161. F, S

#### **ACRR 0210 Advanced Collision Repair I: 8 semester hours.**

Estimating, glass removal and replacement, frame repair and frame rack setup, body panel and part replacement and alignment, welding techniques, and corrosion protection. PREREQ: ACRR 0146, and ACRR 0147 or Tech Prep articulation. F, S

**ACRR 0211 Advanced Collision Repair II: 8 semester hours.**

Frame and unibody repair and alignment. Steering and alignment systems diagnosis and repair. Sectioning, sheet molded compounds, fiberglass, and plastic repair. PREREQ: ACRR 0210. F, S

**ACRR 0212 Advanced Collision Repair III: 8 semester hours.**

Automotive electrical circuitry, window and water leak diagnosis, air bags, and seatbelts. PREREQ: ACRR 0210. F, S

**ACRR 0252 Internship: 8 semester hours.**

An opportunity for the student to receive on-the-job work experience with an automotive body business in either collision repair or refinishing. PREREQ: ACRR 0161 and ACRR 0211. F, S

**ACRR 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**ACRR 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

## Automotive Technology

**(3 to 4 Semesters)**

One Advanced Technical Certificate option, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available.

### Objective

To provide theory and help students develop diagnostic skills and practical experience in the repair of today's automobiles in preparation for a lifelong career as an automotive technician.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://isu.edu/autotech/>.

Students must achieve core subject grades no lower than "C" in order to advance each semester. Specific information is available in the program's student handbook.

## Technical Certificate: Automotive Technology

**(3 Semesters)**

AUTM 0100	Introduction to Automotive Technology	2
AUTM 0110	Vehicle Controls I	4
AUTM 0111	Vehicle Controls II	4
AUTM 0112	Power Trains I	3
AUTM 0113	Power Trains II	5
AUTM 0114	Automotive Engines I	3
AUTM 0115	Automotive Engines II	5
AUTM 0116	Automotive Electrical I	4
AUTM 0117	Automotive Electrical II	4
AUTM 0118	Live Work I	8
AUTM 0119	Live Work II	8
Total Hours		50

## Associate of Applied Science Degree: Automotive Technology

**(4 Semesters)****Required Courses:**

AUTM 0100	Introduction to Automotive Technology	2
AUTM 0110	Vehicle Controls I	4
AUTM 0111	Vehicle Controls II	4
AUTM 0112	Power Trains I	3

AUTM 0113	Power Trains II	5
AUTM 0114	Automotive Engines I	3
AUTM 0115	Automotive Engines II	5
AUTM 0116	Automotive Electrical I	4
AUTM 0117	Automotive Electrical II	4
AUTM 0118	Live Work I	8
AUTM 0119	Live Work II	8
AUTM 0201	Advanced Electrical Systems	8
<b>General Education courses</b> <sup>1</sup>		
COMM 1101	Principles of Speech <sup>2</sup>	3
Additional General Education courses		12
Total Hours		73

<sup>1</sup> See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

<sup>2</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

## Courses

### **AUTM 0100 Introduction to Automotive Technology: 2 semester hours.**

Introduction to personal protective equipment, tool identification and uses, tool selection, safe tool operation, and an overall safety perspective in the automotive industry. Component identification and functions, use of fasteners, threaded materials, tubing, safe operation of hydraulic lifts and air powered tools, and familiarization with technical manuals, databases, and service procedures. Graded S/U. F, S, Su

### **AUTM 0110 Vehicle Controls I: 4 semester hours.**

Brakes (drum and disk, power and manual), drivelines, and front-wheel drive shafts on foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0111. D

### **AUTM 0111 Vehicle Controls II: 4 semester hours.**

Brakes (drum and disk, power and manual), rear differentials, rear axles, universal joints, drivelines, and front-wheel drive shafts on foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0110. D

### **AUTM 0112 Power Trains I: 3 semester hours.**

Car and truck clutches, manual transmissions (4 through 6 speed), manual transaxles (4 through 6 speed), transfer cases, and manual transmissions with overdrives on foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0113. D

### **AUTM 0113 Power Trains II: 5 semester hours.**

Automotive transmissions (4 through 6 speed), torque converters, automatic overdrives, transaxles, and final drives on foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0112. D

### **AUTM 0114 Automotive Engines I: 3 semester hours.**

Ignition systems, electrical theory, cylinder heads, valve trains, refinishing, and air conditioning for foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0115. D

### **AUTM 0115 Automotive Engines II: 5 semester hours.**

Engine troubleshooting and diagnosis, engine tune-up procedures, engine overhaul procedures and process, reassembly, engine testing procedures, and electrical theory and testing for foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0114. D

### **AUTM 0116 Automotive Electrical I: 4 semester hours.**

Alternator nomenclature and testing methods. Starter motor diagnostics, troubleshooting, repair, and test procedures. Chassis wiring components, computer control fundamentals, computer control electronics and methods, monitoring systems, and air conditioning for foreign and domestic vehicles in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0117. D

### **AUTM 0117 Automotive Electrical II: 4 semester hours.**

Computerized engine controls, electronic fuel injection and carburetor standard types, computer controlled fuel solenoids and throttle body carburetors, port injection, and computer controlled ignition and timing. Blowers, turbochargers, and vehicle emission control systems in accordance with Automotive Service Excellence (ASE) standards. COREQ: AUTM 0116. D

### **AUTM 0118 Live Work I: 8 semester hours.**

Work on customer-owned, current, and late model vehicles in a shop environment. PREREQ: AUTM 0111, AUTM 0113, AUTM 0115, and AUTM 0117. D

### **AUTM 0119 Live Work II: 8 semester hours.**

Prepares students for ASE certification via work on customer-owned, current, and late model vehicles in a shop environment. Shop management and customer relations. PREREQ: AUTM 0118. D

**AUTM 0198 Special Topics: 1-8 semester hour.**

Addresses the specific needs of individuals, enabling students to upgrade their technical skills through part-time enrollment in units of instruction that are currently available through the program's full-time pre-employment curriculum. PREREQ: Permission of instructor. D

**AUTM 0201 Advanced Electrical Systems: 8 semester hours.**

Multiplexing communication protocols, lab scoping senders, controls, actuators, pumps, and motors. Use electronic chassis controls to diagnose vehicle traction and stability control, emission control systems, electronic shift, and immobilizer systems; conduct drivability tests on a chassis dynamometer, and use hand held diagnostic tools. Su

**AUTM 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**AUTM 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

## Business Technology

### 2 to 5 Semester Program Options

Four Certificate options, three Associate of Applied Science degrees, and a Bachelor of Applied Technology degree are available.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to [http://www.isu.edu/ctech/business\\_information/](http://www.isu.edu/ctech/business_information/)

**Small business owners** will benefit from learning skills that will assist them in operating a successful business. Proficiency in skills such as business plan writing, computer accounting, financial planning, business writing, spreadsheets, business math applications, supervision, marketing, and e-commerce are valuable in owning and managing a small business. **Administrative professionals** manage and maintain all aspects of an office environment. Extensive software skills in Microsoft Word, Excel, Access, and PowerPoint are required, as well as Internet research abilities and strong communication skills. Administrative office assistants need flexibility, excellent interpersonal skills, project coordination skills, and the ability to work well with all levels of internal management and staff as well as outside clients and vendors. **Accounting technicians** perform a combination of calculating, posting, and verifying duties involving financial data using spreadsheets, database, and accounting software. They handle accounting for sole proprietorships, partnerships, and corporations by electronically processing accounting transactions, using journals and ledgers; preparing financial statements; and processing payroll. **Graduates from the Business Technology Program** will have acquired new or upgraded skills necessary for any business environment.

Administrative and accounting support professionals are in demand. According to the Idaho Occupational Employment and Wage Survey 2013, salaries for Office and Administrative Support Occupations in Bannock and Power counties averaged \$13.32/hour; the salary for Administrative Assistants averaged \$18.62/hour.

### Helpful High School Courses

English, mathematics, computer applications, keyboarding, accounting, desktop publishing, and economics/business courses.

A grade of "C-" or better must be attained in all required courses. If a "C-" or better is not achieved in a required class, the student may repeat the class only one time. A minimum cumulative GPA of 2.0 is required for graduation.

## Post-Secondary Technical Certificate: Business Technology

### (1½ to 2 Semesters)

BT 0112	Voice Recognition	1
BT 0121	Digital Input and Transcription	3
BT 0144	Document Processing	3
BT 0170	Introduction to Computers	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
TGE 0158	Employment Strategies	2
Total Hours		18

## Post-Secondary Technical Certificate: Small Business Technology

### (2 Semesters)

**Required Courses:**

The following courses must be completed with a "C-" or better in each identified course.

BT 0119	Business Communications II	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0220	Introduction to Entrepreneurship	3
BT 0230	Marketing and Managing a Small Business	3
Total Hours		18

**Technical Certificate: Accounting Technology****(2½ Semesters)****Required Courses:**

BT 0112	Voice Recognition	1
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0147	Accounting Applications	3
BT 0148	Payroll Procedures	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
Total Hours		37

**Technical Certificate: Administrative Technology****(3 Semesters)****Required Courses:**

BT 0112	Voice Recognition	1
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0121	Digital Input and Transcription	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0145	Integrated Computer Applications	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0172	Digital Publishing	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
Total Hours		40



## Associate of Applied Science Degree: Accounting Technology

(4 to 5 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

BT 0112	Voice Recognition	1
BT 0115	Practicum	3
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0147	Accounting Applications	3
BT 0148	Payroll Procedures	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
MATH 1108	Intermediate Algebra	3
MATH 1143	College Algebra	3
MGT 2261	Legal Environment of Organizations	3
ENGL 1102	Critical Reading and Writing <sup>1</sup>	3
ECON 2201	Principles of Macroeconomics <sup>2</sup>	3
or ECON 2202	Principles of Microeconomics	
Total Hours		61

<sup>1</sup> Contributes to AAS English/Communication Requirement and satisfies a General Education requirement.

<sup>2</sup> Each of the two courses above satisfies a General Education Requirement.

## Associate of Applied Science Degree: Administrative Management Technology

(4 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

#### Required Courses:

BT 0112	Voice Recognition	1
BT 0115	Practicum	2
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0121	Digital Input and Transcription	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0145	Integrated Computer Applications	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3

BT 0172	Digital Publishing	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
MGT 2261	Legal Environment of Organizations	3
COMM 1101	Principles of Speech <sup>1</sup>	3
ENGL 1102	Critical Reading and Writing <sup>1</sup>	3
Total Hours		51

<sup>1</sup> Contributes to AAS English/Communication Requirement and satisfies a General Education Requirement.

## Associate of Applied Science Degree: Small Business Technology

(Technical Certificate plus 2 Semesters)

### Required Courses:

The Associate of Applied Science Degree includes an earned Technical Certificate of 30 semester credits minimum **PLUS** the following courses, which must be completed with a "C-" or better in each identifies course.

General Education Requirements for the AAS		15
BT 0119	Business Communications II	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0220	Introduction to Entrepreneurship	3
BT 0230	Marketing and Managing a Small Business	3

### Courses

**BT 0110 Introduction to Business Technology: 2 semester hours.**

Introduces general organizational and administrative office skills, professional dress, etiquette, ethics, and human relations. Explore careers in the field of business information. D

**BT 0112 Voice Recognition: 1 semester hour.**

Introduction to use of voice recognition technology. D

**BT 0115 Practicum: 1-3 semester hour.**

On-the-job experience through internships, cooperative training, externships, workstudy, or other on-site work experience modalities. Graded S/U. F, S, Su

**BT 0116 Professional Leadership Development: 1 semester hour.**

This course will provide leadership opportunities to students involved in their professional student organization. Emphasis is on developing leadership, professionalism, dependability, patriotism, and competency in many different skill areas. May be repeated up to 3 credits. F, S

**BT 0118 Business Communications I: 3 semester hours.**

Develops and reinforces skills in grammar, sentence structure, spelling, word usage, vocabulary, and punctuation. Emphasis on discussions of workplace communication and short compositions for use in the business environment. F, S

**BT 0119 Business Communications II: 3 semester hours.**

Provides communication skills necessary to speak and write clearly in business environment. Focus on proofreading, editing, composition, oral and listening communications, basic research, and employment methods. PREREQ: BT 0118 with a grade of C- or better. F, S

**BT 0120 Concepts of Accounting: 3 semester hours.**

Course in the basics of accounting and the accounting cycle. Includes exercises in journalizing, posting, closing procedures, and financial statement generation. F, S

**BT 0121 Digital Input and Transcription: 3 semester hours.**

Use current digital input devices (digital recorders, speech recognition, personal digital assistants, and handwriting tablets) and standard transcription equipment to produce and manage business information. Emphasis on punctuation, word study, spelling, formatting, and proofreading skills. PREREQ: BT 0118 and BT 0144 or permission of instructor. D

**BT 0123 Business Mathematics: 3 semester hours.**

Review of basic mathematics with emphasis on application problems in common business situations. F, S

**BT 0141 Keyboarding: 1 semester hour.**

This course is designed to teach beginning keyboarding by touch to a minimum speed of 25 nwpm. The alphabetic, punctuation, numbers, and symbols keys are covered. Experienced typists benefit from the reinforcement of key locations and techniques to build speed and accuracy. May be repeated up to 3 credits. Graded S/U. F, S, Su

**BT 0144 Document Processing: 3 semester hours.**

Builds word processing competencies. Emphasis on learning word processing functions, developing basic formatting skills, and producing mailable letters, memos, reports, and tables. PREREQ: 24 nwpm. D

**BT 0145 Integrated Computer Applications: 3 semester hours.**

This course emphasizes proficiency in word processing, spreadsheets, database, and presentation software. The project-based integrated content simulates a real-world work environment and focuses on productivity, work habits, and communication skills. PREREQ: BT 0144, BT 0170, BT 0173, and BT 0174. F

**BT 0147 Accounting Applications: 3 semester hours.**

Advanced business accounting concepts, principles, and practices. Partnership and corporate accounting, accounting for stocks and bonds. Emphasis on critical thinking and on reinforcing previous accounting knowledge. PREREQ: BT 0118, BT 0120, and BT 0123. S

**BT 0148 Payroll Procedures: 3 semester hours.**

Payroll concepts and procedures including payroll calculations, payroll registers, state and federal withholding and reporting requirements. Both manual and computerized payroll systems will be utilized. PREREQ: BT 0120, BT 0123, and BT 0170. S

**BT 0154 Administrative Management: 3 semester hours.**

Preparation for a broad range of administrative office management responsibilities. Collaboration skills, professional development, and career planning strategies. PREREQ: BT 0118 and BT 0144. F, S

**BT 0170 Introduction to Computers: 3 semester hours.**

Basic concepts, vocabulary, and working knowledge required to use a computer. Weekly lectures/labs utilizing computers to understand concepts, operating systems, and software applications such as word processing, database, spreadsheets, electronic presentations, E-mail/Internet, and integrated projects that are used in the business environment. PREREQ: 25 nwpm. F, S, Su

**BT 0171 Computerized Accounting: 3 semester hours.**

This course is designed to offer the student the opportunity to experience hands-on microcomputer bookkeeping procedures, generate reports, and analyze financial statements. PREREQ: BT 0120, BT 0144, and BT 0170. F, S

**BT 0172 Digital Publishing: 3 semester hours.**

This course introduces basic principles of design and utilizes a variety of computer application skills, e.g., Adobe, MS Office, Google Apps, and basic HTML5 to produce and present business information in digital and print formats. PREREQ: BT 0170 and BT 0144. F

**BT 0173 Spreadsheets: 3 semester hours.**

This course is designed to acquaint users with the process and skills of using personal computers and application software to create and format spreadsheets for the use of data computation and manipulation, database and file management, spreadsheet analysis, graphs. PREREQ: BT 0170. Typing speed of 25 nwpm recommended. D

**BT 0174 Records and Database Management: 3 semester hours.**

Introduces principles and practices of effective records management for both manual and electronic records systems. Hands-on database applications are used to create, maintain, analyze, and protect records. PREREQ: BT 0170; typing speed of 25 nwpm recommended. D

**BT 0199 Experimental Course: 3 semester hours.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

**BT 0201 Office Resource Management: 3 semester hours.**

Tools for managing technology and productivity in today's business environment. Basic computer and network maintenance and troubleshooting. PREREQ: BT 0154. F

**BT 0220 Introduction to Entrepreneurship: 3 semester hours.**

Small business opportunities, business plans, sources of financing, forms of small business ownership, family-owned businesses, and other small business topics are discussed. F

**BT 0230 Marketing and Managing a Small Business: 3 semester hours.**

Markets and pricing, promotion and selling, e-commerce; managing finances, legal concerns, human resources, inventory control, and other small business topics of interest will be discussed. S

**BT 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U or may be letter-graded. D

**BT 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U or may be letter-graded. D

# Civil Engineering Technology

## (2 - 4 Semesters)

One Post-Secondary Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available to the student.

## Objectives:

Graduates of the Civil Engineering Technology program will:

1. Obtain gainful employment as professional Surveying Technicians, Drafters, Laboratory Technicians, or Field Testing Technicians in a Civil Engineering-related field.
2. Perform land and construction surveying tasks using current surveying instruments and technologies and computer-aided drafting systems for various land and construction surveying projects.
3. Perform testing and inspection tasks in the laboratory and in the field of various construction materials and operations to evaluate compliance with project plans and specifications.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/civil-engineering/book-tool.shtml>

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Post-Secondary Technical Certificate: Materials Testing and Specification

### (2 Semesters)

#### Required Courses:

CET 0115	Materials Testing and Specifications I	2
CET 0125	Materials Testing and Specifications II	2
CET 0215	Materials Testing and Specifications III	3
CET 0225	Materials Testing and Specifications IV	3
Total Hours		10

## Advanced Technical Certificate: Civil Engineering Technician

### (4 Semesters)

#### Required Courses:

CET 0110	Applied Mathematics I	4
CET 0111/GEMT 1111	Drawing with CAD	3
CET 0112/GEMT 1112	Beginning Survey	5
CET 0115	Materials Testing and Specifications I	2
CET 0120	Applied Mathematics II	4
CET 0121/GEMT 1121	Civil Engineering Technology Drafting	3
CET 0122/GEMT 1122	Intermediate Surveying	5
CET 0125	Materials Testing and Specifications II	2
CET 0215	Materials Testing and Specifications III	3
CET 0216/GEMT 2216	Route Survey and Design	6
CET 0217	State Plane Coordinates	4
CET 0225	Materials Testing and Specifications IV	3
CET 0226/GEMT 2226	Construction Surveying	6
CET 0227	Land Surveying Practices	4
CET 0228	Principles of GIS	3

#### General Education Requirements:

COMM 1101	Principles of Speech <sup>1</sup>	3
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ENGL 1101	English Composition <sup>2</sup>	3
Total Hours		63
1	Contributes to AAS Communication Requirement and satisfies Goal 2.	
2	Contributes to AAS Communication Requirement.	

## Associate of Applied Science Degree: Civil Engineering Technology

(4 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

#### Required Courses:

CET 0110	Applied Mathematics I	4
CET 0111/GEMT 1111	Drawing with CAD	3
CET 0112/GEMT 1112	Beginning Survey	5
CET 0115	Materials Testing and Specifications I	2
CET 0120	Applied Mathematics II	4
CET 0121/GEMT 1121	Civil Engineering Technology Drafting	3
CET 0122/GEMT 1122	Intermediate Surveying	5
CET 0125	Materials Testing and Specifications II	2
CET 0211	Utility Design and Construction	3
CET 0215	Materials Testing and Specifications III	3
CET 0216/GEMT 2216	Route Survey and Design	6
CET 0217	State Plane Coordinates	4
CET 0225	Materials Testing and Specifications IV	3
CET 0226/GEMT 2226	Construction Surveying	6
CET 0227	Land Surveying Practices	4
CET 0228	Principles of GIS	3
COMM 1101	Principles of Speech <sup>1</sup>	3
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory <sup>2</sup>	4
<b>Total Hours</b>		<b>76</b>

1 Contributes to AAS English/Communication Requirement and satisfies a General Education Requirement.

2 Partially satisfies General Education Objective 5.

Courses listed will be taught in sequential blocks of instruction. At least a C- grade is required in all CET courses in order to continue to the next level course. A C- in any Civil Engineering Technology course will allow a student to continue; however, it could prevent a student from graduating if the cumulative grade point average is less than 2.0 (a C- equals 1.7). A student must have a 2.0 GPA in the program's required curriculum in order to be eligible for a certificate or degree.

After successful completion of Civil Engineering Technology's CET 0110, Applied Mathematics I, and CET 0120, Applied Mathematics II, a student may enroll directly into an academic math course which requires MATH 1147 as a prerequisite.

### Courses

#### **CET 0110 Applied Mathematics I: 4 semester hours.**

Review of numerical computations, algebra, equations and word problems, functions and graphs, geometry, right triangle trigonometry and vectors, factoring and fractional equations. Emphasis on using scientific calculator. Math will be applied to practical lab and field work when possible. F

#### **CET 0111 Drawing with CAD: 3 semester hours.**

A basic study of mechanical drawing with computer-aided-drafting emphasis. Instructional units include icon uses with layers, linetypes and colors, editing drawings, coordinate usage, polylines, text; hatching, dimensioning, multiview, and layout. Equivalent to GEMT 1111. F

**CET 0112 Beginning Survey: 5 semester hours.**

Introduction to surveying. Theory and field work using equipment in the areas of measuring (taping, chaining, using hand levels), leveling (differential and profile), theodolites and total stations. Field projects include alignment stakeout, profile leveling, closed traverse, and an introduction to survey coordinate geometry applications. Equivalent to GEMT 1112. F

**CET 0115 Materials Testing and Specifications I: 2 semester hours.**

Use of materials testing equipment to conduct test procedures and to verify specifications for soils and aggregates used in construction. Prepares student for Western Alliance for Quality Transportation Construction aggregate qualifications examination. F

**CET 0120 Applied Mathematics II: 4 semester hours.**

A continuation of CET 0110 Applied Mathematics I studying oblique triangle trigonometry and vectors; radians, arc length, and rotations; exponents and radicals; quadratics equations; systems of linear equations; ratio, proportion, and variation, with emphasis on areas relating to Civil Engineering Technology. PREREQ: CET 0110. S

**CET 0121 Civil Engineering Technology Drafting: 3 semester hours.**

Civil Engineering Technology drafting, municipal and rural maps and drawing, drainage applications, plan and profile drawings, cross-sections, earthwork plats, legal descriptions, contour, quantity calculations, and other details relating to civil engineering technology drawings. Computer-aided-drafting (CAD) is used for drawings. Equivalent to GEMT 1121. PREREQ: CET/GEMT 1111. S

**CET 0122 Intermediate Surveying: 5 semester hours.**

Study survey of land, traverses and closures, bearings, coordinates, construction surveying and staking. Control for surveys, topography surveying and mapping using calculators and coordinate geometry (COGO) to solve surveying problems. Introduction to data collection. Produce survey drawings with TDS COGO. Equivalent to GEMT 1122. PREREQ: CET 0112. S

**CET 0125 Materials Testing and Specifications II: 2 semester hours.**

Concrete testing procedures are conducted and concrete specifications are verified. Prepares student for WAQTC concrete qualifications examination. PREREQ: CET 0115. S

**CET 0211 Utility Design and Construction: 3 semester hours.**

Basic study of water and wastewater distribution systems. Includes capacity analysis, pressure pipe analysis and gravity flow in pipe. Studies design and construction criteria for public utility systems. Include simple project design calculations and drafting using engineering software. PREREQ: CET 0120. COREQ: CET 0212. F

**CET 0215 Materials Testing and Specifications III: 3 semester hours.**

Soils testing procedures are conducted to verify soils specifications, culminating in a soils survey/profile drawing. Radiation and safety training using the nuclear densometer. Field trips to construction sites to collect soil samples for testing. Prepares students for WAQTC embankment and base in-place density qualification examinations. PREREQ: CET 0125. COREQ: CET 0212. F

**CET 0216 Route Survey and Design: 6 semester hours.**

Study of route surveying; circular, spiral, and parabolic curves as applied to highway design; route locations, plan, and specifications. Plans will be drawn with plotters using CAD and survey/engineering software. Equivalent to GEMT 2216. PREREQ: CET 0122/GEMT 1122. F

**CET 0217 State Plane Coordinates: 4 semester hours.**

Study of Idaho state plane coordinate system, resections, and radial surveying. Understanding USGS quad maps, magnetic declination, and map projections as they relate to the state plane coordinate system; basic GPS theory and operation in surveying practices. PREREQ: CET 0122/GEMT 1122. F

**CET 0225 Materials Testing and Specifications IV: 3 semester hours.**

Asphalt testing procedures and asphalt specifications verification. Roadway or subdivision civil engineering project plans are studied. Field trips to test asphalt density at construction paving project sites. Prepares students for WAQTC asphalt qualifications examinations. PREREQ: CET 0215. S

**CET 0226 Construction Surveying: 6 semester hours.**

Intermediate GPS theory and operation in construction surveying. Construction staking procedures and use of data collection roads software. Equivalent to GEMT 2226. PREREQ: CET 0216/GEMT 2216. S

**CET 0227 Land Surveying Practices: 4 semester hours.**

Advanced study of surveying topics including the Public Lands Survey System, land divisions, property descriptions, records of survey, and corner perpetuation and filing records. PREREQ: CET 0217/GEMT 2217. S

**CET 0228 Principles of GIS: 3 semester hours.**

Study of GIS fundamentals, introduction to GPS, databases, and metadata. Practical application of ESRI ArcView. Build, edit, and query a GIS; basic spatial analysis. Requires competence in computer operating systems. PREREQ: CET 0120. S

**CET 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**CET 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

# Computer Aided Design Drafting Technology

(8 sessions)

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available.

## Objectives:

1. The Computer Aided Design Drafting (CADD) Program at the Idaho State University College of Technology will address the interests and requirements of both current and potential participants in career opportunities within engineering and architectural firms, machinery manufacturers, structural steel fabricators, and construction companies.
2. The program will provide skills, knowledge, and training in current Computer Aided Drafting Technology theory utilizing various software programs to produce high-precision graphics required by architecture, engineering, construction, and other industries. Such industries use these graphics to manufacture goods and machinery, both for end consumers and other businesses.
3. Students will learn how to solve practical problems applying applications of mathematics, physics, and descriptive geometry. They will understand and demonstrate proper use of national standards in the creation and revision of technical drawings.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/cadd/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Technical Certificate: Mechanical Drafting

(2 semesters)

### Required Courses:

CADD 0101	Drafting Technology Theory I	2
CADD 0102	Drafting Technology Laboratory I	3
CADD 0109	Drafting Applied Mathematics I	2
CADD 0111	Drafting Technology Theory II	2
CADD 0112	Drafting Technology Laboratory II	3
CADD 0119	Drafting Applied Mathematics II	2
CADD 0121	Mechanical Drafting Technology Theory I	2
CADD 0122	Mechanical Drafting Technology Lab I	3
CADD 0129	Drafting Applied Mathematics III	2
CADD 0137	Mechanical Drafting Technology Theory II	2
CADD 0138	Mechanical Drafting Technology Laboratory II	3
CADD 0139	Drafting Applied Mathematics IV	2

### General Education Requirements:

ENGL 1101	English Composition	3
COMM 1101	Principles of Speech	3

Total Hours

34

## Advanced Technical Certificate: Computer Aided Design Drafting

### Required Courses:

CADD 0101	Drafting Technology Theory I	2
CADD 0102	Drafting Technology Laboratory I	3
CADD 0109	Drafting Applied Mathematics I	2
CADD 0111	Drafting Technology Theory II	2
CADD 0112	Drafting Technology Laboratory II	3
CADD 0119	Drafting Applied Mathematics II	2
CADD 0121	Mechanical Drafting Technology Theory I	2
CADD 0122	Mechanical Drafting Technology Lab I	3

CADD 0129	Drafting Applied Mathematics III	2
CADD 0137	Mechanical Drafting Technology Theory II	2
CADD 0138	Mechanical Drafting Technology Laboratory II	3
CADD 0139	Drafting Applied Mathematics IV	2
CADD 0207	Architectural Design Theory I	2
CADD 0208	Architectural Design Laboratory I	3
CADD 0209	Drafting Applied Mathematics V	2
CADD 0217	Architectural Design Theory II	2
CADD 0218	Architectural Design Laboratory II	3
CADD 0227	Structural Steel Drafting Theory	2
CADD 0228	Structural Steel Drafting Laboratory	3
CADD 0237	Parametric Modeling Theory	2
CADD 0238	Parametric Modeling Laboratory	3
TGE 0158	Employment Strategies	2
COMM 1101	Principles of Speech <sup>1</sup>	3
ENGL 1101	English Composition <sup>2</sup>	3
Total Hours		58

<sup>1</sup> Contributes to AAS Communication Requirement and satisfies a General Education requirement.

<sup>2</sup> Contributes to AAS Communication Requirement.

## Associate of Applied Science Degree: Computer Aided Design Drafting Technology

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

CADD 0101	Drafting Technology Theory I	2
CADD 0102	Drafting Technology Laboratory I	3
CADD 0109	Drafting Applied Mathematics I	2
CADD 0111	Drafting Technology Theory II	2
CADD 0112	Drafting Technology Laboratory II	3
CADD 0119	Drafting Applied Mathematics II	2
CADD 0121	Mechanical Drafting Technology Theory I	2
CADD 0122	Mechanical Drafting Technology Lab I	3
CADD 0129	Drafting Applied Mathematics III	2
CADD 0137	Mechanical Drafting Technology Theory II	2
CADD 0138	Mechanical Drafting Technology Laboratory II	3
CADD 0139	Drafting Applied Mathematics IV	2
CADD 0207	Architectural Design Theory I	2
CADD 0208	Architectural Design Laboratory I	3
CADD 0209	Drafting Applied Mathematics V	2
CADD 0217	Architectural Design Theory II	2
CADD 0218	Architectural Design Laboratory II	3
CADD 0227	Structural Steel Drafting Theory	2
CADD 0228	Structural Steel Drafting Laboratory	3
CADD 0237	Parametric Modeling Theory	2
CADD 0238	Parametric Modeling Laboratory	3
TGE 0158	Employment Strategies	2
COMM 1101	Principles of Speech <sup>1</sup>	3



One four-credit physical science course that includes a lab and partially satisfies a General Education requirement	4
Total Hours	59

1 Contributes to AAS English/Communication Requirement and satisfies General Education Objective 2.

## Courses

### **CADD 0101 Drafting Technology Theory I: 2 semester hours.**

Basic drafting fundamentals and theory. Includes lettering, linework, spatial visualization and multiview drawings. COREQ: CADD 0102 and CADD 0109. F

### **CADD 0102 Drafting Technology Laboratory I: 3 semester hours.**

Apply Drafting Technology Theory I using drawing boards, drafting instruments, and CAD systems. COREQ: CADD 0101. F

### **CADD 0109 Drafting Applied Mathematics I: 2 semester hours.**

Algebraic solutions, word problems, equations and graphing concepts, ratio and proportion, and metric system relating to design drafting applications. PREREQ: TGE 0100A, MATH 0025, or equivalent. F

### **CADD 0111 Drafting Technology Theory II: 2 semester hours.**

Additional drafting fundamentals and theory. Includes sections, auxiliaries and dimensioning. PREREQ: CADD 0101. COREQ: CADD 0112 and CADD 0119. F

### **CADD 0112 Drafting Technology Laboratory II: 3 semester hours.**

Apply Drafting Technology Theory II using drawing boards, drafting instruments, and CAD system. PREREQ: CADD 0102. COREQ: CADD 0111. F

### **CADD 0119 Drafting Applied Mathematics II: 2 semester hours.**

Descriptive geometry applications related to design drafting explored. PREREQ: CADD 0109. F

### **CADD 0121 Mechanical Drafting Technology Theory I: 2 semester hours.**

Drafting theory of welding symbology, gearing, threads and fasteners, manufacturing processes, axonometric projection, and geometric dimensioning and tolerancing. PREREQ: CADD 0111. COREQ: CADD 0122 and CADD 0129. S

### **CADD 0122 Mechanical Drafting Technology Lab I: 3 semester hours.**

Apply Mechanical Drafting Technology Theory I including welding symbology, gearing, threads and fasteners, manufacturing processes, axonometric projection, and geometric dimensioning and tolerancing using CAD systems. PREREQ: CADD 0112. COREQ: CADD 0121. S

### **CADD 0129 Drafting Applied Mathematics III: 2 semester hours.**

Analytic geometry applications including intersections and revolutions. Solutions of problems relating to design drafting are emphasized. PREREQ: CADD 0119. S

### **CADD 0137 Mechanical Drafting Technology Theory II: 2 semester hours.**

Instruction in drafting theory of working drawings, assemblies, piping concepts, advanced dimensioning and tolerancing principles. Introduction to fundamentals of flat pattern layouts, and 3D modeling. PREREQ: CADD 0121. COREQ: CADD 0138 and CADD 0139. S

### **CADD 0138 Mechanical Drafting Technology Laboratory II: 3 semester hours.**

Apply Mechanical Drafting Technology Theory II including working drawings and 3D modeling using CAD systems with emphasis on drawing details, subassemblies, and assemblies. Applications of advanced dimensioning and tolerancing principles, flat pattern layouts, revolutions, and piping using CAD systems. PREREQ: CADD 0122. COREQ: CADD 0137. S

### **CADD 0139 Drafting Applied Mathematics IV: 2 semester hours.**

Applications and solutions in trigonometry and vectors relating to design drafting. PREREQ: CADD 0129. S

### **CADD 0207 Architectural Design Theory I: 2 semester hours.**

Fundamentals of residential architectural design, floor plans, elevations, room layout, aesthetic design, site plans, Universal Design, and an introduction to basic electrical drafting theory. PREREQ: CADD 0137. COREQ: CADD 0208 and CADD 0209. F

### **CADD 0208 Architectural Design Laboratory I: 3 semester hours.**

Apply Architectural Design Theory I including documentation and modeling of residences using current Building Information Modeling (BIM) software. Basic electrical drafting applications using CAD systems. PREREQ: CADD 0138. COREQ: CADD 0207. F

### **CADD 0209 Drafting Applied Mathematics V: 2 semester hours.**

Introduction to statistics and probability and applied analytic geometry concepts. Solutions of problems relating to design drafting are emphasized. PREREQ: CADD 0139. F

### **CADD 0214 Drafting Applied Science II: 2 semester hours.**

Intermediate Applied Statics and Strengths of Materials. Includes finding the sum of applied forces, moments, reaction, and an introduction to beam and structural analysis. PREREQ: CADD 0133. F, S, Su

### **CADD 0217 Architectural Design Theory II: 2 semester hours.**

Commercial architectural concepts and design theory. Commercial building design relating to design drafting emphasized. PREREQ: CADD 0207. COREQ: CADD 0218. F

**CADD 0218 Architectural Design Laboratory II: 3 semester hours.**

Application of Architectural Design Theory II including documentation and 3D modeling of commercial buildings using current Building Information Modeling (BIM) software. PREREQ: CADD 0208. COREQ: CADD 0217. F

**CADD 0227 Structural Steel Drafting Theory: 2 semester hours.**

Concepts of structural steel drafting and detailing including erection drawings and detailing of steel members. PREREQ: CADD 0217. COREQ: CADD 0228. S

**CADD 0228 Structural Steel Drafting Laboratory: 3 semester hours.**

Apply Structural Steel Drafting Theory including preparing structural steel detailing drawings using CAD systems, and structural steel drafting and detailing using a 3D modeling system. PREREQ: CADD 0218. COREQ: CADD 0227. S

**CADD 0237 Parametric Modeling Theory: 2 semester hours.**

Advanced instruction in parametric 3D modeling using CAD systems. PREREQ: CADD 0137. COREQ: CADD 0238. S

**CADD 0238 Parametric Modeling Laboratory: 3 semester hours.**

Application of Parametric Modeling Theory to create parametric 3D models using CAD systems. PREREQ: CADD 0138. COREQ: CADD 0237. S

**CADD 0295 CADD Internship: 1-16 semester hour.**

Industrial work experience via a cooperative program for selected students. PREREQ: CADD major or permission of coordinator. F, S, Su

**CADD 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**CADD 0298 Special Topics: 1-8 semester hour.**

Addresses specific needs of industry, enabling student to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

## Computerized Machining Technology

### One 3-session option, one 8-session option, two 9-session options

One Post-Secondary Technical Certificate, two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available.

## Objectives

Students will:

- develop entry-level skills in the operation of manual lathes and milling machines; and
- develop entry-level skills in CNC (Computerized Numerical Control) machine programming and operation.

The program is accredited by the Association of Technology, Management, and Applied Engineering.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to [http://www.isu.edu/ctech/computerized\\_machining/](http://www.isu.edu/ctech/computerized_machining/).

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Post-Secondary Technical Certificate: CNC Programmer

### 3 Sessions

Requires machining experience; a student needs instructor permission to enroll in this option.

#### Required Courses:

MACH 0261	CNC Introduction to Theory	2
MACH 0265	Introduction to CNC Machine Practice	6
MACH 0270	CNC Machining Practice I	4
MACH 0271	CNC Programming Theory I	2
MACH 0272	CNC Math I	2
MACH 0281	CNC Programming Theory II	2

MACH 0290	CNC Machining Practice II	6
Total Hours		24

## Advanced Technical Certificate: CNC Operator

### 8 Sessions

MACH 0110	Engine Lathe Practice I	5
MACH 0111	Engine Lathe Theory I	2
MACH 0112	Machine Math I	2
MACH 0120	Milling Practice I	5
MACH 0121	Milling Theory I	2
MACH 0123	Interpreting Blueprints	2
MACH 0130	Engine Lathe Practice II	5
MACH 0136	Applied Machining Geometry and Trigonometry	2
MACH 0140	Milling Practice II	6
MACH 0230	CNC Mill Operations	8
MACH 0240	CNC Lathe Operations	8
MACH 0250	Advanced Machine Practice I	7
MACH 0261	CNC Introduction to Theory	2
MACH 0265	Introduction to CNC Machine Practice	6
COMM 1101	Principles of Speech <sup>1</sup>	3
ENGL 1101	English Composition <sup>2</sup>	3
TGE 0158	Employment Strategies	2
Total Hours		70

<sup>1</sup> Contributes to AAS Communication Requirement; satisfies Objective 2.

<sup>2</sup> Contributes to AAS Communication Requirement.

## Advanced Technical Certificate: Machining Technology

### 9 Sessions

#### Required Courses:

The following required courses must be completed with a 2.0 GPA:

MACH 0110	Engine Lathe Practice I	5
MACH 0111	Engine Lathe Theory I	2
MACH 0112	Machine Math I	2
MACH 0120	Milling Practice I	5
MACH 0121	Milling Theory I	2
MACH 0123	Interpreting Blueprints	2
MACH 0130	Engine Lathe Practice II	5
MACH 0136	Applied Machining Geometry and Trigonometry	2
MACH 0140	Milling Practice II	6
MACH 0220	CAD and CAM I Applications	3
MACH 0221	CAD and CAM I Theory	3
MACH 0225	Interpreting Technical Data	2
MACH 0250	Advanced Machine Practice I	7
MACH 0261	CNC Introduction to Theory	2
MACH 0265	Introduction to CNC Machine Practice	6
MACH 0270	CNC Machining Practice I	4
MACH 0271	CNC Programming Theory I	2

MACH 0272	CNC Math I	2
MACH 0275	CAD and CAM II	2
MACH 0281	CNC Programming Theory II	2
TGE 0158	Employment Strategies	2
MACH 0290	CNC Machining Practice II	6
<b>General Education Requirements</b>		
COMM 1101	Principles of Speech <sup>1</sup>	3
ENGL 1101	English Composition <sup>2</sup>	3
Total Hours		80

<sup>1</sup> Contributes to AAS Communication Requirement; satisfies Objective 2.

<sup>2</sup> Contributes to AAS Communication Requirement

## Associate of Applied Science Degree: Computerized Machining Technology

### 9 Sessions

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

The following required courses must be completed with a 2.0 GPA:

MACH 0110	Engine Lathe Practice I	5
MACH 0111	Engine Lathe Theory I	2
MACH 0112	Machine Math I	2
MACH 0120	Milling Practice I	5
MACH 0121	Milling Theory I	2
MACH 0123	Interpreting Blueprints	2
MACH 0130	Engine Lathe Practice II	5
MACH 0136	Applied Machining Geometry and Trigonometry	2
MACH 0140	Milling Practice II	6
MACH 0220	CAD and CAM I Applications	3
MACH 0221	CAD and CAM I Theory	3
MACH 0225	Interpreting Technical Data	2
MACH 0250	Advanced Machine Practice I	7
MACH 0261	CNC Introduction to Theory	2
MACH 0265	Introduction to CNC Machine Practice	6
MACH 0270	CNC Machining Practice I	4
MACH 0271	CNC Programming Theory I	2
MACH 0272	CNC Math I	2
MACH 0275	CAD and CAM II	2
MACH 0281	CNC Programming Theory II	2
MACH 0290	CNC Machining Practice II	6
TGE 0158	Employment Strategies	2
COMM 1101	Principles of Speech <sup>1</sup>	3
One four-credit physical science course that includes a lab and partially satisfies General Education Objective 5		4
Total Hours		81

<sup>1</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

Upon completion of the Associate of Applied Science degree, a Bachelor of Applied Science degree is available to a student with the completion of formally approved academic courses.

Based on keyboarding skills, students may be required to take a 1 credit keyboarding class in order to meet the competencies of the program.

If a student fails math, then s/he must repeat the course and obtain a passing grade before advancing to the next math class. If the student fails the same math class a second time, then s/he must exit the program and make up the deficiency through Technical General Education or other appropriate methods. The student will then be allowed to repeat the course at the next available program opening.

## Courses

### ***MACH 0110 Engine Lathe Practice I: 5 semester hours.***

Basic engine lathe cutting operations of turning, facing, boring, tapering and threading as required when producing machine parts. COREQ: MACH 0111. F, S

### ***MACH 0111 Engine Lathe Theory I: 2 semester hours.***

A basic theory course dealing with engine lathe terminology, uses, functions, tooling and concepts. Emphasis is placed on study habits and class participation. COREQ: MACH 0110. F, S

### ***MACH 0112 Machine Math I: 2 semester hours.***

Basic math principles of fractional and decimal numbers as related to machine shop measuring, blueprint reading, taper turning, threading and cutting speeds and feeds. Course covers basic algebra. F, S

### ***MACH 0120 Milling Practice I: 5 semester hours.***

Basic milling cutting operations of end milling, fly cutting, drilling and boring performed on the vertical mill. Also includes surface grinder, and benchworking practices as scheduling permits. COREQ: MACH 0121. F, S

### ***MACH 0121 Milling Theory I: 2 semester hours.***

A basic theory course dealing with milling machine terminology, uses, functions, tooling, and concepts. Emphasis is placed on study habits and class participation. COREQ: MACH 0120. F, S

### ***MACH 0123 Interpreting Blueprints: 2 semester hours.***

Identifies blueprint information through the interpretation of lines, symbols and numbers as shown on two- and three-view orthographic drawings and geometric dimensioning and tolerance drawings. F, S

### ***MACH 0130 Engine Lathe Practice II: 5 semester hours.***

A continuation of MACH 0110 machining more advanced lathe projects. PREREQ: MACH 0110. F, S

### ***MACH 0136 Applied Machining Geometry and Trigonometry: 2 semester hours.***

More advanced math course using geometry and trigonometry required when solving threading, tapering, chords, arcs, areas, and milling speed/feed problems in a machine shop environment. PREREQ: MACH 0112. F, S

### ***MACH 0140 Milling Practice II: 6 semester hours.***

A continuation of MACH 0120 on horizontal and vertical milling machines, performed to closer tolerances and time limits. Also includes grinding, layout and drilling operations as scheduling permits. PREREQ: MACH 0120 F, S

### ***MACH 0220 CAD and CAM I Applications: 3 semester hours.***

A hands-on lab utilizing computers for programming CNC machining centers for production purposes. COREQ: MACH 0221. F, S

### ***MACH 0221 CAD and CAM I Theory: 3 semester hours.***

Introductory theory course in the utilization of CAD/CAM systems. COREQ: MACH 0220. F, S

### ***MACH 0225 Interpreting Technical Data: 2 semester hours.***

Study of tables, charts, formulas, thread calculations, and related information as required of a machinist working in industry. Su

### ***MACH 0230 CNC Mill Operations: 8 semester hours.***

Set-up and operation of computer numerically controlled (CNC) vertical milling centers. Build jigs, set tooling, and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. F, S

### ***MACH 0240 CNC Lathe Operations: 8 semester hours.***

Set-up and operation of computer numerically controlled lathes. Set the tooling and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. F, S

### ***MACH 0250 Advanced Machine Practice I: 7 semester hours.***

Advanced machining practices on engine lathes, grinders, drill inspection, and metal layout. PREREQ: MACH 0140. F, S

### ***MACH 0261 CNC Introduction to Theory: 2 semester hours.***

An introductory course in basic programming of computer controlled machine tools. Emphasis is theory only. COREQ: MACH 0265. F, S

### ***MACH 0265 Introduction to CNC Machine Practice: 6 semester hours.***

A hands-on introductory course in the operation of Computer Numerical Control (CNC) vertical milling centers. Includes the safety practices, maintenance, setup and operation of CNC Mills. COREQ: MACH 0261. F, S

### ***MACH 0270 CNC Machining Practice I: 4 semester hours.***

An introductory course in basic computer skills, programming, set-up and operations of computer numerically controlled machine tools. PREREQ: Recommendation of program coordinator. COREQ: MACH 0271. F, S

**MACH 0271 CNC Programming Theory I: 2 semester hours.**

This course prepares the student in the programming of computer numerically controlled machine tools. Includes computer application of absolute/incremental, EIA/ISO, and conversational address systems. PREREQ: Program coordinator recommendation based upon demonstrated proficiency on conventional machine tools. COREQ: MACH 0270. F, S

**MACH 0272 CNC Math I: 2 semester hours.**

An advanced math course covering the basic use of geometric/trigonometric principles for identifying and solving all types of machine shop triangulation problems for the purpose of manufacturing parts on conventional and CNC machines. PREREQ: MACH 0136. F, S

**MACH 0275 CAD and CAM II: 2 semester hours.**

Programming CNC machines utilizing CAD/CAM systems. Course familiarizes the student with applications, theory, and operation of CAD/CAM. PREREQ: MACH 0220 and MACH 0221. F, S

**MACH 0281 CNC Programming Theory II: 2 semester hours.**

An advanced course in the programming, set-up and operations of computer numerically controlled machine tools and accessory devices. MACH 0281 is a continuation of MACH 0271. COREQ: MACH 0290. PREREQ: MACH 0271. F, S

**MACH 0290 CNC Machining Practice II: 6 semester hours.**

An advanced course in the programming, set-up and operations of the computer numerically controlled machine tools. MACH 0290 is an advanced continuation of MACH 0270. COREQ: MACH 0281. PREREQ: MACH 0270. F, S

**MACH 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**MACH 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Cosmetology

**(3½ Semesters and/or ½ Session)**

Two certificates are available. The program also offers Cosmetology Instructor training to industry professionals, which provides them with the educational prerequisites for state licensure as instructors in cosmetology and nail technology.

This program will provide students with the skills and knowledge to perform a variety of beauty services which cover all phases of the beauty culture such as manicuring, shampooing, hair styling, make-up application, temporary and permanent hair waving, hair straightening, bleaching and tinting, and various skin and scalp treatments. Graduate Cosmetologists will also have strong human relations skills and the ability to communicate with people.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/cosmetology/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook. All courses in the Cosmetology program require a letter grade of "C" or better in order to progress in the program and to graduate. A grade of "C" or better, in each course taken, is a prerequisite to continue to the next semester.

## Post-Secondary Technical Certificate: Nail Technology

**(½ Semester—Summer Only)****Required Course:**

Successful completion is required to be eligible to take the State Board Examination.

COSM 0150	Principles and Practices of Nail Technology	11
Total Hours		11

## Advanced Technical Certificate: Cosmetology

**(3½ Semesters)**

Successful completion of the 56 credits and 2000 or more state-required program hours are required to be eligible to take the State Board Examination.

COSM 0116	Introduction to Principles and Practices of Cosmetology	8
COSM 0117	Beginning Principles and Practices of Cosmetology	8
COSM 0126	Fundamental Principles and Practices of Cosmetology	8

COSM 0127	Fundamental Principles and Practices of Cosmetology II	8
COSM 0156	Fundamental Principles and Practices of Cosmetology III	2
COSM 0157	Fundamental Principles and Practices of Cosmetology IV	6
COSM 0236	Advanced Principles and Practices of Cosmetology I	8
COSM 0237	Advanced Principles and Practices of Cosmetology II	8
Total Hours		56

## Courses

### ***COSM 0116 Introduction to Principles and Practices of Cosmetology: 8 semester hours.***

Fundamentals of hair chemistry and biology; introduction to basic permanent waving chemistry, hair cutting, and hair styling. Classroom and lab are integrated. COREQ: COSM 0117. F, S

### ***COSM 0117 Beginning Principles and Practices of Cosmetology: 8 semester hours.***

This course builds upon concepts taught in COSM 0116 - Principles and Practice. This course will continue with the basic fundamentals of hair design, hair chemistry and biology, and interpersonal skills. Classroom and lab will be integrated. COREQ: COSM 0116. F, S

### ***COSM 0126 Fundamental Principles and Practices of Cosmetology: 8 semester hours.***

Combination of classroom, lab, and live work on the clinic floor dealing with customer needs and practical applications. PREREQ: COSM 0116. COREQ: COSM 0127. F, S

### ***COSM 0127 Fundamental Principles and Practices of Cosmetology II: 8 semester hours.***

In a combination of lab, live work, and classroom work, students will perform services on clientele, learn retail, customer relations, scheduling appointments, and dispensary duties pertaining to all phases of cosmetology. PREREQ: COSM 0117. COREQ: COSM 0126. F, S

### ***COSM 0150 Principles and Practices of Nail Technology: 11 semester hours.***

Nail care and design methods including manicuring, pedicuring, sculpted nail application, nail care, chemistry, biological concepts, anatomy and physiology of nails, and safety standards and procedures. Su

### ***COSM 0156 Fundamental Principles and Practices of Cosmetology III: 2 semester hours.***

Continuation of concepts and practices in cosmetology, using a combination of classroom, lab, and live work on the clinic floor dealing with customer needs and practical applications. PREREQ: COSM 0116. COREQ: COSM 0157. Su

### ***COSM 0157 Fundamental Principles and Practices of Cosmetology IV: 6 semester hours.***

Continuation of the concepts and practices in cosmetology, using a combination of classroom, lab, and live work on the clinic floor dealing with customer needs and practical applications. PREREQ: COSM 0117. COREQ: COSM 0156. Su

### ***COSM 0236 Advanced Principles and Practices of Cosmetology I: 8 semester hours.***

Advanced techniques and concepts of cosmetology, including salon development, the salon business, and state laws and regulations. PREREQ: COSM 0156. COREQ: COSM 0127. F, S

### ***COSM 0237 Advanced Principles and Practices of Cosmetology II: 8 semester hours.***

State board preparation and advanced techniques and concepts of cosmetology. PREREQ: COSM 0157. COREQ: COSM 0236. F, S

### ***COSM 0238 Cosmetology Instructor Training: 14 semester hours.***

Candidates assume instructional and management responsibilities in supervised settings, including lesson planning, audio visual aid preparation, theory instruction, practical demonstration, testing and evaluation, and clinic floor supervision. PREREQ: Current license as a cosmetologist or nail technologist; twelve credit hours of general education from Goals 1, 2, and 12; two years of work experience as a licensed cosmetologist; and permission of program coordinator. Graded S/U. D

### ***COSM 0279 Seminar: 1-16 semester hour.***

This course is designed as a review for re-examination and/or refresher course for cosmetologists from Idaho or other states in preparation for the Idaho State Board of Cosmetology Examination. Graded S/U

### ***COSM 0296 Independent Study: 1-8 semester hour.***

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

### ***COSM 0298 Special Topics: 1-8 semester hour.***

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Diesel/On-Site Power Generation Technology

(3 to 5 Semesters)

Two Advanced Technical Certificate options, two Associate of Applied Science degrees, and a Bachelor of Applied Science degree are available.

Students wishing to complete the On-Site Power Generation Technology portion of the program may have a break in their training between the completion of the Diesel Technology coursework and the beginning of the On-Site Power Generation Technology coursework.

## Objective

To produce graduates who can perform complex diagnostic operations, repair, and maintain the latest heavy truck, agricultural, or mining related diesel equipment; to include an option to complete training in diesel electric generator repair.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/diesel/>.

## Advanced Technical Certificate: Diesel Technology

(3 Semesters)

### Required Courses:

DESL 0101	Introduction to Diesel Technology	2
DESL 0107	Basic Diesel Electrical Systems	2
DESL 0109	Cab Climate Control	2
DESL 0113	Diesel Engine Fuel Systems	2
DESL 0115	Diesel Hydraulics I	2
DESL 0117	Heavy Duty Brake Systems	2
DESL 0125	Heavy Duty Power Trains	8
DESL 0184	Diesel Engine Technology	5
DESL 0186	Diesel Engine Electrical Systems	2
DESL 0190	Diesel Engine Emission Systems	1
DESL 0207	Advanced Diesel Electrical Systems	4
DESL 0215	Advanced Hydraulics	4
DESL 0217	Advanced Engine Electronics Systems	4
DESL 0231	Live Work Capstone Class	8
or DESL 0232	Internship Capstone Class	
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3

### General Education Requirement:

COMM 1101	Principles of Speech <sup>1</sup>	
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### Elective Courses:

DESL 0298	Special Topics	1-8
WELD 0105	Welding	1-4
Total Hours		55-65

<sup>1</sup> Contributes to AAS Communication Requirement and satisfies a General Education Requirement.

## Advanced Technical Certificate: On-Site Power Generation Technology

(4 Semesters)

### Required Courses:

DESL 0101	Introduction to Diesel Technology	2
DESL 0107	Basic Diesel Electrical Systems	2
DESL 0109	Cab Climate Control	2
DESL 0113	Diesel Engine Fuel Systems	2
DESL 0115	Diesel Hydraulics I	2
DESL 0117	Heavy Duty Brake Systems	2
DESL 0125	Heavy Duty Power Trains	8
DESL 0184	Diesel Engine Technology	5



DESL 0186	Diesel Engine Electrical Systems	2
DESL 0190	Diesel Engine Emission Systems	1
DESL 0207	Advanced Diesel Electrical Systems	4
DESL 0215	Advanced Hydraulics	4
DESL 0217	Advanced Engine Electronics Systems	4
DESL 0231	Live Work Capstone Class	8
or DESL 0232	Internship Capstone Class	
DESL 0241	On Site Power Generation I	8
DESL 0243	On Site Power Generation II	8
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
<b>General Education Requirement:</b>		
COMM 1101	Principles of Speech <sup>1</sup>	3
<b>Elective Courses:</b>		
DESL 0298	Special Topics	1-8
WELD 0105	Welding	1-4
Total Hours		74-84

<sup>1</sup> Contributes to AAS Communication Requirement and satisfies a General Education Requirement.

## Associate of Applied Science Degree: Diesel Technology

(4 Semesters)

### Required Courses:

DESL 0101	Introduction to Diesel Technology	2
DESL 0107	Basic Diesel Electrical Systems	2
DESL 0109	Cab Climate Control	2
DESL 0113	Diesel Engine Fuel Systems	2
DESL 0115	Diesel Hydraulics I	2
DESL 0117	Heavy Duty Brake Systems	2
DESL 0125	Heavy Duty Power Trains	8
DESL 0184	Diesel Engine Technology	5
DESL 0186	Diesel Engine Electrical Systems	2
DESL 0190	Diesel Engine Emission Systems	1
DESL 0207	Advanced Diesel Electrical Systems	4
DESL 0215	Advanced Hydraulics	4
DESL 0217	Advanced Engine Electronics Systems	4
DESL 0231	Live Work Capstone Class	8
or DESL 0232	Internship Capstone Class	

### General Education courses <sup>1</sup>

COMM 1101	Principles of Speech <sup>2</sup>	3
Additional General Education courses		12
Total Hours		63

<sup>1</sup> See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

<sup>2</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

## Associate of Applied Science Degree: On-Site Power Generation Technology

(5 Semesters)

## General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

DESL 0101	Introduction to Diesel Technology	2
DESL 0107	Basic Diesel Electrical Systems	2
DESL 0109	Cab Climate Control	2
DESL 0113	Diesel Engine Fuel Systems	2
DESL 0115	Diesel Hydraulics I	2
DESL 0117	Heavy Duty Brake Systems	2
DESL 0125	Heavy Duty Power Trains	8
DESL 0184	Diesel Engine Technology	5
DESL 0186	Diesel Engine Electrical Systems	2
DESL 0190	Diesel Engine Emission Systems	1
DESL 0207	Advanced Diesel Electrical Systems	4
DESL 0215	Advanced Hydraulics	4
DESL 0217	Advanced Engine Electronics Systems	4
DESL 0231 or DESL 0232	Live Work Capstone Class Internship Capstone Class	8
DESL 0241	On Site Power Generation I	8
DESL 0243	On Site Power Generation II	8
COMM 1101	Principles of Speech <sup>1</sup>	3
Total Hours		67

<sup>1</sup> Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

## Courses

### ***DESL 0101 Introduction to Diesel Technology: 2 semester hours.***

Review of safe practices and procedures in the diesel power industry. Theory, practice, and application will be taught in maintenance and use of lifting equipment, hand tools, power hand tools, fasteners, precision measuring devices, soldering, and safe use of welding/cutting equipment. D

### ***DESL 0107 Basic Diesel Electrical Systems: 2 semester hours.***

Theory, application, and practice in basic electricity and electronic principles to include wiring circuits, charging, and starting systems found in diesel powered vehicles. Emphasis will be given to diagnosis of electrical systems and use of diagnostic equipment. D

### ***DESL 0109 Cab Climate Control: 2 semester hours.***

Fundamentals of mobile air conditioning and heating systems including electronic climate controls and principles, basic refrigeration concepts, evacuation and recharging, and repair and testing of systems. Students will become familiar with environmental regulations and proper disposal of refrigerants. D

### ***DESL 0113 Diesel Engine Fuel Systems: 2 semester hours.***

Introduces diesel fuel systems, mechanical fuel pumps, governors, air-to-fuel ratios, and the chemistry of combustion. Classroom theory will be followed by practical lab application including setting valve lash, adjusting injector settings, and other tune-up related procedures to increase efficiency and decrease pollution. D

### ***DESL 0115 Diesel Hydraulics I: 2 semester hours.***

Provides an introduction to diesel hydraulics and their operation. Basic principles of flow, pressure, and conversion of fluid power into mechanical power; relationship of Pascal's Law and relating it to the fundamentals of hydraulic principles; and identification of the components in a basic hydraulic circuit and variations of those circuits used in modern hydraulic systems. D

### ***DESL 0117 Heavy Duty Brake Systems: 2 semester hours.***

Provides an introduction to air and hydraulic brakes, disassembly, hydraulic drum and disc brake maintenance, safe operation of each system, pad and shoe replacement, drum and rotor turning, and anti-lock braking systems. Instruction will cover brake system setup, safety, and final brake system adjustment. D

### ***DESL 0125 Heavy Duty Power Trains: 8 semester hours.***

Provides training in heavy duty power train components from engine flywheel through the final drives on heavy duty truck, construction equipment, and farm implements. Practical theory and application to perform repair procedures, troubleshooting, diagnosing, failure analysis, preventative maintenance, and adjustments of heavy-duty power trains. Manually operated, power-shift actuated, electronic controlled transmissions, differentials, and planetary final drives will be covered. D

**DESL 0184 Diesel Engine Technology: 5 semester hours.**

Instruction in diesel power theory fundamentals and operation of diesel engines in mining, agriculture, and trucking applications. Classroom theory is combined with laboratory sections consisting of overhaul procedures, repair, diagnostic testing, and final adjustment of components or systems. D

**DESL 0186 Diesel Engine Electrical Systems: 2 semester hours.**

Provides instruction in theory and application of computerized engine management systems, understanding the relationship of electronic components to overall engine performance, and employ diagnostic equipment to test and monitor engine systems. COREQ: DESL 0184 and DESL 0190. PRE-or-COREQ: DESL 0101. D

**DESL 0190 Diesel Engine Emission Systems: 1 semester hour.**

Provides instruction in theory and application of new federal emissions compliance standards for diesel powered vehicles. Topics include principles of exhaust treatment, testing of emission control devices, emissions monitoring, troubleshooting, and corrective action for emissions compliance and maximum power output. PREREQ: DESL 0101. D

**DESL 0207 Advanced Diesel Electrical Systems: 4 semester hours.**

Provides instruction pertaining to electrical and electronic terminology, operating procedures of analog and digital instruments, proper testing, and handling of electronic testing equipment. All functions of multi-meter use and circuit analysis including schematic reading, circuit troubleshooting, and testing of electronic engine components. COREQ: DESL 0115 and DESL 0215. PREREQ: DESL 0101 and DESL 0107. D

**DESL 0215 Advanced Hydraulics: 4 semester hours.**

Addresses troubleshooting hydraulic and hydrostatic drive systems. Emphasis on the proper use of diagnostic procedures, electronic test equipment, and interpretation of schematic drawings. Perform tests and make repairs to mechanical or electronic components. Students will use a variety of electronic meters to diagnose and correct problems. COREQ: DESL 0107, DESL 0117, and DESL 0207. PREREQ: DESL 0101 and DESL 0115. D

**DESL 0217 Advanced Engine Electronics Systems: 4 semester hours.**

Provides instruction in theory and operation of electronic control systems, electronic control modules, and electronic governors. Practical application and use of multi-meters, engine diagnostic software, and troubleshooting techniques are provided. COREQ: DESL 0109, DESL 0113, DESL 0125, DESL 0184, DESL 0186, and DESL 0190. PREREQ: DESL 0101 and DESL 0107. D

**DESL 0231 Live Work Capstone Class: 8 semester hours.**

Synthesis of all prior learning. Provides opportunities for diagnosis, troubleshooting, and service of diesel powered equipment by repairing customer equipment in a controlled lab environment. Includes diagnosis of faults, preparation of service reports, ordering parts, installation of parts for repair, and final testing of all work performed. D

**DESL 0232 Internship Capstone Class: 8 semester hours.**

Used as a final phase of training in an actual equipment repair facility performing all types of repair work. The participant will utilize all previously learned skills in an industrial setting and will be closely supervised. F, S, Su

**DESL 0241 On Site Power Generation I: 8 semester hours.**

Principles, diagnosis, repair and trouble shooting on operable on-site power generation equipment. F, S

**DESL 0243 On Site Power Generation II: 8 semester hours.**

A continuation of DESL 0241. F, S

**DESL 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**DESL 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Early Childhood Care and Education Associate Degree Program

### (2 to 6 Semesters)

One Post-Secondary Technical Certificate, one Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are available.

In addition, twelve (12) credits of Early Childhood Care and Education coursework may be articulated to the Bachelor of Arts in Early Childhood Education degree that is offered in the College of Education.

This program will provide students with the skills and knowledge to be responsible for meeting the specific needs of a group of children by nurturing the children's physical, social, emotional, and intellectual needs; setting up and maintaining the early care and education environment; and establishing a liaison relationship between families and the program.

All courses in the major and ENGL 1101 and ENGL 1102, when required, must be completed with a grade of 'C' or better. Students must maintain a 2.0 GPA in all courses to graduate.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/childdevelopment/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Post-Secondary Technical Certificate: Family Child Care

*Program offering of this option will depend upon sufficient student interest and availability of instructor.*

**(2 Semesters --Evening)**

### Required Courses:

CHLD 0160	Professionalism in Family Child Care	1
CHLD 0161	Child Health and Safety in Family Child Care	1
CHLD 0162	Environments in Family Child Care	1
CHLD 0164	Early Childhood Social and Emotional Development in Family Child Care	2
CHLD 0166	Guidance in Early Childhood Education in Family Child Care	1
CHLD 0168	Early Childhood Physical and Cognitive Development in Family Child Care	2
CHLD 0170	Fostering Creativity in Family Child Care	1
CHLD 0172	Curriculum Implementation in Family Child Care	2
CHLD 0174	Parent Involvement and Program Management in Family Child Care	1
Total Hours		12

Students who have earned a Post-Secondary Technical Certificate (12 credits) need the following course to build on these credits toward the Technical Certificate (32 credits):

CHLD 0113	Curriculum Practicum in Early Childhood Care and Education <sup>1</sup>	20
Total Hours		20

<sup>1</sup> Students interested in this upgrade should contact program faculty prior to registering for this course.

## Technical Certificate: Early Childhood Care and Education

**(2 Semesters Daytime or 4 semesters Evening)**

### Required Courses:

CHLD 0105	Introduction to Early Childhood Care and Education	3
CHLD 0110	Child Health Safety Nutrition and Environment	4
CHLD 0120	Social and Emotional Development in Early Childhood Care and Education	6
CHLD 0125	Guidance in Early Childhood Care and Education	3
CHLD 0130	Physical and Cognitive Development in Early Childhood	6
CHLD 0135	Fostering Creativity	3
CHLD 0141	Family Centered Care and Program Management in Early Childhood Care and Education	3
CHLD 0151	Curriculum Planning and Implementation in Early Childhood Care and Education	4
ENGL 1101	English Composition <sup>1</sup>	3
Total Hours		35

<sup>1</sup> Contributes to AAS Communication Requirement.

## Associate of Applied Science Degree: Early Childhood Care and Education

**(4 Semesters)**

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

CHLD 0105	Introduction to Early Childhood Care and Education	3
CHLD 0110	Child Health Safety Nutrition and Environment	4
CHLD 0120	Social and Emotional Development in Early Childhood Care and Education	6
CHLD 0125	Guidance in Early Childhood Care and Education	3
CHLD 0130	Physical and Cognitive Development in Early Childhood	6
CHLD 0135	Fostering Creativity	3
CHLD 0141	Family Centered Care and Program Management in Early Childhood Care and Education	3
CHLD 0151	Curriculum Planning and Implementation in Early Childhood Care and Education	4
CHLD 0210	Advanced Topics in Early Childhood Care and Education	3
CHLD 0215	Children with Exceptionalities	2
CHLD 0220	Administration and Program Management in Early Childhood Care and Education	3
CHLD 0250	Capstone Project in Early Childhood Care and Education	1
<b>Additional Requirements</b> <sup>1</sup>		
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
COMM 1101	Principles of Speech	3
Mathematics		3
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
OR		
BIOL 1100 & 1100L	Concepts Biology Human Concerns and Concepts Biology Human Concerns Lab	
PSYC 1101	Introduction to General Psychology	3
or SOC 1101	Introduction to Sociology	
Select 3 credits from Objectives 4, 7, 8, or 9		3
<b>OPTIONAL</b>		
CHLD 0296	Independent Study	1-3
CHLD 0298	Special Topics	1-3
<b>Total Hours</b>		<b>63</b>

<sup>1</sup> These courses contribute to AAS requirements and satisfy General Education requirements.

## Courses

### **CHLD 0105 Introduction to Early Childhood Care and Education: 3 semester hours.**

Introduces early childhood care and education (ECCE) and the role of the teacher. Orientation to the Early Childhood Associate Degree Program, including professionalism in ECCE, an overview of child growth and development, and how to observe children. Includes classroom lecture and practicum. F

### **CHLD 0110 Child Health Safety Nutrition and Environment: 4 semester hours.**

Promoting and maintaining health and well-being of children, including health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, indoor and outdoor environmental design, schedules and routines, recognition and reporting of abuse and neglect, and licensing regulations. Includes classroom lecture and practicum. F

### **CHLD 0113 Curriculum Practicum in Early Childhood Care and Education: 4-20 semester hour.**

Practical experience with planning, implementing and evaluating curriculum that enhances children's development in all domains. Upon completion, students who have completed the PSTC will meet requirements for entry into the second year of the A.A.S. Includes credit for documented work experience after obtaining a CDA. May be repeated for up to 20 credits. PREREQ: Permission of instructor. F, S

### **CHLD 0120 Social and Emotional Development in Early Childhood Care and Education: 6 semester hours.**

Emphasizes stages of social and emotional development, encouraging self-esteem, cultural awareness, and effective communication skills. Introduces observation and assessment of social and emotional skills; describes strategies to promote healthy social and emotional development. Includes classroom lecture and practicum. F, S

### **CHLD 0125 Guidance in Early Childhood Care and Education: 3 semester hours.**

Principles and techniques for providing developmentally appropriate guidance. Emphasis is placed on communication skills, strategies, and observation to understand the underlying causes of behavior. Students will demonstrate appropriate interaction with children, families, and promote conflict resolution, self-control, and self-motivation. Includes classroom lecture and practicum. F, S

**CHLD 0130 Physical and Cognitive Development in Early Childhood: 6 semester hours.**

Introduction to children's physical and cognitive development, including discovery experiences in math and science, block play, social studies, verbal and written language acquisition, and foundations in gross and fine motor development, brain development, multiple intelligences and learning styles. Includes classroom lectures and practicum. PREREQ: ENGL 1101. F, S

**CHLD 0135 Fostering Creativity: 3 semester hours.**

Creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasizes creative activities for children in art, music, movement and physical skills, and dramatics. Includes classroom lecture and practicum. F, S

**CHLD 0141 Family Centered Care and Program Management in Early Childhood Care and Education: 3 semester hours.**

Relationships between families and programs. Emphasis on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful, collaborative relationships between today's diverse families, centers and school, and community resources. Strategies to ensure effective program operation are introduced. Includes classroom lecture and practicum. S

**CHLD 0151 Curriculum Planning and Implementation in Early Childhood Care and Education: 4 semester hours.**

Philosophy, curriculum, scheduling, observation and assessment, and instructional planning and evaluation. Students will assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies. Includes classroom lecture and practicum. S

**CHLD 0160 Professionalism in Family Child Care: 1 semester hour.**

An introductory course including orientation to the Child Development program; stages of child development. Introduction to professional organizations, networks, community resources, and advocacy. Also including methods of observation and use of observations to plan curriculum. Includes classroom lectures and individualized instruction. F, S

**CHLD 0161 Child Health and Safety in Family Child Care: 1 semester hour.**

Safe and healthy environments for young children. Health and safety practices in early care and education. Students will be taught how to assess and ensure safe indoor and outdoor areas. Includes mental health and personal safety, classroom lectures, and individualized instruction. F, S

**CHLD 0162 Environments in Family Child Care: 1 semester hour.**

Students will be taught how to assess, develop and implement stimulating learning environments for infants, toddlers, and preschool children. Includes classroom lectures and individualized instruction. F, S

**CHLD 0164 Early Childhood Social and Emotional Development in Family Child Care: 2 semester hours.**

Introduction to children's social development, social awareness, and concept of self. This course focuses on development of personal self-esteem in caregivers as well as children. Includes classroom lectures and individualized instruction. F, S

**CHLD 0166 Guidance in Early Childhood Education in Family Child Care: 1 semester hour.**

Positive guidance techniques. Learning includes supporting social and emotional development by helping children to learn and practice appropriate and acceptable behaviors as individuals and as a group. Includes classroom lectures and individualized instruction. F, S

**CHLD 0168 Early Childhood Physical and Cognitive Development in Family Child Care: 2 semester hours.**

Introduction to children's physical and cognitive development. This course focuses on providing an environment supportive of children's acquisition of motor and cognitive competence through activities and opportunities that encourage curiosity, development levels and learning styles of children. Includes classroom lectures and individualized instruction. F, S

**CHLD 0170 Fostering Creativity in Family Child Care: 1 semester hour.**

An introductory course which includes the value of play for children and methods to advance emotional, physical and intellectual competence through opportunities that stimulate children to play with sound, rhythm, language materials, space and ideas in individual ways, and to express their creative abilities. Creativity in caregivers is also examined. Includes classroom lectures and individualized instruction. F, S

**CHLD 0172 Curriculum Implementation in Family Child Care: 2 semester hours.**

This course combines skills learned in previous courses into responsibility for planning and implementation in the classroom. This course focuses on applying theory into a practical setting. Includes classroom lectures and individual instruction. F, S

**CHLD 0174 Parent Involvement and Program Management in Family Child Care: 1 semester hour.**

This course introduces students to family education, program management and professionalism in early childhood education. Topics studied in depth include: parenting styles and strategies, family communication, discipline, stress management, functional and dysfunctional families, family structures, team building, time management, job interviews, resume development, professional image, and professional development. Includes classroom lectures and individualized instruction. F, S

**CHLD 0210 Advanced Topics in Early Childhood Care and Education: 3 semester hours.**

Elaborates on developmentally appropriate practice in early childhood education and care and research into other current topics, as related to student needs and interest. A focus on anti-bias curriculum and children's literature is also included. Includes classroom lecture and practicum. PREREQ: ENGL 1101. PREREQ or COREQ: ENGL 1102, BT 0170, and COMM 1101. F

**CHLD 0215 Children with Exceptionalities: 2 semester hours.**

Introduces working with children with exceptionalities. Emphasis on the characteristics of children and strategies for adapting the learning environment. Students will recognize atypical development, make appropriate referrals, and collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. Includes classroom lecture and practicum. PREREQ: ENGL 1101. PREREQ or COREQ: ENGL 1102, BT 0170, and COMM 1101. F

**CHLD 0220 Administration and Program Management in Early Childhood Care and Education: 3 semester hours.**

Policies, procedures, personnel management for ECCE programs, including budgeting needs, marketing, and issues of insurance and applicable laws. Implementation of program goals, development of effective personnel supervision and managerial styles, and meeting NAEYC standards. PREREQ: ENGL 1101 and CHLD 0210 OR CHLD 0215. COREQ: ENGL 1102, COMM 1101 and BT 0170. S

**CHLD 0250 Capstone Project in Early Childhood Care and Education: 1 semester hour.**

Students will demonstrate, through either a teaching role or an administrative role, their competence in integrating academic skills with early childhood knowledge. PREREQ: Permission of instructor. F, S

**CHLD 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**CHLD 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

## Emergency Management

One Associate of Science degree and one Bachelor of Science degree are available to the student.

### Educational Goal:

Develop a professional Emergency Manager better positioned for the 21st Century environment.

The following Program Educational Objectives have been established for students in this program:

1. To gain an essential understanding of the basic fields and the interdisciplinary nature of the Emergency Management discipline.
2. To gain a fundamental knowledge of emergency management terminology and all phases of the Emergency Management discipline – preparedness, response, recovery, and mitigation.
3. To develop an understanding of how emergency managers think, gather and process data, and reach conclusions.
4. To think critically about hazards and disasters and what to do about them.
5. To develop effective oral and written communication skills.
6. To engage in problem solving.
7. To be exposed to a rich variety of perspectives and ideas from across the Emergency Management community.

### Career Development and Professional Growth Objective:

Within two to three years of graduation, the majority of our graduates in Emergency Management will be working in governmental agencies, non-profit agencies, or private industry and in many cases will be engaged in advance degrees. After five to ten years, many of our graduates will have established themselves as leaders within their field and communities.

Course sequencing should be arranged to meet individual needs. Students are strongly advised to make an appointment with Mr. Michael Mikitish at (208) 373-1763, mikimich@isu.edu for more information.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/emergencymanagement/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Associate of Science Degree: Emergency Management (65 credits)

### Emergency Management Courses (27 lower division credits)

EMGT 1101	Incident Command System Basic	3
EMGT 1110	Leadership and Influence	3
EMGT 1121	Principles of Emergency Management	3
EMGT 1122	Emergency Resources Management	3
EMGT 2221	Emergency Management Operations	3

EMGT 2222	Emergency Planning	3
EMGT 2223	Mitigation for Emergency Managers	3
EMGT 2224	Disaster Response and Recovery	3
EMGT 2225	Emergency Management Exercise Design	3

**University General Education Requirements** (<http://coursecat.isu.edu/academicinformation/generaleducation>) **(36 credits minimum) will be partially met with the following recommended courses:**

MATH 1153	Introduction to Statistics (Fulfills General Education Objective 3) <sup>1</sup>	3
PHIL 1103	Introduction to Ethics (Partially fulfills General Education Objective 4)	3
CHEM 1100	Architecture of Matter (Partially fulfills General Education Objective 5)	3-4
or CHEM 1101	Introduction to General Chemistry	
or CHEM 1111	General Chemistry I	
ECON 1100	Economic Issues (Any of the following partially fulfills General Education Objective 6)	3
or ECON 2201	Principles of Macroeconomics	
or ECON 2202	Principles of Microeconomics	
POLS 1101	Introduction to United States Government (Partially fulfills General Education Objective 6)	3
SOC 1101	Introduction to Sociology (Partially fulfills General Education Objective 6) <sup>2</sup>	3
or SOC 1102	Social Problems	

<sup>1</sup> MATH 1153 is a prerequisite for some upper division EMGT courses.

<sup>2</sup> Either SOC 1101 or SOC 1102 are prerequisites for some upper division EMGT courses.

## Bachelor of Science Degree: Emergency Management (120 credits)

This total includes the Associate Degree requirements.

### Emergency Management Core Courses for the Bachelor of Science (33-39 cr)

EMGT 3301	Incident Command System Advanced	3
EMGT 3302	Hazards Mitigation	3
EMGT 3303	Disaster Response and Recovery Advanced	3
EMGT 3304	Integrated Systems in Emergency Management	3
EMGT 3305	Political and Policy Basis of Emergency Management	3
EMGT 3306	Hazardous Materials Management	3
EMGT 3307	Social Dimensions of Disaster	3
EMGT 3308	Leading in Organizations	3
EMGT 4401	Research and Analysis Methods in Emergency Management	3
EMGT 4402	Critical Infrastructure Public Private Issues	3
EMGT 4404	Emergency Management Capstone	3

### Additional Requirement (for those with practitioner experience)

EMGT 4403	Internship	3-6
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### Emergency Management Electives (18-24 credits)

EMGT 3320	Public Administration and Emergency Management	3
EMGT 3321	Sociology of Disaster	3
EMGT 3322	AgroTerrorism	3
EMGT 3323	Business and Industry Crisis Management	3
EMGT 3324	Geologic Hazards and Emergency Management	3
EMGT 3325	Flood Plain Management	3
EMGT 3326	International Disasters	3
EMGT 3327	Social Vulnerability Approach to Emergency Management	3
EMGT 3328	Nonprofit Sector and Disasters	3
EMGT 3329	Technology in Emergency Management	3
EMGT 3330	Incident Command Teams Position Specific	2



EMGT 4402	Critical Infrastructure Public Private Issues	3
EMGT 4420	Legal Issues in Emergency Management	3
EMGT 4421	Public Health Preparedness	3
EMGT 4430	Incident Management Teams All Hazards	3
ENGL 3307	Professional and Technical Writing	3
GEOL 4403	Principles of Geographic Information Systems	3
HCA 3350	Organizational Behavior in Healthcare	3
MGT 3312	Individual and Organizational Behavior	3
PHYS 3325	Introduction to Weather and Climate	3
POLS 4434	Terrorism and Political Violence	3
POLS 4452	Financial Administration and Budgeting	3
POLS 4455	Environmental Politics and Policy	3
POLS 4458	Public Administration Ethics	3

## Courses

### **EMGT 1101 Incident Command System Basic: 3 semester hours.**

Basic through advanced emergency management practices used during an emergency situation. Includes the structure of the Incident Command System, the management of facilities, and typing of resources; the National Incident Management System principles; and the roles of supervisors, commanders and general staff in an Incident Command System environment. D

### **EMGT 1110 Leadership and Influence: 3 semester hours.**

Students will determine how to assess differences in personal values and interpersonal influence styles, and to apply situational behaviors in emergency management. Topics include leadership and influence, conflict management, use of power, and group dynamics. D

### **EMGT 1121 Principles of Emergency Management: 3 semester hours.**

Theories, principles, and approaches to emergency management. Gain knowledge and skills for managing emergencies in order to lessen their impacts on society. Discuss the philosophy of comprehensive emergency management, including mitigation, preparedness, response, and recovery. D

### **EMGT 1122 Emergency Resources Management: 3 semester hours.**

Resource management functions to include hazardous materials response resources, within the overall framework of an Emergency Operations Center. Performance-based learning activities applicable to the field of emergency management. PREREQ: EMGT 1121. D

### **EMGT 2221 Emergency Management Operations: 3 semester hours.**

Examine the terminology, players, and management philosophy of the federal Incident Management System. Emergency Operations Center setup, activation, operation, termination, hazardous materials, staffing, training, and briefings. PREREQ: EMGT 1121. PREREQ or COREQ: Goal 4 and Goal 5. D

### **EMGT 2222 Emergency Planning: 3 semester hours.**

Develop an Emergency Operations Plan using a comprehensive, risk-based and all-hazard approach to ensure that local jurisdictions are prepared to respond effectively following an emergency event to include hazardous materials. PREREQ: EMGT 1121. PREREQ or COREQ: Goal 4 and Goal 5. D

### **EMGT 2223 Mitigation for Emergency Managers: 3 semester hours.**

Program to reduce losses from future disasters, emergencies, hazardous materials and other events caused by natural and man-made hazards. Principles and practices of hazard mitigation at the local through federal levels of governance, emphasizing the importance of avoiding or preventing future and recurring losses. PREREQ: EMGT 1121. PREREQ OR COREQ: Goal 4 and Goal 5. D

### **EMGT 2224 Disaster Response and Recovery: 3 semester hours.**

Principles that promote effective disaster response operations and management. Examine the nature of disasters, the context of response operations in the United States, and the roles and responsibilities of various emergency management related actors to include hazardous material. Emphasis on the Incident Command System and its interaction with the Emergency Operations Center. PREREQ: EMGT 1121. PREREQ or COREQ: Goal 4 and Goal 5. D

### **EMGT 2225 Emergency Management Exercise Design: 3 semester hours.**

Develop and conduct disaster exercises to test a community's Emergency Operations Plan and operational response capability to include hazardous materials. Emphasis on design, conduct and evaluation of exercises with the goal of developing, implementing, and managing a comprehensive disaster exercise program. PREREQ: EMGT 1121. D

### **EMGT 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

### **EMGT 2298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**EMGT 3301 Incident Command System Advanced: 3 semester hours.**

Principles and procedures for command and control of emergency situations during natural or man-made disasters including interaction of local, state and federal agencies and public and private organizations. Topics covered in this course are: develop organizational structures, establish staffing requirements, prepare incident briefings, conduct planning meetings, identify resources, develop goals, Area Command and Multiagency Coordination, and implement incident action plans. PREREQ: EMGT 1101. D

**EMGT 3302 Hazards Mitigation: 3 semester hours.**

Students will identify possible kinds of disasters and their related risks or consequences. Hazard Analysis provides the foundation for policy decisions regarding disaster mitigation, preparedness, response, and recovery. Topics include hazard and vulnerability analysis, structure and non-structural mitigation, capabilities assessment, planning, project development and management, and public education. Development planning, political advocacy and networking are heavily stressed. PREREQ: EMGT 2223. D

**EMGT 3303 Disaster Response and Recovery Advanced: 3 semester hours.**

Theoretical examination and practical application of post-disaster management activities including human behavior in emergency situations, warning, evacuation, sheltering, triage, damage assessment, disaster declaration, debris removal, media relations, crisis counseling, individual and public assistance, and other relevant functions. Decision making, incident command, EOC operations, coordination and service delivery strategies are also discussed. PREREQ: EMGT 2224. D

**EMGT 3304 Integrated Systems in Emergency Management: 3 semester hours.**

Students will explore the interconnectivity and interdependence of local, state and federal emergency management programs. Students will gain an understanding of how organizational theory applies to emergency management to include the four phases of emergency management, the broader homeland security mission and cooperation between various local, state and federal agencies as well as with the private sector and non-governmental organizations. PREREQ: EMGT 2224. D

**EMGT 3305 Political and Policy Basis of Emergency Management: 3 semester hours.**

Topics include: emergency management and the American political system, government, political, and organizational issues, and intergovernmental relations. Policy formation process in governmental and local settings. PREREQ: POLS 1101. D

**EMGT 3306 Hazardous Materials Management: 3 semester hours.**

The material in this course focuses on the organizational use of Hazardous Materials, and the impact of their use on the organization and the environment. Issues raised include the overall economic, social and environmental costs of chemical usage. Emphasis is on proactively identifying hazards in the workplace/jurisdiction and implementing strategies to reduce use and risk. PREREQ: EMGT 2223. D

**EMGT 3307 Social Dimensions of Disaster: 3 semester hours.**

Topics include: disaster mythology pattern, public response to disaster warnings, individual response to disaster, disaster stress and denial, crisis decision making, and disaster recovery and community change. PREREQ: EMGT 2224. D

**EMGT 3308 Leading in Organizations: 3 semester hours.**

Through this course students will learn leadership environment, vision, concepts and theories to enhance effectiveness at all levels of leadership as it relates to Emergency Management. This course is designed to allow students to view leadership and how it fits into, shapes, or changes an organization's culture. D

**EMGT 3320 Public Administration and Emergency Management: 3 semester hours.**

Topics include: intergovernmental and private sector relations, paying for large-scale disasters, land-use planning and hazards, legal and liability issues, and implementing emergency management policies. PREREQ: POLS 1101. D

**EMGT 3321 Sociology of Disaster: 3 semester hours.**

Topics include: theoretical approaches to disaster research, theory of disaster response, and community sociological impact of disasters. PREREQ: SOC 1101. D

**EMGT 3322 AgroTerrorism: 3 semester hours.**

This course provides students with an understanding of agro-terrorism, including the definition of agro-terrorism, vulnerabilities of crops, livestock, and food supplies. This course explores ways to help prevent, detect, and respond to problems, pests and pathogens that could be used by terrorists to cause plant health disorders, and animal diseases that could be used in agro-terrorism attacks and understand how prevention and preparedness measures work at the local, state, and federal levels. D

**EMGT 3323 Business and Industry Crisis Management: 3 semester hours.**

Study of business continuity and the role of businesses in emergencies and disasters. Topics include business area impact analysis and risk perception, crisis management, decision making, and communications. D

**EMGT 3324 Geologic Hazards and Emergency Management: 3 semester hours.**

This course is intended to help create a new generation of emergency managers who are better informed and better prepared to make decisions, obtain relevant information, and better understand how to make effective impacts upon reduction of earthquake hazards. D

**EMGT 3325 Flood Plain Management: 3 semester hours.**

This course focuses on the identification and assessment of flood-related hazards and vulnerabilities. Topics include: evaluation of the merit and necessity of implementing various structural and non-structural approaches to reduce flood-related disasters, and discussions about mapping, containment devices, land use planning, early warning systems, and insurance. PREREQ: EMGT 2223. D

**EMGT 3326 International Disasters: 3 semester hours.**

Exploration of issues pertinent to international disasters, including the susceptibility of under-developed countries to natural disasters, the nature of complex emergencies, and the actors involved in humanitarian activity across natural borders. Special attention is given to the social, political and economic barriers that perpetuate the vicious cycle of vulnerability as well as the need for long term solutions that promote beneficial forms of development. PREREQ: EMGT 1121. D

**EMGT 3327 Social Vulnerability Approach to Emergency Management: 3 semester hours.**

Topics include: development of vulnerability analysis, technological and human-induced causes, structural and situational barriers to disaster resilience, community vulnerability and strategies for new ideas and implementation of social change in disasters. PREREQ: SOC 1101. D

**EMGT 3328 Nonprofit Sector and Disasters: 3 semester hours.**

Discussion of the different types of non-profit organizations involved in disasters. Identification of relevant roles and special challenges including fund raising, volunteer recruiting, training, and service delivery. PREREQ: EMGT 1121. D

**EMGT 3329 Technology in Emergency Management: 3 semester hours.**

Application of technology that may be applied in emergency planning, response, recovery, and mitigation; current and emerging technology applications; special issues and problems associated with the use of technology in emergency management. Topics include: use of the Internet, spatial analysis applications, network and communication systems, decision support systems, spreadsheets and word processing, and emerging technologies. PREREQ: EMGT 2221. D

**EMGT 3330 Incident Command Teams Position Specific: 2 semester hours.**

ICS Command and General Staff school will teach the student how to assume position responsibilities, lead assigned personnel, communicate effectively, and complete assigned tasks to meet identified objectives. These skills provide the foundation for our responders to form Incident Management Teams in their regions. PREREQ: EMGT 3301. D

**EMGT 3399 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**EMGT 4401 Research and Analysis Methods in Emergency Management: 3 semester hours.**

Students will acquire an introduction to current research pertaining to emergency management, gain an understanding of the processes and requirements for conducting empirical research related to emergency management, including outcomes and techniques for measuring these outcomes. Topics include: measurement and data gathering, program evaluation, questionnaire design, and statistical analysis. Students will also learn how to conduct a local risk and vulnerability assessment as well as a program evaluation. PREREQ: MATH 1153. D

**EMGT 4402 Critical Infrastructure Public Private Issues: 3 semester hours.**

Students will gain an understanding of large, complex, sometimes risky technical systems. Topics include: normal accident and human factors theory, emergency management, disaster assistance and public utility regulation and deregulation, public policy, and management of risk. Students will conduct collaborative research on critical infrastructure systems and organizations, explore how they are planned and designed, and see how they function during and after a natural or technical disaster or attack. PREREQ: EMGT 4401. D

**EMGT 4403 Internship: 3-6 semester hour.**

Supervised practice experience in a professional emergency management setting. May be repeated for a maximum total of 6 credits. PREREQ: Permission of the instructor and approval of the program director. D (Required for those with less than 2 years practical experience.)

**EMGT 4404 Emergency Management Capstone: 3 semester hours.**

Building disaster resilient communities. Topics include: building resilience to hazards, developing skills in formulating programs to strength resilience, assessing existing and emerging community conditions that contribute to vulnerability to hazards, working with and effectively communicating with stakeholders, and working as a member of a problem-solving team to lessen the future vulnerability of communities. PREREQ: Permission of instructor and program director. D

**EMGT 4420 Legal Issues in Emergency Management: 3 semester hours.**

Overview of important federal and state legislation bearing on emergency management in various types of disasters. PREREQ: EMGT 1121. D

**EMGT 4421 Public Health Preparedness: 3 semester hours.**

Students will learn the requirements of a public health workforce that is well prepared to respond to a wide range of public health disasters. Topics include program planning, regularly exercised plans, disaster management, timely access to information, clear knowledge of individual and agency rules and responsibilities, reliable communication systems, and integrating volunteers. PREREQ: EMGT 1121. D

**EMGT 4422 Terrorism in Emergency Management: 3 semester hours.**

In-depth investigation into the ideology forces and groups involved in terrorist activity. Analysis of the effects of terrorism, including the similarities and differences to other types of disasters. Attention is given to weapons of mass destruction and the unique challenges to prevent, prepare for, respond to, and recover from terrorist attacks. PREREQ: EMGT 1121. D

**EMGT 4430 Incident Management Teams All Hazards: 3 semester hours.**

This course focuses on the importance of developing and operating as a functional team and reinforces the critical foundation for IMT. The course emphasizes competency in various ICS positions and extensive hands-on experience necessary for understanding how IMT members work together and how an individual position is integral to the whole system. Requires instructor permission. PREREQ: EMGT 3330. D

**EMGT 4498 Special Topics: 1-3 semester hour.**

Addresses the special needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. Examines and analyzes selected topics in Emergency Management. D

**EMGT 4499 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times

## Energy Systems Technology and Education Center

Two Technical Certificates and eight Associate of Applied Science degrees are available.

In response to a growing need for Engineering Technicians in the energy sector, the College of Technology at Idaho State University has established the Energy Systems Technology and Education Center (ESTEC) on the Idaho State University campus in Pocatello, Idaho.

ESTEC offers a unique approach to educating students by providing the specific knowledge and skills needed in electrical generation. The skills requirements have been developed in partnership with energy utilities and vendors to assure that program graduates enter the workforce with the precise skills required by industry. Students learn through traditional classroom experience as well as through extensive laboratory exercises. Electrical generation technologies addressed include nuclear, coal, gas, and renewable technologies such as wind, solar thermal energy, solar photovoltaic, geothermal, biomass, and hydro.

ESTEC is a public/private partnership between Idaho State University, Idaho National Laboratory, and Partners for Prosperity. Curriculum and laboratory resources were developed with external funding from the US Department of Labor and the National Science Foundation.

### Program Objectives

The Educational Objectives of the Energy Systems Engineering Technology programs at ISU reflect the application of curricular content. Graduates of the programs in the Energy Systems Technology & Education Center (ESTEC) at Idaho State University are able to:

1. Practice the Energy Systems Engineering Technology discipline successfully within community-accepted standards.
2. Provide leadership for and communicate effectively in a team-based environment in order to be agents of change in dynamically changing organizations.
3. Analyze and design optimized solutions to systems of people, technology and information.
4. Practice teamwork and communications skills to develop a successful career.
5. Fulfill professional and ethical responsibilities in the practice in energy systems engineering, including social, environmental and economical considerations.
6. Engage in professional service, such as participation in professional society and community service.
7. Engage in life-long learning activities, such as graduate studies or professional workshops.
8. Develop a professional career in the prevailing market that meets personal goals, objectives and desires.

Students interested in an Energy Systems program should understand that a criminal record may affect employability in the energy industry.

Graduates will have hands-on experience setting up and troubleshooting a variety of power generation components and systems through knowledge of various types of electrical power generation methods and an understanding of industry health and safety practices.

Students must have COMPASS test scores of 45 in Algebra and 68 in English to qualify for entry into an Energy Systems Engineering Technology program. Acceptance into ESTEC programs is based upon available openings and other factors such as grade point average and attendance. Students wishing to enter Energy Systems Instrumentation and Controls and Energy Systems Electrical Engineering Technology programs are admitted using a competitive application process based on their first semester grade point average in program classes.

Entry into the Energy Systems Instrumentation and Controls Engineering Technology, Energy Systems Electrical Engineering Technology, Instrumentation and Automation, and Industrial Controls Associate degree programs requires completion of ESET 0100, ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, and ESET 0142, the first two years of the Electrical Apprenticeship AAS degree program, or instructor approval. Program degrees will be awarded concurrently with completion of the Electrical Apprenticeship degree requirements.

Students are required to earn a grade of C- (1.7) or better in each ESET-prefixed course and a cumulative 2.0 GPA in ESET courses to advance each semester and count toward an ESTEC degree or certificate. If the student fails to successfully complete any math, theory, or lab course, then that course must be repeated and a passing grade obtained before the student can advance in the program. The student must exit the program and make up the deficiency through advisor-approved methods. The student will then be allowed to repeat the course at the next available program opening. Specific information is available in the program's student handbook.

The courses listed in each program will be taught in sequential blocks of instruction. Students must register concurrently for the lab course associated with each theory course. For a Program Information Packet, visit <http://www.isu.edu/ctech/programs.shtml>, which leads to descriptions of each program in general, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses.

For all Energy Systems Engineering Technology programs, a student who has successfully completed ESET 0141 and ESET 0142, Applied Mathematics I and II, may enroll directly into an academic math course which requires MATH 1147 as a prerequisite.

Official articulation agreements have been established with other post-secondary and secondary schools. Where these agreements exist, the specific block of training (i.e., session/ semester/year) will be accepted as equivalent to that taught at ISU and will count equally toward graduation.

ESTEC courses 0103 through 0108L are designed to allow students the opportunity to take segments of the curriculum in circumstances where they may already have some competencies resulting from prior courses, work experience, or taken by high school students for dual enrollment credits.

Completion of the first seven courses (ESET 0103 through ESET 0106 and their associated labs) constitutes equivalence to ESET 0141, ESET 0101, and ESET 0101L.

Completion of the last four courses (ESET 0107 through ESET 0108L) constitutes equivalency to ESET 0142, ESET 0102, and ESET 0102L.

Students should be familiar with AC and DC electronic and electrical applications, electrical power circuits, and electrical circuit analysis. General knowledge of electrical power transmission and distribution protection and controls is required. Students should also have working knowledge of control systems, data acquisition, and electrical sensors.

ESTEC currently offers two Technical Certificates and five Associate of Applied Science degrees that integrate the education and training required for graduates to maintain existing power plants as well as to install and test components in newly constructed facilities.

The Associate of Applied Science programs include:

- Energy Systems Electrical Engineering Technology
- Energy Systems Instrumentation and Controls Engineering Technology
- Energy Systems Mechanical Engineering Technology
- Energy Systems Nuclear Operations Technology
- Energy Systems Wind Engineering Technology

The Technical Certificate programs include:

- Energy Systems Technology
- Energy Systems Renewable Energy Technology

## Post-Secondary Technical Certificate: Instrumentation and Automation Assistant

(1½ Semesters)

**Objective:** To prepare students as entry-level technician and maintenance assistants to meet the needs of the electrical and process industry.

Employers include food processing, mining, semiconductor, chemical, paper, steel, petroleum, utilities and manufacturing industries. Graduates will have theoretical knowledge and hands-on experience setting up and calibrating electronic devices that measure and control temperature, level, flow, pressure, motion, force, humidity and acidity.

Graduates will be able to troubleshoot single and three phase motor controls, basic variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and other automation devices.

### Required Courses:

ESET 0103	Introduction to Electronics Theory	1
ESET 0103L	Introduction to Electronics Lab	1
ESET 0104	DC Electronics Principles Theory	2
ESET 0104L	DC Electronics Principles Lab	2
ESET 0105	AC Electronics Principles Theory	4
ESET 0105L	AC Electronics Principles Lab	2
ESET 0106	Electronic Principles Capstone	2-8
INST 0140	Introduction to Motors and Motor Control Theory	2
INST 0220	Introduction to Programmable Logic Controllers	3
INST 0240	Theory	2
INST 0242	Theory	2
INST 0250	Laboratory	1
INST 0251	Laboratory	1
INST 0253	Laboratory	1

INST 0254	Laboratory	1
INST 0260	Electrical Systems Documentation and Standards	2
Total Hours		29-35

## Technical Certificate: Energy Systems Technology

(2 semesters)

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
Total Hours		29

## Technical Certificate: Energy Systems Renewable Energy Technology

(2 semesters)

### Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems renewable energy technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

### Required Courses:

Students must register concurrently for the lab course associated with each theory course.

ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0122	Electrical Systems and Motor Control Theory	2
ESET 0122L	Electrical Systems and Motor Control Theory Laboratory	1
ESET 0150	Introduction to Wind Energy Systems	2
ESET 0150L	Introduction to Wind Energy Systems Laboratory	1
ESET 0160	Introduction to Renewable Energy	4
ESET 0160L	Introduction to Renewable Energy Lab	2
ESET 0161	Applications of Physics and Earth Science	3
ESET 0162	Industrial Health and Safety	2
ESET 0243	Fluid and Pneumatic Power	2
ESET 0243L	Fluid and Pneumatic Power Laboratory	2
ESET 0246	Materials and Metallurgy	2
Total Hours		33

## Associate of Applied Science Degree: Energy Systems Electrical Engineering Technology

(4 Semesters)

### Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems electrical engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

## General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0212	Electrical Systems Documentation and Standards	1
ESET 0220	Thermal Cycles and Heat Transfer	2
ESET 0221	Boiler Reactor and Turbine Principles	2
ESET 0222	Process Control Theory	3
ESET 0226	Process Control Devices Laboratory	1
ESET 0292	Electrical Engineering Technology I	7
ESET 0292L	Electrical Engineering Technology I Laboratory	5
ESET 0293	Electrical Engineering Technology II	5
ESET 0293L	Electrical Engineering Technology II Laboratory	4
CHEM 1100	Architecture of Matter <sup>1</sup>	4
or PHYS 1101/1101L	Elements of Physics	
COMM 1101	Principles of Speech <sup>2</sup>	3
MATH 1153	Introduction to Statistics <sup>3</sup>	3-4
or MATH 1170	Calculus I	
TGE 0159	Internship Strategies	1
Total Hours		70-71

<sup>1</sup> Either option partially satisfies General Education Objective 5.

<sup>2</sup> Contributes to AAS English/Communication Requirement and satisfies General Education Objective 2.

<sup>3</sup> Either option satisfies General Education Objective 3.

## Associate of Applied Science Degree: Energy Systems Instrumentation Engineering Technology

(4 1/2 Semesters)

### Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems instrumentation engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Graduates will have a fundamental knowledge of energy systems, thermodynamics, electronics and electrical systems. They will have extensive hands-on experience setting up and troubleshooting single and three-phase motor controls, variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and human machine interface stations. They will be able to install, troubleshoot and calibrate instrumentation that measures and controls temperature, level, flow, pressure and other process variables.

Students must register concurrently for the lab course associated with each theory course.

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0200	Applications of Electronic Electrical and Power Systems Control Fundamentals and Safety	6
INST 0281	Electrical Automation Theory	8
INST 0282	Electrical Automation Laboratory	5
INST 0292	Process Measurement and Control Theory	10
INST 0293	Process Measurement and Control Laboratory	4
COMM 1101	Principles of Speech <sup>1</sup>	3
MATH 1153	Introduction to Statistics <sup>2</sup>	3
or		
MATH 1170	Calculus I <sup>2</sup>	4
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory <sup>3</sup>	4
or		
CHEM 1100	Architecture of Matter <sup>3</sup>	4
TGE 0159	Internship Strategies	1
<b>Total Hours (minimum):</b>		<b>79</b>

<sup>1</sup> Contributes to AAS English/Communication and satisfies General Education Objective 2.

<sup>2</sup> Either option satisfies the AAS Mathematics/Computation Requirement and satisfies General Education Objective 3.

<sup>3</sup> Either option satisfies the AAS Elective General Education Requirement and partially satisfies General Education Objective 5.

## Associate of Applied Science Degree: Energy Systems Mechanical Engineering Technology

(4 Semesters)

### Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems mechanical engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0120	Introduction to Energy Systems	2
ESET 0120L	Introduction to Energy Systems Laboratory	1
ESET 0121	Basic Electricity and Electronics	4
ESET 0121L	Basic Electricity and Electronics Laboratory	4
ESET 0122	Electrical Systems and Motor Control Theory	2
ESET 0122L	Electrical Systems and Motor Control Theory Laboratory	1
ESET 0123	Mechanical Power Transmission	2
ESET 0123L	Mechanical Power Transmission Laboratory	4
ESET 0124	Mechanical Systems and Machine Design	2



ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0220	Thermal Cycles and Heat Transfer	2
ESET 0221	Boiler Reactor and Turbine Principles	2
ESET 0240	Pumps	3
ESET 0240L	Pump Applications Laboratory	3
ESET 0241	Valves and Piping	3
ESET 0241L	Valves and Piping Applications Lab	2
ESET 0242	Process Measurements for Mechanical Engineering Technology	2
ESET 0243	Fluid and Pneumatic Power	2
ESET 0243L	Fluid and Pneumatic Power Laboratory	2
ESET 0244	Rotating Equipment Maintenance	4
ESET 0244L	Rotating Equipment Maintenance Lab	3
ESET 0245	Fundamentals of Heat Exchangers	2
ESET 0246	Materials and Metallurgy	2
CHEM 1100	Architecture of Matter <sup>1</sup>	4
or PHYS 1101/1101L	Elements of Physics	
COMM 1101	Principles of Speech <sup>2</sup>	3
MATH 1153	Introduction to Statistics <sup>3</sup>	3-4
or MATH 1170	Calculus I	
TGE 0159	Internship Strategies	1
Total Hours		74-75

<sup>1</sup> Either option partially satisfies General Education Objective 5.

<sup>2</sup> Contributes to AAS English/Communication Requirement and satisfies a General Education Objective 2.

<sup>3</sup> Either option satisfies General Education Objective 3.

## Associate of Applied Science Degree: Nuclear Operations Technology

(4 Semesters)

### Objective:

Graduates will be able to: (1) solve basic technical problems typical of what is encountered when working at a nuclear power plant; (2) perform tests and experiments, data analysis, and report findings including recommendations for improvement; (3) work and communicate effectively in diverse and multi-disciplinary teams; (4) be aware of modern professional, ethical, and societal issues as well as recognize the need for lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0151	Nuclear Industry Fundamental Concepts	4
ESET 0151L	Nuclear Industry Fundamental Concepts Lab	1
ESET 0220	Thermal Cycles and Heat Transfer	2
ESET 0221	Boiler Reactor and Turbine Principles	2
ESET 0222	Process Control Theory	3

ESET 0226	Process Control Devices Laboratory	1
ESET 0248	Power Plant Drawings	3
ESET 0249	Reactor Plant Materials	3
ESET 0250	Radiation Detection and Protection	3
ESET 0251	Reactor Theory Safety and Design	3
ESET 0252	Power Plant Components	3
ESET 0280	Capstone and Case Studies in Nuclear Engineering Technology	2
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab <sup>1</sup>	5
COMM 1101	Principles of Speech <sup>2</sup>	3
MATH 1153 or MATH 1170	Introduction to Statistics <sup>3</sup> Calculus I	3-4
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory <sup>1</sup>	4
TGE 0159	Internship Strategies	1
Total Hours		75-76

<sup>1</sup> Partially satisfies General Education Objective 5.

<sup>2</sup> Contributes to AAS English/Communication Requirement and satisfies General Education Objective 2.

<sup>3</sup> Either option satisfies General Education Objective 3.

## Associate of Applied Science Degree: Energy Systems Wind Engineering Technology

(4 semesters)

### Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems wind engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0121	Basic Electricity and Electronics	4
ESET 0121L	Basic Electricity and Electronics Laboratory	4
ESET 0122	Electrical Systems and Motor Control Theory	2
ESET 0122L	Electrical Systems and Motor Control Theory Laboratory	1
ESET 0123	Mechanical Power Transmission	2
ESET 0123L	Mechanical Power Transmission Laboratory	4
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0150	Introduction to Wind Energy Systems	2
ESET 0150L	Introduction to Wind Energy Systems Laboratory	1
ESET 0212	Electrical Systems Documentation and Standards	1
ESET 0231	Microcontrollers	2
ESET 0231L	Microcontrollers Laboratory	1
ESET 0232	Electrical Machines	3
ESET 0232L	Electrical Machines Laboratory	3
ESET 0233	Electrical Power Systems	3

ESET 0233L	Electrical Power Systems Laboratory	3
ESET 0240	Pumps	3
ESET 0240L	Pump Applications Laboratory	3
ESET 0243	Fluid and Pneumatic Power	2
ESET 0243L	Fluid and Pneumatic Power Laboratory	2
ESET 0247	Wind Energy Control Systems	2
ESET 0247L	Wind Energy Control Systems Laboratory	1
COMM 1101	Principles of Speech <sup>1</sup>	3
MATH 1153	Introduction to Statistics <sup>2</sup>	3-4
or MATH 1170	Calculus I	
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory <sup>3</sup>	4
TGE 0159	Internship Strategies	1
Total Hours		69-70

<sup>1</sup> Contributes to AAS English/Communication Requirement and satisfies General Education Objective 2.

<sup>2</sup> Either option satisfies General Education Objective 3.

<sup>3</sup> Partially satisfies General Education Objective 5.

## Associate of Applied Science Degree: Industrial Controls

(2 Semesters)

Industrial Controls is offered as a second AAS degree following completion of an Electrical Journeyman AAS, or an Electrical Apprenticeship AAS program and completion of all General Education requirements. Students must have completed a minimum of three years of the Electrical Apprenticeship Program towards the first AAS degree before being able to apply for the Industrial Controls program.

### Required Courses:

INST 0281	Electrical Automation Theory	8
INST 0282	Electrical Automation Laboratory	5
INST 0292	Process Measurement and Control Theory	10
INST 0293	Process Measurement and Control Laboratory	4
<b>Total Hours (minimum):</b>		<b>27</b>

## Energy Sys Engr Tech Courses

### ***ESET 0100 Engineering Technology Orientation: 1 semester hour.***

An introduction to the opportunities and responsibilities of an engineering technician. Exposure to the various fields of technology through field trips, movies and guest lectures. Introduction to materials, techniques, and college services, which will assist the student in completing a technology program. COREQ: ESET 0101L. F, S, D

### ***ESET 0101 Electrical Circuits I: 5 semester hours.***

Includes measurements and calculation of current, voltage, resistance and power in series, parallel and combination circuits with DC and AC power sources. Voltage and current in resistive-capacitive (R-C) and resistive-inductive (R-L) circuits during switch transitions, AC power circuits including reactance and transformation. Voltage and current in non-resonant and resonant AC circuits and filters. COREQ: ESET 0101L. F, S, D

### ***ESET 0101L Electrical Circuits I Laboratory: 5 semester hours.***

Electrical circuits are analyzed, designed and constructed using various DC and AC theories and electrical quantities are measured using appropriate test equipment. COREQ: ESET 0101. F, S, D

### ***ESET 0102 Electrical Circuits II: 5 semester hours.***

Continuation of electrical circuit study introducing the fundamentals of semiconductors, amplifier theory, digital logic and logical devices. COREQ: ESET 0102L. F, S, D

### ***ESET 0102L Electrical Circuits II Laboratory: 5 semester hours.***

Laboratory applications and experiments in troubleshooting of semiconductor devices and circuits, digital logic and logic device application. COREQ: ESET 0102. F, S, D

### ***ESET 0103 Introduction to Electronics Theory: 1 semester hour.***

Fundamentals of DC electronics - soldering, DC analysis, electrical units, Ohm's Law, series and parallel resistive circuits, and related algebraic principles. D

**ESET 0103L Introduction to Electronics Lab: 1 semester hour.**

Experiments in DC electronic circuits covered in ESET 0103, using electronic components, equipment, and tools. D

**ESET 0104 DC Electronics Principles Theory: 2 semester hours.**

Fundamentals of DC electronics - voltage and current, meters, network theorems, and related algebraic principles. D

**ESET 0104L DC Electronics Principles Lab: 2 semester hours.**

Experiments in DC electronic circuits analyzing voltage and current, meters, and network theorems. D

**ESET 0105 AC Electronics Principles Theory: 4 semester hours.**

Electronics AC fundamentals - magnetism, inductors, capacitors, AC-DC network analysis, and related algebraic principles. D

**ESET 0105L AC Electronics Principles Lab: 2 semester hours.**

Experiments in basic AC electronic circuits topics covered in ESET 0105, using electronic components, equipment, and tools to analyze current and voltage. D

**ESET 0106 Electronic Principles Capstone: 2-8 semester hour.**

Fundamentals of DC and AC electronics: safety, soldering, electrical units, Ohm's Law, series and parallel resistive circuits, voltage and current, meters, network theorems, magnetism, inductors, capacitors, and AC-DC network analysis. D

**ESET 0107 Principles of Control Devices Theory: 3 semester hours.**

Comprehensive study of semiconductors, power supplies, transistor amplifiers, operational amplifiers, and related algebraic principles. COREQ: ESET 0107L. PRE-or-COREQ: ESET 0106. D

**ESET 0107L Principles of Control Devices Lab: 3 semester hours.**

Experiments involving semiconductors, power supplies, transistor amplifiers, and operational amplifiers. COREQ: ESET 0107. PREREQ: ESET 0106. D

**ESET 0108 Principles of Digital Devices: 2 semester hours.**

Digital fundamentals including logic gates, Boolean algebra, combination logic circuits, digital registers, counters, and timing circuits, and related algebraic principles. COREQ: ESET 0108L. PREREQ: ESET 0106. D

**ESET 0108L Principles of Digital Devices Lab: 2 semester hours.**

Experiments involving digital fundamentals including logic gates, Boolean algebra, combination logic circuits, digital registers, counters, and timing circuits. COREQ: ESET 0108. PREREQ: ESET 0106. D

**ESET 0120 Introduction to Energy Systems: 2 semester hours.**

Basic terminology and functions of power generation processes, equipment, and material. Introduction to Rankin, Carnot, and Brayton cycles and principles of heat transfer and fluid flow. COREQ: ESET 0120L. F, D

**ESET 0120L Introduction to Energy Systems Laboratory: 1 semester hour.**

Laboratory exercises in the maintenance and function of selected power plant process equipment, primary process equipment, and their sub-components. COREQ: ESET 0120. F, D

**ESET 0121 Basic Electricity and Electronics: 4 semester hours.**

Fundamental principles of electricity, Ohm's law, Kirchoff's laws, and circuit analysis applied to DC and AC circuits. COREQ: ESET 0121L. F, D

**ESET 0121L Basic Electricity and Electronics Laboratory: 4 semester hours.**

Basic principles of electrical measurement and testing of DC and AC circuits. COREQ: ESET 0121. F, D

**ESET 0122 Electrical Systems and Motor Control Theory: 2 semester hours.**

Introduction to electrical system distribution and basic motor control including two- and three-wire control using a variety of devices and motor magnetic controllers. Control relays, time relays, solenoid valves, latching relays, and motor control centers. PREREQ: ESET 0121 and ESET 0121L or permission of instructor. COREQ: ESET 0122L. S, D

**ESET 0122L Electrical Systems and Motor Control Theory Laboratory: 1 semester hour.**

Applications of electrical systems and motor controls. PREREQ: ESET 0121 and ESET 0121L or permission of instructor. COREQ: ESET 0122. S, D

**ESET 0123 Mechanical Power Transmission: 2 semester hours.**

Bearings, belt and mechanical devices, chain and chain drives, couplings, clutches, gears, and fluids in the transmission of power used in the industrial processes. PREREQ: ESET 0121 and ESET 0121L or permission of instructor. COREQ: ESET 0123L. S, D

**ESET 0123L Mechanical Power Transmission Laboratory: 4 semester hours.**

The application of bearings, belt and mechanical drives, chain and chain drives, couplings, clutches, gears, and fluids in the transmission of power used in the industrial processes. PREREQ: ESET 0121 and ESET 0121L or permission of instructor. COREQ: ESET 0123. S, D

**ESET 0124 Mechanical Systems and Machine Design: 2 semester hours.**

Design considerations for machine elements used in mechanisms and machines, including advanced strength of materials; material selection; shaft design; selection of gear, chain, and belt drives; design and selection of bearings; design of brakes and clutches; and characteristics and selection of electric motors. PREREQ: ESET 0122. S, D

**ESET 0141 Applied Mathematics I: 4 semester hours.**

Basic math as it applies to Electrical Theory; includes algebraic and trigonometric topics as they relate to DC and AC (sine wave) circuit analysis. D

**ESET 0142 Applied Mathematics II: 4 semester hours.**

Continuation of ESET 0141. Selected algebraic and trigonometric topics as related to DC and AC (sine wave) circuit analysis with special emphasis on trigonometric solution and vector analysis. D

**ESET 0150 Introduction to Wind Energy Systems: 2 semester hours.**

Investigate how wind power works, and its reliability, economics, and environmental implications. Discussion includes turbine types, their development, and their current status. The operating experiences and economic status of the industry will be evaluated. Students will be expected to carry out research and present reports on selected turbines. COREQ: ESET 0150L. F, D

**ESET 0150L Introduction to Wind Energy Systems Laboratory: 1 semester hour.**

Wind energy applications and basic operating principles. Laboratory exercises in maintenance and function of selected wind power systems and process. COREQ: ESET 0150. F, D

**ESET 0151 Nuclear Industry Fundamental Concepts: 4 semester hours.**

Introduces fundamental concepts used throughout the nuclear industry as an integral part of daily operations. Topics include Human Performance Enhancement (HPE) fundamentals, an introduction to the Systematic Approach to Training (SAT), conduct of On-The-Job training (OTJ) and Task Performance Evaluation (TPE), Foreign Material Exclusion (FME), and an overview of the FirstEnergy Nuclear Operating Corporation (FENOC) safety manual. COREQ: ESET 0151L. F

**ESET 0151L Nuclear Industry Fundamental Concepts Lab: 1 semester hour.**

Laboratory applications of nuclear industry operations. It includes OSHA compliance courses required by nuclear facilities. COREQ: ESET 0151. F

**ESET 0160 Introduction to Renewable Energy: 4 semester hours.**

An exploration of the technologies of renewable energy, emphasizing physical principles and practical applications of wind, solar, and biomass forms of energy production. COREQ: ESET 0160L. S, D

**ESET 0160L Introduction to Renewable Energy Lab: 2 semester hours.**

Application of principles and practical applications of wind, solar, and biomass forms of energy production. COREQ: ESET 0160. S, D

**ESET 0161 Applications of Physics and Earth Science: 3 semester hours.**

Concepts and applications of physics and earth science addressing the function of mechanics, heat, wave motion, electricity, magnetism, light and the dynamic aspects of weather and climate from global to local scales with emphasis on how these affect energy production and use. F, D

**ESET 0162 Industrial Health and Safety: 2 semester hours.**

An overview of legislation, worker's compensation, hazard recognition, and safety planning. Includes basic engineering solutions. Addresses employee safety training requirements, recordkeeping, safety inspections, and program planning in the construction industry. Includes First Aid training and responder certification. F, D

**ESET 0199 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**ESET 0200 Applications of Electronic Electrical and Power Systems Control Fundamentals and Safety: 6 semester hours.**

Overview and application of electronic sensors, thyristor power control circuits, and networks. Electrical motor control, relays, timers, PLCs, and computer software used to design and verify motor control circuits. Basic process control print reading and device calibration methods. Includes troubleshooting techniques and safety practices. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0201 Electronics for Instrumentation and Control: 2 semester hours.**

Electronic theory and laboratory addressing the components, functions and configurations of power, multistage differential and operational amplifiers, oscillators, thyristors, power control and regulation circuits, sensors, and networks. Laboratory based learning experiences strengthen principles. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0202 Introduction to Fiber and Electro Optics: 2 semester hours.**

Fundamental physics of fiber/electro-optics, electro-optical spectrum, EO detectors, and arrays, IR sources, IR optical systems, light transmission/propagation, nonlinear optics, laser bandwidth, power supplies, optical fibers, fiber installation, testing, and maintenance. Lecture/Laboratory. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0203 Fundamentals of Electrical Generation: 2 semester hours.**

Introduction to generator and prime mover principles covering major sources of utility generation. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0204 Process Control Devices: 2 semester hours.**

Electronic control device theory and laboratory including sensors, device communication, controller fundamentals, control loops and loop tuning, device and system calibration and diagnostics, heat transfer, fluid flow, and refrigeration control. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0205 Fundamentals of Control Logic: 2 semester hours.**

Introduction to control logic, relay logic principles, electronics in logic, logic and control drawings, fundamentals of programmable logic controllers (PLCs), and electrical automation concepts. Lecture/Laboratory. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0206 Health and Safety in Power Generation: 1 semester hour.**

Regulatory and practical considerations of occupational health and safety associated with working with power generation systems. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. Su, D

**ESET 0210 Principles of Power Generating Systems: 2 semester hours.**

Transmission lines, generator and transformer characteristics, and fault detection and correction. Emphasis on circuit performance addressing voltage regulation, power factor, and protection devices. Lecture/Laboratory. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0211 Sensors and Control Devices: 2 semester hours.**

Theory and application of control devices, sensors, timers, relays. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0212 Electrical Systems Documentation and Standards: 1 semester hour.**

Introduction to print reading, technical specifications, print annotation, report writing, and electrical codes. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0213 Motors Generators and Industrial Electrical Systems: 2 semester hours.**

The construction, design aspects and theory of operation of DC, single and poly-phase motors, variable frequency motor control, electrical switch-boards and electrical distribution systems. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0214 Motor Control Laboratory: 1 semester hour.**

Applications of AC and DC motor control theory and motor protection systems. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0215 Controller Laboratory: 1 semester hour.**

Applications of Programmable Logic Controls and DCS including I-O configuration, Ladder logic design and function block use. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0216 Sensors and Control Device Laboratory: 1 semester hour.**

Laboratory applications of sensors (including photoelectric and proximity types), relay and timer circuits, and application of automation devices. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0217 Motor Generator and Electrical Systems Laboratory: 2 semester hours.**

Installation, setup, control, maintenance, and troubleshooting of AC and DC motors, electrical device installations and industrial safety and proper tool usage. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0218 Discrete Control Systems: 2 semester hours.**

Discrete control concepts of power system operation including motor operated valve control, turbine sequencing and electrical system protection. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0220 Thermal Cycles and Heat Transfer: 2 semester hours.**

Introduction to the Rankin, Carnot, and Brayton cycles. Includes principles of heat transfer and fluid flow and thermodynamic principles. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0221 Boiler Reactor and Turbine Principles: 2 semester hours.**

Survey of various boiler types and principles of combustion, overview of reactor principles and steam generation, turbine types and principles of operation. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0222 Process Control Theory: 3 semester hours.**

Electronic instruments-sensors, indicators, transmitters, computing relays, electro-optics, electronic controllers, ratio control, cascade control, recorders, analytical equipment, troubleshooting. COREQ: ESET 0226. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0223 Digital Control Theory: 2 semester hours.**

Digital systems, digital control, analog-to-digital and digital-to-analog interfacing, signal conditioning, programmable controllers, computer application. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0224 Measurement Theory: 2 semester hours.**

Calibration calculations, pressure scales, level considerations, specific gravity, elevation suppression, closed and open systems, temperature scales, thermocouple and RTD values, bulb and capillary devices, heat transfer, flow with square root linearization, gas flow measurement calculations, mass flow, humidity measurements, PH measurements. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0225 Instrument Calibration Laboratory: 1 semester hour.**

Use of test equipment, power supplies, current and volt measurements, use of oscilloscope, capacitor checker, decade box, Wheatstone bridge, transmitter simulator, manometers, pressure calibration devices. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0226 Process Control Devices Laboratory: 1 semester hour.**

Set up, maintenance and troubleshooting of electronic sensors, indicators, transmitters, relays recorders, and controllers, transmission with twisted pair, fiber optics, smart systems, and analytical equipment. COREQ: ESET 0222. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0227 Digital Control Systems Laboratory: 1 semester hour.**

Computer and programmable controller interfacing with transmitters and final elements, PID loops, auto tuning, set up to complete control loops, computer graphics. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0228 Measurements Laboratory: 1 semester hour.**

Calibration of transmitters, simulation of process variables, temperature, pressure, level flow, and humidity control loops. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0230 Communication Circuits: 2 semester hours.**

Communication and various types of data and information transfer circuits. Analysis of the various types of communication available and their principles of operation. COREQ: ESET 0230L. F, D

**ESET 0230L Communications Circuits Laboratory: 1 semester hour.**

Laboratory applications and explorations of various communication circuit types. Includes installation and maintenance considerations of the various types of communication available. COREQ: ESET 0230. F, D

**ESET 0231 Microcontrollers: 2 semester hours.**

Principles of motor controls, microcontroller and programmable logic controller (PLC) programming including I/O devices and integration of process control principles. COREQ: ESET 0231L. F, D

**ESET 0231L Microcontrollers Laboratory: 1 semester hour.**

Applications of motor controls, microcontroller and programmable logic controller (PLC) programming, including I/O device connections and interface to final elements of process control systems. COREQ: ESET 0231. F, D

**ESET 0232 Electrical Machines: 3 semester hours.**

Energy storage, transfer, and conversion, force and emf production, coupled circuit analysis of systems with both electrical and mechanical inputs. Applications to electric motors and generators and other electromechanical transducers. COREQ: ESET 0232L. F, D

**ESET 0232L Electrical Machines Laboratory: 3 semester hours.**

Laboratory applications of electrical machines including testing, evaluation and industry best practices for installation and troubleshooting. COREQ: ESET 0232. F, D

**ESET 0233 Electrical Power Systems: 3 semester hours.**

The electric power industry, operation of power systems, load flow, fault calculations, economic dispatch and general technical problems of electric power networks. COREQ: ESET 0233L. S, D

**ESET 0233L Electrical Power Systems Laboratory: 3 semester hours.**

Applications and laboratory studies of power network principles, equipment application and device evaluation. COREQ: ESET 0233. S, D

**ESET 0235 Power Electronic Circuits: 2 semester hours.**

Electronic theory addressing power electronic components, functions and configurations of power, multistage differential and operational amplifiers, oscillators, thyristors, power control and regulation circuits, sensors and networks. COREQ: ESET 0235L. S, D

**ESET 0235L Power Electronic Circuits Laboratory: 1 semester hour.**

Electronic laboratory addressing the components, functions and configurations of power, multistage differential and operational amplifiers, oscillators, thyristors, power control and regulation circuits, sensors and networks. COREQ: ESET 0235. S, D

**ESET 0240 Pumps: 3 semester hours.**

Introductory hydraulic engineering concepts that pertain to centrifugal pumps, including pump seals, packing techniques, and bearings. Operation and maintenance of various industrial pump types. Emphasis on centrifugal pump maintenance and repair. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0240L. F, D

**ESET 0240L Pump Applications Laboratory: 3 semester hours.**

Applications in the installation, testing, and maintenance of various pump types. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0240. F, D

**ESET 0241 Valves and Piping: 3 semester hours.**

Introduction to basic construction, components, materials, and function of valve types common to power generation systems. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0241L. F, D

**ESET 0241L Valves and Piping Applications Lab: 2 semester hours.**

Applications of valve installation and maintenance including valve disassembly, reassembly, maintenance, and quality control practices. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0241. F, D

**ESET 0242 Process Measurements for Mechanical Engineering Technology: 2 semester hours.**

Principles of temperature, pressure, strain, flow, force, and vibration measurements. Techniques of computerized data acquisition and reduction. Lecture plus laboratory work in selected topics. F, D

**ESET 0243 Fluid and Pneumatic Power: 2 semester hours.**

Review fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component, and terminology. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0243L. F, D

**ESET 0243L Fluid and Pneumatic Power Laboratory: 2 semester hours.**

Applications of fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component operation, and terminology. PREREQ: ESET 0123 and ESET 0123L or permission of instructor. COREQ: ESET 0243. F, D

**ESET 0244 Rotating Equipment Maintenance: 4 semester hours.**

Predictive maintenance techniques as a tool for prolonging equipment life and preventing problems. Includes vibration, lubricant and trend analysis techniques for extending bearing life. Machine, shaft, and gear alignment practices and methods as a procedure to extend the life of bearings, couplings, seals, and to reduce vibration in equipment, components and gears. COREQ: ESET 0244L. PREREQ: ESET 0123 and 0124. S, D

**ESET 0244L Rotating Equipment Maintenance Lab: 3 semester hours.**

Applications and use of tools and equipment used in the reliability maintenance process. Includes use of alignment tools, vibration data collection, oil analysis, and infrared testing. COREQ: ESET 0244. PREREQ: ESET 0124 or permission of instructor. S, D

**ESET 0245 Fundamentals of Heat Exchangers: 2 semester hours.**

Introduces construction of various heat exchanger types and their operation. Includes flow patterns, temperature profiles, and analysis techniques to determine performance and efficiency. S, D

**ESET 0246 Materials and Metallurgy: 2 semester hours.**

Lecture, demonstration, and laboratory emphasizing the practical approach to basic principles of materials and metallurgical science, including behavior of materials under various conditions. S, D

**ESET 0247 Wind Energy Control Systems: 2 semester hours.**

Measurement and control of mechanical and electrical systems, techniques of computerized data acquisition and reduction, electrical interconnection issues, technical challenges, safety issues, and metering associated with renewable resource generation. Discussion of operation, dispatch, and control of wind systems their management and planning. PREREQ: ESET 0231 and ESET 0231L or permission of instructor. COREQ: ESET 0247L. S, D

**ESET 0247L Wind Energy Control Systems Laboratory: 1 semester hour.**

Applications measurement and control of mechanical and electrical systems used in wind energy. PREREQ: ESET 0231 and ESET 0231L or permission of instructor. COREQ: ESET 0247. S, D

**ESET 0248 Power Plant Drawings: 3 semester hours.**

Covers the use of and relationship among typical drawings found at a nuclear power plant. Topics include using mechanical, electrical, and isometric drawings; the information contained in the lead sheet of a set of drawings; the use of notes and legends; standard symbology used in engineering drawings; and the use of various types of drawings together in order to perform work, locate components, or use for other typical applications. PREREQ: ESET 0151 and ESET 0151L. F

**ESET 0249 Reactor Plant Materials: 3 semester hours.**

Provides an understanding of the various materials used in the operation of a nuclear power plant. Topics include phase equilibria of materials, mechanical properties and behavior of materials, environmental effects on materials, and nuclear specific topics such as fuel pellets, fuel rod cladding, control rods, radiation effects on materials, enrichment of radioactive isotopes, and fuel pellet fabrication. PREREQ: ESET 0151 and ESET 0151L. F

**ESET 0250 Radiation Detection and Protection: 3 semester hours.**

The theory, application, detection, and shielding of the various types of radiation. Includes detection devices such as typical survey meters, core power detectors, and personnel monitoring devices. Discussion of how exposure to radiation can be minimized and the biological impact of radiation. PREREQ: ESET 0151 and ESET 0151L. F

**ESET 0251 Reactor Theory Safety and Design: 3 semester hours.**

Provides an understanding of the principles of reactor theory, including the fission process; the neutron life cycle; the concepts of subcritical multiplication, criticality and reactivity; thermal limits and their importance to operation; the functions and construction of fission product barriers; the practical application of the concepts of defense in depth and redundancy; and the roles of the various employees in reactor safety. PREREQ: ESET 0248, ESET 0249, and ESET 0250. S

**ESET 0252 Power Plant Components: 3 semester hours.**

Introduces fundamental components and pieces of equipment that are used throughout electrical power generating facilities such as pumps, valves, heat exchangers, motors, and generators. Includes purpose, construction, theory of operation, and typical maintenance requirements of these devices. PREREQ: ESET 0248, ESET 0249, and ESET 0250. S

**ESET 0253 Introduction to the Smart Electric Power Grid: 2 semester hours.**

Overview of the technologies used in Smart Grid to enhance reliability, security, robustness and efficiency of transmission and distribution systems. The course addresses advanced metering infrastructure, home-area networks, micro-grids, real-time pricing, plug-in hybrid vehicles, demand response, and load curve shaping. Included is an in-depth look at the Smart Grid's benefits and potential impact on our energy consumption. COREQ: ESET 0254, ESET 0255, ESET 0256, ESET 0257, ESET 0258, ESET 0259. PREREQ: Smart Grid major or instructor approval. F



**ESET 0254 Smart Grid Design and Integration: 2 semester hours.**

Overview of Smart Grid design including combination of technology, utility, and consumer considerations. The rapid changes in communications and power infrastructure in the grid will be presented. Included are Smart Grid applications such as Demand Response, real-time pricing, Home Area Networks, Advanced Metering Systems, smart loads and appliances. COREQ: ESET 0253, ESET 0255, ESET 0256A, ESET 0257, ESET 0258, and ESET 0259. F

**ESET 0255 Electric Power Transmission and Distribution Systems: 3 semester hours.**

Essential information regarding the transmission and distribution of electric power, including components of transmission lines, transformers and switchgear, substations, and electric power distribution systems. Wide-ranging information related to electric service loads as well as operational aspects and costs involved in transmitting and distributing electric power. The potential trends of electric power transmission are also discussed. COREQ: ESET 0253, ESET 0254, ESET 0256A, ESET 0257, ESET 0258, and ESET 0259. F

**ESET 0256A Renewable Electrical Energy and Grid Integration: 2 semester hours.**

Assesses existing renewable resources such as wind, solar, geothermal, hydro, tidal, wave power, and biomass and their integration into the electric power grid and various energy storage methods to accommodate the intermittent nature of these resources. Economic constraints, environmental benefits, and institutional regulations are considered. COREQ: ESET 0253, ESET 0254, ESET 0255, ESET 0257, ESET 0258, and ESET 0259. F

**ESET 0257 Fundamentals of Modern Protective Relaying: 3 semester hours.**

Provides a comprehensive understanding of the principles of digital power system relaying and protection applications. Examines the major components of a power system as well as basic theory and protection principles. COREQ: ESET 0253, ESET 0254, ESET 0255, ESET 0256A, ESET 0258, and ESET 0259. F

**ESET 0258 Smart Grid Command and Control: 3 semester hours.**

Smart Grid is built upon the concept of computerized command and control over a parallel data network to improve efficiency and reliability of electrical power distribution. This course builds understanding of the control network from the generation site to the end appliance in a residential home, including networking theory, efficacy of various radio technologies, protocols, and security issues. COREQ: ESET 0253, ESET 0254, ESET 0255, ESET 0256A, ESET 0257, and ESET 0259. F

**ESET 0259 SCADA and Telemetry: 5 semester hours.**

Explains the parts and technologies that make up a Supervisory Control and Data Acquisition (SCADA) system and provides tools used in applying the technology to Smart Grid. This course addresses the various components of a SCADA system including sensor and telemetry components, the background and history of component technologies, and the base standards that apply to SCADA installations. In this course students will design a SCADA system for potential application in Smart Grid, identify the limitations of SCADA systems and vulnerabilities of the design, determine the "scan time" required for SCADA systems of various sizes, and evaluate the Human Machine Interface requirements for the system. COREQ: ESET 0253, ESET 0254, ESET 0255, ESET 0256A, ESET 0257, and ESET 0258. F

**ESET 0270 Foundations and Principles of Robotic Operation: 2 semester hours.**

Mechanics of robotic manipulator/control systems, programming of robot actions, application and troubleshooting techniques of solid-state devices used in logic controlled systems. Principles of industrial measurement/control, robotics, machine language, and A-D/D-A conversion. D

**ESET 0271 Radio Frequency and Telecommunications Systems I: 7 semester hours.**

Addresses the specific needs of individuals for theoretical study of radio frequency/telecommunications circuits, RF wideband and narrow band amplifiers, electronic switching/programming and digital data communications systems that utilizes laboratory information from ESET 0272. RF/Telecommunications test equipment, radio frequency generation, reception, amplification, modulation, and radiation at appropriate intervals through the HF, VHF, UHF, and SHF radio frequency spectrum. D

**ESET 0272 Radio Frequency and Telecommunications I Laboratory: 7 semester hours.**

Practical application of radio frequency/telecommunications circuits, RF wideband and narrow band amplifiers, electronic switching/programming and digital data communications that utilizes theory studied in ESET 0271. RF/telecommunication test equipment, radio frequency generation, reception, amplification, modulation and radiation at appropriate intervals through the HF, VHF, UHF, and SHF radio frequency spectrum. D

**ESET 0273 Radio Frequency and Telecommunications Systems II: 6 semester hours.**

Theoretical application of radio frequency/telecommunications circuits, electronic switching/programming and digital data communications utilizing laboratory/experiments developed in ESET 0274. RF/telecommunication test equipment, mobile telephone, carrier fundamentals, repeater systems, fiber optic principles, microwave, antennas and transmission line system concepts are emphasized. D

**ESET 0274 Radio Frequency and Telecommunications Laboratory II: 3 semester hours.**

Practical application of radio frequency/telecommunications utilizing ESET 0273, Radio Frequency/Telecommunications Systems II. RF/Telecommunication test equipment, mobile telephone carrier fundamentals, repeater systems, fiber optic principles, microwave, antennas, and transmission line systems concepts are emphasized. D

**ESET 0275 Radio Frequency and Telecommunications Laboratory III: 3 semester hours.**

Continuation of ESET 0274. D

**ESET 0276 Coop: 1-4 semester hour.**

Students pursue on-the-job training in the electronic information systems industry which satisfies competencies in lieu of radio frequency/telecommunications lab. A Coop agreement must be signed by all parties involved, i.e., student, instructor, and employer. D

**ESET 0280 Capstone and Case Studies in Nuclear Engineering Technology: 2 semester hours.**

An examination of case studies from the nuclear power industry and from other industries. Discussion of precursors to poor decision making and how the proper use of human performance enhancement (HPE) and event free tools can minimize the risks of accidents. PREREQ: ESET 0248, ESET 0249, and ESET 0250. S

**ESET 0281 Critical Infrastructure Data Security: 3 semester hours.**

Introduction to data security issues including basic encryption and decryption techniques and secure encryption systems. Study includes cryptographic protocols and practices, security in networks and distributed systems and legal and ethical issues in computer security. COREQ: ESET 0282, ESET 0283, ESET 0284, ESET 0285, and ESET 0286. PREREQ: Prior AAS in an Energy System program or instructor approval. S, D

**ESET 0282 Wireless Network Security: 3 semester hours.**

Overview of wireless networks with a focus on threats, discussion of proposed solutions and their limitations. Topics will include authentication, secure hand-offs, key management in wireless networks, attacks on MAC protocols, selfish and malicious behavior in wireless routing protocols, secure multicast. COREQ: ESET 0281, ESET 0283, ESET 0284, ESET 0285, and ESET 0286. PREREQ: Prior AAS in Energy System program or instructor approval. S, D

**ESET 0283 Information System Security Design: 3 semester hours.**

Examination of the design methods and techniques for the development of safety and security critical information systems. Secure software design and implementation and information infrastructure maintenance and reliability are examined. An overview of the development of specification, design and analysis of mission-critical system attributes. COREQ: ESET 0281, ESET 0282, ESET 0284, ESET 0285, and ESET 0286. PREREQ: Prior AAS in Energy System program or instructor approval. S, D

**ESET 0284 Risk Management for Critical Data Systems: 3 semester hours.**

Risk analysis and threat profiling for mission critical information systems. Adversarial analysis and countermeasure synthesis processes are studied. Policy development and implementation strategies and Incident handling and response procedures are discussed. COREQ: ESET 0281, ESET 0282, ESET 0283, ESET 0285, and ESET 0286. PREREQ: Prior AAS in an Energy System program or instructor approval. S, D

**ESET 0285 Information System Reliability: 3 semester hours.**

Design and analysis methods for high security control and data systems. System reliability and security requirements. Specification of mission-critical system properties. Software and hardware validation, verification, and certification. COREQ: ESET 0281, ESET 0282, ESET 0283, ESET 0284, and ESET 0286. PREREQ: Prior AAS in an Energy System program or instructor approval. S, D

**ESET 0286 Critical Network Security: 3 semester hours.**

Comprehensive review and analysis of current and developing control and data system networks. Host-based and network-based intrusion detection, anomaly and misuse detection. Network security appliances, including firewalls and access control devices. Procurement and installation of network, hardware and software systems for mission critical enterprises. COREQ: ESET 0281, ESET 0282, ESET 0283, ESET 0284, and ESET 0285. PREREQ: Prior AAS in an Energy System program or instructor approval. S, D

**ESET 0290 Energy Systems Theory I: 8 semester hours.**

Theory in application of energy systems control devices, sensors, timers, relays, programmable controllers, electrical code, print reading, single phase, split phase, three phase and variable frequency motor control, and interfacing with devices used in automated electrical power generation facilities. COREQ: ESET 0290L. F, D

**ESET 0290L Energy Systems Laboratory I: 5 semester hours.**

Experiments in motor control circuits, relay and ladder logic circuits, computer interfacing with programmable controllers, transformers, timers, sensors, variable frequency controllers, thyristor circuits, troubleshooting electrical devices, and adapting relay logic circuits to programmable controllers. COREQ: ESET 0290. F, D

**ESET 0291 Energy Systems Theory II: 8 semester hours.**

Theory in the application of Energy Systems control devices that measure and control pressure, temperature, level, flow, humidity, PH, viscosity, velocity, volume, density, conductivity and composition; instruction in calibration and test procedures used to install, maintain, and troubleshoot components common to industrial facilities. COREQ: ESET 0291L. S, D

**ESET 0291L Energy Systems Laboratory II: 4 semester hours.**

Application of Energy Systems control devices including: calibration of transmitters, recorders, indicators, and controllers. Interfacing pneumatic, electrical, electronic, hydraulic, programmable controllers, and computer devices. PID control loop tuning, installation and troubleshooting of working systems. COREQ: ESET 0291. S, D

**ESET 0292 Electrical Engineering Technology I: 7 semester hours.**

Theory involving communication and various data and information transfer circuits, principles of motor controls, microcontroller and programmable logic controller (PLC) programming, and electrical machines including energy storage, transfer, and conversion applicable to electric motors, generators, and other electromechanical transducers. COREQ: ESET 0292L. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0292L Electrical Engineering Technology I Laboratory: 5 semester hours.**

Lab involving communication and various data and information transfer circuits, principles of motor control, microcontroller and programmable logic controllers (PLC) programming, and electrical machines including energy storage, transfer, and conversion applicable to electric motors, generators, and other electromechanical transducers. COREQ: ESET 0292. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. F, D

**ESET 0293 Electrical Engineering Technology II: 5 semester hours.**

Electrical power industry theory addressing generation, operations and distribution of power systems including electronic components, functions, and configurations of power, amplifiers, oscillators, thyristors, power control and regulation circuits, sensors, and networks. COREQ: ESET 0293L. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0293L Electrical Engineering Technology II Laboratory: 4 semester hours.**

Electric power generation lab, electric power distribution lab, and electric power industry lab addressing operations of power systems including electronic components, functions, and configurations of power, amplifiers, oscillators, thyristors, power control and regulation circuits, sensors and networks. COREQ: ESET 0293. PREREQ: ESET 0101, ESET 0101L, ESET 0102, ESET 0102L, ESET 0141, ESET 0142, or permission of instructor. S, D

**ESET 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. F, S, D

**ESET 0297 Internship: 1-8 semester hour.**

On-the-job placement providing work experience for persons pursuing careers in electronics technology. PREREQ: Permission of instructor. D

**ESET 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. F, S, D

## Instr and Auto Engr Tech Courses

**INST 0140 Introduction to Motors and Motor Control Theory: 2 semester hours.**

Introduces basic motors and motor control. Fundamentals of AC and DC motors; includes two-wire and three-wire controls using various controllers, control relays, timing relays, solenoid valves, latching relays, and motor control centers. Computer software used to design and verify motor control circuits. S

**INST 0220 Introduction to Programmable Logic Controllers: 3 semester hours.**

Ladder format, I-O instructions, external devices, operating cycle, relays, timers, counters, sequencers, shift registers, analog applications, math blocks, and troubleshooting. F, S

**INST 0236 Applications of Electronic Electrical and Industrial Process Control Fundamentals: 6 semester hours.**

Application of electronic sensors, thyristor circuits, and networks. Electrical motor control, relays, timers, and PLCs. Computer software used to design and verify motor control circuits, variable frequency drives, and interface methods for controllers. Basic process control, print reading, and device calibration methods. Troubleshooting techniques and safety practices. D

**INST 0240 Theory: 2 semester hours.**

Basic concepts of process control devices, calibration and test equipment, diagrams and symbols. F, S, Su

**INST 0242 Theory: 2 semester hours.**

Electronic instruments-sensors, indicators, transmitters, computing relays, electro-optics, electronic controllers, ratio control, cascade control, recorders, analytical equipment, troubleshooting. F, S, Su

**INST 0250 Laboratory: 1 semester hour.**

Use of test equipment, power supplies, current and volt measurements, use of oscilloscope, capacitor checker, decade box, Wheatstone bridge, transmitter simulator, manometers, pressure calibration devices. F, S, Su

**INST 0251 Laboratory: 1 semester hour.**

Set up, maintenance, and troubleshooting of pneumatic control systems, air supply, air regulators, pressure gauges pneumatic transducer calibration, control valve operation with and without positioner, controller operation set point, measurement error, offset, proportional band, reset, derivative, reverse and direct acting. F, S, Su

**INST 0253 Laboratory: 1 semester hour.**

Computer and programmable controller interfacing with transmitters and final elements, PID loops, auto tuning, set up to complete control loops, computer graphics. F, S, Su

**INST 0254 Laboratory: 1 semester hour.**

Calibration of transmitters, simulation of process variables, temperature, pressure, level flow, and humidity control loops. F, S, Su

**INST 0260 Electrical Systems Documentation and Standards: 2 semester hours.**

Introduction to print reading, technical specifications, print annotation, report writing and Electrical codes. F, S, Su

**INST 0281 Electrical Automation Theory: 8 semester hours.**

Theory of control devices and automated systems, sensors, timers, relays, solenoids, line starters, programmable logic controllers (PLCs), print reading, motor control, programming and interfacing PLCs, Human Machine Interfaces (HMI), variable frequency drives (VFDs), basic Ethernet communication. COREQ: INST 0282. F, S

**INST 0282 Electrical Automation Laboratory: 5 semester hours.**

Application of INST 0281. Design, install, and troubleshoot automated control systems, relays, sensors, solenoids, indicators, timers, transformers, line starters, motors, programmable logic controllers (PLCs), variable frequency drives (VFDs), human machine interfaces (HMIs), basic Ethernet communication. COREQ: INST 0281. F, S

**INST 0288 Directed Studies: 1-8 semester hour.**

Study tailored to individual assignment and reporting under faculty guidance. Student will pursue a unit of activity related to the instrumentation/industrial controls field. May be repeated for a maximum of 16 credits. PREREQ: Permission of instructor. F, S, Su

**INST 0292 Process Measurement and Control Theory: 10 semester hours.**

Theory of pressure, temperature, level, flow, and analytical measurement. Methods of tuning and troubleshooting process control loops. Final element selection and troubleshooting. Fundamentals of thermodynamics and an overview of boiler, turbine, and reactor systems. F, S

**INST 0293 Process Measurement and Control Laboratory: 4 semester hours.**

Application of INST 0292; calibration of transmitters, indicators, and controllers. Interfacing pneumatic, electrical, electronic, and computer devices. PID control loop tuning, installation and troubleshooting of working systems. Connecting and configuring instrumentation for programmable controllers. Process control programming. F, S

**INST 0294 Cooperative Training: 1-16 semester hour.**

Student pursues on-the-job training in the instrumentation/industrial controls industry which satisfies competencies in lieu of instrumentation/industrial controls courses. A University Co-op agreement must be signed by all parties involved. Student will pursue a pre-determined unit of activity related to the field of study. May be repeated for a maximum of 16 credits. PREREQ: Permission of instructor. D

**INST 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Fire Services Administration

One Associate of Science degree (which requires 64 credits) and one Bachelor of Science degree are available in this online program.

As a result of rapid changes in firefighting and the administrative duties currently being experienced in the field, academic degrees are being made available to those who have chosen firefighting as a career to enhance their knowledge base as well as to prepare them for organizational leadership positions.

The National Fire Science Curriculum Committee (NFSCC) of the United States Fire Academy Fire and Emergency Service Higher Education (FESHE) is working to attain the following objectives:

1. Creation of degree programs that teach critical thinking skills by requiring a significant number of general education courses rather than mostly fire science courses;
2. Development of associate degree programs that are transferable to baccalaureate programs;
3. Establishment of a model fire science curriculum at the associate level that universally standardizes what students learn and facilitates the application of these courses toward certification goals; and
4. Collaboration between fire certification and training agencies and academic fire programs.

Because students must complete 36 credits of general education courses in addition to other degree requirements, it is highly recommended that a student meet with an advisor prior to beginning this program. An Associate of Science degree in Fire Services Administration is required for those wishing to pursue a Bachelor of Science in Fire Services Administration.

All Fire Services Administration courses are online. Students must have minimum computer requirements as listed in the program information packet provided at <http://www.isu.edu/ctech/fireservices/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Associate of Science Degree: Fire Services Administration

One of the following courses is required and will partially satisfy General Education Objective 5.

CHEM 1100	Architecture of Matter	4
Or		
CHEM 1101	Introduction to General Chemistry	3
Or		
CHEM 1111	General Chemistry I	4

**University General Education Requirements** (<http://coursecat.isu.edu/academicinformation/generaleducation>) **(36 credits minimum) may be partially met with the following recommended courses:**

ECON 1100	Economic Issues (Each partially satisfies General Education Objective 6)	3
or ECON 2201	Principles of Macroeconomics	
or ECON 2202	Principles of Microeconomics	
PHIL 1103	Introduction to Ethics (Partially satisfies General Education Objective 4)	3
POLS 1101	Introduction to United States Government (Partially satisfies General Education Objective 6)	3
MATH 1153	Introduction to Statistics (Satisfies General Education Objective 3)	3

### Fire Services Administration Core Courses (12 lower division credits)

FSA 1101	Building Construction for Fire Protection	2
FSA 1102	Fire Behavior and Combustion	2
FSA 1103	Fire Prevention	2
FSA 1105	Fire Protection Systems	2
FSA 1106	Principles of Emergency Services	2
FSA 1107	Principles of Fire and Emergency Services Safety and Survival	2

### Fire Services Administration Non-Core Courses (4 credits) <sup>1</sup>

Select TWO of the following:		4
FSA 1104	Fire Protection Hydraulics and Water Supply	
FSA 2201	Fire Administration	
FSA 2202	Legal Aspects of the Emergency Services	

### Additional Electives

Students must complete additional electives to total 64 credits.

<sup>1</sup> Completion of Fire Officer I (90 hours) meets this 4-credit requirement.

## Bachelor of Science Degree: Fire Services Administration

44 upper division credits required in the major.

Lower division (AS requirements), upper division, and electives must total a minimum of 120 credits.

Fire Service Administration majors may earn a degree in Fire Service Administration without an emphasis or a degree in Fire Service Administration with an Emphasis in Political Science.

### Fire Service Administration Degrees-at-a-Distance Courses (44 upper division credits)

FSA 3323	Fire and Emergency Services Administration	3
FSA 3324	Analytic Approaches to Public Fire Protection	3
FSA 3325	Personnel Management for the Fire Service Administrator	3
FSA 3326	Fire Prevention Organization and Management	3
FSA 3327	Fire-Related Human Behavior	3
FSA 3328	Disaster Planning and Control	3
FSA 3329	Political and Legal Foundations of Fire Protection	3
FSA 3330	Fire Protection Structures and Systems	3
FSA 3331	Community Risk Reduction for Fire and Emergency Services	3
FSA 3332	Fire Investigation and Analysis	3
FSA 3333	Applications of Fire Research	3
FSA 3334	Fire Dynamics	3
FSA 3335	Emergency Medical Services Administration	3
FSA 3336	Managerial Issues of Hazardous Materials	3

Select ONE additional course from the following: 2

FSA 4403	Field Study
FSA 4409	Practicum-Internship

## Political Science Emphasis (15 credits) <sup>2</sup>

This emphasis fulfills upper division elective requirements and requirements for a minor in Political Science and is recommended for students seeking a Master of Public Administration degree.

POLS 2202	Introduction to Politics Critical Thinking and Analysis	3
Six credits of political science core curriculum courses (excluding POLS 4460)		6
Six credits of elective political science courses (excluding POLS 4459)		6

<sup>2</sup> POLS 1101, Introduction to United States Government, is required for the minor if coursework is not complete in Fire Services Administration Associate degree.

### Courses

**FSA 1101 Building Construction for Fire Protection: 2 semester hours.**

Components of building construction related to fire and life safety. Firefighter safety, elements of construction and design of structures, building inspection, preplanning fire operations, and operating at emergencies. D

**FSA 1102 Fire Behavior and Combustion: 2 semester hours.**

Theories and fundamentals of fire: start, spread, and control. D

**FSA 1103 Fire Prevention: 2 semester hours.**

Comprehensive history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards; and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire- and life-safety education. D

**FSA 1104 Fire Protection Hydraulics and Water Supply: 2 semester hours.**

Principles and theories in the use of water in fire protection and hydraulic principles to analyze and solve water supply problems. D

**FSA 1105 Fire Protection Systems: 2 semester hours.**

Design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers. D

**FSA 1106 Principles of Emergency Services: 2 semester hours.**

Overview of fire protection. Includes philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; fire strategy and tactics. D

**FSA 1107 Principles of Fire and Emergency Services Safety and Survival: 2 semester hours.**

This course introduces the basic principles and history of the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services. D

**FSA 2201 Fire Administration: 2 semester hours.**

Organization and management of a fire department and the relationship of government agencies to the fire service. Emphasis on fire service leadership from the perspective of the company officer. D

**FSA 2202 Legal Aspects of the Emergency Services: 2 semester hours.**

Federal, State and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of relevant court cases. D

**FSA 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. D

**FSA 2298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**FSA 2299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**FSA 3323 Fire and Emergency Services Administration: 3 semester hours.**

Organization and management in the fire services, including new technologies and changing organizational structures, personnel functions, manpower and training, statistics and reporting systems, and the managing of finances and other resources. PREREQ: FSA 1106 and FSA 2201. D

**FSA 3324 Analytic Approaches to Public Fire Protection: 3 semester hours.**

Introduction to systems analysis procedures and applications in fire protection, including systems thinking, statistical analysis, concepts and their application, system models, gathering and presenting data, fire incident analysis, financial analysis, performance surveys, using results, and public fire protection. PREREQ: FSA 1104, FSA 1105, and FSA 1106. D

**FSA 3325 Personnel Management for the Fire Service Administrator: 3 semester hours.**

Relationships and issues in personnel administration and human resource development within the context of fire-related organizations. PREREQ: FSA 1106, FSA 2201, and FSA 2202. D

**FSA 3326 Fire Prevention Organization and Management: 3 semester hours.**

Techniques, procedures, programs, and agencies involved with fire prevention, including concepts of fire prevention, governmental and non-governmental fire prevention functions, organizing fire prevention efforts, fire safety-related codes, effective fire inspection, and evaluation of fire safety efforts. PREREQ: FSA 1103 and FSA 1106. D

**FSA 3327 Fire-Related Human Behavior: 3 semester hours.**

Human behavior in fires and disasters, arson, fire fighting, code compliance, and public fire education. Includes individual and group response during fire emergencies, fire's impact on individuals, families and the community, juvenile fire setters, arson, special populations, and the psychological impact of fire. PREREQ: FSA 1106. D

**FSA 3328 Disaster Planning and Control: 3 semester hours.**

Concepts and principles of community risk assessment, planning, and response to fires and natural disasters. Introduction to disaster and fire defense planning, fire department disaster planning, the incident command system, mutual aid and automatic response, and training and preparedness. PREREQ: FSA 1106. D

**FSA 3329 Political and Legal Foundations of Fire Protection: 3 semester hours.**

Legal, political and social aspects of the government's role in public safety, including the American legal system, legal processes, legal basis for the fire service, tort liability, negligence and fire suppression, safety, negligent operation, and the legal basis for fire safety regulation. PREREQ: FSA 1106 and FSA 2202. D

**FSA 3330 Fire Protection Structures and Systems: 3 semester hours.**

Design principles involved in structural fire protection and automatic suppression systems, including fire protection of buildings, fire resistance and endurance, computations and evaluation procedures for fire resistance, flame spread evaluation, and smoke production by burning materials. PREREQ: FSA 1105 and FSA 1106. D

**FSA 3331 Community Risk Reduction for Fire and Emergency Services: 3 semester hours.**

Community sociology, the role of fire-related organizations within the community, and their impact on the local fire problems. Introduction of community sociology, the changing nature of fire threat, and fire service relationships within the community. PREREQ: FSA 1103 and FSA 1106. D

**FSA 3332 Fire Investigation and Analysis: 3 semester hours.**

Examines technical investigative, legal and management approaches to the arson problem. Topics include an introduction to the principles of incendiary fire analysis, chemistry of fire, fire propagation and development, incendiary fire susceptibility, incendiary fire motivation, psychological and social motives. PREREQ: FSA 1102 and FSA 1106. D

**FSA 3333 Applications of Fire Research: 3 semester hours.**

Rationale for conducting fire protection research activities and applications, including fire dynamics and fire safety properties, fire test standards and codes, fire modeling, structural fire safety, automatic detections and suppression, life safety, transportation fire hazards, risk analysis and loss control, firefighter health and safety, fire service applied research. PREREQ: FSA 1103 and FSA 1106. D

**FSA 3334 Fire Dynamics: 3 semester hours.**

Fire dynamics within the context of fire fighting, including chemistry, physical processes and fluid dynamics, fire and combustion, explosions, ignition and flame spread, flames and fire plumes, suppression, fire dynamics applications to building codes and large-loss fires, special hazards, and fire modeling. PREREQ: FSA 1102 and FSA 1106. D

**FSA 3335 Emergency Medical Services Administration: 3 semester hours.**

An overview of the management of emergency medical services including organization, budget determination, purchasing and communication. Emphasis on directing and delegation of decision making including managing stress. D

**FSA 3336 Managerial Issues of Hazardous Materials: 3 semester hours.**

Federal and state regulations concerning hazardous materials, including health and safety, the hazardous materials management system, the incident command system, politics of hazmat incident management, site management and control, hazard and risk evaluation, personal protective clothing and equipment, and information management. PREREQ: FSA 1106, FSA 2201, and FSA 2202. D

**FSA 4403 Field Study: 2 semester hours.**

Field experience in directed study in a variety of professional and career-oriented situations. Open to degree candidates only. Graded P/NP

**FSA 4409 Practicum-Internship: 2 semester hours.**

Supervised experience in fire service administration in a variety of command levels and responsibilities. Open to degree candidates only. Graded P/NP

## Geomatics Technology

A Bachelor of Science degree in Geomatics Technology is available.

### Program Objectives

Graduates of the Geomatics Technology program will:

1. Have the basic math and science knowledge and technical skills of the Geomatics Technology discipline appropriate to enter careers in the Geospatial community, for example, boundary surveying, route and construction surveying, survey adjustments, Global Positioning System (GPS), photogrammetry, geodesy, and land/geographic information systems.
2. Possess the ability to execute Geomatics project activities for delivery in response to the need of private and public industry.
3. Have appropriate understanding of standards and specifications of Geomatics practices in analyzing positional accuracy of measurement systems and in preparing land records and plats by meeting legal requirements.
4. Be qualified to take the national exam in Fundamentals of Surveying and, after gaining experience, be qualified to take the Professional Surveying License Exams with an understanding of continued lifelong learning.
5. Understand professional, ethical, and social issues with commitment to quality and dependability.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/geomatics/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Bachelor of Science Degree: Geomatics Technology

The following courses are required for a Bachelor of Science degree.

CET 0111/GEMT 1111	Drawing with CAD	3
CET 0112/GEMT 1112	Beginning Survey	5
CET 0121/GEMT 1121	Civil Engineering Technology Drafting	3
CET 0122/GEMT 1122	Intermediate Surveying	5
CET 0216/GEMT 2216	Route Survey and Design	6
CET 0226/GEMT 2226	Construction Surveying	6
ENGL 3307	Professional and Technical Writing	3
GEMT 3310	Surveying Law and Boundary Descriptions	3
GEMT 3311	Advanced Surveying	3
GEMT 3312	Public Land Surveying	3
GEMT 3313	Surveying Software Applications	3
GEMT 3314	Research and Evidence in Surveying	3
GEMT 3315	Surveying Adjustments and Coordinate Systems	3
GEMT 3317	Subdivision Planning and Platting	3
GEMT 4411	Geodesy	3
GEMT 4415	Survey Office Practice	3
GEMT 4416	Surveying Project	3
GEMT 4430	GPS Principles and Applications	3
MATH 1147	Precalculus	5
<b>Complete either these two courses:</b>		<b>8</b>
MATH 1170	Calculus I	
MATH 1175	Calculus II	
<b>OR these two courses:</b>		
RCET 0264	Introductory Calculus	
RCET 1372	Calc for Advanced Electronics	
<b>Select ONE of the following:</b>		<b>3</b>
GEMT 4432	Principles of Photogrammetry	
GEOL 4409	Remote Sensing	
<b>Select ONE of the following:</b>		<b>3</b>



GEMT 4425	Principles of Cartography	
GEOL 4404	Advanced Geographic Information Systems	
HIST 4490	Cartography History and Design	
<b>Select ONE of the following:</b>		<b>3</b>
GEMT 4413	Land Information System	
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	
HIST 4489	GIS for Social Sciences	
<b>General Education Requirements</b>		
COMM 1101	Principles of Speech (Satisfies Objective 2)	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing (Satisfies Objectives 1)	3
MATH 1153	Introduction to Statistics (Satisfies Objective 3)	3
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory (Partially satisfies Objective 5)	4
HIST 1118	US History and Culture (Satisfies Objective 7)	3
ECON 1100 or ECON 2201 or ECON 2202	Economic Issues (Each of these 3 courses partially satisfy Objective 6) Principles of Macroeconomics Principles of Microeconomics	3
PHIL 1103	Introduction to Ethics (Partially satisfies Objective 4)	3
Other Objective courses		6
Total Hours		117

## Courses

### **GEMT 1111 Drawing with CAD: 3 semester hours.**

A basic study of mechanical drawing with computer-aided drafting emphasis. Instructional units include icon uses with layers, linetypes and colors; editing drawings; coordinate usage; polylines, isoview text; hatching; dimensioning; multiview and layout. Equivalent to CET 0111. F

### **GEMT 1112 Beginning Surveying: 5 semester hours.**

Introduction to surveying. Theory and field work using equipment in the areas of measuring (taping, chaining, using hand levels), leveling (differential and profile), theodolites and total stations. Field projects include alignment and profile, closed traverse, and introduction to survey coordinate geometry applications. Equivalent to CET 0112. F

### **GEMT 1121 Civil Engineering Technology Drafting: 3 semester hours.**

Civil Engineering Technology drafting, municipal and rural maps and drawings, drainage applications, plan and profile drawings, cross-sections, earthwork plats, legal descriptions, contour, quantity calculations, and other details relating to pertinent civil engineer technology drawings. Computer-aided-drafting (CAD) is used for drawings. Equivalent to CET 0121. PREREQ: CET/GEMT 1111. S

### **GEMT 1122 Intermediate Surveying: 5 semester hours.**

Study survey of land, traverses and closures, bearings, coordinates, and construction surveying and staking. Control for surveys, topography surveying and mapping using calculators and coordinate geometry (COGO) to solve surveying problems. Introduction to data collection. Produce survey drawings with TDS COGO. Equivalent to CET 0122. PREREQ: CET 0112. S

### **GEMT 2216 Route Survey and Design: 6 semester hours.**

Study of route surveying; circular, spiral, and parabolic curves as applied to highway design; route locations, plan, and specifications. Plans will be drawn with plotters using CAD and survey/engineering software. Equivalent to CET 0216. PREREQ: CET 0122/GEMT 1122. F

### **GEMT 2226 Construction Surveying: 6 semester hours.**

Intermediate GPS theory and operation in construction surveying. Construction staking procedures and use of data collection roads software. Equivalent to CET 0226. PREREQ: CET 0216/GEMT 2216. S

### **GEMT 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

### **GEMT 2298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**GEMT 3310 Surveying Law and Boundary Descriptions: 3 semester hours.**

Riparian and littoral rights, ownership, transfer and writing of legal description, boundary law, presumptions, easements and reversions, sequential and simultaneous conveyances, case studies, brief history of public land surveys, state laws, rules for practicing surveying, ALTA survey. PREREQ: GEMT junior status or permission of instructor. D

**GEMT 3311 Advanced Surveying: 3 semester hours.**

Discuss transverse mercator projection and state plane coordinates, spherical trigonometry and astronomical observation, and coordinate geometry calculations. Control surveys include triangulation, precise traverse, intersection and resection. Collect data using robotic station, digital level, and precise leveling. PREREQ: CET 0226/GEMT 2226 or permission of instructor. F

**GEMT 3312 Public Land Surveying: 3 semester hours.**

Study of surveys of public land. Includes a general scheme of subdivision of U.S. public lands and legal aspects of land surveys, riparian rights, and irregularities in subdivision. Studies of Idaho Codes and regulation of public land surveys, corner perpetuation and filing, and recording of surveys. Students do case study and final report. PREREQ: CET 0226/GEMT 2226. F

**GEMT 3313 Surveying Software Applications: 3 semester hours.**

Civil/survey software. Topics include data download; batch file creation; editing and processing; COGO functions; field to finish functions; area and lot sizing; INs, DTMs and contours creation; calculation of volumes and basic road design and layout. PREREQ: CET 0226/GEMT 2226 or permission of instructor. F

**GEMT 3314 Research and Evidence in Surveying: 3 semester hours.**

Survey of research sources and techniques including field, surveyors' offices, governmental agency, courtroom procedures and practices. Local government agency permit and approval procedures. Surveyor/attorney interaction and roles. Student will work on case studies and prepare a final report. PREREQ: CET 0226/GEMT 2226. S

**GEMT 3315 Surveying Adjustments and Coordinate Systems: 3 semester hours.**

Studies matrix inverse; solution of linear equation by matrices, theory and computation of least squares adjustments, coordinate transformation, error ellipses, and statistical testing. PREREQ: MATH 1170, MATH 1153 and CET 0226/GEMT 2226. S

**GEMT 3317 Subdivision Planning and Platting: 3 semester hours.**

Land use planning; governmental regulations and permits as applied to subdivisions; subdivision planning, computations and preparation of subdivision plats. PREREQ: GEMT 2226. PRE-or-COREQ: GEMT 3313. F

**GEMT 4400 Essentials of Surveying: 2 semester hours.**

Preparation for fundamentals of surveying exam. May not be used as a technical elective. May be repeated once for a total of 4 credits. PREREQ: Senior in Geomatics, graduate or Civil Engineering Technology, Civil Engineering, or industry experience. Graded S/U. F, S

**GEMT 4411 Geodesy: 3 semester hours.**

Introduces geometry of ellipsoid, reference coordinate systems, local geodetic coordinate system, reduction of observation to other geodetic values, precise leveling and orthometric height, direct and inverse geodetic position computation and gravity field of earth. PREREQ: GEMT 3311 or permission of instructor. S

**GEMT 4413 Land Information System: 3 semester hours.**

Model of land information system, reference systems, data capture, structure, quality, and implementation of land information system. Student works on a case study and writes a final report. PREREQ: GEMT 2226 and GEMT 2227 and MATH 1147 or permission of instructor. D

**GEMT 4415 Survey Office Practice: 3 semester hours.**

Introduction to the broad skills required of a surveyor running a business. Topics covered include formulating a business plan, forms of business organizations, basic financial forms and accounting, concepts of pricing and bidding, personnel management, marketing, contracts and proposals, and project management. PREREQ: Senior standing or permission of instructor. S

**GEMT 4416 Surveying Project: 3 semester hours.**

An independent study capstone course designed to further develop the skills required of a professional surveyor. Project is selected, designed, and performed under the guidance of a faculty member. A formal presentation and defense of the project to a faculty and peer committee is required. PREREQ: Senior standing or permission of instructor. D

**GEMT 4425 Principles of Cartography: 3 semester hours.**

Studies history of cartography; theory and practice of cartography including map reading, scales, spatial reference systems, projections, data acquisition, thematic mapping, map simplification, classification, generalization and map design, and computer mapping. PREREQ: GEMT junior status or higher or permission of instructor. S

**GEMT 4430 GPS Principles and Applications: 3 semester hours.**

Introduction to theory and use of GPS for mapping and survey application. Basic principles of GPS positioning, GPS differential techniques, types of GPS receivers, static, kinematic and RTK procedures, vector processing and adjustment, coordinate creation and output, and export of result. PREREQ: CET 0226/GEMT 2226 or permission of instructor. F

**GEMT 4432 Principles of Photogrammetry: 3 semester hours.**

Introduction to vertical photo geometry and its scale, relief and tilt displacement, stereoscopic viewing, parallax measurement, mosaics, orientations, development of planimetric and topographic maps, flight planning, softcopy photogrammetry and introduction to aerial triangulation. PREREQ: CET 0226/GEMT 2226 or permission of instructor. S

**GEMT 4496 Independent Study: 1-8 semester hour.**

Designed for creative problem solving and for integrating techniques into geomatics. Topics chosen depend upon student's interest or specific need of individuals in the area of surveying, mapping, geodetic surveying, boundary surveying, geodesy, remote sensing, cartography, and photogrammetry. PREREQ: Permission of instructor. D

**GEMT 4498 Special Topics: 1-3 semester hour.**

Designed for creative problem solving and for integrating techniques into geomatics. Topics chosen depend upon student's interest or specific need of individuals in the area of surveying, mapping, geodetic surveying, boundary surveying, geodesy, remote sensing, cartography, and photogrammetry. PREREQ: Permission of instructor. D

## Health Information Technology

4 Semester Program for full time students. Part time program also available. This program can be taken fully online.

The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in conjunction with the American Health Information Management Association's Council on Accreditation. Graduates of the programs are eligible to write the national certification exam for the Registered Health Information Technician (RHIT).

One Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available.

This program will provide students with the skills and knowledge to:

1. Maintain components of health information systems consistent with the medical, legal, accreditation and regulatory requirements of the health care delivery system.
2. Maintain, compile and report health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment and research; abstract and code clinical data using appropriate classification systems.
3. Analyze health records according to standards.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/healthinfo/>.

## Associate of Applied Science Degree: Health Information Technology

(4 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

All required courses must be completed with a grade of "C" or better.

HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L & BIOL 3302 & BIOL 3302L	Anatomy and Physiology and Anatomy and Physiology Lab and Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208 or BIOL 3305	Introduction to Pathology Introduction to Pathobiology	3
HO 0209	Principles of Drugs and Their Uses	3
HIT 0201	Supervised Professional Practice I	2
HIT 0202	Health Information I	4
HIT 0203	Health Statistics and Quality Improvement	3
HIT 0204	Health Information II	4
HIT 0205	ICD 10 CM Coding	3
HIT 0206	ICD 10 PCS Coding	3
HIT 0207	Supervised Professional Practice II	4
HIT 0209	CPT Coding	3

HIT 0213	Advanced Coding and Reimbursement	4
HIT 0215	Introduction to Reimbursement	2
HIT 0220	Informatics Technology I	3
HIT 0224	Informatics Technology II	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1123 or MATH 1153	Mathematics in Modern Society Introduction to Statistics	3
BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4
PSYC 1101	Introduction to General Psychology (Partially satisfies General Education Objective 6)	3

**TOTAL HOURS: 69 or 73****Courses*****HIT 0201 Supervised Professional Practice I: 2 semester hours.***

Directed clinical practice in various health information sites under the preceptorship of a practicing professional for 8 hours per week for eight weeks. F, S

***HIT 0202 Health Information I: 4 semester hours.***

Introduction to the roles and responsibilities of the health information field. Study of the origin, use, content, format, record retention, numbering and filing systems of health information records. Study of computer applications found in health information. Accreditation and licensing standards along with state and federal laws pertaining to health information. F, S

***HIT 0203 Health Statistics and Quality Improvement: 3 semester hours.***

The collection, calculation and presentation of routine health data in conjunction with the assessment, monitoring, evaluation and improvement of health care. PREREQ: MATH 1123, HIT 0201, and HIT 0202. F, S

***HIT 0204 Health Information II: 4 semester hours.***

Theory, practice and skills in managing health information and personnel. F, S

***HIT 0205 ICD 10 CM Coding: 3 semester hours.***

Principles and application of diagnosis coding for statistical and reimbursement purposes utilizing International Classification of Disease-Clinically Modified. PREREQ: HO 0106, BIOL 1101, BIOL 1101L; and HO 0111 or BIOL 3301 and BIOL 3302. F, S

***HIT 0206 ICD 10 PCS Coding: 3 semester hours.***

Principles and application of procedural coding for statistical and reimbursement purposes utilizing International Classification of Disease Procedure Classification System. PREREQ: HO 0106, BIOL 1101, BIOL 1101L; and HO 0111 or BIOL 3301 and BIOL 3302. F, S

***HIT 0207 Supervised Professional Practice II: 4 semester hours.***

Directed clinical practice in a health information department under the preceptorship of a practicing professional for 24 hours per week for eight weeks. COREQ: HIT 0203, HIT 0204, and HIT 0213. PREREQ: HIT 0201, HIT 0202, HIT 0205, HIT 0206 and HIT 0209. F, S

***HIT 0209 CPT Coding: 3 semester hours.***

Principles and application of coding for statistical and reimbursement purposes utilizing Physicians' Current Procedural Terminology in conjunction with documentation standards. PREREQ: HO 0106, BIOL 1101, BIOL 1101L; and HO 0111 or BIOL 3301 and BIOL 3302. F, S

***HIT 0213 Advanced Coding and Reimbursement: 4 semester hours.***

Practical application of ICD and CPT coding utilizing software and actual patient records. Application of coded data in payment and reimbursement systems, including the basic instructions for filing various types of health care claims and accounts receivable. Students will use medical software to perform competency-based simulations. PREREQ: HIT 0205, HIT 0206, and HIT 0209. F, S

***HIT 0214 Coding Practicum: 4 semester hours.***

Directed clinical coding practice in a clinical coding environment under the preceptorship of a practicing professional. PREREQ: HIT 0205, HIT 0206, HIT 0213. F, S

***HIT 0215 Introduction to Reimbursement: 2 semester hours.***

Introduction to processing health insurance claims through medical insurance, payer requirements, state and federal regulations, abstracting of source documents, accurate completion of claims, and coding of diagnoses and procedures/services. Utilizes national diagnosis and procedure coding systems and claims processing software. PREREQ: HIT 0202. F, S

***HIT 0220 Informatics Technology I: 3 semester hours.***

Introduction to information systems and their importance in the health care industry. Emphasis on information technology, information system characteristics and use. The study of processes supported in health informatics and information to include the electronic health record and the management of information and information systems in the inpatient and outpatient health care settings. F, S

**HIT 0224 Informatics Technology II: 3 semester hours.**

Data analysis and decision support for health informatics. Database concepts, project management, network concepts, system analysis and design. Content of health records, health informatics and information standards as per regulatory agencies and accreditation. PREREQ: HIT 0220. F, S

**HIT 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**HIT 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**HIT 0299 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Health Occupations Department

### Health Occupations Programs:

The Health Occupations Department administers programs leading to certificates and degrees in health and human service fields. Included are the following:

Associate Degree Registered Nursing (<http://coursecat.isu.edu/technology/associatedegree/nurse>)  
 Bachelor of Science in Health Sciences (<http://coursecat.isu.edu/technology/healthoccupations/#programstext>)  
 Early Childhood Care and Education (<http://coursecat.isu.edu/technology/earlychildhoodcareandeducation>)  
 Emergency Management (<http://coursecat.isu.edu/technology/emergencymanagement>)  
 Fire Services Administration (<http://coursecat.isu.edu/technology/fireservicesadministration>)  
 Health Information Technology (<http://coursecat.isu.edu/technology/healthinformationtechnology>)  
 Massage Therapy (<http://coursecat.isu.edu/technology/massagetherapy>)  
 Medical Assisting (<http://coursecat.isu.edu/technology/medicalassisting>)  
 Physical Therapist Assistant (<http://coursecat.isu.edu/technology/physicaltherapistassistant>)  
 Practical Nursing (<http://coursecat.isu.edu/technology/practicalnursing>)  
 Respiratory Therapy (<http://coursecat.isu.edu/technology/respiratorytherapy>)

This department offers programs to prepare students for a variety of health and human service occupations. The programs offer Certificates, Associate of Applied Science, Associate of Science, and Bachelor degrees.

In each of these programs that offers an Associate degree, the student may elect to earn a Bachelor of Applied Technology (B.A.T.) or Bachelor of Science in Health Science (BSHS) degree. Students should consult with their program advisors about which university general education courses can be used to fulfill requirements for both the associate degrees and either the B.A.T. or the BSHS degrees. More detailed information is provided under Individualized Degree Programs (<http://coursecat.isu.edu/academicinformation/individualizeddegreeprograms>) in the Academic Information section of this catalog.

The Department offers a Pre-Health option for students who wish to explore the variety of health professions. Those courses are listed below. Students who wish to enroll in any of the Health Occupations programs should review the specific program requirements listed in the College of Technology.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Pre-health Requirements:

HO 0105	Introduction to Allied Health Careers	2
HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
or BIOL 3301	Anatomy and Physiology	
BIOL 3302	Anatomy and Physiology	4
HO 0208	Introduction to Pathology	3
HO 0209	Principles of Drugs and Their Uses	3

## Bachelor of Science in Health Science Degree

### Concentration 3: Health Occupations

The Bachelor of Science (BSHS) degree is offered at ISU through the Division of Health Science and provides several avenues for students to work in health-related professions depending upon the student's ultimate educational and career goals. Students graduating with an AAS or AS are provided the opportunity to apply their associate degree in a health-related field toward graduation requirements for the B.S. in Health Science and satisfy many of the prerequisites for a variety of health science-related graduate programs. The objective of the Bachelor of Science in Health Science program with the Health Occupations' emphasis is to allow students who have graduated or are enrolled in health occupations' training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus.

This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. All students are encouraged to work closely with an advisor within their associate degree programs to ensure that the courses they plan to take will meet their specific career goals.

#### Degree Requirements:

The B.S. in Health Science degree with the Health Occupations' emphasis includes the following credit requirements which can be divided into four components: Associate Degree requirements, General Education requirements, B.S. in Health Science core requirements, and Associate degree/Health Occupations' Concentration requirements.

**Associate Degree Requirements:** Each student must be a graduate of or be enrolled in a health occupations' program that awards an associate degree.\* Students with an Associate of Applied Science (AAS) degree may apply up to a maximum of 50 credits from this degree (all lower division - credits) toward the 120 total credit requirement. Students with an Associate of Science (AS) degree in Respiratory Therapy from ISU may apply 15 upper division Respiratory Therapy (RESP) credits to this degree.

\* *Out-of-state associate degrees must be evaluated for meeting the Idaho State Board of Education standards. If the associate degree is over five years old, the degree must be evaluated for currency in the technical field.*

**General Education Requirements:** Students pursuing the Bachelor of Science in Health Science degree must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog.) Specific requirements may be listed under individual Health Occupations' program curricula (choose programs above).

**BSHS Core Courses:** BSHS students across all ISU colleges and programs are required to complete a common core of 20-24 credits. See the Bachelor of Science in Health Science in the Division of Health Sciences' section of the catalog for additional information.

#### Associate Degree/Health Occupations Concentration Requirements (25 credits minimum):

BIOL 3302 (p. 539) & 3302L (p. 539)	Anatomy and Physiology and Anatomy and Physiology Lab	4
MATH 1153 (p. 539)	Introduction to Statistics	3
PSYC 3369 (p. 539)	AIDS	1
<b>Chemistry - select one set (7 or 9 credits)</b>		
CHEM 1111 (p. 539) & 1111L (p. 539) & CHEM 1112 (p. 539) & CHEM 1112L (p. 539)	General Chemistry I and General Chemistry I Lab and General Chemistry II and General Chemistry II Lab	9
OR		
CHEM 1101 (p. 539) & CHEM 1102 (p. 539) & CHEM 1103 (p. 539)	Introduction to General Chemistry and Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	7
<b>Physics - Select one combination (4 or 8 credits)</b>		
PHYS 1111 (p. 539) & PHYS 1113 (p. 539) & PHYS 1112 (p. 539) & PHYS 1114 (p. 539)	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
PHYS 1100 (p. 539)	Essentials of Physics	4
<b>Select one:</b>		
BIOL 3305 (p. 539)	Introduction to Pathobiology	3

HE 3383 (p. 539)	Epidemiology	3
RESP 2214 (p. 539)	Introduction to Pulmonary Disease	4
<b>Select one course (3 credits):</b>		
HE 3340 (p. 539)	Fitness and Wellness Programs	3
HCA 3350 (p. 539)	Organizational Behavior in Healthcare	3
HCA 3384 (p. 539)	Human Resource Management in Healthcare Organizations	3
NTD 3340 (p. 539)	Nutrition for Health Professionals	3
PE 3300 (p. 539)	Movement Theory and Motor Development	3
PE 3370 (p. 539)	Care and Prevention of Athletic Injuries	3
PSYC 3301 (p. 539)	Abnormal Psychology I	3
PSYC 3341 (p. 539)	Social Psychology	3
RESP 3310 (p. 539)	Case Management II	2
RESP 3325 (p. 539)	Clinical Practice of Therapeutic Procedures II	3
RESP 2231 (p. 539)	Patient Assessment I	4
& RESP 2232 (p. 539)	and Patient Assessment II	
SOC 3330 (p. 539)	Sociology of Health and Illness	3

Students pursuing a non-teaching minor in Health Education should contact the Health Education and Promotion Program for details.

A student must fulfill 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements (<http://coursecat.isu.edu/academicinformation/generaleducation>) described in the Academic Information section of this catalog), BSHS Core requirements (20-24 credits), and Associate Degree Concentration requirements (25 credits minimum), and earn a minimum of 120 total credits, of which a minimum of 36 must be upper division credits, for a Bachelor of Science in Health Science degree.

## Courses

### **HO 0105 Introduction to Allied Health Careers: 2 semester hours.**

Introduction to allied health careers emphasizing the interrelationships and the team approach to health care. F, S

### **HO 0106 Medical Terminology: 2 semester hours.**

Body systems approach to theory and application of medical terms including anatomical, pathological, surgical and diagnostic as well as appropriate abbreviations. F, S

### **HO 0107 Medical Law and Ethics: 3 semester hours.**

Principles and application of law to health care organizations and personnel, standards of care and liability; covers tort, contract and statutory law. F, S

### **HO 0108 Basic Anatomy: 2 semester hours.**

The study of the structure and organization of the body and its parts. F, S

### **HO 0111 Introduction to Anatomy and Physiology: 4 semester hours.**

An introductory study of the normal structure and function of body cells, tissues, organs, and systems. BIOL 1101 and BIOL 1101L are suggested as prerequisites to this course. PREREQ: HO 0106. F, S, SU

### **HO 0208 Introduction to Pathology: 3 semester hours.**

An introductory course in the concepts of pathology. Includes causes, common mechanisms, and anatomic or functional manifestations of human disease. PREREQ: HO 0106, BIOL 1101 and BIOL 1101L; HO 0111 or BIOL 3301 and BIOL 3301L and BIOL 3302 and BIOL 3302L. F, S

### **HO 0209 Principles of Drugs and Their Uses: 3 semester hours.**

Introduction to the study of drugs, their sources, appearance, actions, uses, and basic principles of therapeutic drug administration. Classification of drug safety issues, sources of drug information, legislation related to drugs, and drug references will be included. PREREQ: HO 0106, BIOL 1101 and BIOL 1101L; HO 0111 or BIOL 3301 and BIOL 3301L and BIOL 3302 and BIOL 3302L. F, S

### **HO 0299 Experimental Course: 1-6 semester hour.**

This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

## Information Technology Systems

### **(2 to 4½ Semesters)**

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available.

Information technology systems technicians maintain, service, and repair computer equipment and computer peripherals. They also install, troubleshoot and maintain computer networks.

Courses listed will be taught in sequential blocks of instruction. Successful completion of a course is required before the student can progress in the program. If the student fails any math, theory, or lab course, then that course must be repeated and a passing grade of C- or better obtained before the student can advance in the program. However, a C- could prevent a student from graduating if the cumulative grade point average is less than 2.0 (a C- equals 1.7). A student must have a 2.0 GPA in the program's required curriculum in order to be eligible for a certificate or degree.

Upon completion of the Associate of Applied Science degree, a Bachelor of Applied Science degree is available to a student with the completion of formally approved academic courses.

Program length will vary depending on student's academic qualifications at time of acceptance.

For a Program Information Packet, go to the URL <http://www.isu.edu/ctech/its/> which leads to a description of the program in general, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Technical Certificate: Computer Network Technician

(2 Semesters)

### Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
Total Hours		28

## Advanced Technical Certificate: Computer Network Technician

(4½ Semesters)

### Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4
ENGL 1101	English Composition (contributes to AAS Communication Requirement)	3
TGE 0158	Employment Strategies	2



TGE 1135	Work Place Relations	3
Total Hours		53

## Associate of Applied Science Degree: Information Technology Systems

(4 ½ Semesters)

### Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
<b>General Education courses <sup>1</sup></b>		
COMM 1101	Principles of Speech (contributes to AAS English/Communication Requirement; satisfies a General Education requirement.)	3
Additional General Education courses		12
Total Hours		65

<sup>1</sup> See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Courses

#### **ITS 0100 Computer Systems and Troubleshooting: 4 semester hours.**

Fundamentals of computer hardware and software. Students will describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Lecture/laboratory. F, S

#### **ITS 0110 Networking Basics I: 3 semester hours.**

Classroom and laboratory experience in current and emerging networking technology. Includes network terminology and protocols. LANs, OSI model, cabling, cabling tools, IP addressing, and network standards. Uses networking software, tools, and equipment. Lecture/laboratory. F, S

#### **ITS 0120 Introduction to Unix: 3 semester hours.**

Introduction to UNIX operating system and graphical user interfaces. Includes an overview of the Sun Solaris and Linux versions of the UNIX operating system. Lecture/laboratory. F, S

#### **ITS 0130 Basic Electronic Concepts: 3 semester hours.**

Introduction to basic electricity and electronics, including simple DC circuits, use of a Volt-Ohm-Meter, resistors, capacitors, conductors, insulators, Ohm's law, diodes, and transistors. Math applications related to basic electronics include decimals, metrics and algebra formulas. Lecture/laboratory. F, S

#### **ITS 0150 Networking I: 4 semester hours.**

Introduction to theory and troubleshooting methods for network systems to include IP routing protocols, EIGRP, OSPF, OSI model, VLANS, switching technologies, and safety procedures. PREREQ: ITS 0110. F, S

#### **ITS 0175 Desktop Operating Systems: 3 semester hours.**

Study of the installation, security, and GUI of desktop operating systems. PREREQ: ITS 0100. F, S

#### **ITS 0180 Network Operating Systems: 3 semester hours.**

Intensive introduction to multi-user, multi-tasking networking operating systems. Characteristics of current industry operating systems software. Topics include installation procedures, security issues, back up procedures and remote access. Lecture/Laboratory. PREREQ: ITS 0120. F, S

**ITS 0200 Data Cabling: 7 semester hours.**

Physical aspects of computer network cable installation. Provides an understanding of industry standards and trends, routing and pulling cable, and cable testing. Lab-oriented course that stresses documentation, design, installation issues, and safety. Lecture/laboratory. PREREQ: ITS 0110. Su

**ITS 0210 Workplace Relations Practicum: 2 semester hours.**

Students perform service work for industry partners on a supervised basis. PREREQ: TGE 1135. Su

**ITS 0215 Networking II: 3 semester hours.**

Advanced study of theory and troubleshooting methods for network systems to include IP routing protocols, advanced EIGRP concepts, OSPF multi-area, OSI model, switching technologies such as EtherChannel and HSRP, and safety procedures. PREREQ: ITS 0150. F, S

**ITS 0220 Networking III: 3 semester hours.**

Wide Area Network technologies such as Point-to-Point Protocol, frame relay, and other emerging technologies. Lecture/Laboratory. PREREQ: ITS 0215. F, S

**ITS 0230 Wireless Technologies: 3 semester hours.**

Design, planning, implementation, operation and troubleshooting of wireless networks. Comprehensive overview of technologies, security, and design best practices with emphasis on hands-on skills. Lecture/Laboratory. PREREQ: ITS 0215. F, S

**ITS 0240 Securing the LAN: 4 semester hours.**

Design and implement security solutions for LANs that will reduce the risk of revenue loss and vulnerability, via hands-on and instructor-led experience and e-learning. Lecture/Laboratory. PREREQ: ITS 0215 and ITS 0220. F, S

**ITS 0250 Computer Forensics: 3 semester hours.**

Use forensic software and techniques in recovering data, conducting data mining, and decrypting. Includes safe handling and preservation of original media, and finding hidden data. D

**ITS 0290 Internship: 1-8 semester hour.**

On-the-job experience in the information technology field. PREREQ: Pertinent course preparation and permission of program coordinator. F, S, Su

**ITS 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**ITS 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Law Enforcement

### 2 to 4½ Semester Program

One Technical Certificate, one Associate of Applied Science degree, and a Bachelor of Applied Technology degree are available.

### Objective

To provide the knowledge and technical skills for eligibility to become certified peace officers as set forth by the standards of the Idaho Peace Officers Standards and Training Academy for the State of Idaho.

The Law Enforcement Training Program provides classroom, laboratory and cadet practicum instruction enabling students to enter the general field of law enforcement.

The Law Enforcement Program is designed to prepare graduates to enter the law enforcement field. The Law Enforcement Program has been duly approved by the Idaho Police Officers Standards and Training (POST) Council, thus eliminating the graduates' need to attend the basic police academy before taking the certification exam. Because the Law Enforcement Program is driven by POST standards for certification into the law enforcement field, applicants to the program must meet POST standards for admission. These admission standards include a background check into the applicants' criminal, driving and psychological record.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/lawenforcement/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Prerequisites for Entry into Program:

1. Must pass a background and driver's license check.
2. Must pass an FBI fingerprint check.
3. Must pass a physical agility test.

4. Must pass a medical physical exam with checks for fitness, vision and hearing.
5. Must apply for Fall Semester by August 1st deadline.
6. Must apply for Spring Semester by December 15th deadline.

## Physical Agility

Students must pass a physical agility test to be accepted into the program. This test includes running, push-ups, sit-ups, and jumping.

## Technical Certificate: Law Enforcement

### Required Courses:

All courses must be completed with a minimum grade of "C-" to continue in the program.

LAWE 0170	Detention Procedures I	3
LAWE 0171	Cadet Practicum	3
LAWE 0172	Health and Fitness	3
LAWE 0174	Human Relations	2
LAWE 0175	Health and Fitness II	1
LAWE 0176	Investigations I	3
LAWE 0177	Investigations II	3
LAWE 0178	Law I	3
LAWE 0179	Law II	3
LAWE 0180	Patrol Procedures I	3
LAWE 0181	Patrol Procedures II	3
LAWE 0182	Detention Procedures II	1
LAWE 0183	Detention Procedures III	2
LAWE 0188	Scenario Training	1
Total Hours		34

## Associate of Applied Science Degree: Law Enforcement

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

All Law Enforcement courses must be completed with a minimum grade of "C-" to continue in the program.

LAWE 0170	Detention Procedures I	3
LAWE 0171	Cadet Practicum	3
LAWE 0172	Health and Fitness	3
LAWE 0174	Human Relations	2
LAWE 0175	Health and Fitness II	1
LAWE 0176	Investigations I	3
LAWE 0177	Investigations II	3
LAWE 0178	Law I	3
LAWE 0179	Law II	3
LAWE 0180	Patrol Procedures I	3
LAWE 0181	Patrol Procedures II	3
LAWE 0182	Detention Procedures II	1
LAWE 0183	Detention Procedures III	2
LAWE 0188	Scenario Training	1
LAWE 0200	Law Enforcement Internship I	2
LAWE 0201	Law Enforcement Internship II	3
COMM 1101	Principles of Speech (contributes to AAS English/Communication Requirement and satisfies a General Education Requirement)	3

SOC 1101	Introduction to Sociology (satisfies a General Education Requirement)	3
SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4
(These two courses satisfy a General Education Requirement)		
Select two of the following:		6
BT 0170	Introduction to Computers	
or INFO 1101	Digital Information Literacy	
POLS 2248	Politics and the Administration of Justice	
POLS 2249	Introduction to Criminal Law	
PSYC 2200	Child Abuse	
SOC 2231	Juvenile Delinquency	
Total Hours		59

Based on keyboarding skills, students may be required to take a 1 credit Keyboarding class in order to meet the competencies of the program.

## Courses

### **LAWE 0170 Detention Procedures I: 3 semester hours.**

This course is designed to teach officers the knowledge and skills necessary for

### **LAWE 0171 Cadet Practicum: 3 semester hours.**

This course is designed to help the cadet put all skills and practical knowledge to use in the working environment. The cadet rides with a full-time uniform police officer within the department where they are evaluated, trained, and allowed to put new skills and ideas into practice. The cadets do fifty (50) hours of patrol time, fifty (50) hours of detention time, twenty-five (25) hours of dispatch time, and twenty-five (25) hours of other time which may include directing traffic, security, or crowd control at a specific event. F, S

### **LAWE 0172 Health and Fitness: 3 semester hours.**

This course is a practical physical fitness program tailored to the specific demands of the police profession. Lectures include nutrition, fitness lifestyles, and health. A first aid course for police officers including cardio-pulmonary resuscitation (CPR) is included in this series of instruction. F, S

### **LAWE 0174 Human Relations: 2 semester hours.**

This course provides officers with better understanding of their roles in the community and how the public responds to the police officer. Courses focus on the abilities of the officer to communicate with the public in a professional manner with respect to the task at hand. F, S

### **LAWE 0175 Health and Fitness II: 1 semester hour.**

This course is a continuation of LAWE 0172. PREREQ: LAWE 0172. F, S

### **LAWE 0176 Investigations I: 3 semester hours.**

A series of basic courses in preliminary investigations designed for the initial officer responding to a crime scene. Introduction to scientific aids and examinations, laboratory procedures, and the collection of evidence. Applications of specific investigative techniques for specific offenses are studied. F, S

### **LAWE 0177 Investigations II: 3 semester hours.**

This course is a continuation of LAWE 0176. PREREQ: LAWE 0176. F, S

### **LAWE 0178 Law I: 3 semester hours.**

This course is an orientation to methods, practices, and procedures in Idaho Criminal Law. Course work includes instruction in basic laws and powers derived from the U.S. and Idaho Constitutions, classification of crimes, punishments, and procedural law dealing with search and seizure and rules of evidence. F, S

### **LAWE 0179 Law II: 3 semester hours.**

This course is a continuation of LAWE 0178. PREREQ: LAWE 0178. F, S

### **LAWE 0180 Patrol Procedures I: 3 semester hours.**

This series of courses prepare the officers for patrol operations in their communities. Varied facets of patrol procedures including the sensitive handling of citizen crisis situation as well as the technical aspects of police patrol are studied. Several courses have practical application sessions following classroom instruction allowing the officer time to put new skills and ideas into practice. F, S

### **LAWE 0181 Patrol Procedures II: 3 semester hours.**

This course is a continuation of LAWE 0180. PREREQ: LAWE 0180. F, S

### **LAWE 0182 Detention Procedures II: 1 semester hour.**

Detection procedures relating to mental health, medical procedures, cross-gender supervision, human relations, and hostage relations. PREREQ: LAWE 0170. S, Su

### **LAWE 0183 Detention Procedures III: 2 semester hours.**

Topics include fire evacuation, security enveloping, cell searches, con games, inmate supervision, use of force, transports, extrication, and gang awareness. PREREQ: LAWE 0182. F, S

**LAWE 0184 Patrol Procedures III: 1 semester hour.**

Covers a study of crimes against property, crimes against persons, traffic stops, family disturbances, and introduction to modern law enforcement. F, S, Su

**LAWE 0188 Scenario Training: 1 semester hour.**

Scenario-based problem solving and role playing to ensure the proper skills and objectives have been learned to establish a successful career in law enforcement. Graded S/U. F, S

**LAWE 0200 Law Enforcement Internship I: 2 semester hours.**

This course includes assignments in jail activities, records management, communications, detective division, and other assignments with a Field Training Officer. PREREQ: Law Enforcement certificate and criteria as a Reserve Level I Officer

**LAWE 0201 Law Enforcement Internship II: 3 semester hours.**

This course is a continuation of LAWE 0200. PREREQ: LAWE 0200

**LAWE 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**LAWE 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**LAWE 0298P Professional Development Workshop: 3 semester hours.**

New methods and opportunities to enhance and supplement skills. Subject to the approval of the Dean of the student's college, a maximum of eight credits earned in workshops may be applied toward a degree; students taking the courses only for personal development may choose the 0-credit option; those seeking professional development must choose a for-credit option

## Massage Therapy

The Massage Therapy Program provides classroom and laboratory experiences and onsite and offsite supervised practicum clinicals which prepare graduates to sit for the Federation of State Massage Licensing Boards' Massage & Bodywork Licensing Exam or the National Certification Board for Therapeutic Massage and Bodyworks' licensing exams. Each allows students to apply for the State of Idaho Massage License through the Idaho Bureau of Occupational Licenses.

One Certificate, one Associate of Applied Science degree (see Associate of Applied Science degree in Business Technology (<http://coursecat.isu.edu/technology/businesssttechnology/#programstext>)), a Bachelor of Applied Technology degree, and a Bachelor of Science in Health Science degree are available.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/massagetherapy/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook. The program has 1 instructor for every 20 students. The Technical Certificate curriculum represents 705 hours of educational training, and can be completed in 3 semesters. The Associate of Applied Science curriculum represents 1168.5 hours of educational training and can be completed in 4 1/2 semesters.

## Technical Certificate: Massage Therapy

**ENTRY: FALL TOTAL LENGTH: 3 SEMESTERS TOTAL CREDITS: 35 (705 clock hours)**

### Prerequisite Courses:

(Courses must be completed prior to acceptance into the program.)

HO 0111	Introduction to Anatomy and Physiology	4
MSTH 0100	Massage Therapy Career Exploration	2

### Required Courses:

HO 0106	Medical Terminology	2
HO 0208	Introduction to Pathology	3
MSTH 0104	Introduction to Kinesiology	3
MSTH 0105	Principles of Therapeutic Massage	2
MSTH 0107	Professional Massage Techniques	6
MSTH 0121A	Massage Therapy Lab I	1

MSTH 0121B	Massage Therapy Lab II	2
MSTH 0140	Clinical Techniques and Assessment	4
MSTH 0160	Advanced Therapeutic Massage Techniques	4
MSTH 0210	Business Skills for Massage Therapy	2
<b>Total Credit Hours</b>		<b>35</b>

## Associate of Applied Science Degree: Massage Therapy

**ENTRY: FALL TOTAL LENGTH: 4.5 SEMESTERS TOTAL CREDITS: 60 (1168.5 clock hours)**

### Prerequisite Courses:

(Courses must be completed prior to acceptance into the program.)

HO 0111	Introduction to Anatomy and Physiology	4
MSTH 0100	Massage Therapy Career Exploration	2

### General Education

See General Education Requirements (<http://coursecat.isu.edu/technology>) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

HO 0106	Medical Terminology	2
HO 0208	Introduction to Pathology	3
MSTH 0104	Introduction to Kinesiology	3
MSTH 0105	Principles of Therapeutic Massage	2
MSTH 0107	Professional Massage Techniques	6
MSTH 0121A	Massage Therapy Lab I	1
MSTH 0121B	Massage Therapy Lab II	2
MSTH 0140	Clinical Techniques and Assessment	4
MSTH 0160	Advanced Therapeutic Massage Techniques	4
MSTH 0170	Spa Techniques	2
MSTH 0203	Asian Bodywork Theory and Techniques	2
MSTH 0205	Case Report Research Project	1
MSTH 0210	Business Skills for Massage Therapy	2
MSTH 0221	Massage Therapy Internship	2
<b>Select 3 credits from the following courses:</b>		<b>3</b>
BT 0120	Concepts of Accounting	
BT 0144	Document Processing	
BT 0170	Introduction to Computers	
BT 0171	Computerized Accounting	
HO 0107	Medical Law and Ethics	

**Total Credit Hours** 60

## Technical Certificate: Massage Therapy

**ENTRY: FALL TOTAL LENGTH: 3 SEMESTERS TOTAL CREDITS: 35 (705 clock hours)**

### Prerequisite Courses (8 or 15 weeks)

HO 0106	Medical Terminology <sup>1</sup>	2
HO 0111	Introduction to Anatomy and Physiology	4
MSTH 0100	Massage Therapy Career Exploration	2
<b>Total Hours</b>		<b>8</b>

- <sup>1</sup> A request can be submitted through COT Student Services to take HO 0106 as a co-requisite with HO 0111. **Although HO 0106 is not a prerequisite for program entrance, it is highly recommended the course be taken prior to starting the program.**

Fall	Hours Spring	Hours
MSTH 0104	3 HO 0208	3
MSTH 0105	2 MSTH 0121B	2
MSTH 0107	6 MSTH 0140	4
MSTH 0121A	1 MSTH 0160	4
	MSTH 0210	2
	<b>12</b>	<b>15</b>

Total Hours: 27

**Technical Certificate Total Credit Hours: 35 (705 clock hours)**

## Associate of Applied Science: Massage Therapy

ENTRY: FALL TOTAL LENGTH: 4.5 SEMESTERS TOTAL CREDITS: 60 (1168.5 clock hours)

### Prerequisite Courses (8 or 15 weeks)

HO 0106	Medical Terminology <sup>1</sup>	2
HO 0111	Introduction to Anatomy and Physiology	4
MSTH 0100	Massage Therapy Career Exploration	2
Total Hours		8

- <sup>1</sup> A request can be submitted through COT Student Services to take HO 0106 as a co-requisite with HO 0111. **Although HO 0106 is not a prerequisite for program entrance, it is highly recommended the course be taken prior to starting the program.**

Fall	Hours Spring	Hours Summer	Hours
MSTH 0104	3 HO 0208	3 MSTH 0221 (1st 4 weeks)	2
MSTH 0105	2 MSTH 0121B	2	
MSTH 0107	6 MSTH 0140	4	
MSTH 0121A	1 MSTH 0160	4	
MSTH 0170	2 MSTH 0203	2	
	MSTH 0205	1	
	MSTH 0210	2	
	<b>14</b>	<b>18</b>	<b>2</b>

Total Hours: 34

### General Education and Other Requirements for AAS:

ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
OR		
COMM 1101	Principles of Speech	
Objective 3		3-4
Social Science/Human Relations <sup>1</sup>		3
Elective General Education <sup>2</sup>		min 3
Select 3 credits from the following:		3
BT 0120	Concepts of Accounting	
BT 0144	Document Processing	
BT 0170	Introduction to Computers	
BT 0171	Computerized Accounting	
HO 0107	Medical Law and Ethics	

**AAS Degree Total Credit Hours: 60 (1168.5 clock hours)**

- <sup>1</sup> Select from PSYC 1101, SOC 1101, SOC 1102, TGE 0153, or TGE 1257.

- <sup>2</sup> Select any Objective not previously applied.

Students may be required to complete prerequisite courses for English and Math. Transfer courses may be considered to meet course requirements.

## Courses

### ***MSTH 0100 Massage Therapy Career Exploration: 2 semester hours.***

The importance of touch, human contact, and the roles they play in careers in touch. Participants gain recognition, education, and self analysis of massage therapy as a career. F, S, Su

### ***MSTH 0104 Introduction to Kinesiology: 3 semester hours.***

Fundamental principles of anatomical terminology, osteology, arthrology. Basic observation and palpation skills required. Equivalent to PTA 0104. PREREQ: Admission to the MSTH or PTA program. F

### ***MSTH 0105 Principles of Therapeutic Massage: 2 semester hours.***

History, requirements to practice, professionalism, ethics, sanitary and safety practices, effects, benefits, indications, contra-indications, equipment and products, policies, procedures, basic intake and consultation. PREREQ: Admission to MSTH program. F

### ***MSTH 0107 Professional Massage Techniques: 6 semester hours.***

Classification of movements, body mechanics, exercise for the practitioner, draping, basic and professional massage routines, hydrotherapy. Foundations for developing massage practitioner skills. Lab work is included in the course. PREREQ: Admission to MSTH program. F

### ***MSTH 0121A Massage Therapy Lab I: 1 semester hour.***

Students perform massage in a supervised clinical setting. PREREQ: Admission to MSTH program, MSTH 0100, HO 0111. COREQ: MSTH 0104, MSTH 0105, and MSTH 0107. F

### ***MSTH 0121B Massage Therapy Lab II: 2 semester hours.***

Students perform massage in a supervised clinical setting. PREREQ: Previous semester course sequence (see Plan of Study). COREQ: MSTH 0140 and MSTH 0160. S

### ***MSTH 0140 Clinical Techniques and Assessment: 4 semester hours.***

Clinical massage techniques and assessment. Lab work is included in the course. PREREQ: Previous semester course sequence (see Plan of Study). S

### ***MSTH 0160 Advanced Therapeutic Massage Techniques: 4 semester hours.***

Exploration of various advanced massage techniques. Lab work is included in the course. PREREQ: Previous semester course sequence (see Plan of Study). S

### ***MSTH 0170 Spa Techniques: 2 semester hours.***

Introduction to spa techniques and the spa environment. Lab work is included in the course. PREREQ: Admission to MSTH program. F

### ***MSTH 0203 Asian Bodywork Theory and Techniques: 2 semester hours.***

Basic Asian bodywork theory and technique. Lab work is included in the course. PREREQ: Previous semester course sequence (see Plan of Study). S

### ***MSTH 0205 Case Report Research Project: 1 semester hour.***

Massage therapy treatment implementation utilizing assessment tools, evidence-based treatments, communication skills, and critical thinking skills for a selected client. PREREQ: Previous semester course sequence (see Plan of Study). S

### ***MSTH 0210 Business Skills for Massage Therapy: 2 semester hours.***

Business plans, accounting, record keeping, marketing advertising, office management, customer service, and resumes for the new massage therapist. PREREQ: Previous semester course sequence (see Plan of Study). S

### ***MSTH 0221 Massage Therapy Internship: 2 semester hours.***

Students are supervised in an actual work environment performing massage therapy skills to gain work readiness skills. Required for Associates of Applied Science degree only. PREREQ: Previous semester course sequence (see Plan of Study). Su

### ***MSTH 0296 Independent Study: 1-8 semester hour.***

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

### ***MSTH 0298 Special Topics: 1-8 semester hour.***

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Medical Assisting

### **5 Semester program for full-time students.**

One Associate of Applied Science degree, one Bachelor of Science in Health Science degree, and one Bachelor of Applied Technology degree are available.

This program will provide students with the skills and knowledge to:



1. Help physicians examine and treat patients by taking and recording vital signs and medical histories, explain treatment procedures to patients, prepare patients for exams, assist during the exams and other office procedures, collect blood and other specimens, and perform basic lab procedures.
2. Perform routine tasks to keep offices running smoothly such as schedule appointments, process insurance claims, perform bookkeeping, and maintain electronic medical records to name a few.

The Idaho State University College of Technology Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP, [www.caahep.org](http://www.caahep.org) (<http://www.caahep.org>)), upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). The program's accreditation status is current until September, 2016.

Commission on Accreditation of Allied Health Education Programs  
1361 Park St  
Clearwater, FL 33756  
(727) 210-2350  
Fax: (727) 210-2354

*NOTE: Graduates will be eligible to take the national certification exam for the Certified Medical Assistant (CMA). Individuals who have been found guilty of a felony, or pleaded guilty to a felony, are not eligible to take the CMA Exam. However, the Certifying Board may grant a waiver based upon mitigating circumstances.*

The MA Curriculum is sequenced to provide the student with the best possible learning experience. Students who do not complete proper class sequence each semester will not progress to the next semester. ALL classes must be completed with a grade of "C" or higher to progress to any clinical or externship course.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/medicalassisting/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Associate of Applied Science Degree: Medical Assisting

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog. The General Education courses taken in conjunction with a bachelor's degree must have an accumulated GPA of 2.0 or better.

### Required Courses:

The following courses must be completed with a "C" or better in each course.

HIT 0205	ICD 10 CM Coding	3
HIT 0209	CPT Coding	3
HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0208	Introduction to Pathology	3
HO 0209	Principles of Drugs and Their Uses	3
MA 0104	Introduction to Medical Assisting Administrative	4
MA 0200	Clinical Medical Assisting I	4
MA 0202	Administration of Medications and Phlebotomy	4
MA 0203	Computers in Medical Assisting Administrative	6
MA 0204	Clinical Externship	6
MA 0204S	Clinical Externship Seminar	1
MA 0205	Clinical Medical Assisting II	4
MA 0206	Administrative Externship	2
MA 0206S	Externship Seminar	1
MA 0207	Professional Development	1
MA 0208	Clinical Medical Assisting III	4
HO 0111	Introduction to Anatomy and Physiology	4

OR

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	
AND		
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	
BIOL 1101 & 1101L	Biology I and Biology I Lab (satisfies a General Education Requirement)	4
ENGL 1102	Critical Reading and Writing (satisfies a General Education Requirement)	3
MATH 1123	Mathematics in Modern Society (satisfies a General Education Requirement)	3
PSYC 1101	Introduction to General Psychology (satisfies a General Education Requirement)	3
Total: 72-77 cr		

## Courses

### **MA 0104 Introduction to Medical Assisting Administrative: 4 semester hours.**

An introduction to the administrative skills and functions of the Medical Assistant in the medical office, which include: communications, appointment scheduling, accounting, insurance processing, and management skills. PREREQ: Previous semester course sequence. S

### **MA 0200 Clinical Medical Assisting I: 4 semester hours.**

Basic clinical procedures: taking and recording vital signs, histories, and chief complaints; asepsis; OSHA standards; health maintenance; disinfection and sterilization procedures; inventorying and ordering medical supplies; maintaining equipment; therapy modalities; preparing patients for exams; CPR and First Aid; patient education. PREREQ: Previous semester course sequence. F

### **MA 0202 Administration of Medications and Phlebotomy: 4 semester hours.**

Covers routes of administration and the proper delivery of medication by those routes. Medications and rules of administration are discussed. Includes phlebotomy skills and safety requirements for hematology, chemistry, and serology. Principles and theory of IV Therapy are also covered. PREREQ: Previous semester course sequence. S

### **MA 0203 Computers in Medical Assisting Administrative: 6 semester hours.**

Data entry of patient information, accounting, scheduling, insurance filing. Complete, accurate computer accounting process. Simulated computer exercises in functions pertaining to the medical office. Abstracting patient information from medical records and using electronic medical records and templates to manage patient health records. PREREQ: Previous semester course sequence. S

### **MA 0204 Clinical Externship: 6 semester hours.**

Application of the principles and practice of medical assisting in an external learning environment/externship of a medical practice under the supervision of a physician and the medical practice staff. Graded S/U. PREREQ: All other MA required courses (including general education and HO courses). F, S

### **MA 0204S Clinical Externship Seminar: 1 semester hour.**

Extension of the clinical externship; students meet for one hour each week to discuss experiences and progress with their clinical advisor and other students. Graded S/U. PREREQ: All other MA required courses (including general education and HO courses). COREQ: MA 0204. F, S

### **MA 0205 Clinical Medical Assisting II: 4 semester hours.**

Assisting with minor surgery and office procedures; applying dressings, bandages, casts, and sutures; scheduling radiology and patient preparation; diagnostic CLIA and screening; collecting specimens; OSHA regulations. S

### **MA 0206 Administrative Externship: 2 semester hours.**

Application of the principles and practice of the administrative clerical functions of a medical office in an external learning/externship environment under the supervision of a physician and the business management staff. Graded S/U. PREREQ: All other MA required courses (including general education and HO courses). COREQ: MA 0206S. F, S

### **MA 0206S Externship Seminar: 1 semester hour.**

Extension of MA 0206. Discuss experiences and progress with advisor and other students. Graded S/U. PREREQ: All other MA required courses (including general education and HO courses). COREQ: MA 0206. F, S

### **MA 0207 Professional Development: 1 semester hour.**

Principles and applied techniques for Medical Assisting professional career development. Preparation for transition from school to the work place. PREREQ: Previous semester course sequence, and BT 0170. S

### **MA 0208 Clinical Medical Assisting III: 4 semester hours.**

Vital signs, asepsis, and health maintenance; charting, patient education; assisting with specialty examinations in pediatrics, OB/GYN, cardiology, pulmonary, gastroenterology, eyes, ears, nose, and throat. PREREQ: MA 0205; previous semester course sequence. F

### **MA 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**MA 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

**MA 0299 Experimental Course: 1-6 semester hour.**

## Paralegal Studies

### 4 Semesters

An Associate of Applied Science degree in Paralegal Studies and a Bachelor of Applied Technology degree are available.

This program will provide students with the skills and knowledge to work under the supervision of an attorney in all areas of the law including administrative, bankruptcy, civil litigation, corporate, criminal, domestic, employment, environmental, estate planning, health care, and real estate. Graduates will investigate, interview, research, organize, analyze, and draft case documents and materials, and generally assist attorneys in all phases of client representation.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/paralegal/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook. A grade of "C" or better in all courses of a chosen option is required for graduation. If a "C" or better is not achieved in a required class, the student may repeat the class only one time.

## Associate of Applied Science Degree: Paralegal Studies

### (4 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog. *Paralegal Studies majors are required to take 9 credits of Communication, rather than 6, for a total of 18 credits of General Education courses.*

### Required Courses:

BT 0170	Introduction to Computers	3
PARA 0110	Introduction to Paralegal Studies	3
PARA 0111	Ethics and Professionalism	3
PARA 0113	Contract Law	3
PARA 0115	Property Law	3
PARA 0116	Tort Law	3
PARA 0117	Criminal Law and Procedure	3
PARA 0121	Law Office Management	3
PARA 0122	Legal Research Analysis and Writing I	3
PARA 0222	Legal Research Analysis and Writing II	3
PARA 0230	Paralegal Internship	4
PARA 0232	Civil Litigation and Procedure	4
COMM 1101	Principles of Speech (contributes to AAS English/Communication Requirement and satisfies a General Education Requirement)	3
ENGL 1102	Critical Reading and Writing (May not be used as the General Education elective course)	3
Select two of the following for six credits:		6
PARA 0112	Estates Wills and Trusts	
PARA 0114	Family Law	
PARA 0118	Business Organizations	
PARA 0215	Debtor and Creditor Rights and Bankruptcy Law	
PARA 0223	Legal Research Analysis and Writing III	
PARA 0296	Independent Study	

### Total Hours

62

## Courses

### **PARA 0110 Introduction to Paralegal Studies: 3 semester hours.**

The legal system and the paralegal's role in it; fundamental paralegal skills and tasks; law office administration; computer technology; regulation of paralegals and paralegal ethics; and employment opportunities. A survey of the major substantive areas of the law is presented, with a summary discussion of the paralegal's role in each area. F

### **PARA 0111 Ethics and Professionalism: 3 semester hours.**

Ethical standards and regulations governing paralegals and attorneys. Unauthorized practice of law, confidentiality of information, conflict of interest are covered in depth, along with common billing practices and fee arrangements, client trust accounts, filing and calendaring systems, and the documentation of client files. F

### **PARA 0112 Estates Wills and Trusts: 3 semester hours.**

Learn what estates, wills, trusts and guardianships are and how to write the documents pertaining to them. Emphasis on Uniform Probate Code including formal and informal probate proceedings and the administration and closing of estates. Focus is on the role of the paralegal in gathering information, researching, and drafting estate planning. F

### **PARA 0113 Contract Law: 3 semester hours.**

Basic principles of contract law, including capacity, formation, conditions, enforcement, statute of frauds, performance and breach, remedies, defenses, and third-party rights. Portions of Articles 2 and 9 of the Uniform Commercial Code will also be addressed. Emphasizes the role of the paralegal in gathering information, researching, and drafting contract documents. S

### **PARA 0114 Family Law: 3 semester hours.**

This course instructs students in the law governing marriage, prenuptial agreements, marital property, divorce, child custody and support, paternity, termination of parental rights, adoption, and other matters relating to domestic legal rights. The role of the paralegal in the area of domestic law is emphasized. F

### **PARA 0115 Property Law: 3 semester hours.**

The paralegal's role with regard to documents and concepts of ownership, conveyance, and encumbrance of real and personal property, including leases, licenses, liens, easements, remainders, and life estates. Includes public and private restrictions on land use, and proper drafting of deeds, leases, mortgages, foreclosure and eviction documents. S

### **PARA 0116 Tort Law: 3 semester hours.**

The paralegal's role regarding fundamental concepts of tort law, including intentional torts, negligence, strict liability, and product liability and the elements necessary to prove each tort. Defenses to and damages recoverable for a tort claim. Personal injury litigation and worker's compensation will be discussed in depth. S

### **PARA 0117 Criminal Law and Procedure: 3 semester hours.**

Statutory and common law crimes against person, property, and society; the elements required to prove a crime; and the defenses available to a defendant. Constitutional and statutory standards for law enforcement practices, plea negotiation, trial, sentencing, and appeal. Conducting preliminary factual investigation and other pre-trial work. F

### **PARA 0118 Business Organizations: 3 semester hours.**

This course explores the basic types, formation and operation of business organizations, including corporations, partnerships, limited partnerships, limited liability companies, and sole proprietorships. The role of the paralegal in drafting documents and maintaining records for business organizations will be emphasized. F, S

### **PARA 0121 Law Office Management: 3 semester hours.**

Introduction to the structure and dynamic of the law office. Examines the legal team, personnel relations, legal fees, timekeeping, billing and financial management, law office technology, legal application software, records systems, docket control, and file and records management. F

### **PARA 0122 Legal Research Analysis and Writing I: 3 semester hours.**

Basic elements of legal research and sources of the law using print and electronic research methods. Develop rudimentary skills for analyzing legal issues and developing legal arguments. Introduce basics of legal document preparation such as case briefing, letter writing, and research memoranda drafting. PREREQ: BT 0170 or INFO 1101, ENGL 1101, and PARA 0110. S

### **PARA 0215 Debtor and Creditor Rights and Bankruptcy Law: 3 semester hours.**

The paralegal's role relating to business transactions, debtor and creditor relations, consumer protection, and bankruptcy. Students explore secured and unsecured transactions, rights and remedies available under Article 9 of the Uniform Commercial Code and other statutes, and the types of relief afforded under the Bankruptcy Code. S

### **PARA 0222 Legal Research Analysis and Writing II: 3 semester hours.**

Continued development of issue identification and legal analysis skills. In-depth legal research using primary and secondary sources of law and print and electronic research media. Advanced legal document preparation including court briefs and memoranda, litigation, and transactional documents. PREREQ: BT 0170 or INFO 1101, ENGL 1101, PARA 0110, and PARA 0122. S

### **PARA 0223 Legal Research Analysis and Writing III: 3 semester hours.**

Development of more advanced legal analysis and issue identification skills. In-depth legal research of primary and secondary authority using law library resources and computerized legal databases. Related legal writing skills are developed further, including preparation of complex legal documents. PREREQ: ENGL 1101, PARA 0110, PARA 0122, and PARA 0222. F

**PARA 0230 Paralegal Internship: 4 semester hours.**

Students acquire practical experience in doing the job of a paralegal in the workplace. The course is arranged on an individual basis. S

**PARA 0232 Civil Litigation and Procedure: 4 semester hours.**

Students perform tasks of a paralegal at every stage of litigation including initial client contact, investigation and identification of claims and issues, legal research, preparation and filing appropriate documents, preparing witnesses, making trial notebooks, giving jury instructions, assisting at trial, making post-judgment motions, and handling appeals and collection. PREREQ: PARA 0116 and PARA 0122. F

**PARA 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**PARA 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Physical Therapist Assistant

### 4½ Semesters

An Associate of Applied Science degree, a Bachelor of Science in Health Science degree, and a Bachelor of Applied Technology degree are available.

### Objectives:

This program will provide students with the skills and knowledge to:

1. Be a part of the health care team that plans and implements a patient care program.
2. Under the supervision of a physical therapist, they will carry out a treatment program that might include exercises for increasing strength, endurance, coordination and range of motion; the use of heat, cold, electricity, sound or water to relieve pain and stimulate muscle activity; instruction in safe physical activities and the use of devices such as walkers, crutches and wheelchairs.

The graduate might also assist the therapist in performing tests and assessments, as well as observing and reporting patient responses to treatment.

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Graduates of the program will be eligible to sit for the national examination for registration/licensure for Physical Therapist Assistants.

General Education requirements must be completed with a cumulative 2.0 GPA. All other courses in the program must be completed with a 'C' or higher. If a student fails to meet the grade requirements, they will be dismissed from the PTA program. Students who are dismissed may petition to return the following year, however, re-entry is not guaranteed but dependent on the approval of the petition and availability of a seat in that year's cohort of students.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/pta/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Associate of Applied Science Degree: Physical Therapist Assistant

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	
AND		
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208	Introduction to Pathology	3

or BIOL 3305	Introduction to Pathobiology	
PTA 0104	Introduction to Kinesiology	2
PTA 0105	Introduction to Physical Therapy	1
PTA 0106	Applied Kinesiology	4
PTA 0107	Procedures I	5
PTA 0201	Procedures II	5
PTA 0202	Physical Therapy Assessment	4
PTA 0203	Therapeutic Exercise	5
PTA 0204	Seminar	3
PTA 0213	Clinical Affiliation I	7
PTA 0214	Clinical Affiliation II	7
BIOL 1101 & 1101L	Biology I and Biology I Lab (partially satisfies Objective 5)	4
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
PSYC 1101	Introduction to General Psychology (partially satisfies Objective 6)	3
Total Hours		65

## Courses

### ***PTA 0104 Introduction to Kinesiology: 2 semester hours.***

Fundamental principles of anatomical terminology, osteology, arthrology. Basic observation and palpation skills required. Equivalent to MSTH 0104. PREREQ: Admission to the MSTH or PTA program. F

### ***PTA 0105 Introduction to Physical Therapy: 1 semester hour.***

Roles and responsibilities of physical therapists and physical therapist assistants will be explored, as well as the history of physical therapy. Includes patient care, legal issues, principles of physical therapy treatment, education requirements, and functions of the American Physical Therapy Association (APTA). Local physical therapy facilities visited. PRE-or-COREQ: PTA 0104 or permission of instructor. F

### ***PTA 0106 Applied Kinesiology: 4 semester hours.***

Studies the human anatomy with an emphasis on the musculoskeletal system, identification of structures and relationship to function, normal and abnormal biomechanical principles of joint motion and gait patterns. PREREQ: PTA 0105, BIOL 1101, BIOL 1101L, BIOL 3301, and BIOL 3301L. S

### ***PTA 0107 Procedures I: 5 semester hours.***

Procedures related to physical therapy treatment, including universal precautions, principles of physics, anatomy, kinesiology, thermal agents, ultrasound, vital signs and their use in therapeutics, transfer training, ROM, ultrasound, wheelchair, and wound management. PREREQ: Second year student in good standing, and PTA 0105. S

### ***PTA 0201 Procedures II: 5 semester hours.***

A continuation of PTA 0107, Procedures I, including electrical stimulation theory and techniques for applying variations of electrical current, biofeedback, and other modalities. Students will also learn therapeutic management of prosthetics and orthotics. PREREQ: Second-year student in good standing, and PTA 0104, PTA 0105, PTA 0106, PTA 0107, and PTA 0213. F

### ***PTA 0202 Physical Therapy Assessment: 4 semester hours.***

Observation skills, tests and measurements in physical therapy including manual muscle testing, goniometry, vital signs, gait, pain, posture and functional assessment as related to patient progress. PREREQ: Second-year student in good standing, and PTA 0104, PTA 0105, PTA 0106, PTA 0107, and PTA 0213. F

### ***PTA 0203 Therapeutic Exercise: 5 semester hours.***

Therapeutic exercise principles and practices related to patient treatment. Includes stretching, proprioceptive neuromuscular facilitation, other rehab techniques like NDT, Rood, Brunnstrum, cardiopulmonary rehab, and exercise equipment. PREREQ: Second year student in good standing, and HO 0208, PTA 0201, and PTA 0202. S

### ***PTA 0204 Seminar: 3 semester hours.***

Current practices and issues in physical therapy. Includes clinical problem solving, ethics, legal aspects, reimbursement, case management, research, and employment issues. PREREQ: Second year student in good standing, and PTA 0201 and PTA 0202. S

### ***PTA 0213 Clinical Affiliation I: 7 semester hours.***

Clinical instructor supervised, eight-week clinical experience starting in the summer (May) after the first year. Experience will focus on initiating and developing beginning Physical Therapist Assistant skills in the treatment setting. PREREQ: Second year student in good standing, and PTA 0104, PTA 0105, PTA 0106, and PTA 0107. Su

### ***PTA 0214 Clinical Affiliation II: 7 semester hours.***

Clinical instructor supervised, eight-week clinical experience starting in March of the second year. Experience will focus on performing Physical Therapist Assistant skills at a professional level in preparation for entering the workforce. PREREQ: Second year student in good standing, PTA 0201, PTA 0202, and PTA 0213. PRE-OR-COREQ: PTA 0203 and PTA 0204. S

**PTA 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**PTA 0298 Special Topics: 1-8 semester hour.**

This course is designed to address the specific needs of individuals. It will enable the students to upgrade their technical skills through part-time enrollment in units of instruction that are currently available through the program's full-time pre-employment curriculum. PREREQ: Permission of instructor

## Practical Nursing

### 2½ Semester Program

One Advanced Technical certificate is available. Graduates of this program who are Licensed Practical Nurses are eligible to apply to the Associate Degree Registered Nursing program.

This program will provide students with the skills and knowledge to sit for the National Council Licensure Examination for Practical Nurses (NCLEX–PN). Graduates will provide care that requires practical nursing skill and knowledge. In health care facilities they will:

1. Provide bedside care.
2. Provide intravenous therapy, draw blood, assess vital signs, change dressings, administer most prescribed medications, and assist patients with personal care.
3. Assist physicians and registered nurses in implementing plans of care for patients.

Some graduates may work in specialized units, perform special nursing procedures, and operate sophisticated equipment.

The Practical Nursing Program provides classroom, laboratory, and student nurse practicum instruction that prepares graduates for entry into practical nursing.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/pnur/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

## Advanced Technical Certificate: Practical Nursing

### Program Prerequisites

1. Certified Nursing Assistant (CNA) card
2. Current Health Care Provider CPR card
3. The following courses must be completed prior to starting the program:

BT 0170	Introduction to Computers	3
or INFO 1101	Digital Information Literacy	
HO 0106	Medical Terminology	2
or HCA 2210	Medical Terminology and Communication	
or HE 2210	Medical Terminology and Communication	
Select one of the following:		4-8
HO 0111	Introduction to Anatomy and Physiology	
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	
& BIOL 3302 & BIOL 3302L	and Anatomy and Physiology and Anatomy and Physiology Lab	
NTD 3340	Nutrition for Health Professionals	2-3
or PNUR 0124	Nutrition and Diet Therapy for the Practical Nurse	
PSYC 1101	Introduction to General Psychology (partially satisfies Objective 6)	3

### Program Requirements:

PNUR 0110 & 0110L	Basic Foundations of Nursing and Basic Foundations of Nursing Lab	4
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PNUR 0112	Medical Surgical Nursing I	3
PNUR 0113	Medication Administration for Practical Nursing	1
PNUR 0114	Clinical Foundations of Nursing I	3
PNUR 0115	Professional Development Seminar	1
PNUR 0121	Clinical Foundations of Nursing II	4
PNUR 0123	Drug Therapy for the Practical Nurse	3
PNUR 0125	Family Nursing for the Practical Nurse	5
PNUR 0126 & 0126L	Medical Surgical Nursing II and Medical Surgical Nursing Lab	5
PNUR 0131	Clinical Foundations of Nursing III	2
PNUR 0133 & 0133L	Intravenous Therapy for the Practical Nurse and Intravenous Therapy Lab for the Practical Nurse	2
PNUR 0137	Clinical Foundations of Nursing IV	1
PNUR 0139	Nursing Care of Aged and Community-Based Populations	3
PNUR 0140	Management for the Practical Nurse	2
<b>Total Hours</b>		<b>54</b> (min)

## Courses

### ***PNUR 0110 Basic Foundations of Nursing: 3 semester hours.***

Principles of disease transmission, therapeutic communication, patient teaching/learning, medication administration, and the nursing process; basic clinical skills which provide the foundation for practical nursing. PREREQ: Admission to PNUR Program. COREQ: PNUR 0110L. F

### ***PNUR 0110L Basic Foundations of Nursing Lab: 1 semester hour.***

Practical application of the nursing process and basic clinical skills which provide the foundation for nursing practice. COREQ: PNUR 0110. F

### ***PNUR 0112 Medical Surgical Nursing I: 3 semester hours.***

Principles of practical nursing care for the ill adult. COREQ: PNUR 0110 or permission of instructor. F

### ***PNUR 0113 Medication Administration for Practical Nursing: 1 semester hour.***

The basics of safe medication administration, including math calculations and proper procedures. The medication examination included in this class must be successfully passed before the student practical nurse administers medication in clinical settings. COREQ: PNUR 0110 or permission of instructor. ASu

### ***PNUR 0114 Clinical Foundations of Nursing I: 3 semester hours.***

Through hands on clinical experience in a variety of settings the student practical nurse learns skills basic to practical nursing. COREQ: PNUR 0110 or permission of instructor. F

### ***PNUR 0115 Professional Development Seminar: 1 semester hour.***

Professional development to increase understanding of the practical nurse's role and responsibilities. COREQ: PNUR 0110 or permission of instructor. F

### ***PNUR 0118 Outreach Clinical Foundations I: 2 semester hours.***

Through hands-on clinical experience in a variety of settings the student nurse will be exposed to skills basic to the nursing practice

### ***PNUR 0121 Clinical Foundations of Nursing II: 4 semester hours.***

Application of practical nursing concepts within increasingly more complex patient care situations including care of the family; includes application of the nursing process as well as drug and IV therapy. PREREQ: PNUR 0110 and PNUR 0123. S

### ***PNUR 0123 Drug Therapy for the Practical Nurse: 3 semester hours.***

Drugs and their actions as related to patient care in practical nursing practice. COREQ: PNUR 0110 or permission of instructor. F

### ***PNUR 0124 Nutrition and Diet Therapy for the Practical Nurse: 2 semester hours.***

Basic nutrition principles and the application of diet therapy for health promotion. D

### ***PNUR 0125 Family Nursing for the Practical Nurse: 5 semester hours.***

Principles of practical nursing care of the child-bearing woman and newborn. The disorders of childhood and the principles of pediatric nursing care. Principles of normal growth and development of the child are incorporated throughout. PREREQ: PNUR 0110. COREQ: PNUR 0121. S

### ***PNUR 0126 Medical Surgical Nursing II: 4 semester hours.***

Principles of practical nursing care for the ill adult. PREREQ or COREQ: PNUR 0112. COREQ: PNUR 0121 and PNUR 0126L. S

### ***PNUR 0126L Medical Surgical Nursing Lab: 1 semester hour.***

Practical application of medical surgical nursing interventions and procedures/skills within the practical nursing scope of practice. PREREQ or COREQ: PNUR 0112 or PNUR 0126. S

### ***PNUR 0131 Clinical Foundations of Nursing III: 2 semester hours.***

Theory and principles of practical nursing care are applied within the clinical setting. PREREQ: PNUR 0121. COREQ: PNUR 0140. Su



**PNUR 0133 Intravenous Therapy for the Practical Nurse: 1 semester hour.**

Principles and practice of intravenous therapy for the Practical Nurse. Fluid and electrolyte balance, acid-base balance, parenteral solutions, infection control relating to IV therapy, central venous access, intravenous nutritional support, and clinical skills relating to intravenous therapy. PREREQ or COREQ: PNUR 0110 or permission of instructor. COREQ: PNUR 0133L. S

**PNUR 0133L Intravenous Therapy Lab for the Practical Nurse: 1 semester hour.**

Application of intravenous therapy skills for the practical nurse. COREQ: PNUR 0110 or permission of instructor and PNUR 0133. S

**PNUR 0137 Clinical Foundations of Nursing IV: 1 semester hour.**

Clinical experience in a variety of settings, including leadership roles within the practical nursing scope of practice. COREQ: PNUR 0140. Su

**PNUR 0139 Nursing Care of Aged and Community-Based Populations: 3 semester hours.**

Practical nursing concepts of normal and abnormal aging in the older adult and in community-based settings. Apply critical thinking and nursing process strategies within community-based settings. Su

**PNUR 0140 Management for the Practical Nurse: 2 semester hours.**

Theory of first-level management skills for the practical nurse role. This course meets the criteria set forth by the Board of Nursing for the LPN Charge Nurse Role. PREREQ: PNUR 0112 and PNUR 0126. COREQ: PNUR 0137. Su

**PNUR 0198 Special Topics: 1-8 semester hour.**

This course is designed to address the specific needs of individuals. It will enable the students to upgrade their technical skills through part-time enrollment in units of instruction that are currently available through the program's full-time pre-employment curriculum. PREREQ: Permission of instructor

**PNUR 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**PNUR 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## Respiratory Therapy

7 Semester Program for full-time students. Part-time program also available.

One Associate of Science degree and one Bachelor of Science in Health Science degree are available (see Health Occupations Department (<http://coursecat.isu.edu/technology/healthoccupations>) section). Immediately upon deciding this major, please contact the Student Services office of the College of Technology at (208) 282-2622.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/respiratory/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Admission to Program

1. Submit completed application for admission to Idaho State University College of Technology.
2. a) Submit all official college or university transcripts (minimum GPA 2.5). If a student has 14 or more college or university academic credits, those will be used to calculate GPA instead of high school grades.  
b) Submit an official high school transcript or GED scores (minimum GPA 2.5).
3. Job Shadowing--Complete a minimum of 12 hours of job shadowing in a respiratory therapy setting (please use form contained in application).
4. Submit proof of current Health Care Provider CPR (Cardiopulmonary Resuscitation) certification. You must remain current throughout the program.
5. The following prerequisite courses, or equivalents, must be completed with a grade of "C" or better in each course:

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory (prerequisite courses satisfy Objective 5)	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1101	Introduction to General Chemistry	3

OR

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	
COMM 1101	Principles of Speech (satisfies Objective 2)	3
ENGL 1101	English Composition	3
HO 0106	Medical Terminology	2
or HCA 2210	Medical Terminology and Communication	
PSYC 1101	Introduction to General Psychology ((each of these 3 courses partially satisfies Objective 6)	3
or SOC 1101	Introduction to Sociology	
or SOC 1102	Social Problems	

Upon successful completion of the Respiratory Therapy Program, graduates are eligible to take the National Board for Respiratory Care (NBRC) entry-level examination to become Certified Respiratory Therapists (CRT). They would then be eligible, and are encouraged, to complete the NBRC advanced-level examination to become Registered Respiratory Therapists (RRT).

Respiratory Therapy students must maintain a GPA of 2.0 or better, and complete all biology, health, and respiratory therapy courses with a "C" or better to remain in the program.

## Associate of Science Degree: Respiratory Therapy

### Additional General Education (<http://coursecat.isu.edu/academicinformation/generaleducation>) and Other Courses:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab <sup>1</sup>	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab <sup>1</sup>	4
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
Objective 3		3
Objective 4 (minimum 6 cr)		6
One Objective 6 course with different prefix from that chosen earlier		3
Objective 7 or 8		3
Objective 9 (minimum 3 cr)		3
Total Hours		29

<sup>1</sup> If not taken prior to admission - both 3301 and 3302 are required.

### Respiratory Therapy Courses

RESP 2200 & 2200L	Introduction to Respiratory Care and Introduction to Respiratory Care Lab	4
RESP 2211	Pharmacotherapy for Respiratory Therapists	2
RESP 2214	Introduction to Pulmonary Disease	4
RESP 2231	Patient Assessment I	2
RESP 2232	Patient Assessment II	2
RESP 2280	Case Management I	2
RESP 3301 & 3301L	Mechanical Ventilators and Mechanical Ventilators Lab	4
RESP 3310	Case Management II	2
RESP 3320	Clinical Practice of Therapeutic Procedures I	5
RESP 3325	Clinical Practice of Therapeutic Procedures II	3
RESP 3330	Clinical Practice of Therapeutic Procedures III	5
RESP 3335	Clinical Practice of Therapeutic Procedures IV	5
Total Hours		40

## Courses

### **RESP 2200 Introduction to Respiratory Care: 3 semester hours.**

Introduction to the care of pulmonary patients. Focus on skills required and methods used to manage cardiopulmonary problems. Includes clinical practice of procedures and skills. COREQ: RESP 2200L. PREREQ: HE/HCA 2210 and permission of instructor. F

### **RESP 2200L Introduction to Respiratory Care Lab: 1 semester hour.**

Introduction to the care of pulmonary patients utilizing skills and methods required to manage cardiopulmonary problems. PREREQ: CPR Healthcare Provider course; HO 0106; and acceptance into the RESP program. COREQ: RESP 2200. F

### **RESP 2211 Pharmacotherapy for Respiratory Therapists: 2 semester hours.**

Study of therapeutic drug administration for respiratory therapists. Special emphasis on safety issues, sources of drug information, and application to respiratory care practice. PREREQ: Permission of instructor. COREQ: RESP 2200. F

### **RESP 2214 Introduction to Pulmonary Disease: 4 semester hours.**

Integrated approach to the anatomy, physiology, and pathology of the cardiopulmonary system. Comparison of normal and abnormal function. Emphasis on cardiopulmonary functions that are frequently measured to monitor patient status. Includes clinical practice of procedures and skills. PREREQ: RESP 2200. S

### **RESP 2231 Patient Assessment I: 2 semester hours.**

Holistic approach to assessment of adult and pediatric patients in subacute/homecare settings. Special emphasis on assessment of the cardiopulmonary function. PREREQ: RESP 2200 and RESP 2214. Su

### **RESP 2232 Patient Assessment II: 2 semester hours.**

Holistic approach to assessment of adult and pediatric patients in acute care settings. Special emphasis on assessment of the cardiopulmonary function. PREREQ: RESP 2231. F

### **RESP 2280 Case Management I: 2 semester hours.**

Holistic approach to the management of adult and pediatric patients in sub-acute settings. Special emphasis on management of cardiopulmonary problems. PREREQ: RESP 2211 and RESP 2214. F

### **RESP 2296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

### **RESP 2298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

### **RESP 3301 Mechanical Ventilators: 3 semester hours.**

Exploration of operational characteristics of critical care, home care, transport, and neonatal ventilators. Includes clinical practice of procedures and skills. PREREQ: RESP 2200 and RESP 2200L. COREQ: RESP 2214 and RESP 3301L. S

### **RESP 3301L Mechanical Ventilators Lab: 1 semester hour.**

Lab performance and proficiency testing with equipment, concepts and techniques related to providing advanced care and managing cardiopulmonary problems of pulmonary patients. PREREQ: RESP 2200 and RESP 2200L. COREQ: RESP 3301. S

### **RESP 3310 Case Management II: 2 semester hours.**

Holistic approach to the management of adult and pediatric patients in acute care settings. Special emphasis on management of cardiopulmonary problems. PREREQ: RESP 2280. S

### **RESP 3320 Clinical Practice of Therapeutic Procedures I: 5 semester hours.**

Focus on conducting respiratory care in the sub-acute setting. PREREQ: RESP 2200, RESP 2200L, and RESP 2211. S

### **RESP 3325 Clinical Practice of Therapeutic Procedures II: 3 semester hours.**

Focus on conducting respiratory care in the acute setting. PREREQ: RESP 3320. Su

### **RESP 3330 Clinical Practice of Therapeutic Procedures III: 5 semester hours.**

Focus on conducting respiratory care in the acute setting. PREREQ: RESP 3325. F

### **RESP 3335 Clinical Practice of Therapeutic Procedures IV: 5 semester hours.**

Focus on conducting respiratory care in the acute and intensive care settings. PREREQ: RESP 3330. S

## Robotics and Communication Systems Engineering Technology

### 6 to 6½ Semesters

Two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available.

## Objectives

Graduates of the Robotics and Communication Systems Engineering Technology program will:

1. Obtain gainful employment as professional, highly skilled, broad-based electronics technicians capable of working in a wide variety of electronics-related fields.
2. Continue to expand their knowledge and remain current in a continuously expanding industry.
3. Successfully integrate as productive team members in the electronics industry utilizing written, oral and electronic communications skills.
4. Develop, install, maintain, troubleshoot, and repair equipment and circuitry integrated in audio, video, communications, robotics, and pulse electronic systems.
5. Complete projects, produce project overviews with written and oral presentation components, and identify and address potential financial, ethical, and social concerns.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/robotics/index.shtml>.

## Advanced Technical Certificate: Laser/Electro-Optics Technology

(3 1/2 Semesters)

### Required Courses:

RCET 0141	Applied Mathematics I	4
RCET 0142	Applied Mathematics II	4
RCET 0153	Electronic Theory	5
RCET 0154	Electronic Control Devices Theory	5
RCET 0155	Electronic Lab	5
RCET 0156	Electronic Control Devices Lab	5
RCET 0251	Systems Analog and Digital Theory	7
RCET 0253	Systems Analog and Digital Laboratory	5
RCET 0264	Introductory Calculus	4
RCET 0271	Introduction to Lab Simulation Software	2
RCET 0331	Laser Systems and Optics Theory	4
RCET 0332	Laser Systems and Optics Laboratory	4
TGE 0158	Employment Strategies	2

### General Education Requirements:

ENGL 1101	English Composition	3
COMM 1101	Principles of Speech	3
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory	4

Total Hours		66
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The courses listed above will be taught in sequential blocks of instruction. Successful completion of a course is required before the student can progress in the program. If the student fails any math, theory, or lab course, then that course must be repeated and a passing grade obtained before the student can advance in the program. The student must exit the program and make up their deficiency through Technical General Education or other appropriate methods. The student will then be allowed to repeat the course at the next available program opening.

Upon successful completion of RCET 0141, Applied Mathematics I, and RCET 0142, Applied Mathematics II, a student may enroll directly into an academic math course which requires MATH 1147 as a prerequisite.

## Advanced Technical Certificate: Robotics and Communication Systems Engineering Technology

(6 Semesters)

### Required Courses:

RCET 0141	Applied Mathematics I	4
RCET 0142	Applied Mathematics II	4
RCET 0153	Electronic Theory	5
RCET 0154	Electronic Control Devices Theory	5
RCET 0155	Electronic Lab	5
RCET 0156	Electronic Control Devices Lab	5
RCET 0251	Systems Analog and Digital Theory	7

RCET 0253	Systems Analog and Digital Laboratory	5
RCET 0264	Introductory Calculus	4
RCET 0265	Computer Fundamentals and Introduction to Programming	4
RCET 0267	Radio Frequency Transmission Theory	7
RCET 0268	Radio Frequency Transmission Lab	5
RCET 0270	Electronic Drafting	2
RCET 0271	Introduction to Lab Simulation Software	2
RCET 0371	Advanced Math for Electronics	4
RCET 1372	Calc for Advanced Electronics	4
RCET 0373	Advanced Digital Theory	5
RCET 0374	Advanced Pulse Theory	5
RCET 0375	Advanced Digital Laboratory	5
RCET 0376	Advanced Pulse Laboratory	5
TGE 0158	Employment Strategies	2
General Education Requirements:		
ENGL 1101	English Composition	3
COMM 1101	Principles of Speech	3
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory	4
Total Hours		104

## Associate of Applied Science Degree: Robotics and Communication Systems Engineering Technology

(6 Semesters)

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

RCET 0141	Applied Mathematics I	4
RCET 0142	Applied Mathematics II	4
RCET 0153	Electronic Theory	5
RCET 0154	Electronic Control Devices Theory	5
RCET 0155	Electronic Lab	5
RCET 0156	Electronic Control Devices Lab	5
RCET 0251	Systems Analog and Digital Theory	7
RCET 0253	Systems Analog and Digital Laboratory	5
RCET 0264	Introductory Calculus	4
RCET 0265	Computer Fundamentals and Introduction to Programming	4
RCET 0267	Radio Frequency Transmission Theory	7
RCET 0268	Radio Frequency Transmission Lab	5
RCET 0270	Electronic Drafting	2
RCET 0271	Introduction to Lab Simulation Software	2
RCET 0371	Advanced Math for Electronics	4
RCET 1372	Calc for Advanced Electronics (satisfies a General Education Requirement)	4
RCET 0373	Advanced Digital Theory	5
RCET 0374	Advanced Pulse Theory	5
RCET 0375	Advanced Digital Laboratory	5
RCET 0376	Advanced Pulse Laboratory	5
TGE 0158	Employment Strategies	2
COMM 1101	Principles of Speech	3

(contributes to AAS English/Communication requirement; satisfies a General Education Requirement)

PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory (satisfies a General Education Requirement)	4
Total Hours		101

## Courses

### **RCET 0141 Applied Mathematics I: 4 semester hours.**

Basic math as it applies to Electrical Theory; includes algebraic and trigonometric topics as they relate to DC and AC (sine wave) circuit analysis. F, S

### **RCET 0142 Applied Mathematics II: 4 semester hours.**

Continuation of RCET 0141. Selected algebraic and trigonometric topics as related to DC and AC (sine wave) circuit analysis with special emphasis on trigonometric solution and vector analysis. PREREQ: RCET 0141. F, S

### **RCET 0153 Electronic Theory: 5 semester hours.**

Fundamentals of DC and AC electronics: safety, soldering, electrical units, Ohm's Law, series and parallel resistive circuits, voltage and current, meters, network theorems, magnetism, inductors, capacitors, AC-DC network analysis, and power supplies. COREQ: RCET 0141 and RCET 0155. F, S

### **RCET 0154 Electronic Control Devices Theory: 5 semester hours.**

Comprehensive study of semiconductors, power supplies, transistor amplifiers, and operational amplifiers. Digital fundamentals including logic gates, Boolean algebra, combination logic circuits, digital registers, counters, and timing circuits. PREREQ: RCET 0141, RCET 0153, and RCET 0155. COREQ: RCET 0156 and RCET 0142. F, S

### **RCET 0155 Electronic Lab: 5 semester hours.**

Experiments involving subjects covered in RCET 0153. Students will construct, measure, and analyze circuits. COREQ: RCET 0153. F, S

### **RCET 0156 Electronic Control Devices Lab: 5 semester hours.**

Experiments involving subjects covered in RCET 0154. Students will construct, measure, and analyze circuits. PREREQ: RCET 0141, RCET 0153, and RCET 0155. COREQ: RCET 0154. F, S

### **RCET 0251 Systems Analog and Digital Theory: 7 semester hours.**

Analog circuit analysis applied to amplifiers, power supplies, op-amps, and discrete switching circuits, with an emphasis on frequency limitations of discrete components and circuitry. Introduction to actuator, motor, and transducer control circuitry. COREQ: RCET 0253. F, S

### **RCET 0253 Systems Analog and Digital Laboratory: 5 semester hours.**

Emphasizes understanding of analog and digital circuitry by allowing students to design, construct, test, and troubleshoot using proper test equipment. Experiments involve subjects covered in RCET 0251 and RCET 0271. PREREQ: RCET 0156. COREQ: RCET 0251. F, S

### **RCET 0264 Introductory Calculus: 4 semester hours.**

Correlations of algebraic, trigonometric and geographic topics as well as logarithms and their applications. Algebraic calculus concepts involving differentiation and integration and their applications to electronic circuits and waveform analysis. Supports RCET 0251. PREREQ: RCET 0142 or equivalent. F, S

### **RCET 0265 Computer Fundamentals and Introduction to Programming: 4 semester hours.**

Basic computer components and functions. Introduction to operating system file structures. Introduction to and use of element-driven programming languages and integrated development environments. F, S

### **RCET 0267 Radio Frequency Transmission Theory: 7 semester hours.**

Theory, analysis, and design of devices operating in the radio frequency spectrum. Fundamentals involving the phenomena of radio waves from audio frequencies through light rays. PREREQ: RCET 0251, RCET 0253, and RCET 0264. COREQ: RCET 0268. F, S

### **RCET 0268 Radio Frequency Transmission Lab: 5 semester hours.**

Maintenance, design, and adjustment of RF oscillators, amplifiers, AM, FM and single sideband, mobile and fixed station transmitters; transmission lines and antennas; microwave transmitters and measurement techniques. PREREQ: RCET 0251, RCET 0253, and RCET 0264. COREQ: RCET 0267. F, S

### **RCET 0270 Electronic Drafting: 2 semester hours.**

Computer aided drafting with emphasis on schematic capture with component information systems and printed circuit board layout. F, S

### **RCET 0271 Introduction to Lab Simulation Software: 2 semester hours.**

Introduction to lab simulation software environments used to build data acquisition and instrument control applications. F, S

### **RCET 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U; may be letter graded. PREREQ: Permission of instructor. D

### **RCET 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U; may be letter graded. PREREQ: Permission of instructor. D

### **RCET 0331 Laser Systems and Optics Theory: 4 semester hours.**

Theory and analysis of lasers and associated devices. Covers laser fundamentals, wave and geometric optics, electro-optics devices and components. Su

**RCET 0332 Laser Systems and Optics Laboratory: 4 semester hours.**

Practical application of theory and analysis in analyzing laser/optics systems. Su

**RCET 0371 Advanced Math for Electronics: 4 semester hours.**

The study of computer programming languages at the machine level, assembler level, and high level, a standard operating system, translation of numbers between number systems. F, S

**RCET 0373 Advanced Digital Theory: 5 semester hours.**

A study of microcomputer operation, programming, interfacing to digital and analog systems, and troubleshooting. Memory and storage systems. System microcontroller integration using a software development system. F, S

**RCET 0374 Advanced Pulse Theory: 5 semester hours.**

A study of analog/digital circuits used in the video studio. Introduction and analysis of a television studio system, modules, and individual analog/digital circuits will be covered. Discussion, lectures, classroom and lab demonstrations are used to help the student gain knowledge and troubleshoot equipment in large system. COREQ: RCET 0376. F, S

**RCET 0375 Advanced Digital Laboratory: 5 semester hours.**

Practical application of topics covered in RCET 0371 and RCET 0373 while building, programming, and troubleshooting microprocessor and microcontroller-based systems. F, S

**RCET 0376 Advanced Pulse Laboratory: 5 semester hours.**

Practical equipment and systems application of analog/digital circuits used in conjunction with Advanced Pulse Theory (RCET 0374). Operation of the lab is by an exploratory method with guides furnished by the instructor. Test results of these explorations will be maintained in written log form and will be presented in verbal form to other student technicians. One major student project is accomplished during the semester. The student must give an oral and written presentation on the project. COREQ: RCET 0374. F, S

**RCET 0383 Advanced Laser Systems and Optics Theory: 5 semester hours.**

Advanced theory and analysis of lasers and associated devices. Covers advanced laser topics, wave and geometric optics, electro-optics devices and components. PREREQ: RCET 0331 and RCET 0332. D

**RCET 0384 Advanced Laser Systems and Optics Laboratory: 3 semester hours.**

Practical application of advanced theory and analysis in analyzing laser/optics systems. PREREQ: RCET 0331 and RCET 0332. D

**RCET 1372 Calc for Advanced Electronics: 4 semester hours.**

Algebraic, trigonometric, logarithmic and exponential functions, derivatives and integrals with electronic and other physical applications. Also included McClaurin's, Taylor's and Fourier's series and introduction to differential equations. Supports RCET 0374. Satisfies Objective 3 of the General Education Requirements. F, S

## Welding

### (2 to 4 Semester Program Options)

One certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and a Bachelor of Applied Technology degree are available.

### Objectives:

1. To prepare graduates for gainful employment in critical welding applications to include: pipeline, petro-chemical, power generation, sanitation, and high purity welding.
2. Additionally, graduates will be prepared to begin their welding careers by completing courses in math, theory, layout, and blueprint reading to augment their welding skills.

For a Program Information Packet showing descriptions of each option, course descriptions, lists of course sequences, and the cost of books, tools, uniforms, fees, and other expenses, go online to <http://www.isu.edu/ctech/welding/>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook. Students must pass each welding core course with a letter grade of no less than a C (2.0) before continuing in the program.

## Technical Certificate: Welder General

### (2 Semesters)

#### Required Courses:

WELD 0131	Welding Practice I	12
WELD 0132	Welding Practice II	12
WELD 0140	Welding Theory	2
WELD 0141	Mechanical Drawing	2

WELD 0142	Blueprint Reading	2
WELD 0143	Shop Math I	2
Total Hours		32

## Advanced Technical Certificate: Welder-Fitter

(4 Semesters)

### Required Courses:

WELD 0131	Welding Practice I	12
WELD 0132	Welding Practice II	12
WELD 0140	Welding Theory	2
WELD 0141	Mechanical Drawing	2
WELD 0142	Blueprint Reading	2
WELD 0143	Shop Math I	2
WELD 0231	Welding Practice III	13
WELD 0232	Welding Practice IV	13
WELD 0241	Metal Layout	3
WELD 0243	Shop Math II	3
Total Hours		64

## Associate of Applied Science Degree: Welder-Fitter

### General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

WELD 0131	Welding Practice I	12
WELD 0132	Welding Practice II	12
WELD 0140	Welding Theory	2
WELD 0141	Mechanical Drawing	2
WELD 0142	Blueprint Reading	2
WELD 0143	Shop Math I	2
WELD 0231	Welding Practice III	13
WELD 0232	Welding Practice IV	13
WELD 0241	Metal Layout	3
WELD 0243	Shop Math II	3
COMM 1101	Principles of Speech	3
(contributes to AAS English/Communication Requirement; satisfies a General Education Requirement)		
Total Hours		67

### Elective Courses:

WELD 0105	Welding	1-4
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## Courses

### **WELD 0105 Welding: 1-4 semester hour.**

Introduction to and practice of arc welding. Metals and various types of welds. F, S

### **WELD 0131 Welding Practice I: 12 semester hours.**

Welding practice techniques for successful fillet and groove welds in all positions utilizing SMAW E7018, GMAW ER70S-6, and FCAW E71T-1 processes and filler metals. F, S

### **WELD 0132 Welding Practice II: 12 semester hours.**

Open groove welding practice to develop skills in preparation to weld pipe. Students will first become proficient on plate and progress into carbon steel pipe welding using E6010 and E7018 electrodes. PREREQ: WELD 0131. F, S



**WELD 0140 Welding Theory: 2 semester hours.**

Processing and manufacturing of ferrous and nonferrous metals; effect welding has on different metals, how to weld them and the heat treatment of them. F

**WELD 0141 Mechanical Drawing: 2 semester hours.**

Proper care and use of equipment, alphabet of lines, orthographic projections, dimensioning, section view drawing, freehand sketching of isometrics, pattern development and geometric construction. S

**WELD 0142 Blueprint Reading: 2 semester hours.**

Study of trades symbols, dimensioning from working drawings of the trade. Identification of lines, views, materials and dimensions; study of basic drawings of welding trade. S

**WELD 0143 Shop Math I: 2 semester hours.**

Basic study of trade math concentrating on basic arithmetic, common fractions, decimals, ratio, percentages, square root, and appropriate conversions as they apply to the welding trade. F

**WELD 0159 Arc Welding: 1-8 semester hour.**

Special course with emphasis on shop practice in the general areas of arc welding. Open for enrollment only with approval of the advisor, program coordinator and CTech counselor. (This is a special certificate option.) F, S

**WELD 0231 Welding Practice III: 13 semester hours.**

Low hydrogen, stainless steel, and pipe welding techniques in shop applications. PREREQ: WELD 0132. F

**WELD 0232 Welding Practice IV: 13 semester hours.**

GTAW process welding practice using both manual and automated orbital equipment, procedures, and techniques. Carbon and stainless steel pipe welding emphasized; includes high-purity and sanitary stainless welding. PREREQ: WELD 0231. S

**WELD 0241 Metal Layout: 3 semester hours.**

Introduction to geometric construction, principles of metal layout, special trade charts and tables. PREREQ: WELD 0141. F

**WELD 0243 Shop Math II: 3 semester hours.**

Continuation of WELD 0143, with introduction to specific trade formulas, basic algebra, proportions, right triangle math, trigonometry, special trade charts and tables. PREREQ: WELD 0143. S

**WELD 0296 Independent Study: 1-8 semester hour.**

Addresses specific learning needs of individuals for the enhancement of knowledge and skills within the program area under the guidance of an instructor. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of the instructor. D

**WELD 0298 Special Topics: 1-8 semester hour.**

Addresses the specific needs of industry, enabling students to upgrade technical skills that are not included in the current program curriculum. May be repeated. Graded S/U, or may be letter-graded. PREREQ: Permission of instructor. D

## General Education Department

One semester emphasizing Technical General Education Basic coursework is incorporated into each program curriculum for students who do not demonstrate adequate academic skill to succeed in the occupational content courses of their programs. These students enroll for 1-16 credits of Technical General Education (TGE) basic courses prior to placement in their occupational-based curriculum. Students demonstrating academic proficiency in math and written communications will bypass this section of the curriculum.

Technical General Education core course content is designed in accordance with suggestions and directions from program instructors, advisory committees, and industry employers. TGE core coursework complements the student's technical training by providing education in business/technical writing, oral communication, building job search skills, and understanding human relations issues pertinent to the workplace.

Technical General Education core courses are taken concurrently with the student's program courses and may be required to complete the Technical Certificate, Advanced Technical Certificate, and/or Associate of Applied Science degree. Students should consult their program's required course lists to determine which of the TGE core courses must be taken.

For online information about this department and its programs, visit <http://isu.edu/cotgened/tge-main.shtml>.

This program requires students to achieve certain grades in order to advance each semester. Specific information is available in the program's student handbook.

### Courses

**TGE 0100A Algebra I: 4 semester hours.**

Topics include linear equations, factoring, graphing, functions, and quadratic equations with emphasis on practical and technical problems. Equivalent to MATH 0025. Not eligible for academic credit. PREREQ: TGE 0100M or MATH 0015. D

**TGE 0100C Critical Thinking: 3 semester hours.**

Course teaches creative and critical thinking. This is an integrated approach that deals with thinking about thinking, imagining, and solving problems. Informal logic, induction, deduction, and prose analysis are emphasized. D

**TGE 0100I Independent Study: 1-2 semester hour.**

Course is designed to meet individual student needs. D

**TGE 0100M Math: 4 semester hours.**

Course provides an overview of complex fractions, decimals, and percents with an emphasis on practical application. Equivalent to MATH 0015. Not eligible for academic credit. Pre-or-Coreq: TGE 0100S. D

**TGE 0100P Personal and Professional Effectiveness: 1-2 semester hour.**

Career and learning theory-based course to establish students as flexible and innovative learners. Encourages the integration of positive adaptability through collaborative learning groups, values-focused decision making and activities-based interventions. Facilitates learning opportunities for students and networking opportunities after graduation. Solidifies a core set of transferable skills that are marketable across different career fields. PREREQ: Permission of instructor. D

**TGE 0100R Reading: 3 semester hours.**

Provides instruction in reading speed, comprehension, and textual interpretation, as well as on analysis of the basic grammatical and syntactic principles of the English language. Competence in decoding, listening skills, and active reading proficiency are primary objectives. COREQ: TGE 0100W. D

**TGE 0100S Strategies for Learning: 2 semester hours.**

Memory skills, time management, critical thinking, learning styles, note and test taking strategies, and use of technology in successful completion of programs. Credit not applicable toward degree or certificate. D

**TGE 0100T Technical Science: 2 semester hours.**

Course provides instruction in the development of basic mathematical relationships and their use in the study of forces and force analogs in fluid, thermal, electrical, and mechanical systems. Force, work, power, rate, and resistance are studied. Basic trigonometric relationships are defined. D

**TGE 0100W Writing: 3 semester hours.**

Clear writing in standard, edited American English. Equivalent to ENGL 0090. Not eligible for academic credit. PRE-or-COREQ: TGE 0100S. D

**TGE 0151 Technical Writing I: 2 semester hours.**

Course provides instruction in informal technical report writing and business correspondence. Includes grammar/punctuation review, introduction to word processing, and technical terminology/vocabulary building. D

**TGE 0152 Technical Writing II: 2 semester hours.**

Course provides instruction in application of formal technical report writing strategies and fundamentals of research. D

**TGE 0158 Employment Strategies: 1-2 semester hour.**

Comprehensive study and practice of job search activities, including company research, networking strategies, interviewing behavior, and writing the resume and business correspondence. Culminates in the preparation of a professional portfolio. The two-credit option provides students with extensive interviewing experience in a variety of settings. May be graded S/U. D

**TGE 0159 Internship Strategies: 1 semester hour.**

Comprehensive study and practice of internships, including company research, networking strategies, interviewing behavior, and completing applications and resumes. D

**TGE 0162 Orientation to Computer Technology: 1 semester hour.**

Use of instructor software (Moodle) and on-line library services, Internet research, use of Bengal web and e-mail services. Overview of basic word processing features and the development of alphabetic and numeric information input through touch keyboarding. Open exit is available when student reaches proficiency rate established by program area. F, S

**TGE 0199 Experimental Course: 1-6 semester hour.**

This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content

**TGE 1135 Work Place Relations: 3 semester hours.**

Workplace topics emphasizing internal and external customer service and including study and practice in effective interpersonal and communication skills, ethics, leadership, and teamwork. Partially satisfies Objective 6 of the General Education Requirements. D

**TGE 1257 Applied Ethics in Technology: 3 semester hours.**

An introduction to the study of ethics and consideration of ethical issues in the fields of engineering, health, technical trades, and other contemporary settings that career-technical professionals may face. Topics include moral obligations and rights of society, employers, colleagues, and clients; cost-benefit risk analysis, safety, and informed consent; the ethics of whistle-blowing. Partially fulfills Objective 4 of the General Education Requirements. D

## Adult Basic Education

(208) 282-2468

<http://isu.edu/cotgened/abe-main.shtml>

The program offers free assistance for people 16 and older who are not enrolled in K-12 and are performing at the nonreader through twelfth-grade levels. Services are provided at the Adult Success Center on the third floor of the Roy F. Christensen Building (Building #48) and at outreach sites in seven southeastern Idaho counties.

Adult Basic Education (ABE) -- This service provides assessment and instruction in basic math, reading, and writing to assist people with their educational or employment goals. Students may prepare for the COMPASS test and transition to college. The program offers different settings and methods to help students learn at their own rate in the style they prefer. Instruction includes both classes and independent study using books, audio and video materials, tutors, and computers. An Internet option is available.

General Educational Development (GED ®). -- This service assists people who have not received a high school diploma. In addition to assessment and instruction, the program administers Official Practice Tests as preparation for the GED ®. Some scholarships are available for the GED ® Tests, and a GED ® commencement ceremony is held every spring on the Idaho State University campus.

English as a Second Language (ESL) -- This service helps speakers of other languages learn to speak, understand, read, and write English. It offers instruction in the English needed for daily life in the United States and includes skills useful for education, employment, residency, and citizenship. Both formal grammar lessons and instruction in the social uses of language are emphasized.

## Center for New Directions

(208) 282-2454

Email: [cnd@isu.edu](mailto:cnd@isu.edu)

<http://www.isu.edu/cnd/>

The Center for New Directions (CND) provides educational program information, student support services, and short term career and mental health counseling by licensed professional counselors and supervised counseling interns. The CND also provides resource and support services through a variety of workshops, classes, and groups designed to assist individuals as they enter and complete training and prepare for job placement. The CND offers scholarships for students who enroll in non-traditional technology programs. All services are confidential and provided at no cost. Contact the CND for information about services on the Pocatello campus and at Idaho State University centers located in Blackfoot, Montpelier, Preston, Soda Springs, and in the Shoshone-Bannock Education Center.

## Student Resource Center

### Coordinator: Byington

(208) 282-3208

<http://isu.edu/cotgened/resource-main.shtml>

The Resource Center offers free peer tutoring, in either a group or one-on-one setting, to all College of Technology students. Instructional aides are available to facilitate student success in general education and program courses. Aides also provide help in building and improving student computer skills. Open group tutoring is available for math and writing. Math lab with an instructor is available one day a week.

The Resource Center encourages students to seek help at the beginning of each academic semester to ensure success.

## Workforce Training

College of Technology

Roy F. Christensen Building

921 S 8th Ave Stop 8076

Pocatello, ID 83209-8076

(208) 282-3372

<http://workforcetraining.isu.edu/>

Class offerings include specialized vocational courses during non-traditional hours, customized training for business and industry, and webinars and classes broadcast on the Idaho Education Network. Classes (including short-term workshops) are offered both on and off campus during afternoons, weekdays, evenings, and Saturdays. The purpose of open-enrollment classes is to offer training and/or retraining for persons who have already entered the labor market and who desire to achieve stability or advancement in gainful employment. Customized courses are offered to assist local industry with expansion of the workforce and upgrading and retraining of their current employees. Instruction may include laboratory, shop and related classroom instruction appropriate for the specific group being served.

Open enrollment offerings are announced each semester through the press, radio, and special bulletins. More than 500 courses ranging in length from one week to two years are offered and start at varying times throughout the year.

Classes in the following general areas are offered each year:

Agriculture

Automotive Trades  
 Business Management  
 Computers  
 Drafting  
 Electronics  
 Electrical  
 Health  
 Home Economics  
 Office Practices  
 Production Management  
 Real Estate  
 Related Industrial  
 Welding

Customized courses are offered at the request of a specific business. Curriculum is designed to meet the need of employees and is offered either on campus or on site at the business. Classes can also be offered through distance learning classroom and via the Internet. Federal financial aid is not applicable to these courses.

Because of the constant demand for short-term courses, people are encouraged to register for classes as early as possible. Persons interested in enrolling in any of these offerings may contact WORKFORCE TRAINING. Federal financial aid is not applicable to this program.

In addition to short-term courses, WORKFORCE TRAINING verifies the experiential credits for two A.A.S. degrees, the Electrical Apprenticeship and Plumbing Apprenticeship.

## Associate of Applied Science Degree: Electrical Apprenticeship

This Associate of Applied Science degree is designed for the student who has a current Idaho journeyman license, has proof of completed apprenticeship, and proof of registration with Idaho Department of Labor and Industrial Services. Call WORKFORCE TRAINING at (208) 282-3372. Federal Financial Aid is not applicable to this program.

Once the Electrical Apprenticeship student completes required hours in the apprenticeship program, has been verified by Workforce Training, and has completed the General Education requirements for the AAS degree as outlined earlier in this ISU Undergraduate Catalog, the following Electrical Apprenticeship credits will be posted to the ISU transcript upon payment of a credit recording fee of \$15 per credit (see Expenses (<http://coursecat.isu.edu/aboutISU/expenses>) in the General Information section of the ISU Undergraduate Catalog).

### General Education:

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

### Required Courses:

ELAP 0100	Electrical Internship Year 1	10
ELAP 0101	Electrical Theory Year 1	3
ELAP 0150	Electrical Internship Year 2	10
ELAP 0151	Electrical Theory Year 2	3
ELAP 0200	Electrical Internship Year 3	10
ELAP 0201	Electrical Theory Year 3	3
ELAP 0250	Electrical Internship Year 4	10
ELAP 0251	Electrical Theory Year 4	3
Total Hours		52

## Associate of Applied Science Degree: Plumbing Apprenticeship

This Associate of Applied Science degree is designed for the student who has a current Idaho plumber's license, proof of completed plumbing apprenticeship, and proof of registration with the Plumbing Division, Idaho Department of Labor and Industrial Services. Contact WORKFORCE TRAINING at (208) 282-3372.

Once the Plumbing Apprenticeship student completes required hours in the apprenticeship program, has been verified by Workforce Training, and has completed the General Education requirements for the AAS degree as outlined earlier in this ISU Undergraduate Catalog, the following Plumbing Apprenticeship credits will be posted to the ISU transcript upon payment of a credit recording fee of \$15 per credit (see Expenses (<http://coursecat.isu.edu/aboutISU/expenses>) in the General Information section of the ISU Undergraduate Catalog).

## General Education

See General Education Requirements (<http://coursecat.isu.edu/technology>) (minimum 15 credits) for AAS degree at the start of the College of Technology section of the catalog.

### Required Courses:

PLAP 0100	Plumbing Internship Year 1	10
PLAP 0101	Plumbing Theory Year 1	3
PLAP 0150	Plumbing Internship Year 2	10
PLAP 0151	Plumbing Theory Year 2	3
PLAP 0200	Plumbing Internship Year 3	10
PLAP 0201	Plumbing Theory Year 3	3
PLAP 0250	Plumbing Internship Year 4	10
PLAP 0251	Plumbing Theory Year 4	3
Total Hours		52

## Southeast Idaho Region 5 Tech Prep

Southeast Idaho Region 5 Tech Prep  
 921 S 8th Ave Stop 8380  
 Pocatello ID 83209-8380  
 (208) 282-4663  
<http://www.isu.edu/techprep/>

Tech Prep is a national and state effort which emphasizes collaboration between high schools and Idaho technical colleges while preparing students for entry into the workforce. Students enrolled in approved high school programs may articulate post-secondary credit toward technical or professional degrees. Students must complete their approved high school course with a minimum grade of 80% in order to transcript college credit. This process allows students to begin working on an Associate of Applied Science (A.A.S.) degree or a certificate while still in high school. The A.A.S. degree articulates into Idaho State University's Bachelor of Applied Technology degree.

Up to eight (8) professional/technical credits earned through the Tech Prep articulation agreements while in high school may be used to fulfill academic elective requirements when students are pursuing a Bachelor of Science or Bachelor of Arts degree.

A Tech Prep student can earn a degree in less time or go into greater depth of study at the college level. In Region V, there are more than 90 high school programs that articulate credit to Idaho State University.

The Tech Prep office provides support services designed to assist high school students to articulate college credits while in high school. Students are encouraged to contact the Tech Prep office for further information.

# Idaho Museum of Natural History

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The Idaho Museum of Natural History was founded by legislative proclamation in 1977. At that time, the Museum received its state-mandated mission to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. The Museum has four divisions: Anthropology, Earth Science, Life Science, and Public Programs. Each of the first three divisions is headed by a Research Curator, with other affiliate curators and collections managers. Significant collections include the Anthropology ethnographic collections, the Earl R. Swanson Archaeological Repository, extensive collections in vertebrate and invertebrate paleontology, and the Ray J. Davis Herbarium. The Museum houses the Idaho Virtualization Laboratory and the Center for Archaeology, Materials, and Applied Spectroscopy (CAMAS). Affiliated research institutes include the GIS Training and Research Center, the Informatics Research Institute, and the Don Crabtree Experimental Archaeology Lab.

Curators in Anthropology, Earth Science and Life Science lead national and international research. Our active research profile supports acquisition and use of collections for all areas of natural history research and education. ISU faculty and students have access to Museum collections for instruction, training, and graduate theses and dissertations.

Our Public Programs Division develops and implements programs and exhibitions on a wide range of science topics, emphasizing current Museum research and environmental and ecological themes. These programs are both university level and for K-12 education.

The Museum offers undergraduate and graduate students educational credits under the Museum subject code and through courses in Anthropology, Biology, Education, Geosciences, History, and other affiliate Idaho State University departments. See course descriptions (<http://coursecat.isu.edu/artsandletters/idahomuseumofnaturalhistory/#courseinventory>) in the College of Arts and Letters section of the catalog.

The Idaho Museum of Natural History gallery is open from 11:00 a.m.-5:00 p.m., Tuesday through Saturday, closed Sunday, Monday, and Federal and state holidays. Admission to the museum is \$5 for adults and \$1 for children K-12.

For more information, please visit the Idaho Museum of Natural History's website at: <http://imnh.isu.edu/>.

# Institutes

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## Biomedical Research Institute

Director and Professor: Daniels

Established in 2005 to increase the collaboration, efficiency and focus of the University's biomedical research activities, the Biomedical Research Institute will provide additional resources for faculty to improve research capabilities.

The long-term vision of the Institute is to establish a nationally and internationally recognized interdisciplinary biomedical research environment where scientists, engineers, and health professionals can interact synergistically, without the restrictions of traditional discipline barriers.

The Institute's four major focus areas are behavioral and neuroscience; bio-signaling and communication; functional genomics and biotechnology; and health science and engineering.

For more information, see <http://www.isu.edu/research/facilities/>.

## Informatics Research Institute

Director and Professor: Schou

Associate Director and Professor: Lohse

Associate Professors: Cady, Sammons, J. Strickland

Research Associate Professor:  
Laxminarayan

Assistant Professor: Frost

Affiliate Professors: Leibrock, Longley, Murray

Affiliate Assistant Professors: Moulton, Slay, Willis

The Informatics Research Institute (IRI) is an academic unit providing coordination for several interdisciplinary degrees and research centers across campus. Informatics is an integrative discipline that arises from the synergistic application of computational, informational, organizational, cognitive, and other disciplines whose primary focus is in the acquisition, storage and use of information in a broad spectrum of domains. It includes the study and application of information technology in the arts, sciences, commerce, medicine, and society in general. The IRI has a mission in teaching, research, and service. Activities include:

- Developing interdisciplinary programs in informatics
- Developing interdisciplinary degree programs
- Developing and offering outreach programs
- Coordinating activities of related centers on campus
- Providing leadership in critical infrastructure protection
- Developing educational programs
- Developing infrastructures to support research in diverse fields
- Coordinating interdisciplinary academic concentrations

The IRI coordinates activities among the National Information Assurance Training and Education Center (NIATEC), Simplot Decision Support Center (SDSC), Center for Innovative Technology in Archaeological Informatics (CITI-AI). The IRI charter includes development of interdisciplinary AA, AS, BA, BS, Masters and Doctoral programs as well as concentrations in Information Assurance.

## Archaeological Informatics

CITI-AI – Center for Innovative Technology in Archaeological Informatics. The CITI-AI leads research in the organization and analysis of archaeological information. It creates and maintains active partnerships within the archaeological community and serves as an interdisciplinary center of activity uniting basic informatics research and modeling within the Informatics Research Institute, Idaho State University, and its affiliated faculty. The Center is directed by E.S. Lohse, Professor of Anthropology and Division Head for Anthropology, Idaho Museum of Natural History.

## Simplot Decision Support Center

The Simplot Decision Support Center (SDSC) is a facility designed to increase group decision making effectiveness and efficiency. It is a research and development effort of Idaho State University resulting from the generosity of the Simplot Corporation. The Simplot Decision Support Center is one of a

few dedicated facilities in the nation and is available as a resource to both local and national organizations. It has led the national effort in developing information assurance and computer security training and education standards for the federal government.

## Information Assurance

NIATEC – The National Information Assurance Training and Education Center is a consortium of academic, industry, and government organizations to improve the literacy, awareness, training, and education standards in Information Assurance. As the federally designated cornerstone for essential education and training components of a strong Information Assurance initiative, the mission is to establish an effective Information Assurance infrastructure. NIATEC is associated with Idaho State University Center of Academic Excellence. It is a component in the national plan to establish a federal cyber-corps to defend against cyber-based disruption and attacks. Key to building such a cyber-corps is the implementation of robust graduate and undergraduate curricula in Information Assurance.

## Information Assurance Degree Concentrations

The IRI coordinates the federally designated Center of Academic Excellence in Computer Security Education. The Center of Academic Excellence includes formal concentrations in Information Assurance at the undergraduate and graduate level in cooperation with NIATEC and CITI. In addition, the Informatics Research Institute offers formal concentrations in Information Assurance for Baccalaureate, Masters, and Doctoral Programs. These concentrations may be above the regular degree requirements documented by the DHS/CNSS approved Certificates offered by Idaho State University.

### Certificates for Concentrations:

- CNSS 4011 - National Training Standard for Information Systems Security (INFOSEC) Professionals
- CNSS 4012 - Senior Systems Manager
- CNSS 4013 - Systems Security Administration
- CNSS 4014 - Information Systems Security Officer
- CNSS 4015 – Systems Certification

### Program of Study:

Students with appropriate pre-requisites may take courses within the information assurance program as part of a formal information assurance concentration in their degree program. With approval of their advisor and the faculty they may pursue certificates in specialty areas. In addition to courses that support specialized certifications the program offers courses in Computer Forensics and Risk analysis. All courses require preparation of research papers in information assurance topic related to their major field.

- CNSS 4011 - Students in the Computer Information System major may take INFO 4411 Intermediate Information Assurance, a minimum of 6 hours of INFO 4419 Advanced Informatics Practicum or INFO 4493 Advanced Informatics Internship and two additional courses in Information Assurance. Students in the INFO minor may take the same series of courses. Students in other majors may have to take additional courses.

All students seeking additional certifications must complete the requirements for CNSS 4011 and the following:

- CNSS 4012– Students certifying for 4012 must complete:

INFO 4411	Intermediate Information Assurance	3
INFO 4412	Systems Security for Senior Management	1-3
INFO 4413	Systems Security Administration	1-3
INFO 4414	Systems Security Management	1-3
INFO 4415	System Certification	1-3

- CNSS 4013 – Students certifying for 4013 must complete:

INFO 3380	Networking and Virtualization	3
INFO 4411	Intermediate Information Assurance	3
INFO 4413	Systems Security Administration	1-3

- CNSS 4014– Students Certifying for 4014 must complete:

INFO 4411	Intermediate Information Assurance	3
INFO 4413	Systems Security Administration	1-3
INFO 4414	Systems Security Management	1-3

- CNSS 4015 – Students Certifying for 4015 must complete:

INFO 4411	Intermediate Information Assurance	3
INFO 4414	Systems Security Management	1-3
INFO 4415	System Certification	1-3



## Institute of Emergency Management

Director: Mikitish

The Institute of Emergency Management, (IEM) located on the Idaho State University Meridian Campus, was approved by the Idaho State Board of Education in July 2003. The purpose of the Institute is to offer workshops, courses, certificates, and in the future degrees, to meet the professional and career development needs of Idahoans employed in or planning a career in Emergency Management. The Institute delivers courses statewide at various sites in Idaho communities, to meet the needs of local first responders. Here is the internet address of the IEM registration website: <http://www.isu.edu/idiem/>

## Institute of Nuclear Science and Engineering

Director and Professor: (vacant)

Assistant Professor: Dunzik-Gougar

Idaho State University established an Institute of Nuclear Science and Engineering (INSE) with approval from the Idaho State Board of Education in 2003. The INSE objective is to expand research in nuclear engineering and science. The partners in this expanded research are the ISU College of Science and Engineering, the Office of Research, and the Center for Advanced Energy Studies. CAES is a public/private partnership comprised of the three Idaho public universities, private industry, and the Idaho National Laboratory (INL). All of the faculty affiliated with INSE are also faculty of the Department of Nuclear Engineering and Health Physics in the College of Science and Engineering.

Idaho State University's proximity to INL and the INL's designation as the premier nuclear energy research laboratory in the U.S. create a great opportunity for nuclear engineering research at Idaho State University. A number of ISU's nuclear engineering faculty hold joint appointments at INL. Also, several faculty were previously employed at what is today the INL, in research and engineering projects.

INSE coordinates a scholarship program for students interested in pursuing a Bachelor of Science degree in nuclear engineering. Students at Idaho State University, the University of Idaho, or Boise State University may apply as sophomores in engineering. Completion of the Nuclear Engineering degree takes place at Idaho State University, on either the Idaho Falls or the Pocatello campus. Agencies within the U.S. nuclear industry, especially AREVA, the Department of Energy, and more recently, the Nuclear Regulatory Commission, have supported scholarships in this program. Participants are encouraged and assisted to find summer positions at INL.

For further information and a scholarship application, visit the Institute's scholarship web page at <http://enr.isu.edu/nehp/ne/facilities/>.

# Faculty

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## Idaho State University Faculty Roster

**Abraszewski, Lee**, Clinical Assistant Professor, Pocatello Family Medicine Clinic. B.B.A. 1987, M.S. 1992, University of Texas; Nurse Practitioner 2003, St. Louis University. (2007)

**Adamcik, Barbara, A.\*** Interim Provost and Vice President for Academic Affairs; Professor, Pharmacy Practice and Administrative Sciences; Affiliate Faculty, Sociology, Social Work, and Criminal Justice. B.A. 1974, University of California at Los Angeles; M.A. 1981, Ph.D. 1984, University of Southern California. (1985)

**Adams, Naomi S.**, Assistant Professor, Art. B.A. 1999, Washington State University; M.F.A. 2012, University of North Texas. (2012)

**Agado, Brooke E.**, Assistant Professor, Dental Hygiene. RDH, B.S. 2002, Idaho State University. (2005)

**Aho, Ken A.**, Assistant Professor, Biological Sciences. B.S. 1996, Idaho State University; M.S. 2007, Ph.D. 2006, Montana State University. (2007)

**Alexander, Kathleen**, Clinical Assistant Professor, Physical and Occupational Therapy. B.S. 1983, M.S. 1990, University of Oklahoma Health Sciences. (1991-2003, 2010)

**Allen, Diane**, Coordinator and Master Instructor, General Education. B.A. 1975, M.A. 1981, Glassboro State College. (1999)

**Allen, Donald**, Instructor, Successful Transitions and Retention Track (START). B.S. 1985, M.S. 1987, Idaho State University. (2006)

**Alston, Nancy Ann Evans**, Faculty Physician, Clinical Instructor (non-classified), Pocatello Family Medicine Clinic. B.A. 1972, M.D. 1975, University of Utah. (1998)

**Altieri, Nicholas**, Assistant Professor, Communication Sciences and Disorders. B.A. 2005, The Ohio University; M.S. 2010, Ph.D. 2010, Indiana University. (2012)

**Ament, Robin**, Clinical Assistant Professor, Communication Sciences and Disorders. B.A. 1985, Brigham Young University; M.A. 1993, University of Colorado. (2010)

**Anderson, Curtis W.\*\*, Professor, Biological Sciences; Adjunct Faculty, Physical and Occupational Therapy. B.S. 1989, Southwest Missouri State University; M.S. 1992, Ph.D. 1996, Northern Arizona University. (1998)**

**Anderson, Scott E.\*\*, Professor, Music; Director of Choral Activities. B.A. 1982, Whitworth College; M. Mus. 1984, Westminster Choir College; D.M.A. 1993, University of Missouri-Kansas City. (1992-2003; 2005)**

**Anderson, Sean K.\*\*, Department Chair and Professor, Political Science. B.A. 1975, Western Washington University; M.B.A. 1978, University of Washington; M.A. 1991, Ph.D. 1993, University of Oklahoma. (1993)**

**Anderson, Terro**, Instructor, Electrical Engineering Technology. B.S. 2006, Idaho State University. (2011)

**Appleby, Karen M.\*\*, Associate Professor, Sport Science and Physical Education. B.A. 1998, Hanover College; M.S. 1999, M.S. 2000, Ph.D. 2004, University of Tennessee, Knoxville. (2004)**

**Arvidson, Cathy Ruth\*\*, Associate Professor, Nursing. B.S.N. 1978, Vanderbilt; M.S.N. 1981, University of Florida; Ph.D. 1990, Texas Women's University; FNP 1995, University of Wisconsin Oshkosh. (1992)**

**Attebery, Brian L.\*\*, Professor, English; Adjunct Faculty, Music. B.A. 1974, College of Idaho; M.A. 1976, Ph.D. 1979, Brown University. (1982)**

**Attebery, Jennifer E.\*\*, Department Chair and Professor, English and Philosophy, Director, Folklore Program. B.A. 1973, College of Idaho; M.A. 1974, Ph.D. 1985, Indiana University. (1990)**

**Aubrey, Debra Larsen**, Research Associate Professor, Institute of Rural Health.. B.S. 1990, Brigham Young University; M.S. 1993, Ph.D. 2002, Idaho State University. (1998)

**Austin, Kristi**, Reference Librarian (equivalent rank, Assistant Professor), Library. B.A. 1983, University of Washington; M.L.S. 2002, Emporia State University. (1995)

**Austin, Mark C.\*\*, Department Chair and Professor, Biological Sciences. B.S. 1981, Pennsylvania State University; Ph.D. 1988, Washington State University. (2012)**

**Baergen, Ralph\*\***, Professor, Philosophy; Chair, Human Subjects Committee, Office of Research. B.A. 1983, University of Manitoba; M.A. 1989, Ph.D. 1990, Syracuse University. (1994)

- Bajracharya, Rajendra R.**, P.L.S., Program Coordinator and Professor, Geomatics Technology. B.Sc. 1971, Trichandra College, Nepal; B.Sc. 1976, North East London Polytechnic, England; M.S. 1986, Ohio State University; Ph.D. 1997, University of Wisconsin-Madison. (2001)
- Baker, Elaine**, Clinical Assistant Professor, Pharmacy Practice and Administrative Sciences. B.S. 1999, M.S. 2001, South Dakota School of Mines and Technology; Pharm.D. 2008, University of the Pacific. (2012)
- Ballam, Vanessa**, Assistant Professor, Theatre and Dance. B.S.A. 2002, B.A. 2003, Utah State University; M.S.A. 2006, Indiana University. (2012)
- Barclay, Bryan**, Senior Instructor, General Education. B.S. 1980, Brigham Young University; M.S. 1987, University of Washington; Ph.D. 2001, Utah State University. (1999)
- Bargen, Gabriel**, Assistant Professor, Communication Sciences and Disorders. B.S. 2000, Texas Christian University; M.S.E. 2002, University of Nebraska at Kearney; M.A. 2006, University of Kansas Medical Center; Ph.D. 2010, University of Kansas. (2010)
- Bassett, Tamra A.**, Assistant Lecturer, Languages and Literatures.
- Batacan, John M.**, Assistant Professor, Health Education and Promotion. B.S. 1993, University of Puget Sound; M.H.E. 1996, Idaho State University; Ed.S. 2007, Ph.D. 2010, University of Idaho; Certificate, Master Certified Health Education Specialist (MCHES) 2011. (2008)
- Baxter, Colden**,\* Associate Professor, Biological Sciences. B.A. 1993, University of Oregon; M.S. 1997, University of Montana; Ph.D. 2002, Oregon State University. (2004)
- Beachboard, Martine Robinson**,\* Associate Professor, Communication, Media, and Persuasion. B.S. 1976, Northern Arizona University; B.A. 1990, University of Maryland; M.S. 1995, M.A. 1996, Syracuse University; Ph.D. 2008, Touro University International. (2001)
- Beamis, Don, Jr.**, Master Instructor, Automotive Collision Repair and Refinishing. Certificate 1985; A.T. 1985, Idaho State University. (1997)
- Beard, David Volk**,\* Department Chair and Professor, Computer Science. A.B. 1978, Hope College; M.S. 1981, Ph.D. 1985, University of Michigan Ann Arbor. (1995)
- Bearden, Shawn E.**,\* Director, Biomedical Research Institute; Associate Professor, Biological Sciences. B.S. 1994, University of Virginia; M.S. 1996, George Mason University; Ph.D. 2000, Florida State University. (2005)
- Beaty, Lawrence H.**, Department Chair and Executive Director, Energy Systems Engineering Technology. (2006)
- Beck, Susan**, Program Coordinator and Instructor, Massage Therapy. B.S. 1976, Colorado State University. (2006)
- Belliston, Susan**, Clinical Assistant Professor, Nursing. A.S. 1999, College of Southern Idaho; B.S. 2004, M.S. 2009, Regis University; Graduate Academic Certificate 2010. (2011)
- Benedetti, JoAnn**, Instructor, Practical Nursing.
- Bennett, Byron L.**,\* Assistant Professor, Chemistry. B.A. 1989, Cedarville College; Ph.D. 1997, University of Wyoming. (2007)
- Bennett, Cory A.**,\* Assistant Professor, Educational Foundations. B.A. 2005, Western Washington University; M.Ed. 2008, Ph.D. 2010, University of Hawaii at Manoa. (2011)
- Benson Jr., Charles Scott**,\* Professor, Economics. B.A. 1972, University of California, Berkeley; M.A. 1979, Ph.D. 1988, University of California, Davis. (1986)
- Benson, Marc A.**,\* Assistant Professor, Biological Sciences. B.S. 2000, University of Puget Sound; Ph.D. 2010, Medical College of Wisconsin. (2012)
- Beran, Mary Lou**, Database Manager, Library (equivalent rank, Professor). B.S. 1963, Mankato State College; M.Lib. 1968, University of Washington. (1968)
- Bernabee, Kirsten**, Visiting Assistant Lecturer, Physics. B.S. 1999, M.N.S. 2007, Idaho State University. (2009)
- Bezic, Mark**, Assistant Professor, Accounting. B.B.A. 1974, Cleveland State University; M.B.A. 1978, Case Western Reserve University. (1999)
- Bhushan, Alok**,\* Professor, Biomedical and Pharmaceutical Sciences. B.S. 1975, M.S. 1977, University of Delhi; Ph.D. 1982, Punjab Agricultural University. (1998)
- Bigelow, James**,\* Associate Professor, Biomedical and Pharmaceutical Sciences. B.S. 1979, University of Illinois at Urbana-Champaign; Ph.D. 1985, Indiana University at Bloomington. (2004)
- Biorn, Camille**, Clinical Assistant Professor, Dental Hygiene. B.S. 1997, Idaho State University. (2001)
- Bird, Norma**, Program Coordinator and Instructor, Medical Assisting. B.S. 2000, M.Ed. 2001, Idaho State University. (1997)

- Bishop, Randy L.**, Clinical Associate Professor, Communication Sciences & Disorders. B.A. 1987, M.S. 1990, University of Utah. (1999)
- Black, Catherine**, Associate Lecturer, Biological Sciences. B.A. 1991, University of Utah; M.S. 1996, Idaho State University. (1998)
- Blakeman, David**, Program Coordinator and Instructor, Respiratory Therapy. A.S. 1994, Lassen College; A.S. 1997, Butte College; B.S. 2008, M.T.D. 2012, Idaho State University. (2009)
- Blanton, Cynthia A.**,\* Assistant Professor, Health and Nutrition Sciences. B.S. 1990, California State University, Northridge; Ph.D. 2000, University of California, Davis. (2007)
- Bloxham, Lucas**, Instructor, Welding. Technical Certificate (2) 1997, Idaho State University. (2005)
- Blume, Jim**, Instructor, Information Technology Systems.
- Bokelman, Jean**, Clinical Associate Professor, Family Medicine Residency Program. A.B. 1975, Stanford University; M.D. 1980, Case Western Reserve University. (1992)
- Bolinger, Alexander R.**,\* Assistant Professor, Management. B.B.A. 2002, M.B.A. 2004, M.A. 2004, Idaho State University; Ph.D. 2010, University of Utah. (2011)
- Bond, Kori R.**,\* Professor, Music. B.A. & B.S., 1992, Walla Walla College; M.Mus. 1994, Northern Illinois University; D.Mus. 1999, Indiana University. (1999)
- Borzadek, Eliza**, Clinical Assistant Professor, Pharmacy Practice and Administrative Sciences; Clinical Assistant Professor, Clinical Research Center; Clinical Assistant Professor, Pocatello Family Medicine Clinic. PharmD 2004, Idaho State University (2006)
- Bosworth, Kenneth W.**,\* Professor, Mechanical Engineering and Mathematics. B.S. 1977, M.S. 1980, Ph.D. 1984, Rensselaer Polytechnic Institute. (1992)
- Bottenberg, Carrie**, Assistant Lecturer, Geosciences.
- Bowen, Randy**, Assistant Lecturer, Mathematics. B.S. 1999, M.S. 2001, Idaho State University. (2005)
- Bowyer, R. Terry**,\* Professor, Biological Sciences. B.S. 1970, M.S. 1976, Humboldt State University; Ph.D. 1985, University of Michigan. (2004)
- Brey, Richard R.**,\* Department Chair and Professor, Nuclear Engineering and Health Physics. B.S. 1988, M.S. 1990, Ph.D. 1994, Purdue University. (1994)
- Bridges, Karl F.**, Assistant Professor and Assistant University Librarian for Systems, Eli Oboler Library. B.A. 1982, Franklin College; A.M. 1986, Miami University; M.A. 1990, M.L.S. 1991, University of Illinois. (2012)
- Briggs, Jennifer**, Instructor, Practical Nursing. B.S. 1997, M.S. 2011, Idaho State University. (2011)
- Brocket, Jeff**,\* Associate Professor, Communication Sciences & Disorders; Audiology Division Director, Communication Sciences & Disorders. B.S. 1984, University of Idaho; M.S. 1987, Ed.S. 1996, Ed.D. 2003, Idaho State University. (1988)
- Brookman, Jeffrey T.**,\* Professor, Finance. B.S. 1987, University of Utah; M.B.A. 1991, Ph.D. 2001, University of Oregon. (2007)
- Brooks, John Patrick**,\* Professor, Music; Director of Bands. B.S. 1980, University of Illinois; M.Mus. 1985, D.M.A. 1995, University of Cincinnati-Conservatory of Music. (1991)
- Brower, Mary Christine**, Program Director, Center for New Directions. B.S. 2000, M.P.A. 2002, Idaho State University. (2006)
- Brown, Anna**, Assistant Professor, Accounting. B.A. 2005, Wesleyan University; M.B.A. 2009, Baruch College; M. Phil. Accounting 2012, Baruch College; Ph.D. 2014 Baruch College. (2014)
- Brumley, Michele R.**,\* Assistant Professor, Psychology. B.A. 1999, DePaul University; Ph.D. 2005, University of Iowa. (2007)
- Brumfield-Johnson, Jennie L.**, Instructor, Associate Degree RN program. B.S. 2008, M.S. 2011, Idaho State University. (2011)
- Bullock, Ivan R.**, Coordinator and Master Instructor, Diesel/Diesel Electric Technology; Certificate 1969, ITT Technical Institute. (1995)
- Bunde, Carolyn J.W.**,\* Technical Instructional Designer, Biological Sciences. B.S. 1979, California State College; M.S. 1983, Ph.D. 1987, Idaho State University. (1986)
- Bunnage, Corbin**,\* Post Graduate Residency Coordinator and Clinical Assistant Professor, Physician Assistant Studies. EMT Advanced 1996, National Certification; A.A.&S. 1997, Ricks College; B.S., PA-C 1999, Idaho State University; M.PAS. 2004, Arizona School of Health Sciences. (2003)

- Burgett, Eric**, Director of Research Innovation in Science and Engineering and Associate Professor, Nuclear Engineering and Health Physics.
- Burton, Leonora D.**, Instructor, Adult Basic Education. B.S. 1993, Utah State University. (1999)
- Butler, Russell**, Instructor, Automotive Collision Repair and Refinishing. Certificate, University of Idaho. (1996)
- Byers, Steven S.**,\* Professor, Finance. B.A. 1982, M.B.A. 1989, Indiana University; Ph.D. 1996, Texas A&M University. (1996)
- Byington, Raushanna**, Coordinator, Student Resource Center, Instructor, Successful Transitions and Retention Track (START). B.A. 2010, Idaho State University. (2010)
- Cady, Paul S.**,\* Dean, College of Pharmacy; Professor, Pharmacy Practice and Administrative Sciences. B.S. 1980, M.S. 1986, Ph.D. 1988, University of Arizona. (1990)
- Calderon, Hector**, Visiting Assistant Professor, Physics.
- Call, Geran**, Instructor, Robotics and Communication Systems Engineering Technology. A.S. and A.A.S. 2006, Brigham Young University; B.S. 2008, M.S. 2009, Utah State University. (2012)
- Calley, Kristin H.**,\* Chair and Associate Professor, Dental Hygiene. B.S. 1988, Idaho State University; M.S. 1993, Old Dominion University. (1992)
- Callinan, Brigid**, Acting Coordinator and Instructor, Culinary Arts. B.A., University of Idaho.
- Campbell, Marie**, Master Instructor, Business Information. B.S. 1976, Utah State University. (1997-2008, 2010)
- Carlisle, Juliet E.**,\* Assistant Professor, Political Science. B.A. 1994, University of Washington; M.A. 1999, Ph.D. 2007, University of California, Santa Barbara. (2008)
- Carr, Glenda**, Clinical Assistant Professor, Pharmacy Practice and Administrative Sciences. B.S. 1999; Pharm.D. 2000, University of Montana. (2002)
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**Toevs, Joanne L.**, Clinical Lecturer, School Psychology, Literacy and Special Education. B.B.A. 1983, Boise State University; B.S. 2003, M.Ed. 2005, Idaho State University. (2005)

**Tokle, Joanne**,\* Associate Dean and Professor, College of Business. B.S. 1981, University of Wisconsin; M.S. 1983, University of Minnesota; Ph.D. 1988, Iowa State University. (1988)

**Tokle, Robert J.**,\* Professor, Economics. B.A. 1980, University of Wisconsin-Madison; Ph.D. 1986, Iowa State University. (1986)

**Trawick, Paul**, Chair and Associate Professor, Anthropology. B.S. 1977, University of Oregon; M.A. 1982, University of Texas, Austin; Ph.D. 1994, Yale University. (2012)

**Treasure, William David**, Department Chair, Trade and Industrial Department. B.S. 1987, M.Ed. 1992, Ed.D. 2009, Idaho State University. (1988)

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**Turley-Ames, Kandi Jo**,\* Founding Dean, College of Arts and Letters; Professor, Psychology. B.S. 1990, M.S. 1993, Idaho State University; Ph.D. 1996, Washington State University. (1997)

**Turner, Emily A.**, Clinical Associate Professor; Educational Interpreter/SLS Division Director, Communication Sciences & Disorders. A.A.S. 1988, Front Range Community College; B.S. 2001, M.S. 2004, Idaho State University. (2002)



- Underwood, Angeline**, Assistant Lecturer, Communication, Media, and Persuasion. B.A. 2003, M.A. 2005, Idaho State University. (2005)
- Vahsholtz, Jeannie P.**, Instructor, Civil Engineering Technology. A.A.S. 1987, Idaho State University; PLS. (2006)
- Vailas, Arthur C.**, University President; Professor. B.S. 1973, University of New Hampshire; Ph.D. 1979, University of Iowa. (2006)
- VanWinkle, Matthew**,\* Assistant Professor, English. B.A. 1995, Boston University; M.A. 1998, Ph.D. 2006, Boston College. (2012)
- Vega, Jose**, Assistant Professor, Accounting. B.S.B.A. 2006, University of Denver; M.B.A. 2009, Colorado State University at Pueblo; Ph.D. 2014, University of Texas at San Antonio. (2014)
- Vereen, Linwood G.**,\* Director, Pocatello Counseling Clinic; Professor, Counseling. B.S. 1991, M.A. 1997, University of Connecticut; Ph.D. 2000, University of Nevada. (2004)
- Vik, Peter Wright**,\* Director, University Honors Program; Professor, Psychology and ISU Psychology Clinic. B.S. 1982, University of California, Davis; M.A. 1986, San Diego State University; M.A. 1989, Ph.D. 1992, University of Colorado. (1996)
- Wabrek, Richard M.**,\* Associate Professor, Mechanical Engineering; Adjunct faculty, Sport Science and Physical Education. B.S. 1971, Valparaiso University; M.S. 1976, University of Vermont; Ph.D. 1985, New Mexico State University. (1989)
- Wadsworth, Thomas G.**, Clinical Assistant Professor, Pharmacy Practice and Administrative Sciences. PharmD 2002, Idaho State University. (2007)
- Wahl, Russell E.**,\* Department Chair and Professor, Philosophy. B.A. 1974, Colby College; M.A. 1977, Ph.D. 1982, Indiana University. (1985)
- Walker, Joseph W.**, Senior Lecturer, Mathematics. B.S. 1974, B.A. 1975, East Illinois University; M.S. 1978, M.S. 1980, Idaho State University. (1996)
- Wallber, M. Josara**, Clinical Associate Professor, Communication Sciences and Disorders. B.S. 1975, Colorado State University; M.S. 1980, Idaho State University; Au.D. 2005, Pennsylvania School of Audiology. (2006)
- Warnock, Douglas**,\* Professor, Art. B.A. 1975, University of California, Santa Barbara; M.A. 1979, San Jose State University; M.F.A. 1986, Hunter College, City University of New York. (1995)
- Warren, Gene**, Coordinator and Advanced Instructor, Business Information. Certificate 1981, B.S. 1991, Idaho State University. (1991)
- Watts, Valerie**, Instructor, Adult Basic Education. B.S. 1981, Idaho State University. (1981-1988, 2012)
- Weber, Carolyn**,\* Assistant Professor, Biological Sciences. B.A. 2004, Cornell College; Ph.D. 2009, Louisiana State University. (2012)
- Weber, Keith T.**, Director, GIS Training and Research Center. B.S. 1993, University of Wisconsin; M.S. 1996, University of Montana. (1999)
- Weeden, Allisha M.**, Assistant Professor, Dietetics. B.S. 2002, Kansas State University; M.S. 2004, University of Kansas; Ph.D. 2008, Kansas State University. (2009)
- Weller, Joshua A.**, Assistant Professor, Psychology. B.A. 1995, Lehigh University; Ph.D. 2007, University of Iowa. (2012)
- Wheelock, Michael T.**, Interim Chair and Senior Instructor, Technical Department. A.A.S. 1991, Idaho State University. (2004)
- Whitaker, Curtis L.**,\* Associate Professor, English and Philosophy. B.A. 1986, University of California, Davis; M.A. 1997, Ph.D. 2001, University of California, Los Angeles. (2001)
- Whitaker, Kent B.**,\* Clinical Assistant Professor, Physician Assistant Studies. A.A.S. 1980, B.S. 1987, M.S. 1993, Weber State University; PA-C 1995, University of Utah. (1998)
- Whitaker, Mary M.**, Clinical Professor, Communication Sciences & Disorders. B.S., 1984, University of Utah; M.S. 1986, University of Arizona; Ed.S. 1998, Idaho State University. (1986)
- Wilde, Leta Joy**, Advanced Instructor, Cosmetology. Certificate 1967, Lela's School of Hairstyling. (2005)
- Williams, Brian G.**,\* Associate Chair and Associate Professor, Mechanical Engineering. B.S. 1990, Brigham Young University; M.S. 1991, Ph.D. 1997, Utah State University. (2002)
- Williams, Charles F. (Rick)**,\* Research Curator, Ray J. Davis Herbarium and Life Science Division Head, Idaho Museum of Natural History; Associate Professor, Biological Sciences. B.S. 1979, University of Oklahoma; M.S. 1985, University of Miami; Ph.D. 1991, University of Wisconsin, Madison. (1999)
- Williams, D.J.**,\* Program Director and Assistant Professor, Social Work. B.S. 1992, Weber State University; M.S. 1998, University of Utah; M.S.W. 2000, University of Utah; Ph.D. 2004, University of Alberta, Canada. (2006)

- Williams, Jon Philip**, Instructor Assistant, Energy Systems Engineering Technology. B.S. 1984, Idaho State University; Certificate 2001, Bridgerland Area Technical College. (2011)
- Wilson, Cindy M.**,\* Associate Professor, Biomedical and Pharmaceutical Sciences. B.S. 1984, Pennsylvania State College; Ph.D. 1990, East Carolina University School of Medicine. (1995)
- Winston, Jessica L.**,\* Director of Graduate Studies and Professor, English and Philosophy. B.A. 1994, Wellesley College; M.A. 1996, Ph.D. 2002, University of California, Santa Barbara. (2002)
- Winston, Vern D.**,\* Professor, Microbiology. B.S. 1970, Ph.D. 1976, University of Nebraska. (1980)
- Wolper, James S.**,\* Professor, Mathematics. A.B. 1976, Harvard University; Ph.D. 1981, Brown University. (1991)
- Wolter, Brent**,\* Assistant Department Chair and Associate Professor, English and Philosophy. B.A. 1991, Wartburg College; M.A. 1999, University of Birmingham; Ph.D. 2005, University of Wales. (2005)
- Womack, Wesley D.**, Master Instructor, Robotics and Communication Systems Engineering Technology. A.S. 1993, Community College of the Air Force; B.S. 2000, Idaho State University. (1997)
- Wong, Maria M.**,\* Director of Experiential Training and Professor, Psychology. B.S.S. 1983, Chinese University of Hong Kong; M.A. 1985, University of North Carolina-Chapel Hill, Ph.D. 1993, University of Chicago. (2004)
- Woodhouse, William M.**, Associate Director and Clinical Professor, Family Medicine Residency Program. B.S. 1979, University of Iowa; M.D. 1983, University of Iowa College of Medicine. (1994)
- Woodworth-Ney, Laura**,\* Associate Vice President for Academic Affairs; Professor, History. B.A. 1989, University of Idaho; M.A. 1991, Ph.D. 1996, Washington State University. (1999)
- Worsham, Lynn**,\* Professor, English and Philosophy. B.A. 1976, University of Colorado; M.A. 1981, Ph.D. 1988, University of Texas at Arlington. (2009)
- Wright, Derek**, Faculty Physician, Pocatello Family Medicine Clinic. B.A. 1992, Brigham Young University; M.D. 1996, University of Utah. (2007)
- Yan, Guang**,\* Assistant Professor, Biomedical and Pharmaceutical Sciences. B.S. 1996, M.S. 1999, Shenyang Pharmaceutical University, Shenyang, PRC; Ph.D. 2004, University of Utah. (2009)
- Ybarguen, Jeffrey**, Program Director, Idaho Dental Education Program; Adjunct Faculty, Dental Hygiene. B.S. 1997, Idaho State University; D.D.S. 2001, Creighton University. (2005)
- Yik, King**, Visiting Assistant Professor, Economics. B.A. 1982, Swarthmore College; M.B.A. 1985, Ph.D. 1997, University of Chicago. (2006)
- York, Kevin**, Assistant Professor, Music; Associate Director of Bands. B.M.E. 2001, Grand Valley State University; M.M.P 2005, Texas Tech University. (2009)
- Yost, Luther**, Senior Lecturer, Mathematics. B.S. 1981, Frostburg State University; M.A. 1987, University of Maryland. (1994)
- Young, Glenna**, Program Coordinator and Master Instructor, Health Information Technology. A.S. 1986, Boise State University; Accredited Records Technician. (1995)
- Young, Tara Liana Marshall**,\* Director of Theatre Studies and Professor, Theatre and Dance. B.A. 1996, M.F.A. 2002, Southern Illinois University. (2002)
- Zhu, Wenxiang**,\* Assistant Professor, Mathematics. B.S. 1997, M.S. 1995, Fudan University, China; Ph.D. 2002, Iowa State University. (2006)
- Zhu, Yunrong**, Assistant Professor, Mathematics. B.S. 2000, M.S. 2003, Southeast University (China); Ph.D. 2008, Pennsylvania State University. (2012)
- Zimmerly, Lauralee**, Associate Lecturer, Theatre and Dance. B.A. 1978, University of the Pacific; M.A. 1990, University of California, Los Angeles. (1999)
- Zollinger, Jann B.**, R.D.H., Clinical Assistant Professor, Dental Hygiene. B.A. 1977, Idaho State University. (1990)
- Zydek, Dawid**, Assistant Professor, Electrical Engineering. PgCert 2005, Coventry University, UK; M.Sc. 2005, Wroclaw University of Technology, Poland; Ph.D. 2010, University of Nevada, Las Vegas. (2011)

# Idaho State University Administration

## Idaho State University Administration

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Leo Herrman	Budget Officer	(208) 282-4277
James Martin	Director, Financial Aid and Scholarships	(208) 282-2341
Lynette Mitchell	Assistant Vice President for Finance/ Administration and Academic Affairs	(208) 282-4380
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Brian Sagendorf	Director, Human Resources	(208) 282-2517
(Vacant)	Director, Anderson Gender Resource Center	(208) 282-2805

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Kent S. Kunz	Director, Government Relations	(208) 282-2900
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Scott Turner	Associate Vice President for Development	(208) 282-3470

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Todd Johnson	Director, Veterans' Sanctuary	(208) 282-4245
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Doug Milder	Director, Campus Recreation Department	(208) 282-3151
Jerry Miller	Director, Student Media	(208) 282-4812
Don Paulson	Director, Counseling and Testing Services	(208) 282-2130
Lowell Richards	Assistant Vice President for Student Affairs, Idaho State University Student Unions and Student Activities	(208) 282-2427
Jane Coe Smith	Director of Student Life	(208) 282-2794
Ron Solbrig	Director, Student Health Center	(208) 282-2330
Craig Thompson	Director, University Housing	(208) 282-2120
Kerry Williamson	Director, Early Learning Center	(208) 282-2769

## State Board of Education

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Rod Lewis	Secretary
Tom Luna	State Superintendent of Public Instruction, Ex-officio Member
Milford Terrell	Member
Richard Westerberg	Member

## Faculty Emeriti

### Faculty Emeriti

**Aho, James A.**,\* Professor, Sociology, Social Work and Criminal Justice. 1969-2010

**Akersten, William A.**, Associate Professor, Biological Sciences and Geosciences; Curator, Vertebrate Paleontology, Idaho Museum of Natural History. 1985-2009

**Anderson, Robert C.**, Professor, Zoology. 1969-2007

**Ashton, Carol Ann**,\* Associate Professor, Nursing. 2001-2011

**Bain, Barbara A.**, Director of Undergraduate Studies and Professor, Communication Sciences & Disorders, and Education of the Deaf. 1989-2004

**Balsley, Ronald D.**, Professor, Marketing. 1978-2005

**Beebe, Thomas G.**, Instructor, Electronics Technology. 1957-1989

**Beezhold, Wendland**, Research Professor, Physics. 2000-2010

**Benintendi, Wilma**, Associate Professor, Education. 1967-1984

**Bielby, Victor C.**, Instructor, Civil Engineering Technology. 1966-1993

**Black, James M.**, Instructor, Electronics Technology. 1963-1993

**Bliss, Traci**, Professor, Educational Foundations. 1996-2008

**Blount, Charles W.**, Professor, Geology. 1975-1990

**Bobell, John LV**, Professor, Human Resource Training and Development. 1990-2002

**Boes, Richard F.**, Professor, Accounting. 1977-2011 Awaiting confirmation

**Booher, Shirley (Deagle)**, Instructor, Office Technology. 1964-1996

**Bowen, Denise M.**,\* Professor, Dental Hygiene. 1976-2010

**Bowen, Richard L.**, University President. 1985-2005

**Bowmer, Richard G.**, Professor, Botany. 1961-1997

**Braun, Loren**, Professor, Chemistry. 1957-1989

**Brown, Donald D.**, Professor, Art. 1956-1994

**Brown, Norris C.**, Instructor, Diesel Technology. 1972-1997

**Browning Jr., Wallace E.**, Professor, Physical Education. 1963-1990

**Bryan, Clifford E.**, Professor, Sociology. 1971-2001

**Burns, Mary Jane**,\* Co-Director, Women Studies Program; Associate Professor, Political Science. 1985-2006

**Cantrill, Dante K.**,\* Professor, English. 1974-2005

**Chambers, Darold**, Registrar. 1961-1990

- Christensen, Calvin D.**, Instructional Coordinator, Laser/Electro-Optics Technology. 1971-2000
- Christie, Carole R.**, Professor, Dental Hygiene. 1979-2011
- Coffland, Jack A.**, Professor, Education; Coordinator, Center for Accountability Systems (Education). 1992-1999.
- Cowles, Lois Anne**, Associate Professor, Sociology, Social Work, and Criminal Justice. 1993-2003
- Cresswell, Donald J.**, Associate Professor, Mathematics. 1968-2000
- Cullen, Carol**, Instructor, Office Occupations. 1963-1990
- Davis, Everett Eugene (Gene)**, Professor, Educational Leadership; Director, Intermountain Center for Education Effectiveness. (1992-2007)
- Dial, Theresa Gail**, Professor, Art. 1974-2008
- Dolsen, Arthur**, Professor, Foreign Languages. 1983-2009
- Downing, Joan K.**, Public Services Director, Library (equivalent rank, Professor). 1969-1986
- Dundas, Mary L.**,\* Director, Dietetics; Professor, Health and Nutrition Sciences; Registered Dietician. 1996-2009
- Eastman, Philip**, Vice President for Financial Services. 1956-1988
- Edgar, Thomas E.**, Professor, Counselor Education. 1966-1987
- Edwards, Marilyn**, Instructional Program Coordinator, Culinary Arts Technology. 1966-1997
- Eilander, Leann**, Senior Instructor, General Education. 1981-2007
- Ekstrom, Grant**, Instructor, Diesel/Diesel Electric Technology. 1973-1996
- Enloe, Linda J.**,\* Associate Professor, Psychology. 1974-2007
- Faler, Kenneth T.**, Professor, Chemistry and Physics. 1967-1991
- Farrell, Larry D.**,\* Professor, Microbiology. 1972-2008
- Feige, Gary**, Coordinator and Senior Instructor, Machining Technology. 1977-2003
- Fontenelle, L. Judy**, Professor, Biomedical and Pharmaceutical Sciences. 1969-1998
- Ford, Lawrence C.**,\* Associate Vice President for Special Programs and Enrollment Management; Associate Professor, Mathematics. 1984-2009
- Fortsch, David E.**, Senior Lecturer, Geosciences 1974-2004
- Foster, Richard H., Jr.**, Professor, Political Science. 1973-2008
- Francis, Jr., Charles A.**, Associate Professor, Radiographic Science. 1987-2011
- Frazier, Timothy H.**,\* Professor, Mass Communication. B.M.E. 1970, Vanderbilt University; M.F.A. 1985, University of Florida. 1986-2013
- Galizia, Virginia**, Associate Dean, College of Pharmacy; Professor, Pharmacy Practice and Administrative Sciences. 1996-2002
- Gantt, Gamewell D.**,\* Professor, Management. 1982-2004
- Geisler, Don**, Instructor, Auto Collision Repair and Refinishing. 1971-1992
- George, Thom Ritter**, Professor, Music. 1983-2008
- Gibson, Philip J.**, Department Chair, Instructor, Business and Service.. 1981-2000
- Goff, Glen F.**, Instructor, Electronics Technology. 1960-1989
- Goldbeck, H. Janne**, Professor, English. 1976-2006
- Gravatt, Darwin**, Instructional Program Coordinator, Auto Collision, Repair and Refinishing. 1974-1997
- Green, Joel N.**, Instructor, Diesel/Diesel Electric Technology. 1975-2001
- Greenwood, Audrey**, Professor, Foreign Languages. 1957-1978

**Griffith, John S.**, Professor, Biology. 1977-1999

**Hansen, Vaughn**, Coordinator and Senior Instructor, Electromechanical Design Drafting Technology. 1970-2005

**Harmon, J. Frank**, Director and Research Professor, Idaho Accelerator Center; Professor, Physics. 1969-2008

**Head, Ray T.**, Instructor, Diesel/Diesel Electronics. 1967-1992

**Herzog, Anita**, Professor, Dental Hygiene. 1978-2008

**Hill, Linda Charlotte**, Associate Professor, Mathematics. 1976-2006

**Hitchcock, Leonard A.**, Associate University Librarian, Collection Development (equivalent rank, Professor). 1984-2006

**Hjelm, Victor S. "Butch," Dean**, College of Arts and Sciences; Professor, Political Science. 1968-2001

**Hofman, Cornelius A.**, Professor, Economics. 1960-1997

**Holmer, Richard N.**,\* Professor, Anthropology. 1983-2011

**Holte, Karl E.**, Professor, Botany; Curator, Museum. 1965-1997

**House, Edwin W.**, Chief Research Officer; Professor, Physiology. 1966-2004

**House, Janet G.**, Associate Professor, Mass Communication. 1985-2002

**Huck, Wilbur**, Associate Professor, English. 1957-1990

**Hughes, Scott S.**,\* Interim Dean, College of Arts and Sciences; Professor, Geosciences. 1991-2010

**Humphrey, Fowler Charles "Chuck,"** Professor, Human Resource Training and Development. 1992-2007

**Hurley, Stephen C.**, Professor, Pharmacy Practice and Administrative Sciences. 1976-2006

**Inouye, Richard S.**,\* Professor, Ecology. 1987-2010

**Isacson, Eugene I.**, Professor, Biomedical and Pharmaceutical Sciences. 1969-1998

**Jacobson, Grace**, Associate Professor, Nursing. 1981-2002

**Jenkins, Robert M.**, Coordinator and Senior Instructor, Automotive Technology. 1974-2005

**Jensen, Jay**, Dean of Students. 1956-1989

**Joe, Victor C.**, Department Chair and Professor, Psychology. 1969-2003

**Johnson, Frank J.**, Instructor, Civil Engineering Technology. 1966-1993

**Johnson, Mark A.**, Professor, Management. 1987-2009

**Jones, Gordon F.**, Associate Dean, School of Applied Technology. 1968-1995

**Kawamura, Carole J.**, Assistant Professor, Dental Hygiene. 1975-2002

**Kearns, Richard L.**,\* Director of Undergraduate Programs and Professor, Health and Nutrition Sciences. 1988-2004

**Kidd, Paul F.**, Instructor, Graphic Arts. 1965-1995

**Kijinski, John L.**, Dean, College of Arts and Sciences; Professor, English. 1985-2007

**Kilpatrick, John A.**, Professor, Management. 1977-2006

**King, Kathleen**, Associate Professor, English. 1984-2007

**King, William L.**, Professor, English and Philosophy. 1960-1994

**Kirkpatrick, David**, Professor, Military Science, Director of Housing. 1951-1955, 1958-1981

**Kratz, Lawrence J.**,\* Professor, Mathematics. 1966-2010

**Kritsky, Delane C.**, Associate Dean, College of Health Professions; Professor, Health and Nutrition Sciences and Biological Sciences. 1974-2008

- Laurence, Dennis**, Professor, English and Philosophy. 1971-1992
- LeBlanc, Ronald P.**, Professor, Marketing; Adjunct Faculty, Sport Science and Physical Education. 1980-2006
- Lerch, Robert**, Professor, Education. 1971-1995
- Linder, Allan**, Professor, Biological Sciences. 1963-1988
- Lloyd, Arthur P.**, Professor, Counseling. 1967-2001
- Lloyd, Marcia L.**, Professor, Dance. 1977-2001
- Longmore, Dean R.**, Professor, Department of Finance. 1978-2001
- Lu, Joseph**, Professor, Libraries. 1972-1992
- Luckey, Angela S.**, Associate Professor, Educational Foundations. 1996-2009
- Marcum, R. Laverne**, Professor, Education. 1969-1984
- Marley, Bert**, Professor, History. 1967-1989
- Martindale, Charlene**, Associate Professor, English/Instructor-Coordinator, Business Communication. 1970-1999
- Matteson-Howell, Janice**, Chair, Technical Department. 1984-2007
- Matthews, Leroy J.**, Professor, Psychology. 1968-2000
- Mauch, John E.**, Professor, Journalism. 1971-1999
- Maughan, Ralph B.**,\* Professor, Political Science. 1971-2007
- McCune, Joan H.**, Professor, Microbiology. 1980-2001
- McCune, Ronald W.**, Professor, Biochemistry. 1970-2004
- McGee, Shanna**, Professor, Psychology. 1964-1985
- McLaughlin, Diana**, Associate Department Chair; Assistant Professor, Nursing. 1987-2007
- McRoberts, Jacqueline**, Associate Professor, Nursing. 1981-2005
- Merrill, Clifton L.**, Master Instructor, Civil Engineering Technology. 1985-2011
- Merrill, Donald**, Master Instructor, College of Technology. 1971-2008
- Millner, William**, Professor, Business. 1971-1983
- Minshall, G. Wayne**, Professor, Zoology and Ecology. 1966-2003
- Morris, Lloyd E. "Mike,"** Professor, Health and Nutrition Sciences. 1976-2001
- Mullin, Anne E.**, Associate Professor, English and Philosophy. 1990-2000
- Myers, Rosemary N.**, Director, Individualized Education Programs; Assistant Professor, English and Philosophy. 1960-1999
- Newsome, Jack D.**,\* Associate Professor, Educational Foundations. 1997-2011
- Nickisch, Craig W.**, Professor, Foreign Languages. 1988-2004
- Nilson, Douglas C.**, Associate Professor, Political Science. 1989-2009
- Nitse, Philip S.**,\* Professor, Marketing. 1993-2010
- Noakes, Sandra D.**, Assistant Professor, Physical Education. 1966-2002
- Ore, H. Thomas**, Professor, Geology. 1963-1997
- Owens, John "Jack" B.**,\* Professor, History. 1975-2011
- Paarmann, Carlene S.**,\* Professor, Dental Hygiene. 1976-2011



- Parker, Barry R.**, Professor, Physics. 1967-1997
- Parker, Stephen K.**, Associate Professor, Mathematics. 1972-2002
- Pawar, Sheelwant B.**, Professor, Management. 1967-1999
- Pehrsson, Robert S.**,\* Professor, Teacher Education. 1980-2003
- Peña, Sally J.**,\* Professor, Educational Foundations. 1990-2010
- Pierson, Donald S.**,\* Professor, Sociology, Social Work and Criminal Justice. 1985-2011
- Pincock, John E.**, Instructor, Diesel Technology. 1970-1996
- Priddy, Kathleen S.**, Senior Instructor, Office Technology. 1976-2005
- Pumphrey, Lela D. "Kitty,"** Professor, Accounting. 1988-2006
- Rankin, Roger A.**,\* Professor, Educational Foundations. 1981-2011
- Ronald, Bruce P.**, Professor, Chemistry. 1968-2001
- Rose, Fred L.**, Professor, Biological Sciences. 1969-2000
- Rost, Robert**, Senior Instructor, Trade and Industrial Department. 1972-2007
- Rucker, Jack**, Director, School of Vocational-Technical Education. 1955-1976
- Ruckman, JoAnn S.**, Co-Director, Women Studies Program; Professor, History. 1974-2001
- Sagness, Richard L.**, Director, Office of Clinical Experiences and Student Services; Professor, Teacher Education. 1979-1999
- Sahlberg, Jeanne H.**, Instructor, Office Occupations. 1967-1990
- Salzman, Stephanie**, Professor, Teacher Education. 1986-2002
- Sato, Alyce**, Associate Professor, Nursing. 1976-2004
- Schneider, Audrey D. (Weston)**, Associate Professor, Speech-Language Pathology. 1990-2005
- Schow, H. Wayne**, Professor, English and Philosophy. 1967-1999
- Schow, Ronald L.**, Professor, Audiology. 1975-2007
- Schwendig, Warren Lee**, Professor, Marketing. 1968-2003
- Scott, Darrell F.**, Assistant Dean, College of Business; Senior Lecturer, Marketing. 1970-2007
- Seeley, Rodney R.**,\* Professor, Physiology. 1973-2008
- Sharp, William T.**, Professor, Pharmacy Practice and Administrative Sciences. 1975-2000
- Smedley, Thayne**, Professor, Audiology. 1983-2001
- Smith, Denzell S.**, Professor, English and Philosophy. 1972-1991
- Smith, Jill M.**, Assistant Professor, Accounting. 1986-2009
- Spadafore, Gerald J.**, Professor, Teacher Education. 1969-1999
- Spall, Richard D.**, University Ombudsman; Professor, Pathology. 1981-2003
- Spiegel, Kathleen**, Clinical Professor, Clinical Laboratory Science. 1991-2007
- Standley, Mike**, Director of Registration and Records. 1971-1999
- Stanek, Alan E.**, Chair and Professor, Music. 1976-2001
- Stenson, Carol M.**, Professor, Special Education. 1978-2003
- Stephens, Trent D.**, Professor, Biology. 1981-2011

**Stocks, Anthony**, Chair and Professor, Anthropology. (1979-2006)

**Stone, Jack C.**, Instructor, Automotive Technology. 1970-1999

**Stratton, William E.**,\* Professor, Management. 1974-2011

**Streubel, Donald P.**, Professor, Biology. 1974-1999

**Strommen, Dennis**, Department Chair and Professor, Chemistry. 1992-2004

**Sutcliffe, Roy M.**, Instructor, Electronics Technology. 1958-1989

**Sutter, Jr., E. John**, Professor, Chemistry. 1971-2004

**Swanson, Merwin**, Professor, History. 1972-2002

**Sweat, Robert C.**, Coordinator and Senior Instructor, Computer/Business Equipment Technician Program. 1978-2004

**Tate, Paul D.**, Dean, Graduate School; Professor, English and Philosophy. 1976-2006

**Thomas, Victor**, Instructor, Electrical Technology. 1970-1993

**Trinklein, Michael J.**, Professor, Mass Communication. 1984-2004

**Trost, Charles H.**, Professor, Biological Sciences; Curator, Museum. 1968-2000

**Tullis, James**, Professor, Biological Sciences. 1965-1996

**Urfer, Alexander G.**,\* Professor, Physical and Occupational Therapy. 1977-2011

**Vegors, Stanley**, Professor, Physics. 1958-1992

**Vittetoe, Dennis**, Master Instructor, Electronic Systems Technology. 1976-2003

**Volkers, Ray**, College of Technology Senior Instructor, Computer Software Development Technology. 1982-1987; 1990-2003

**Walsh, Dennis M.**, Professor, English and Philosophy. 1979-2004

**Walsh, Mary Ellen**,\* Professor, English and Philosophy. 1971-2002

**Watters, Ronald**, Senior Lecturer, Sport Science and Physical Education. 1974-2007

**Watts, Robert T.**, Associate Professor, Computer Information Systems. 1978-1999

**Wells, Gary R.**,\* Professor, Finance. 1965-2009

**Westphal, Jonathan A. G.**,\* Professor, English and Philosophy. 1981-2011

**Weston, Audrey**, Professor,

**Wiegand, Gayl H.**, Professor, Chemistry. 1965-2004

**Wilson, Albert E.**,\* Professor, Engineering and Nuclear Science, 1966-1995

**Wissa, Maher F.**, Professor, Geomatics Technology. 1993-2008

## **Intercollegiate Athletics-Directors and Coaches**

### **Intercollegiate Athletics-Directors and Coaches**

**Bailey, Donald Lee, Jr.**, Associate Head Coach / Offensive Coordinator / Quarterbacks, Football

**Beall, Stephanie**, Assistant Coach, Soccer

**Brock, Thomas**, Assistant Athletic Trainer

**Campbell, Robert M.**, Head Coach for Strength & Conditioning

**Collins, Jay**, Assistant Coach, Men's Basketball

**Cooper, Roger**, Running Backs Coach, Football

**Cowles, Parker**, Assistant Coach, Cross Country

**Cross, Sheldon**, Inside Wide Receivers Coach, Football

**Dinkins, Laura**, Assistant Coach, Women's Basketball

**Erickson, Michael**, Assistant Coach, Golf

**Evans, William**, Head Coach, Men's Basketball

**Ferriter, Mike**, Assistant Coach, Football

**Finch, Daryl**, Assistant Athletic Trainer

**Fisher, Keisha**, Assistant Coach, Volleyball

**Freeman, Quinton**, Director of Football Academics

**Gianotti, Tony**, Assistant Coach, Women's Basketball

**Gibson, Allison, R.**, Head Coach, Women's Soccer

**Goeltz, Robert**, Head Coach, Tennis

**Gorny, Allison M.** Assistant Coach, Volleyball

**Graziano, Nancy**, Associate Athletic Director for Student Support Services and Senior Woman Administrator

**Hooper, Kellie**, Head Coach, Golf

**Hussman, Caleb**, Assistant Coach, Soccer

**Janssen, Brian**, Head Coach, Cross Country / Assistant Coach, Track and Field

**Kramer, James**, Assistant Athletic Director for Financial Services

**Kramer, Michael**, Head Coach, Football

**Manchan, Kolissa**, Head Coach, Dance

**McMillan, Jay**, Assistant Athletic Director for Major Gifts

**Nielsen, Dave**, Head Coach, Track and Field

**Nkele, Kemie**, Assistant Coach, Women's Basketball

**Payne, Brandon**, Assistant Athletic Trainer

**Rodel, Mark G.**, Assistant Coach, Tennis

**Rogers, Jessica**, Assistant Coach, Softball

**Schaack, Steve**, Assistant Athletic Director for Media Relations

**Sobolewski, Seton**, Head Coach, Women's Basketball

**Stuart, Matthew C.**, Assistant Athletic Director for Academics

**Stucki, Misty D.**, Head Coach, Cheerleading

**Teichert, Chad**, Head Coach, Volleyball

**Toone, Spencer**, Assistant Coach, Football

**Troxell, Matthew**, Inside Wide Receivers Coach / Special Teams, Football

**Walker, Zachary**, Interim Director of Compliance

**Walsh, Timothy**, Assistant Coach, Men's Basketball

**Ward, Andy**, Assistant Coach, Men's Basketball

**Wotowey, Jodi**, Head Athletic Trainer

**Wright, Julia**, Head Coach, Softball

**Yizar, James 'Bird'**, Assistant Athletic Director for Student Success

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# Idaho State

## UNIVERSITY

### Graduate Catalog 2014-2015

### Volume 68

Dr. Cornelis Van der Schyf, Dean  
 Graduate School  
 Idaho State University  
 921 South 8th Avenue, Stop 8075  
 Pocatello, ID 83209-8075  
 (208) 282-2150 FAX (208) 282-4847  
 Museum Building, 4th Floor, Room 401

Idaho State University subscribes to the principles and laws of the State of Idaho and federal government, including applicable executive orders pertaining to civil rights, and all rights, privileges, and activities of the University are made available without regard to race, creed, color, sex, handicap, or national origin. The University is an Equal Opportunity and Affirmative Action employer. Evidence of practices which are not consistent with such policies should be reported to the Office of the President of the University.

#### Policy Statement Concerning Graduate Catalog Contents

Catalogs, bulletins, course or fee schedules shall not be considered as binding contracts between Idaho State University and students. The University reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fees schedule; (c) change the academic calendar; (d) change admissions 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.

Students enrolled in a program that is closed, relocated, or discontinued should be given notice of the closure as soon as is practical. Notwithstanding any other provision of State Board of Education policy, University policy, or University catalog statements to the contrary, arrangements should be made for enrolled students to complete affected programs in a timely manner and with minimum interruptions. When there is a similar program within the institutions governed by the Board, an affected student will be provided with information on transferring to that program, although admission to any such program is contingent upon the availability of a position and the student meeting all applicable admission requirements. If there is no similar program available within the institutions governed by the Board or the student is not able to gain admission to a similar program, the University will make reasonable efforts to place the student in a related or comparable program within the University. If none is available, the University will make reasonable efforts to assist the student in locating to another program at the University or elsewhere for which he or she is qualified.

#### Postmaster

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# Idaho State University Administration

University President	Arthur C. Vailas, Ph.D.
Provost and Vice President of Academic Affairs (Interim)	Laura Woodworth-Ney, Ph.D.
Vice President for Advancement	Kent M. Tingey, D.A.
Vice President for Finance and Administration	James A. Fletcher, M.B.A.
Vice President of Student Affairs	Patricia Terrell, Ph.D.
Vice President for Research	Howard Grimes, Ph.D.
Dean of the Graduate School	Cornelis J. Van der Schyf, D.Sc., DTE
Dean of the College of Arts and Letters	Kandi Turley-Ames, Ph.D.
Dean of the College of Business	Thomas Ottaway, Ph.D.
Dean of the College of Education	Deborah L. Hedeem, Ph.D.
Dean of the College of Science and Engineering (Interim)	Rich Brey, Ph.D.
Executive Dean of the Division of Health Sciences	Linda C. Hatzenbuehler, Ph.D.
Dean of the College of Pharmacy	Paul S. Cady, Ph.D.
Dean of the College of Technology	Scott Rasmussen
University Librarian and Dean (Interim)	Karl Bridges
Dean, Academic Programs, Idaho State University—Idaho Falls	Lyle Castle, Ph.D.
Dean Academic Programs, Idaho State University—Meridian	Bessie Katsilometes, Ph.D.

## Graduate Council Membership 2014-2015

<u>Area</u>	<u>Name</u>	<u>Mail Stop</u>	<u>Phone</u>
Arts and Letters			
Humanities/Fine Arts	Tom Klein	8056	282-2308
Social/Behavioral Sciences	Jeremy Thomas	8114	282-5737
Business	Neil Tocher	8020	282-3588
Education	Jane Strickland	8059	282-3490
Division of Health Sciences			
Health Professions	Elizabeth Horn	733	373-1718
Pharmacy	Barbara Mason	733	373-1843
Science and Engineering			
Natural Sciences	Glenn Thackray	8072	282-3871
Engineering	Hossein Mousavinezhad	8060	282-3292
At-Large Appointment	TBD		
Graduate Student Representative	Jamie Mayo		
Presiding	Cornelis J. Van der Schyf	8075	282-2490
Ex-Officio	Tracy Collum	8075	282-3140
Administrator	Rhonda Woodruff	8075	282-2665
Ex-Officio	Executive Director, Sponsored Programs		

# Graduate School Programs

<u>Program</u>	<u>Degree</u>	<u>Chair/Director</u>	<u>Stop</u>	<u>Phone</u>
<b>College of Arts and Letters</b>				
Anthropology	M.A., M.S.	Dr. Paul Trawick	8005	282-2629
Art	M.F.A.	Tony Martin	8004	282-2361
Communication and Rhetorical Studies	M.A. in Organization, Media & Persuasion M.A. in Rhetorical Studies	Dr. James DiSanza	8115	282-8940
English	M.A., Ph.D., TESOL Certificate	Dr. Jessica Winston	8056	282-4294
History	M.A. in Historical Resources Management	Dr. Kevin Marsh	8079	282-2379
Political Science	M.A., M.P.A., D.A.	Dr. Sean K. Anderson	8073	282-2211
Psychology	Ph.D. (Clinical Psychology) Ph.D. (Experimental Psychology)	Dr. Shannon Lynch Dr. Mark Roberts Dr. Maria Wong	8112	282-2462
Sociology	M.A.	Dr. Gesine Hearn	8114	282-2170
Theatre	M.A.	Mr. Thom Hasenpflug	8006	282-3173
<b>College of Business</b>				
Business Administration	M.B.A. (Accounting, Computer Information Systems, Finance, Management, Marketing, Health Care Administration emphasis areas), Certificate in Business Administration, MAcc	Heidi Wadsworth	8020	282-3585
<b>College of Education</b>				
Educational Leadership and Instructional Design	M.Ed. in Education (Educational Administration emphasis area), M.Ed. in Instructional Technology, Ed.S. in Educational Administration, Ed.D. in Educational Leadership (Educational Administration, Higher Education Administration), Ph.D. in Instructional Design	Dr. Dotty Sammons-Lohse	8059	282-3807
Educational Foundations	M.Ed. in Education (Elementary Education, Secondary Education, K-12 Education/Music Education, and Child and Family Studies emphasis areas)	Dr. David Mercaldo	8059	282-5188
School Psychology, Literacy & Special Education	Ed.S. in Special Education Ed.S. in School Psychology M.Ed. In Education (Literacy emphasis) M.Ed. In Human Exceptionality (School Psychological Examiner emphasis area) (Special Education emphasis area)	Dr. David Mercaldo	8059	282-4262
Sport Science and Physical Education	M.P.E. in Athletic Administration M.S. in Athletic Training	Dr. John Fitzpatrick	8105	282-2657
Deaf Education	M.S. in Deaf Education	Dr. David Mercaldo	8059	282-5188
Org. Learning and Performance	Masters in Org. Learning and Performance	Dr. Karen Wilson Scott	8081	282-5188
<b>College of Science and Engineering</b>				
Biological Sciences	M.S., Ph.D. in Biology (Botany and Zoology options) M.S., Ph.D. in Microbiology, M.N.S., D.A. in Biology	Dr. Mark Austin	8007	282-3765
Chemistry	B.S./M.S., M.S., M.N.S.	Dr. Rene Rodriguez	8023	282-4444
Geosciences	M.S., M.N.S., M.S. with Environmental Geoscience Emphasis, Geo Technology Certificate, M.S. in Geographical Information Science Ph.D. in Geoscience	Dr. Leif Tapanila	8072	282-3235

<u>Program</u>	<u>Degree</u>	<u>Chair/Director</u>	<u>Stop</u>	<u>Phone</u>
Mathematics	M.A. in Mathematics for Secondary Teachers M.S., D.A.	Dr. Robert Fisher	8085	282-3350
Physics	M.S., M.N.S., Ph.D. in Applied Physics M.S. with Health Physics Emphasis	Dr. Mahbub Khandaker	8106	282-2350
Computer Science		Dr. David Beard	8065	282-3099
Engineering	School of Engineering M.S. in Civil Engineering M.S. in Environmental Engineering M.S. in Measurement and Control Engineering M.S. in Mechanical Engineering M.S. in Nuclear Science and Engineering M.S. in Environmental Science and Management Ph.D. in Engineering and Applied Science Ph.D. in Nuclear Science and Engineering	Dr. Arya Ebrahimpour Dr. Arya Ebrahimpour Dr. Subbaram D. Naidu Dr. Brian Williams Dr. Richard Brey Dr. Chikashi Sato Dr. D. Subbaram Naidu	8060	282-2902

### Division of Health Sciences

Audiology	Au.D.	Dr. Jeff Brockett	8116	282-4544
Speech-Language Pathology	M.S.	Dr. Kathleen Kangas	8116	282-4544
Counseling	M.Coun (Marital, Couple and Family Counseling, Mental Health Counseling, School Counseling, Student Affairs Counseling) Ed.S. (Counseling) Ph.D. (Counselor Education and Counseling)	Dr. David M Kleist	8120	282-3155
Medical Laboratory Sciences	M.S.	Dr. Kathlen Spiegel	8288	282-4456
Dental Hygiene	M.S.	Dr. JoAnn Gurenlian	8048	282-3796
Health Education	M.H.E	Dr. Willis McAleese	8109	282-2729
Public Health	M.P.H	Dr. Elizabeth Fore	8002	282-5601
Nursing	Ph.D., D.N.P., M.S., Post. Master Cert.	Dr. Karen Neill	8101	282-2102
Occupational Therapy	M.O.T.	Dr. Bryan Gee	8045	282-4095
Physical Therapy	D.P.T.	Dr. Jim Creelman	8045	282-4095
Physician Assistant Studies	M.P.A.S.	Dr. Paula Phelps	8253	282-4726
PharmD	See Undergraduate Catalog for Description			
Biomedical and Pharmaceutical Sciences	M.S. in Pharmaceutical Sciences (Medicinal Chemistry, Pharmaceutics or Pharmacology, Emphasis), Drug Delivery, Pharm Administration Ph.D. in Pharmaceutical Sciences (Medicinal Chemistry, Pharmaceutics or Pharmacology, Emphasis), Drug Delivery, Pharm Admin, Bio Pharm. Analysis	Dr. Dana Diedrich	8334	282-3475
Pharmacy Practice and Administrative Services	M.S. in Pharmaceutical Science (Pharmacy Administration Emphasis) Ph.D. in Pharmaceutical Sciences (Pharmacy Administration Emphasis)	Dr. Christopher Owens	8333	282-3475

### Interdisciplinary Programs

Natural Science	M.N.S. (Biological Sciences, Chemistry, Geology, Physics)	See Chair/Directors listed above		
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### Other

Family Medicine Residency Program	Stop 8357, Pocatello, ID; (208) 282-4713
Idaho Advanced General Dentistry Program	Stop 8088, Pocatello, ID; (208) 282-3289
Meridian Graduate Programs	1311 E. Central Drive, Meridian, ID, 83642; (208) 373-1700
Idaho Falls Graduate Programs	1784 Science Center Drive, Idaho Falls, ID, 83402; (208) 282-7800
Twin Falls Graduate Programs	Box 1238, CSI Evergreen B-40, Twin Falls, ID, 83303; (208) 282-2300

# Summary of Procedures for Graduate Degrees

<u>Procedure</u>	<u>Under Direction of</u>	<u>Date</u>
Application & Fee	Graduate School	No later than April 1 for summer semester enrollment; April 1 for fall semester enrollment; and November 1 for spring semester enrollment (or the following Monday, should these dates fall on a weekend).
Selection of an Advisor	Department Chair	Varies by program
Selection of a Committee	Advisor	Varies by program
Preliminary Examinations	Department Chair or Advisor	Not required by some programs
Final program of Study/Admission to Candidacy	Advisor, Department Chair, Dean of Academic College/Division, Dean of Graduate School	Submit prior to the semester of intended date of graduation. Classified status required.
Comprehensive Examinations	Advisor or Department Chair	Varies by program
Application for Graduation	Graduate School	Not later than the 2nd week of the final semester. For summer graduation, June 15th.
Thesis or Dissertation Final Draft to Committee	Student and Advisor	Not later than 2 weeks prior to oral defense.
Thesis or Dissertation Defense	Advisor, Committee, and Dean of Graduate School	Not later than 2 weeks prior to end of final semester.
Oral Examination (Non-Thesis)	Advisor, Committee, and Dean of Graduate School	Not later than 2 weeks prior to end of final semester.
Payment of Application Fee for Graduation/Diploma	Office of Registrations/Records	Not later than 2 weeks prior to end of final semester.
Submission of Final Thesis/Dissertation	Dean of Graduate School	Within 2 weeks following oral examination for thesis/dissertation copies.

## Accreditation

**Regional Accreditation:** Idaho State University is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities  
8060 165th  
Avenue N.E., Suite 100  
Redmond, WA 98052 (425) 558-4224 [www.nwccu.org](http://www.nwccu.org)

**Specialized Accreditation:** In addition, many undergraduate and graduate programs maintain specialized professional accreditation. The Office of Institutional Research maintains the most up-to-date list of ISU programs with specialized accreditation.

# Graduate School

## Idaho State University Vision Statement

The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

## Graduate School Mission Statement

The Graduate School promotes and supports excellence in graduate education. In realizing this mission, the Graduate School acts to recruit, support, retain and matriculate scholars, researchers and practitioners educationally empowered as critical thinking citizens and agents of innovation, opportunity and change.

## Graduate School Vision Statement

The Graduate School aspires to be a leading driver of high quality graduate education, and is dedicated to the embodiment of academic and creative excellence, resulting in scholars, researchers and practitioners committed to and capable of continually broadening the scope of academic discourse, discovery and innovation.

## Graduate School Informed Beliefs

- a. Integrity
- b. Inquiry and Innovation
- c. Academic and Creative Excellence
- d. Collaboration
- e. Social Justice Awareness & Advocacy
- f. Inclusiveness
- g. Interdisciplinary Research
- h. Lifelong Learning
- i. Quality Customer Service

## Admission

Idaho State University invites applications for admission to Graduate School from students holding baccalaureate degrees or higher from any regionally accredited colleges or universities in the United States, or with equivalent preparation acquired in another country. Prospective applicants may apply as degree-seeking or non-degree-seeking students. Non-degree-seeking students include those seeking certification, professional growth, or strengthened backgrounds for various professional and industrial occupations.

### Admission Requirements for Doctoral Programs

Admission to doctoral programs varies depending upon the program of study. Potential applicants are encouraged to read the appropriate sections of the Graduate Catalog and/or check Department websites for individual program variations. Please see individual department sections for GPA & GRE requirements for doctoral programs.

### Admission Requirements for Other Programs (e.g., Master's degrees)

Degree-seeking students must meet the following requirements:

1. A baccalaureate degree or higher from a college or university **regionally accredited** in the United States or its equivalent from a school in another country. **Official transcripts must be sent either in print-ed form or electronically from the institution(s) directly to the Graduate School (students can not mail in their transcripts).** **Email address: graddean@isu.edu. Mailing address: Graduate School, Idaho State University, 921 S. 8th Ave, Stop 8075, Pocatello, ID 83209-8075.**
2. In instances where a standardized test is required, official GRE (Graduate Record Examination)/MAT (Miller Analogies Test)/GMAT (Graduate Management Admissions Test) score reports are required. Student copies are not acceptable. To register for the GRE, contact either the GRE-ETS, Box 6000, Princeton, New Jersey, 08541-6000, <http://www.ets.org/gre> or the ISU Counseling and Testing Center (208)282-2130. To register for the GMAT/MAT (for GMAT: <http://www.mba.com/us> or <http://www.pearsonassessments.com/postsecondaryeducation/>

GPA (Undergraduate) (last 60 credits)	Standardized Test
3.5 to 4.0	No standard test (GRE/MAT) required
3.0 to 3.49	40th Percentile on at least one area of the GRE or 40th Percentile on the MAT
2.5 to 2.99	Combined Verbal and Quantitative (V+Q) score of 300 or 1000 (old scoring) on GRE or 45th Percentile on the MAT
Below 2.50	No admission
The method of calculating an Admission GPA is based on the last 60± semester undergraduate credits (90± quarter credits), using complete semesters (quarters). In the case of those students who have not completed the baccalaureate degree, the grade point average will be calculated on the last 60 credits at the time of application.	
GPA (Graduate)	Standardized Test
3.5 to 4.0	No standard test (GRE/MAT) required
3.0 to 3.49	40th Percentile on at least one area of the GRE or 40th Percentile on the MAT
Please see individual department sections for GPA & GRE requirements for doctoral programs.	

[graduate\\_admissions/mat.html](http://graduate_admissions/mat.html) for the MAT ), contact the Idaho State University Counseling and Testing Center. GRE/GMAT/MAT scores are used for other purposes in addition to admission. Most departments/colleges/divisions also use these scores as part of the criteria for awarding graduate assistantships, fellowships, or scholarships. Other parts of the campus may also use these scores in the process of awarding scholarships. Students at Idaho State University may take these tests at the Counseling and Testing Center. Special study sessions are available at the University in the Student Success Center (208) 282-3662 to aid the



student in preparing for the GRE/GMAT. All scores should reflect testing within the last five years or be subject to review by the Dean of the Graduate School. With certain programs as exceptions (see below) applicants who already hold a master's degree or higher from a regionally accredited university may not be required to submit GRE, MAT, or GMAT test scores.

3. Recommendation for admission by the department, division or college offering the desired degree program. Please see individual department sections of this catalog for additional requirements.
4. Approval for admission by the Dean of the Graduate School.

## The Application Process

The admission process is initiated as follows:

1. Applications for admission may be obtained online ([www.isu.edu](http://www.isu.edu)) or from the Graduate School.
2. Applicants applying as degree-seeking students must request that each institution at which they have taken any post-secondary work submit one official transcript directly to the Graduate School. Students who have already earned a master's or doctoral degree from a regionally accredited institution of the equivalent higher degree acquired in another country, need only have the official advanced degree/s transcript submitted in lieu of a bachelor's degree transcript. **Official transcripts must be sent either in printed form or electronically from the institution(s) directly to the Graduate School (students can not mail in their transcripts)** **Email address: [graddean@isu.edu](mailto:graddean@isu.edu) Mailing address: Graduate School, Idaho State University, 921 S. 8th Ave, Stop 8075, Pocatello, ID 83209-8075.** Idaho State University undergraduate transcripts are available to the Graduate School and need not be forwarded by the applicant.
3. **Applicants must include a \$55 non-refundable processing fee with each application form.** The files of students who do not pay the required application fee will not be processed for admission.
4. Some programs require additional information (e.g., letters of recommendation); please contact the specific department and review individual departmental sections of this catalog for additional requirements. These documents get sent directly to departments.
5. Applicants must clearly indicate the desired graduate program on the application form, or if a non-degree-seeking student, the college/division and department in which the student intends to take courses.
6. GRE/GMAT/MAT may be required for

degree-seeking applicants at the discretion of the department. Official score reports only are accepted.

7. Additional requirements for degree-seeking last semester seniors, and international students are described under those headings on the following pages.

## Application Deadlines

Please note that some programs have earlier deadlines than those listed; please contact the program director or department chair for specific details. Priority deadlines for application forms to be completed and returned to the Graduate School are: April 1st for summer semester enrollment; April 1st for fall semester enrollment; and November 1st for spring semester enrollment, or the following Monday should these dates fall on a weekend. Typically, international students cannot begin their enrollment at Idaho State University in the summer semester.

## Notification of Admission

Applicants will receive a notification letter from the Graduate School regarding their admission status. Admission to Graduate School allows a student to enroll in graduate courses in the specified department and college/division. It does not imply admission to courses in other departments. Only those admitted as degree-seeking students may assume that they are permitted to seek an advanced degree in the discipline/department that approved the admission. Non-degree-seeking students who are admitted are permitted to take graduate courses, but this admission does not imply they will later be approved for admission as a degree-seeking student.

## Re-Enrollment or Re-Admission of Graduate Students

Graduate students who have been admitted to Graduate School may enroll for graduate or undergraduate classes by preregistration or registration without further application activity if they enroll within two years from the beginning of the term for which they were accepted. Graduate students who fail to enroll during the two year period, or more restrictive period of the department, must reapply for admission, and pay the processing fee. Students who were not enrolled in the previous term may register for the current term. However, some departments may have more restrictive requirements and admission may be valid for only a particular semester or year. Students should contact departments to determine these more restrictive requirements.

## Registration

All applicants who have received notice of admission into Graduate School may preregis-

ter during the appropriate preregistration periods or during the regular registration times prior to each semester. On-line registration is available to admitted students. To expedite completion of the registration procedure, all recipients of graduate teaching assistantships, graduate fellowships, and/or scholarships to be applied toward tuition and fees must preregister.

## Restricted Registration

Any graduate student receiving a grade of C+ or below in two graduate courses on his or her program of study, or whose GPA falls below 3.0, will automatically be blocked from registering for additional courses. For the block to be removed, the student's department or college/division must communicate to the Graduate School in writing its wish to allow the student to continue in the program. Please note that some programs vary in their restrictions with regard to this policy; contact the graduate program director or department chair for specific details.

## Continuing Registration for Graduate Students

Graduate students who have registered for one or more credits of master's project, master's paper, master's thesis, or doctoral thesis or dissertation (usually, courses numbered 6650, 6651, 6699, 7750, or 8850) must be registered for at least one graduate credit during subsequent semesters, including each summer semester, until they have completed their degrees. Students who, for compelling reasons, wish to interrupt their work on projects, theses, or dissertations may request, in writing, a leave of absence from the Graduate School. Academic clock does not stop during the violation of the continuous enrollment policy.

Graduate students who fail to meet the continuing registration requirement will be judged to have dropped out of their programs and will no longer enjoy access to university resources, including the library and computer facilities. In order to regain access to university resources, students will be required to reapply to the Graduate School and be readmitted. A corollary of this requirement is that a graduate student must be registered for at least one graduate credit in order to take a final oral examination or be processed for graduation. Any student who registers for the required credit and then subsequently drops the credit, will be considered in violation of this policy.

## Registration without Permission

Students who register for graduate courses in violation of any restriction printed in the Graduate Catalog or written on their Admission notification, or who register for graduate courses after receiving a letter of dismissal

from the department or college/division that admitted them, will be dropped from these graduate course(s) as soon as the violation is discovered.

## Classifications of Degree-Seeking Graduate Students

### Classified Status

Graduates of regionally accredited institutions who have earned grade point averages of 2.5 or higher for the last 60 credits taken at the undergraduate level, are eligible, upon submission of official GRE/GMAT/MAT scores as appropriate, to be admitted to Classified status in graduate master's programs. Doctoral students must meet individual department GPA and standardized test requirements. See department sections of this catalog for complete information.

The College of Business requires the GMAT. The Department of Counseling and the College of Education accept the MAT in lieu of the GRE. Please see the department sections for this information.

### Classified (with Performance Requirements) [Classified (w/PR)] Status

Classified (with Performance Requirements) [i.e., Classified (w/PR)] status is a transitional status, and is not a valid status for a student to graduate. In order to graduate, a student must have Classified status (see the following section "Change from Classified (w/PR) to Classified Status").

A department/college/division may, at its discretion, recommend admission for graduate students in a degree program with Classified (w/PR) status to ascertain their ability to do graduate work within a particular curriculum. Students admitted to Classified (w/PR) status are those who may not have satisfactorily met all admission requirements.

Classified (w/PR) status also may be recommended by a department for students whose credentials do not meet specific departmental requirements.

NOTE: Students admitted to Classified (w/PR) status should ascertain their eligibility for

federal financial aid. Such students are not eligible to receive Idaho State University graduate assistantships or Non-resident tuition waivers.

### Change from Classified (w/PR) to Classified Status

The following criteria must be met by the student before Classified (w/PR) status can be changed to Classified:

1. The student must complete at least nine graduate credits and maintain a 3.0 GPA or higher;
2. If the GRE/GMAT/MAT was not taken by the student prior to admission to Classified (w/PR) status, the student must take the GRE/GMAT/MAT specified in the Admission notification.

Upon completion of the above two criteria, a request to change the student's status to Classified may be submitted to the Dean of the Graduate School. The following steps must be followed to accomplish this change:

1. At any time after meeting the above criteria, a student may initiate an Approval for Change of Student Status in the Graduate School. The department/college/division may also initiate the change and should do so by written request when the student has met the required criteria.
2. The change from Classified (w/PR) to Classified status must be approved by the Dean of the Graduate School.

If a student admitted to Classified (w/PR) status fails to meet the conditions for admission stated on the Admission notification, the student's admission may be revoked.

### Admission of International Students

Applications for admission to Graduate School are processed in the Graduate School. Applications will not be processed until the processing fee has been received.

In addition to the admission requirements listed previously, international students must meet the following conditions:

1. As a step toward obtaining a U.S. visa, international students must submit a financial statement to the Graduate School verifying that they will be able to support themselves financially for a minimum of one year while attending Idaho State University. This document must consist of a statement or letter from a bank indicating that funds are available and accessible. The amount of money available to the student must be listed on the financial

statement. A graduate assistantship or fellowship awarded by a department or college/division may be used as part of this amount.

2. International students who have not graduated from an accredited college or university in the United States and whose native language is not English, normally must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL) or on the International English Language Testing System (IELTS). Satisfactory TOEFL requirements for Classified admission are: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test. Information about the TOEFL, including test dates and locations in international countries, can be obtained from Educational Testing Service (ETS) at [www.ets.org](http://www.ets.org). Satisfactory IELTS performance for Classified admission include scoring 6.5 or higher on the total band score. Graduate assistants who teach courses must score 6.5 or above on the speaking test component. An international student may also meet the English language proficiency requirement by achieving a Level 112 from an ELS Language Center. **PHOTOCOPIES OF TOEFL OR IELTS SCORES WILL NOT BE ACCEPTED.**
3. International students may not enter the United States for graduate study without a U.S. Immigration (I-20) form. This form will be issued by the International Programs Office after the student is approved for admission by the Dean of the Graduate School. International students are urged to remain in their own countries until they receive notice of acceptance.
4. International students transferring from a school within the United States must be "IN STATUS" with Immigration and Naturalization Services to be issued an I-20 form from Idaho State University. A transfer form will be sent after the application has been received, to be completed as verification of acceptable immigration status.

If you have questions or need additional information, please contact the Graduate School at (208)282-2270, FAX number (208)282-4847.

## Unclassified (Non-degree Seeking Students) Status

Individuals holding a bachelor's degree who desire to take courses for graduate credit for personal or professional enrichment but who do not want to pursue a graduate degree are eligible to apply for admission to Unclassified (non-degree seeking) status. Students who are admitted to Unclassified status are allowed to register for a maximum of 9 graduate credits per semester. Since an Unclassified status student is not seeking a degree, course and/or program advising, except on an informal basis if requested, will not be provided.

### Admission Requirements for Unclassified (Non-Degree seeking) students

Individuals who apply for Unclassified status admission must submit the following information and meet the following requirements:

1. A baccalaureate degree, or higher, from a regionally accredited educational institution in the United States, or the equivalent from an educational institution in another country. Non-degree seeking applicants must provide a transcript showing proof of degree. Non-degree seeking students who have already earned a master's or doctoral degree from a regionally accredited institution or the equivalent higher degree acquired in another country, need only have the copy of advanced degree/s transcript submitted in lieu of a bachelor's degree transcript.
2. A copy of a transcript indicating that a baccalaureate degree, or higher, was awarded, including the date the degree was awarded.
3. Meet the following Grade Point Average (GPA) requirement: An earned grade point average (GPA) of 2.50 or higher on all undergraduate courses taken during the last 60 ± undergraduate semester credits (90 ± quarter credits), regardless of the institution at which the credits were earned. This GPA may be different from the final transcript GPA and/or different from the GPA on all upper-division credits. In the case of those students who have not completed the baccalaureate degree, the GPA will be calculated on the last 60 credits at the time of application.
4. A properly completed application form.
5. A \$25.00 non-refundable application processing fee that will not be waived.

Academic departments may have additional requirements and/or may restrict enrollment of Unclassified graduate students to specific courses. Unclassified graduate students must meet all prerequisites for each class in which

they want to enroll.

If an Unclassified student wishes to pursue a graduate degree at Idaho State University, the student must (1) meet the requirements for admission as a Classified student, and (2) complete all aspects of the Classified status application procedure for a specific degree program, detailed under "Admission" in the first part of the Graduate Catalog, including submission of official transcript(s) and payment of the Classified application processing fee (the amount paid for Unclassified application will not apply for Classified application).

After admission as a Classified student, students may petition the Dean of the Graduate School to transfer course work taken while in Unclassified status to a degree program. This petition must have the written support of the degree program for each course. The total number of such credits transferred shall not be more than 30% of the total credits for the program of study required for the particular degree.

## Admission of Last-Semester Seniors

Seniors in residence at Idaho State University may register for no more than 6 graduate credits during the semester or summer session in which they will complete the work for a bachelor's degree at Idaho State University. This option is reserved for outstanding seniors who are seriously considering attending Idaho State University for graduate education. This registration must be approved by the course instructor, by the student's advisor, and the department chairperson. **ONLY COURSES NUMBERED 5500-5599 MAY BE TAKEN WITH THIS OPTION.**

If a senior admitted to graduate study under this provision fails to complete graduation requirements for a bachelor's degree, all graduate credits earned revert to undergraduate credit. The student's load, including both graduate and undergraduate credit, may not exceed 16 credits, or 9 credits in the case of summer school. A senior selecting this option must file an Application for Admission with the Graduate School when he/she requests permission to take graduate level courses. Application deadlines for admission of last-semester seniors are the same as those for degree-seeking graduate students.

PharmD students may apply and be admitted to the Graduate School after completing 120 credits if they meet all application requirements.

## Admission Requirements for Professional Development Students - K-12 Teachers (5597 Courses)

The Graduate School recognizes the need for K-12 teachers certified in Idaho to improve their professional capabilities. In most cases, the courses are workshops or short courses that can be taken in a compressed time period. These types of courses are "advanced" with respect to the students who enroll, but are not courses that a particular discipline offers to a student with the goal of earning an advanced degree. Therefore, professional development courses are offered by many departments to meet the perceived need of individuals, and are treated differently in the following respects:

1. Students may enroll in professional development courses offered under the 5597 number without the necessity of being admitted to Graduate School. However, they must hold a baccalaureate degree from an accredited institution at the time they enter the class or receive special permission from the Dean of the Graduate School if they are last semester seniors at Idaho State University.
2. The credits earned will not count toward an advanced degree nor may they be petitioned to count at a later date.
3. There is no limit to the number of 5597 credits that a student may earn.
4. All instructors of 5597 courses must have an advanced graduate degree.
5. For each 5597 course in which students enroll, students must certify that they possess a baccalaureate degree and agree to the conditions by which they are permitted to register for the course.
6. Students who have been admitted into the Graduate School are permitted to take 5597 courses.
7. Departments shall determine if and when professional development courses are to be offered with their prefix.

## Admission Requirements for Professional Development Students (5598P Courses)

The Graduate School recognizes the need for individuals to improve their professional capabilities. In most cases, the courses can be taken in a compressed time period. These types of courses are "advanced" with respect to the students who enroll, but are not usually courses that a particular discipline offers to a student with the goal of earning an advanced degree. Therefore, professional development courses are offered by many departments to meet the perceived need and are treated differently in the following respects:

1. Students may enroll in professional development courses offered under the 5598P number without the necessity of being admitted to Graduate School. However, they must hold a baccalaureate degree from an accredited institution at the time they enter the class or receive special permission from the Dean of the Graduate School if they are last semester seniors at Idaho State University.
2. The credits earned will not count toward an advanced degree unless a petition is filed within three years of the last day of the course. The petition must have the following documentation: (1) A copy of the instructor's curriculum vita, (2) A copy of the course syllabus (including a list of achievement measures), (3) A copy of the class list (with grades). (The Office of Continuing Education, and/or the department or college offering the course will provide materials not otherwise available to the student).
3. While there is no limit to the number of 5598P credits that a student may earn, a maximum of three credits may be petitioned for use to satisfy elective credits in the student's program of study. 5598P courses may not be substituted for "required" courses.
4. All instructors of 5598P courses must have an advanced graduate degree.
5. For each 5598P course in which students enroll, students must certify that they possess a baccalaureate degree and agree to the conditions by which they are permitted to register for the course.
6. Students who have been admitted into the Graduate School are permitted to take 5598P courses. If they desire to use 5598P credits in their degree program, a petition must be filed for each course in accordance with the procedures described.
7. Departments shall determine if and when professional development courses are to be offered with their prefix.

## Course Levels, Credits, and Grading

### Course Levels

Courses numbered 66xx and 77xx are for students admitted into Graduate School only. Courses numbered 55xx also provide graduate credit (except 5597 and 5598P, see the sections entitled "Admission Requirements for Professional Development Students"). However, undergraduate students may be enrolled

in these courses; the undergraduate counterpart will be designated as 44xx. Extra work is required of graduate students enrolled in 55xx courses (see next section). Applicability of 55xx courses to degree requirements is determined by the department offering the degree. Credit by examination (course challenge) is not permitted in graduate programs. Credit is not generally granted toward a graduate degree for 55xx courses when the corresponding 44xx course was taken at the undergraduate level.

### Activities Instructors May Require to Meet the "Additional Work" Requirement to Receive Graduate Credit in Those Courses Offered as 55xx:

The Graduate School expects instructors to require specific work to be done in a graduate level course to justify graduate credit being given. For students to receive graduate credit in those courses designated at the 55xx level, specific and evaluated activities and performances must be identified in the course syllabus. Below is a suggested list of activities that an instructor might use to meet this requirement.

1. An additional scholarly activity such as:
  - a. integrative term paper(s);
  - b. substantive report(s) that may be one of the following: survey, analysis and report; laboratory investigation and report; library research and report;
  - c. participation in a significant regional or national meeting (e.g., poster session, panel discussion, paper presentation).
2. Classroom activities that are beyond those required of undergraduates and are evaluated:
  - a. special presentation of some subject;
  - b. provision of leadership on discussion of some significant topic in the classroom;
  - c. classroom activity that is evaluated and not required of undergraduates
3. Examinations: Special examinations that are different from those given to undergraduates and are more demanding than those given to undergraduates. Such exams should be those that require greater performance at a higher cognitive level, such as interpretation, synthesis, and evaluation.

### Credits

For a master's degree, a minimum of 30 credits in approved course work, including thesis credits if required, must be completed. Except

in the cases of the M.N.S., M.A.M.S.T., and M.P.A. degrees, a master's degree student must complete at least fifteen 6600-level credits. Credit requirements for doctoral degrees vary by program.

### A credit hour in graduate courses requires:

One semester credit hour in academic courses requires (1) fifty minutes in class each week for one semester (which assumes approximately twice this amount of time in study and preparation outside the classroom), or (2) approximately two and one-half hours in laboratory each week for a semester, or (3) equivalent combinations of (1) and (2). For purposes of equivalency calculations, a semester is assumed to be sixteen weeks. Short-term courses of one week (five days) or more require time in class, laboratory, and preparation equivalent to the above for a total of 45 clock hours per credit.

### Semester Credit Limits

The maximum number of credits obtainable in a semester is 16, including courses taken at the undergraduate level. In a summer semester, a student may earn a number of credits equal to the number of weeks enrolled plus two, and the total number of summer semester credits may not exceed 12 (e.g., a student taking classes for eight weeks may earn up to 10 credits). Graduate Assistants may register for no more than 12 credits per semester.

Students who, because of exceptional circumstances, want to take more than the maximum number of credits, must request permission in writing from the Dean of the Graduate School. They must also have support in writing from their advisor, and the graduate program director or chairperson of their department.

Thesis or dissertation credits are not awarded to the student until after completion and final approval by the examining committee. At this time, the advisor reports a grade of S or U for all previous thesis/dissertation registrations. The student may register for thesis/dissertation credits any semester she/he is enrolled as a degree-seeking student, subject to the approval of the student's advisor and department chair or program director, but the letters IP (in progress) are recorded on the transcript in place of a grade for all such registrants until final approval is obtained. Usually thesis credits are limited to 6 that can count toward a degree on a Master's level program of study.

### Grading

**A 3.0 GPA for the courses listed on the program of study is required for any graduate degree or certification at Idaho State University. A grade of C+ or lower indicates questionable performance at the graduate**

**level.** However, some departments may accept a C+ grade in one or two courses as long as the minimum overall 3.0 GPA is maintained.

**C+ or lower grades may cause departments/colleges/division to dismiss students from a graduate degree program.**

Idaho State University uses a graduated letter grading system to indicate the instructor's evaluation of a student's performance in a course. These letter grades are converted to a numerical value for computing a student's semester and cumulative grade point averages. At the beginning of each course, an instructor should inform students of the criteria to be used in evaluating their performance through the class syllabus or other written means.

The grade of A is the highest possible grade; grades of D+ or lower will not be allowed for graduate work. Plus (+) or minus (-) symbols are used to indicate grades that fall above or below the letter grades. The grades of A+, F+, and F- are not used. For purposes of calculating grade points and averages, the plus (+) increases the grade's point value by .3, and minus (-) decreases the grade's point value by .3 (e.g., a grade of B+ is equivalent to 3.3, and A- is 3.7). A student's work is rated in accordance with the following scale:

A	4.00	excellent performance
A-	3.70	excellent performance
B+	3.30	good performance
B	3.00	good performance
B-	2.70	good performance
C+	2.30	inadequate performance
C	2.00	inadequate performance
C-	1.70	inadequate performance
D+	1.30	unacceptable performance
D	1.00	unacceptable performance
D-	0.70	unacceptable performance
F	0.00	unacceptable performance

Courses in which A, A-, B+, B, or B- grades are earned are acceptable toward a graduate program and graduation requirements, unless specifically excluded for a particular requirement, course, program, or degree. Courses in which C+, C, or C- grades are earned might be used toward program and graduation requirements in some programs; two such grades will place the student on semester-by-semester review. Grades of D+, D, D-, or F may not be used to satisfy graduation requirements. No credits are awarded for any course in which an F grade is earned.

All thesis and dissertation credits and some research courses are graded on a satisfactory (S) or unsatisfactory (U) basis. Departments/colleges/divisions may grade additional graduate courses with the S/U system with approval of the Graduate Council. IP (in progress) grades are given for those students who have initiated but not completed their thesis, disser-

tation, or research work. No graduate courses will be offered on a Pass/No Pass (P/NP) basis.

**For "IP" (in progress) courses,** instructors are responsible for processing a Change of Grade after the completion of all relevant course work. In the case of thesis and dissertation work, there may be multiple IP credits to be changed once the thesis/dissertation has been completed and fully approved.

As noted elsewhere in the Catalog, **"I" (incomplete) grades** must be completed and the Change of Grade processed by the instructor within 1 calendar year of the awarding of the incomplete. Failure to change the "I" grade within this time period will result in the "I" grade becoming permanent.

**For letter graded courses,** prefixes, titles, and level (e.g., 4400/5500) are transcribed as originally registered once the semester is closed (i.e., the end of the semester within which the course was first registered for by the student). As an example: A graduate student mistakenly registers for course ABC4400 for the Fall 2020 semester. During that semester a petition request to change the ABC4400 registration to ABC5500 (i.e., drop ABC 4400 and add ABC5500) may be submitted for consideration. However, once the Fall 2020 semester has concluded, the ABC4400 course can not be changed.

With permission of the relevant department, students may repeat a course in which they received a grade lower than an A. In such cases, the last grade received shall be the grade used in the calculation of the program of study GPA.

### Incomplete Grades

An Incomplete grade (I) may be awarded at midterm or semester end. At midterm, an Incomplete indicates the student, through illness or other excusable absence, has missed so much work the instructor cannot assign a regular grade. An Incomplete grade at midterm is not a final grade. An Incomplete grade may, at the option of the instructor, be given at the end of the semester only when a student has satisfactory performance within three weeks of the end-of-semester examination period.

The instructor must submit a Course Completion Contract along with the grade report for that class. The Course Completion Contract must be signed by the student and the instructor stipulating the assignment(s) required to finish the course within the allowable time period. A copy of the Contract is to be given to the student, a copy retained by the instructor, a copy sent to the Graduate School, and the original sent to the Registrar's Office.

Incomplete work must be completed within one (1) calendar year from the date such grade is given, but an instructor could specify a shorter time period. A change of grade must be submitted by the faculty member or the Incomplete will become permanent.

To receive credit for a course in which an Incomplete grade has become permanent, the entire course must be repeated.

Petitions to deviate from the incomplete grade policy will not be allowed except under extraordinary circumstances (e.g., serious, long-term illness).

## Transfer of Credits

### Master's Degrees

All graduate credits must be earned as Idaho State University resident credits except for the following:

In all master's degree programs, a total of 9 semester credits may be transferred from a regionally accredited institution. Transfer of credits from a regionally accredited institution are acceptable only if the courses are specifically approved by the Graduate School and the academic department of Idaho State University when the final program of study is submitted. In these instances, only the credit hours transfer, not the grades.

Official transcripts to be used for transfer of credits in a degree program must be received by the Graduate School before application for a degree will be approved.

### Intra-institutional Transfer

Transfer of Credits from Unclassified to Classified Status: Students may petition the Dean of the Graduate School to transfer course work taken while admitted to Unclassified status to a degree program. The total number shall not be more than 30% of the total credits of the program of study required of each student for the degree.

### Transfer of Credits from One Program to Another

There are no limits to the number of Idaho State University credits that may be applied toward a master's degree program or certificate program that were originally earned in a different degree program if:

1. the student was not awarded a degree in the original program, and
2. the department approves the transfer of such credits and the courses taken meet

the requirements for the degree approved by the Graduate Council.

There are no limitations with respect to electives that exceed the requirement for the degree.

Departments and/or colleges/divisions may allow students to apply up to 9 semester credits earned at Idaho State University to two master's degrees with Graduate School approval.

### Doctoral Programs

Departments may accept credits by transfer in total or in part from a master's degree earned at Idaho State University or at another accredited institution regardless of age of the courses. See section on "Time Limits" for further discussion of this policy.

## Residency Credits

All credits that are to be applied to an advanced degree must be earned as resident credits or accepted for transfer as described in the Transfer of Credits section. Resident credits are those earned through the main Idaho State University campus, the Idaho State University-Idaho Falls campus, the Idaho State University-Meridian campus, and/or the Idaho State University-Twin Falls campus.

Courses approved by the Graduate Council and taught solely by approved faculty of Idaho State University at other sites in the state may be accepted as resident credit.

## Time Limits

### Master's and Educational Specialist Degrees

All requirements for a master's degree or educational specialist degree, must be completed within 8 years preceding the student's graduation. An extension of time may be obtained for good cause with the approval of the Dean of the Graduate School.

### Out-of-Date Credits

All credits applied to a master's degree or to an educational specialist degree must have been taken within 8 years immediately prior to granting of the degree unless it can be shown that the course work taken more than 8 years earlier covers material that has not changed substantially during the intervening time, or that the student has been able to remain current in the topics covered in the course. Academic clock does not stop when student does not register for classes. Evidence that the older course work is still appropriate must be sup-

ported and approved in writing by the student's advisor and department chair, and submitted with a petition to the Dean of the Graduate School.

### Credit Time Limits for Doctoral Degrees

The doctorate is a research and/or performance degree and signifies that the holder has the competence to function independently at the highest level of endeavor in the chosen profession. Hence, the number of years involved in attaining or retaining competency cannot be readily specified. Rather, it is important that the doctoral student's competency be assessed and verified in a reasonable period of time prior to conferral of the degree.

The comprehensive examination is the method of assessing whether the student has attained sufficient knowledge of the discipline and supporting fields in order to undertake independent research or practice. It is expected that the examination will occur after all course work has been completed and language or other requirements satisfied, and that it consists of a series of examinations covering all areas specified in the program of study.

Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher or practitioner, the examination should not precede the awarding of the degree by too long a period of time. Consequently, doctoral candidates are allowed 5 years in which to complete remaining degree requirements. In the event a student fails to complete the doctorate within 5 years after passing the comprehensive examination, an extension of time can be obtained by:

1. The student getting a specified set of requirements from the student's committee that states in writing what must be done to make the candidate up-to-date in the discipline. These new requirements for obtaining an extension may include the necessity to repeat parts or all of the comprehensive examination;
2. The student must then submit a petition to the Dean of the Graduate School for the extension and provide the written documents showing the additional requirements established by the student's committee justifying the requested extension.

### Auditing Graduate Courses

The Graduate School does not endorse the auditing of courses at the graduate level due to the expectations of the rigors of graduate study. At the graduate level, students need to be substantially engaged with the material, so that they can master the intricacies and be able

to evidence knowledge about the topic. The professor provides information, guidance, mentoring, and critique of the material so that the student is experienced with the totality of the material. Auditing a graduate course does not provide the opportunity for engagement of the material and the instructor's focus to the level necessary to facilitate the depth of learning required in graduate education.

### Full Time Graduate Status

Nine Graduate Level Credits constitutes full time graduate status.

## Advisors & Examining Committees

All Examining Committees shall consist of an odd number of members. These members normally must be members of the Graduate Faculty and approved by the Dean of the Graduate School. Appointments to Examining Committees of non-faculty members or of faculty members not on the Graduate Faculty must be approved by the Dean of the Graduate School. A listing of Graduate Faculty is contained in this catalog.

Usually, when a student is admitted to graduate school, a temporary advisor is assigned. In some cases, the department chairperson or graduate program director serves in this capacity for all incoming graduate students. Following departmental procedures and regulations, a permanent advisor who will be responsible for helping the student to finalize the program of study is then selected.

For most master's degree options, a second member is selected from the student's department to serve on the examining committee with final approval by the Dean of the Graduate School. At the doctoral level, more than one departmental faculty member, in addition to the advisor, typically serves on the examining committee.

A third or, in the case of doctoral committees, a fifth member of the examining committee, called the Graduate Faculty Representative (GFR), is approved by the Dean of the Graduate School. The GFR must be a current member of the Graduate Faculty and must be selected from outside the discipline the student is studying. The GFR may not be secured from a separate discipline from a yoked department. The GFR represents the Graduate School on the examining committee and is responsible for reporting the results of graduate examinations to the Dean of the Graduate School. The Graduate School welcomes suggestions from

the student or department regarding candidates for the GFR.

### Conflict of Interest of Graduate Faculty

Faculty are expected to conduct themselves professionally in their evaluation of graduate students, and are expected to exclude themselves from evaluation of graduate students with whom impartiality may be jeopardized by considerations that are not academic.

### Procedure for Changing a Major Advisor

When a graduate student seeks a change in his/her major advisor, the following procedure must be followed:

1. The student must submit to the academic unit head or graduate program director, as appropriate, a written request for change of major advisor. This request shall contain the rationale on which the request is based and may, if the student wishes, propose a specific replacement.
2. If the unit head/program director and the current advisor accept the rationale, and if an appropriate new advisor acceptable to the student is secured, the unit head/program director will submit the proposed new appointment to the Dean of the Graduate School for approval.
3. Should the unit head/program director or the current major advisor not agree to the proposed change and the conditions thereof, and if no compromise acceptable to all parties can be reached, the matter shall be arbitrated by the unit graduate faculty (or its designated committee). Such arbitration may need to consider the question of ownership of data from research already undertaken by the student under the major advisor's supervision, similarly whether another appropriately specialized major advisor is available for the student. The unit head/program director will notify the Dean of the Graduate School of the decision reached by the department graduate faculty or its designated committee.
4. Any appeal of the department's decision by the student shall be directed to the Dean of the Graduate School.

## Program of Study, Candidacy, Application for a Degree

### Program of Study

A Program of Study must be submitted to and approved by the Graduate School by the third week of the semester in which a student intends to graduate. The Program of Study will list all requirements that must be completed in order to receive the degree or certificate.

If the requirements for the degree or certificate being sought change during a student's program, the student is entitled to follow those requirements in effect at the time of admission, or the student may elect to follow newer requirements.

### Candidacy for Doctoral Degrees

Admission to candidacy for doctoral degrees occurs after the student has passed a preliminary/qualifying examination that is usually administered early in the program; or when substantially all course work has been completed and the comprehensive examination has been passed.

Students seeking doctoral degrees must submit a Program of Study to the Graduate School upon completion of examinations, along with a letter verifying advancement to candidacy, noting the candidate's successful examination completion; but no later than the third week of the semester in which they intend to graduate. The Program of Study lists all requirements that must be completed in order to receive the doctoral degree.

### Application for a Degree

Within the first three (3) weeks of the fall or spring semester in which the student expects to complete work for the degree, or the last day of the spring semester for completion during the summer semester, an application for graduation must be filed with the Graduate School.

The application and a diploma processing fee of \$20 must be paid at this time. **If the student does not complete requirements during this semester, an updated application must be submitted for the subsequent semester and a \$20 reprocessing fee paid to the Graduate School.**

Degree applicants must submit all official transcripts before applying for a degree. Official transcripts to be used for transfer of cred-

its into a degree program must be received - before the application for a degree will be processed.

Applications for degrees will not be processed without the prior approval of a Program of Study.

## Examinations

All graduate students are required to complete a final examination. Final examinations are scheduled by departments after receiving approval of the student's program of study and reported to the Graduate School.

All examinations must be completed at least two weeks before the end of the semester in which the student plans to graduate. All graduate requirements must be completed prior to or at the end of the semester during which final examinations are held.

Students writing theses/dissertations/DA scholarly activities are given final oral examinations (typically a thesis/dissertation/DA defense). Others are usually given both written and oral examinations.

Oral examinations are open to all members of the Graduate Faculty as observers. Oral examinations are not open to non-Graduate Faculty without permission of the advisor and the Dean of the Graduate School. When students are required to make presentations as part of the examination process, these presentations will be advertised, and open to the public.

Following the oral exam, the committee meets in closed session to determine the outcome of the examination. The student passes the exam if a majority of the committee so votes. Otherwise, the student fails the exam. For students failing the oral exam, the Graduate School allows one re-examination. This re-examination is to take place during the subsequent three (3) semesters unless otherwise approved by the Graduate School. If the academic unit involved has a formal re-examination policy that is more stringent, that policy supersedes the Graduate School re-examination policy.

If the candidate's program requires a thesis/dissertation/DA scholarly activity, copies in substantially final form shall be in the hands of the examining committee at least two (2) weeks before the date scheduled for the oral examination. Oral examinations are to be held at least two (2) weeks prior to the date of graduation. If any committee member questions the adequacy of the substance or form of the thesis/dissertation/DA scholarly activity, the committee as a whole decides if the document and the student are sufficiently prepared for an oral

examination.

The major advisor is responsible for reporting grades (using a Change of Grade) for all prior thesis/dissertation/DA scholarly activity registrations of the candidate when the document has been approved by the examining committee.

After the successful defense of a thesis/dissertation/DA scholarly activity, the student must submit all appropriate documents to the Graduate School within two weeks. Failure to do so may delay graduation. If the required documents are not submitted within one year, the Dean of the Graduate School may declare the defense void and require that it be repeated.

A manual with detailed instruction for thesis/dissertation/DA scholarly activity preparation and clearance (Instructions for Preparing Theses, Dissertation, DA Papers, and Professional Projects) is available on the Graduate School website or from the Graduate School.

If the candidate's program requires no thesis/dissertation/DA scholarly activity, the department or college/division is responsible for having a written examination on the degree program prepared and administered. If the student's performance is judged to be satisfactory or if it is determined that deficiencies may be cleared up during the oral examination, the examining committee conducts the oral examination on the scheduled date. Otherwise, the student may be expected to complete subsequent requirements before the oral examination is held. All oral examinations must be completed at least two (2) weeks prior to the date of graduation.

## Petitions

A student may petition the Dean of the Graduate School for exceptions to the rules and procedures stated in the Graduate Catalog or for consideration of problems not covered by the stated procedures. **Petition forms for graduate students are available only from the Graduate School;** undergraduate petition forms will not be accepted.

A student may use the petition form to request:

1. withdrawal from courses after the deadline for withdrawal as stated in the University Calendar;
2. use of credits more than eight (8) years old to count towards a master's degree;
3. transfer of credits from unclassified to classified status;
4. transfer of more than nine credits from another institution to a master's degree program at Idaho State University;
5. an extension of the maximum time (eight years) allowed for completion of a master's degree or educational specialist degree;
6. an extension of the maximum time (five years) allowed for completion of a doctoral degree after comprehensive examinations have been passed;
7. correction of errors or inaccuracies on the student's official transcript;
8. any other deviation from Graduate School policy listed in this catalog.

Petition forms may not be used for:

1. appeals of a grade or of dismissal from a program. See the section on "Appeals and Dismissals" in this Catalog;
2. substitutions of courses within degree requirements or waivers of degree requirements. Exceptions to degree requirements are requested as a part of the approval process for the Program of Study.

## Drop or Withdrawal

Students may voluntarily drop graduate courses until the official drop date listed in the University Calendar. Dropped classes will not appear on a student's transcript. After the official drop date, students may withdraw from a course(s) prior to the withdrawal deadline with a "W" appearing on the transcript. To withdraw from a course or courses, students must provide a written request using a Graduate School Petition. Students wishing to withdraw from graduate courses or a graduate program after the official withdrawal date must obtain approval from their professors, program/department chair, and the Dean of the Graduate School. Voluntary withdrawal from a graduate program during an appeal of dismissal automatically terminates the appeals process.

## Appeals and Dismissals

### Appeal of a Grade

A grade appeal is not designed to evaluate general teaching effectiveness, but rather to determine whether a student was treated in an arbitrary and/or capricious manner by the instructor in regard to a final grade.

Graduate students who wish to appeal final grades must use the following procedural format. Appeal of a grade must be made within one semester following the posting of the grade. Grades earned in the spring semester, that are to be appealed, need not be appealed

during the summer, but the appeal process must be initiated in the following fall semester. Documentation of the appeal must be sent to the Graduate School to be placed in the student's file. The Graduate School encourages resolution of appeals at the lowest possible level. Faculty members who are overruled in the appeal process are entitled to the same sequence of appeal as the graduate student.

Midterm grades are not official and may not be formally appealed. Students who wish redress for midterm grades should discuss the grade with the instructor of the course in order to determine a course of action leading up to the final grade.

When a grade appeal involves plagiarism, cheating, or other instances of academic dishonesty, refer also to the "Academic Dishonesty" section of the Graduate Catalog.

### Procedures for the Appeal of a Grade

After each step in the procedures for the appeal of a grade, all written appeal request and decision statements must be copied to all involved parties (e.g., the student, the instructor, the department chair, the Dean of the academic college/division).

#### Step 1: The Instructor of the Course

When a student receives a grade that is judged by that student to be unjustifiably low, normally the first step in the appeal process is to discuss the matter with the instructor of the course. This is an informal meeting to attempt to resolve the issue. If the instructor agrees with the student, the grade is changed using standard procedures. If the instructor supports the original decision, the student may file a formal appeal. The student must prepare a formal written statement in accordance with the format presented in the "Protocol for Appealing a Grade," which is described in the next section. The original of this statement is given to the department chair, and a copy is given to the instructor. In response, the instructor must prepare a written statement explaining the reasons for the grade and submit that statement to the department chair with a copy to the student.

#### Step 2: The Department Chair

The chair of the department in which the appealed grade was received is charged with reviewing the student's and the instructor's written statements. The chair may also interview the student and the instructor, and may conduct whatever additional investigation deemed appropriate to help in the decision-making process. The chair must render a decision within 15 working days of receipt of the



student's appeal documents.

If the chair sustains the decision of the instructor, the appeal may be taken by the student to the Dean of the academic college/division. The student must appeal to the dean of the academic college within 15 working days of the receipt of the notification of the department chair's decision. If the chair disagrees with the instructor's decision, the chair must forward all appeal documents to the Dean of the academic college/division. Regardless of the decision, the chair must prepare and submit to the Dean of the academic college/division, a written statement that explains the reason for her/his decision with a copy to the instructor and the student.

### **Step 3: The Dean of the Academic College/Division**

The Dean of the academic college/division is next in the formal appeal process. The Dean's first charge is to appoint an impartial committee of graduate faculty members to review all documentation pertaining to the appeal. The Dean will provide copies of all documentation to the committee. In addition to reviewing these documents, the committee should interview both the student and the instructor and may conduct any other investigation deemed necessary. The committee, which is advisory to the Dean, must submit a written statement of its recommendation to the Dean. The Dean should review all documents and recommendations and may interview the student, the instructor, department chair, and conduct any other investigation deemed necessary. The Dean's decision is to be tendered in writing, and addressed to the student, sent by certified mail (return receipt requested) with copies to the instructor, department chair and chair of the impartial committee. The committee's deliberation and the Dean's decision must be completed within 30 working days of receipt of the student's appeal in the Dean's office. If the decision of the Dean is rejected by the student, the appeal may be taken by the student to the Graduate Council.

### **Step 4: The Graduate Council via the Dean of the Graduate School**

The student must appeal to the Graduate Council within 15 working days of receipt of the notification of the dean's decision. This appeal must be in writing. At the request of the student, the Graduate Council will review all appeal documentation and respond with a decision within 30 working days of receipt of the student's appeal. The Graduate Council may interview the student and instructor and carry out any other investigation deemed necessary. Once the decision is made, it is final and will be communicated by the Dean of the Graduate School.

### **Step 5: Change of Grade Within the Specific College/Division (instructor, department chair, dean)**

At any stage where the appeal process is concluded, the last appeal level will process a change of grade, if appropriate, using standard procedures. In instances where the appeal is resolved at the Graduate Council level, the Council's decision is communicated in writing by the Dean of the Graduate School to the student, and copied to the Dean of the academic college/division, department chair, instructor, and chair of the impartial committee. The Dean of the academic college is responsible for processing the change of grade, if appropriate, using standard procedures upon receipt of Council's appeal decision correspondence.

### **Protocol for Appealing a Grade**

Protocol for appeal of a grade must include the student's name, department/college, date of the appeal, course title and number, instructor's name, and grade received in the course. Also included must be the student's rationale for appeal of the grade. The student should state as succinctly as possible the reasons for making the appeal. The student must also state the remedy he/she is seeking.

## **Dismissals**

### **Dismissal Policy**

A graduate student may be dismissed from a graduate program by a department/college according to the following criteria:

1. If the student receives two or more grades of C+ or below, or
2. If the student fails to meet the continuation standards of the department (including conditions stated in the Admission letter), or
3. If it is the academic judgment of two-thirds of the graduate faculty in the department that the student is not making satisfactory progress in the program, and such judgment is recorded by formal vote.

In all cases the student must be notified in writing by certified mail, return receipt requested, that he/she is dismissed and must be told in the document that she/he has the right of appeal according to the Idaho State University Graduate Catalog. The student should be given a copy of the Graduate Catalog, appropriate catalog pages, or notified that the Catalog is available online or in the Graduate School.

**All dismissal communications are to be copied to the department chair, Dean of the academic college, and Dean of the Graduate School.**

Students receiving letters of dismissal will automatically be dropped from all graduate courses in the program from which they are being dismissed, regardless of whether they choose to appeal; fees will be refunded in accordance with university policy. A "W" grade will then be entered on the transcript for all graduate courses not completed. Students receiving dismissal letters after the 10th day of classes may petition the Dean of the Graduate School for permission to complete the graduate courses in which they are enrolled. Students who appeal the dismissal will be blocked from registration for additional graduate courses during the appeals process. See "Procedures for the Appeal of Dismissal from a Graduate Program" for specific procedures.

The initiation of the appeal of the dismissal must occur within 15 working days of the notification of the dismissal, unless the student is appealing dismissal due to receiving two or more grades of C+ or below. In that case, the student may wish to appeal one or more grades before beginning appeal of dismissal (see "Appeal of a Grade" section). If the grade is upheld, and the student now wishes to appeal the dismissal, the student must begin the appeal of dismissal within 15 working days of receipt of the notification of the decision of the grade appeal. If the grade is changed to a B - or above, and the student no longer has two or more grades of C+ or below, the dismissal will be cancelled by the department/college. However, if the dismissal is based on Items 2 or 3, previously listed, the dismissal proceedings may continue. The Graduate School encourages resolution of appeals at the lowest possible level.

When a dismissal involves plagiarism, cheating, or other academic dishonesty, refer also to the "Academic Dishonesty" section of the Graduate Catalog.

### **Procedures for the Appeal of Dismissal from a Graduate Program**

At each level appeal decisions are to be communicated in writing and addressed to the student, sent by certified mail (return receipt requested), and copied to all appropriate level decision persons, and the Graduate School.

#### **Step 1: The Departmental Level**

1. The student must request reconsideration in writing using the "Protocol for Appealing Dismissal from a Graduate Program," which is described in the next section.
2. A majority of the graduate faculty of the department must meet within 15 working days of the filed appeal and must decide by a 2/3 vote of those present to sustain the dismissal, or the dismissal is revoked.

- If necessary, the meeting of the graduate faculty may include those participating by telephone, email, or video conference. Should it prove impossible during the summer to convene a majority of the graduate faculty, the department chair/program director is required to assemble them in the first 15 working days they are on contract in the fall semester.
3. Either decision (revoke or sustain) is to be explained in writing to the student. Copies of this decision and explanation must be sent to the Dean of the academic college and the Dean of the Graduate School.
  4. If the department upholds the dismissal, the student may appeal the decision to the Dean of the academic college. The student must appeal to the dean of the academic college within 15 working days of the receipt of the notification of the department's decision.
  5. If the dismissal is revoked, the department chair shall notify, in writing, the student, the Dean of the academic college and the Dean of the Graduate School, and the student shall be reinstated using standard procedures.
2. The Graduate Council must consider the appeal within 30 working days of receipt of the student's appeal. This appeal should include copies of all appeal documents.
  3. The Graduate Council may interview the student, graduate faculty, and Dean of the academic college, and conduct any other investigation deemed necessary. The student may have an advisor present during Council's interview, but this person shall not act in a legal capacity (these are not legal proceedings) and may not address the Council.
  4. The Council's decision to revoke or sustain the dismissal is final.
  5. In instances where the appeal is resolved at the Graduate Council level, the Council's decision is communicated in writing, by the Dean of the Graduate School to the student, and copied to the Dean of the academic college and the department chair.
  6. The Council's decision, with all other documentation, will be kept in the student's file in the Graduate School.
  7. If the decision is to revoke the dismissal, the Dean of the Graduate School will reinstate the student in the program.

### Step 2: The Dean of the Academic College

1. If the student appeals to the Dean of the academic college, then the Dean should review all documents and recommendations and may interview the student, the instructor, department chair, and conduct any other investigation deemed necessary. The Dean must consider the appeal within 30 working days of the student's filed appeal and must decide to either revoke or sustain the dismissal.
2. Dean Overrules Dismissal. If the dismissal is revoked, the Dean must state in writing the reasons for the overrule and notify the student, the department chair, and the Dean of the Graduate School, and the student shall be reinstated using standard procedures. The graduate faculty of the department may appeal the Dean's decision to the Graduate Council following the appeal steps listed in this policy.
3. Dean Sustains Dismissal. If the Dean sustains the decision to dismiss, she/he must notify in writing the student, the department chair, and the Dean of the Graduate School.

### Step 3: The Graduate Council via the Dean of the Graduate School

1. The student may appeal to the Graduate Council if the Dean of the academic college sustains the dismissal. The student must appeal to the Graduate Council within 15 working days of receipt of the notification of the dean's decision. This appeal must be in writing.

### Protocol for Appealing Dismissal from a Graduate Program

Protocol for appeal of dismissal from a graduate program must include the student's name, department/college, and date of the appeal. Also to be included is the rationale for appeal of the dismissal. The student should state as succinctly as possible the reason for making the appeal. The student must also state the remedy he/she is seeking.

### Re-Applying After a Dismissal

A student may re-apply to a different program at Idaho State University after being dismissed from their current program.

## Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result in dismissal from a graduate program.

When a faculty member suspects a graduate student of academic dishonesty, the instructor should present the evidence to the student and consider the student's response. If the instructor concludes after consultation with the student that academic dishonesty occurred, the instructor writes a letter to the chair of the department in which the student is seeking a

graduate degree, describing the incident. The instructor should include with the letter any evidence used to draw the conclusion that academic dishonesty has occurred (e.g., copies of the student's written assignment, copies of documents thought to have been plagiarized, etc.), and should state clearly the penalty imposed within the course itself. The penalty should be in proportion to the severity of the offense. If the penalty is to be a failing grade, the instructor should first consult with the chair of the department, and the chair should meet jointly with the student and faculty member to review the incident. The student may appeal the penalty by following the procedures in the Graduate Catalog entitled "Appeal of a Grade."

The department chair may, in accordance with the policy and procedures of the department, impose the penalty of dismissal from the program. A student may appeal the dismissal by following the procedures in the Graduate Catalog entitled "Appeal of Dismissal from a Graduate Program."

The chair of the department should send a copy of the instructor's letter reporting the offense, along with any evidence submitted to the chair, to the student, to the Dean of the academic college in which the student is seeking a graduate degree, and to the Dean of the Graduate School. A copy of the letter is to be placed in the student's file in the department and in the Graduate School. If the student's appeal is upheld, the letter and all other records of the accusation of academic dishonesty are to be deleted from the student's files.

## Graduate Student Participation in Classified or Proprietary Research

The Graduate School affirms the policy regarding the participation of graduate students in classified or proprietary research as it is stated in the Idaho State University Patent Policy. To fulfill the University's obligations as a publicly aided educational institution, University research should serve a public rather than a private purpose and the results should be disseminated on a non-discriminatory basis. The University encourages studies whose results can be freely published. However, the University recognizes that certain proprietary concerns of private research sponsors and the effective commercialization of research outcomes may require limited delays in publication. This policy shall

apply to all persons employed by Idaho State University or a component thereof, and to anyone using facilities or funds as outlined in Section V of this policy. This policy, as amended from time to time, shall be deemed to constitute part of the conditions of employment of every employee and of every student. This statement shall be interpreted to mean that students must not be delayed in their program of study up to and including the awarding of the degree and that placement of the finished thesis or dissertation in the library for public access may not be delayed longer than six months.

## Interdisciplinary Degrees

Idaho State University offers students the opportunity to pursue an interdisciplinary master's degree (M.A., M.S., M.N.S., M.Ed.). The degree sought will be Interdisciplinary Studies. Other fields in the title will be the fields of academic concentration.

The requirements include: completion of a minimum of 30 credit hours with a minimum of 10 credits in each of the departments participating. Students must be admitted into such a program by each department that participates. Students must contact each department contemplated to be involved prior to initiating the development of an interdisciplinary program.

Although students must take at least 10 credits in each of the departments participating, departments may, at their discretion, require additional credit hours of the students as a condition of the departmental participation and admission of the student in the program. An initial program of study must be submitted to the Graduate School during the first year of course work.

Requirements for interdisciplinary degrees are the same as for other degree programs. An interdisciplinary thesis may be written with a minimum of three credits and a maximum of five credits in each department. The final oral examination must include a representative from each department and a GFR from a department not involved in the interdisciplinary degree program.

## Interdisciplinary Degree Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. Certain departments may also have other admission requirements. Please check with specific departments for further details.

## Master of Natural Science

Majors in Biology, Chemistry, Geology, and Physics or approved interdisciplinary combinations of the foregoing may lead to the degree of Master of Natural Science. This program is designed to provide subject matter material for those teaching at the secondary level or intending to do so. Requirements include possession of or pursuit of a standard secondary teaching credential. "Pursuit of a standard secondary teaching credential" shall be defined as follows: The following requirements must be completed by the student, or the student must have equivalency in these areas to meet the definition:

If a student enters a M.N.S. program with no equivalent course work in education, the student must take additional credits in addition to 30 graduate credits in the discipline to receive the M.N.S. degree. This requirement involves 12-19 credits, including student teaching, to be completed to receive teacher certification in Idaho. Candidates must complete a program of study in one, two, or three of the areas listed. The committee designing the program of study, in consultation with the student, should be comprised of members from each department involved plus a GFR.

Requirements include: (1) completion of a prescribed program of study of at least 30 credits at the graduate level approved by a departmental committee selected by the student in consultation with the student's major professor, and approved by the Dean of the Graduate School; and (2) satisfactory performance on final written and oral examinations. Courses to be counted toward the degree must be 5500-level or above. At least 22 credits must be taken in residence.

## Environmental Science and Management Master's Degree Program

Students may pursue a M.S. in Environmental Science and Management (ENSM) through the College of Science and Engineering. See the description and requirements of this degree in the Department of Civil and Environmental Engineering.

## Study Abroad

**STUA 5500 Study Abroad 9-12 credits:** Pre-arranged, planned courses of study at selected academic institutions outside of the United States. The student is responsible for resident

credit arrangements with department(s) and the International Programs Office prior to departure. Prefix and course name will be replaced on ISU transcript when study abroad transcript arrives. Graded S/U. **REPEATABLE WITH DEPARTMENT PERMISSION.**

## Tuition and Fees

**Fees are subject to change without advance notice by the Idaho State Board of Education prior to the first official day of class. (See "Policy Statement Concerning Graduate Catalog Contents" on the title page of this catalog.)**

In general, the expenses for Idaho State University graduate students may be divided into classifications of fees, board, and room. In addition to the fees listed, some courses may require the expense of special uniforms, protective clothing, field trip expenses, lab fees, or instructional costs for remedial courses.

### Enrollment Fees

Graduate students will be charged fees as full-time students whenever they enroll for 9 credits or more. For financial aid purposes, graduate assistants/fellows and students receiving other financial aid must enroll for 9 credits per semester to be considered full-time.

Certain programs require full-time summer study. Students in these programs are assessed full-time fees during the summer semester.

2014-2015 Fees and Tuition, including student health insurance fee\*.

	Per Semester	Per Year
Check ISU Website		

Please visit <http://www.isu.edu/finserv/costinfo.shtml> for updated information on fees and tuition.

\*The student insurance premium is a part of full-time fees. All full-fee paying students are automatically covered under the University's Student Insurance program. The premium is included in the fee schedule for each semester. Any student with existing health insurance coverage may be exempt from participation in the Student Insurance Plan by completing and filing a Health Insurance Waiver each academic year.

### Part-time Fees (2014-2015 Fees)\*

See updated information at:  
<http://www.isu.edu/finserv/costinfo.shtml>

## Idaho Residency Requirements for Fee Payment

Residency for tuition purposes is governed by Idaho Code § 33-3717 and the residency rules of the State Board of Education. Although a full-time regularly-enrolled resident student is not required to pay tuition while enrolled at Idaho State University, students are charged fees for educational costs excluding the cost of instruction in accordance with the Idaho State System of Higher Education "Notice to Non-residents of the State of Idaho."

### A student is a "resident" for purposes of fee payment if:

1. He/She has a parent or court appointed guardian currently domiciled in Idaho who has maintained a bona fide domicile in Idaho for at least one year prior to the opening day of the term for which the student enrolls; or
2. He/She receives less than 50% financial support from parents or guardians who are not residents of Idaho and has continuously resided in Idaho for at least 12 months prior to the opening day of the term for which the student enrolls and has established a bona fide domicile in Idaho primarily for purposes other than educational; or
3. He/She is a graduate of an accredited secondary school in the state of Idaho and is enrolled in a college or university in Idaho during the semester immediately following such graduation regardless of the residence of his/her parents or guardians; or
4. He/She is the spouse of an Idaho resident or person who qualifies for Idaho residency; or
5. He/She (or his/her parent or guardian) is an active duty member of the United States armed forces (only the U.S. Army, Navy, Air Force or Marine Corps) stationed in Idaho on military orders and the student receives 50% or more financial support from parent or guardian; or
6. He/She is separated, under honorable conditions, from the United States armed forces (a certified copy of the DD-214 separation papers may be requested) after at least two years of active duty service and has Idaho as the home of record in service or elects Idaho as his/her intended domicile within one year of separation and enters a college or university in Idaho within one year of the date of separation; or
7. He/She is a member of any one of the Idaho Native American Indian Tribes (Coeur d'Alene, Shoshone-Paiute, Nez

Perce, Shoshone-Bannock, Kootenai, or Eastern Shoshone), regardless of current domicile.

Any individual who has been domiciled in the state of Idaho, has qualified as a resident 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 (1) calendar year and has not established legal residence elsewhere provided a twelve (12) month period of continuous residency has been established immediately prior to departure is considered an Idaho resident for purposes of fee payment. Direct specific questions to: Idaho State University, Admissions Office, 921 S 8th Ave Stop 8270, Pocatello, ID 83209-8270, (208)-282-4096

**A "Non-resident" Student shall Include:** Any student attending an institution in this state with the aid of financial assistance provided by another state or governmental unit or agency thereof, such nonresidency continuing for one (1) year after the completion of the semester for which such assistance is last provided. Any person who is not a citizen of the United States of America, who does not have permanent or temporary resident status or does not hold "refugee-parolee" or "conditional entrant" status with the U.S. Immigration and Naturalization Service or is not otherwise permanently residing in the U.S. under color of the law and who does not also meet and comply with all applicable requirements for establishing residency as covered under these provisions.

**Establishing a New Domicile in Idaho:** The establishment of a new domicile in Idaho by a person formerly domiciled in another state has occurred if such 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. Residency decisions for fee payment purposes are made by the Admissions Office.

**This notice provides for appeal from a final determination denying residency status in the following way:**

Appeal may be initiated by the filing of an action in the District Court of Bannock County wherein Idaho State University is located; an appeal from the District Court shall lie as in all civil actions. Normal Idaho residency requirements shall be in force for students who apply for some special graduate and professional programs. These include but are not limited to the Idaho Dental Education Program (IDEP), the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Education Program; the University of Utah College of Medicine;

the WOI (Washington, Oregon, Idaho) Regional Program in Veterinary Medicine; the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Programs (medicine, optometry and occupational therapy) and Graduate Education Program. Students who initially enroll at Idaho State University as nonresidents and later wish to be considered for a change in residency status may submit an Idaho Residency Determination Worksheet (IRDW) with the appropriate documentation. IRDWs intended to change residency status for the current term are accepted through the tenth day of classes.

**NOTE:** It is the responsibility of the person requesting reclassification of residency status to provide clear and convincing evidence of bona fide domicile in Idaho.

## Western Regional Graduate Program (WRGP)

The Western Regional Graduate Program (WRGP) makes high-quality, distinctive graduate programs and healthcare-related programs available to students of the West at the resident tuition rate. As part of the Student Exchange Program of the Western Interstate Commission for Higher Education, WRGP helps place students in a wide range of graduate programs, all designed around the educational, social, and economic needs of the West.

Through WRGP, residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming are eligible to enroll in available programs outside of their home state at resident tuition rates. Students need not demonstrate financial need.

To be included in WRGP, programs must meet the criteria of distinctiveness (if they are not related to healthcare) and quality. Programs are nominated by their institutions, peer reviewed by other graduate institutions in the West, and then researched and reviewed by WICHE staff for final approval. At this time, some 250 programs from more than 45 Western institutions participate. A full list of WRGP programs is on the WRGP website,

To be considered for the WRGP tuition rate, students simply apply directly to the department of the enrolling institution and identify themselves as WICHE WRGP applicants. Contact information for each participating program is listed in the WRGP online directory. WRGP students must fulfill all the usual

requirements of the department and institution concerned, and meet all admission deadlines.

The following graduate programs at Idaho State University have been approved by WRGP:

Audiology - AuD; Biological Sciences: PhD and DA; Deaf Education; English and the Teaching of English; Mathematics; Medical Laboratory Science; Political Science; Ph.D. in Clinical Psychology and the Ph.D. in Experimental Psychology; Speech-Language Pathology; Waste Management and Environmental Science; History: M.A. Historical Resources Management

For more information please visit the WRGP website: <http://www.wiche.edu>.

## Other Fees and Charges

Graduate Classified (degree seeking)	
Application/Processing Fee	\$55.00
Unclassified (non-degree seeking)	\$25.00
Late fee (after semester has started)	\$50.00
Reapplication fee (after 8 semesters/terms)	\$55.00
Change of Status (unclassified to classified)	\$55.00

Student Health Insurance Fee: varies by semester; included in full-time fees  
<http://www.isu.edu/finserv/costinfo.shtml>

## Class Fees (in addition to regular registration fees)

Many university classes require additional fees for specialized instruction and/or supplies. See the Class Schedule for class fees required for specific courses.

## Late Registration Processing Fees

Second thru 10th day of classes	\$50.00
After 10th day of classes	\$100.00

To help defray the extra cost involved with late registration, processing fees are charged in addition to any other regular fees. All students (full-time, part-time, faculty, staff, etc.) paying fees after the deadline for fee payment are charged a late processing fee. The cashier is not authorized to accept late registration fee payment without the appropriate late processing fee. This fee is non-refundable. No department or employee of the university, other than those specifically authorized, has the authority to waive the fee.

## Faculty, Staff and Spouse Registration Fee \$20.00 + \$5.00 per credit hour

A copy of the current "Education Policy for Idaho State University Employees" is available in the Human Resources Office. Verification of employment and authorization forms for reduction in fees can be obtained from the Human Resources Office.

## Senior Citizen Registration Fee \$20.00+ \$5.00 per credit hour

Age 60 years or older: proper identification indicating date of birth is required. Fee reduction applies to Idaho residents only. It does not apply to special class fees. Fee is for courses on a space available basis only.

## Transcript Fee

Please see information at:  
<http://transcripts.isu.edu>

## Application for Graduation and Diploma Processing Fee \$20.00

This fee is collected from each applicant for each graduate degree and for each certificate. This fee is paid to the Office of the Registrar.

## Reprocessing Fee for Graduation \$20.00

This fee is paid to the Graduate School.

## Housing Costs

Please contact University Housing for more information, Stop 8083, Idaho State University, Pocatello, ID 83209, or (208)282-2120.

# Refund Policy

## General Fee Refunds

The Refund Policy applies to all for-credit classes regardless of location of the class.

All fee refunds will be paid by University check.

When any student enrolled in for-credit classes withdraws from Idaho State University or makes schedule changes that reduce the fee obligation, refunds are made on the following basis:

## General University Fees Paid Without Use of a Fee Reduction Program

Refunds are calculated and authorized by the Office of Financial Services. The drop/withdrawal date is the actual date the drop or withdrawal form is received by an authorized University office or automated system.

Refunds of registration charges for full-time fees, part-time credit hour fees, nonresident tuition, professional program fees, and departmental fees are calculated on the total amount of fees paid, using the first official day of the University semester or session as the starting date.

Federal financial aid provisions may require funds to be returned to federal programs in excess of your ISU refund. In such situations, you will be billed for the excess remitted by the University in your behalf.

The official starting and ending dates of all classes are those designated by the University registrar.

## Percentage Refund of Computed Base

### Fall and Spring Semester:

Classes cancelled by the University	100%
16-week classes for the first (10) ten days of university classes and 8-week classes for the first (5) five days of University classes	100%
16-week classes for the next (5) five days (third week) of University classes and 8-week classes for the next (5) days (second week) of University classes.	50%
16-week classes dropped after the third week of classes. 8-week classes dropped after the tenth day of classes.	No Refunds

### Summer Session:

Classes cancelled by the University	100%
Full term session (May - Aug) for the first 10 days of University classes and 4, 6, 8 week sessions dropped in the first 5 days of University classes.	100%
Workshop classes dropped before the 1st day of the workshop.	100%
Full term session (May - Aug) for the next 5 days (3rd week) of University classes and 4, 6, 8 week classes dropped in the next 5 days (2nd week).	50%

For classes, short courses, continuing education classes, and workshops with nonstandard starting and ending dates, refund requests are reviewed on an exception basis. The official starting and ending dates are those designated by the University registrar.

## Non-Refundable Fee Charges/Payments

1. Reduced fee charges authorized by the State Board of Education. Examples include faculty/staff/spouse reduced fees, senior citizen reduced fees, education contract classes, etc.
2. Late processing charges.

- Amounts paid to satisfy unpaid fees/charges from previous terms.
- Amounts paid for student malpractice insurance.
- Student Health Insurance premiums are not refunded under this policy. Please contact the Student Insurance Coordinator at (208) 282-2972.

### Refunds for Exceptional Circumstances

In specific cases, as listed below, a full refund of the registration tuition and fees, credit hour fee, non-resident tuition and professional fees will be granted following official withdrawal from the University, provided the withdrawal process is completed during the first half of the semester or session (i.e., first eight weeks of a semester, first four weeks of a session). Proper documentation must be presented and approval granted by the offices of Student Affairs and Finance and Administration before the refund will be processed.

- Induction of the student into the U.S. armed forces.
- Incapacitating illness or injury that prevents the student from returning to school for the remainder of the term. A medical withdrawal must be processed through the University Student Health Center.
- Death of a student.
- Death of spouse, child, parent, or legal guardian of student.

### Deductions from Calculated/Authorized Refund

The University reserves the right to deduct amounts owed the University from refunds. Refunds of fees for the term, less any outstanding fee loan balances for the term, are applied to the financial aid awarded to the student in the priority sequence shown below:

- Amounts required by law to be returned to Federal Financial Aid programs
- Third party agency payments of actual tuition and fees
- University authorizations specifically for the payment of tuition and fees (i.e., graduate teaching assistant, athletics, etc.)
- Federal aid programs (see Financial Aid Handbook for priority)
- Miscellaneous outstanding balances due the University
- University loan programs
- University and donor scholarship programs

### Payment of Refund to Student

A University check for the refund balance is mailed to the home address of the student, along with an itemized disclosure of any de-

ductions. Refund checks are processed four weeks after the beginning of the term, or a minimum of three weeks after the date of payment if the student paid the charges.

### Registration Refund Appeals

Contact the Vice President of Student Affairs or the University Controller for information about the University registration fee refund appeal process. Appeals should be submitted in writing before the end of the term for which the student is appealing.

### Room and Board Fees

Students who fail to complete their agreement with University Housing will have their room and board fees pro-rated and, after appropriate penalties have been deducted, may receive a refund. See University Housing for details on residence hall and apartment living, and for details on any penalties for breaking agreements.

### Delinquent Accounts

The cancellation of registration and withholding of academic credit of any student with a delinquent account or an unsatisfactory financial relationship with the Office of Finance and Administration is authorized without further notice, provided an attempt has been made to notify the student by the campus department in which the hold originated. This regulation may be invoked at the discretion of the Vice President, Finance and Administration, in cases of disregard in the settlement of returned checks, residence hall damage, library fines, telephone toll charges, overdue notes, traffic fines, room and/or board charges, apartment rental charges, etc.

### Dishonored Check Policy

A charge is assessed each time a check is returned, the amount is charged to the student's account, and the student is so notified. If the check is not cleared within ten (10) days, a second notice is sent and a "hold" placed on his/her records.

Any check tendered in payment of registration fees and subsequently returned by the bank will result in automatic postponement of the student's registration.

In the case of a check tendered in payment for room and board and subsequently returned by the bank, the student is notified immediately and allowed not more than five (5) days for the check to clear. If not cleared within that time, the student's meal ticket and/or room reservations is canceled.

## Federal Family Educational Rights and Privacy Act of 1974

Idaho State University in compliance with the Family Educational Rights and Privacy Act (FERPA), is responsible for maintaining educational records and monitoring the release of information of those records. Staff and faculty with access to student educational records are legally responsible for protecting the privacy of the student by using information only for legitimate educational reasons to instruct, advise, or otherwise assist students.

Only those records defined as "directory information" may be released without the express written permission of the student. Directory information includes the student's name, address listings, telephone listings, e-mail addresses, full-time/part-time status, class level, college, major field of study, degree types and dates, enrollment status, club and athletic participation records, and dates of attendance including whether or not currently enrolled. No other information contained in a student's educational records may be released to any outside party without the written consent of the student.

A student may restrict release of all directory information by filing a Declaration of Non-disclosure of Educational Record Information form in the Office of Registration and Records. Students may choose to restrict release of their address and telephone listings only. This may be done through BENGALWEB. This restriction will apply to the students' address and telephone listings only; all other directory listings will continue to be available for release.

Students must request complete directory information restriction or address/phone listing restrictions during the first week of the fall term to prevent their information from being published in the Student Directory. Any restriction is permanent and remains in place even after the student has stopped attending or has graduated from the University unless the student requests, in writing, that it be removed. Additional FERPA information may be found on the web at: <http://www.isu.edu/areg/ferpafacts.shtml>

## Financial Support

The following financial information is a listing of the categories of financial help that may be

available to graduate students. However, in many instances specific sources of assistance are available only at certain times of the year and require application with a deadline enforced. With respect to campus-based aid (special non-resident waivers, loans, and college work study), applications should be made the January preceding the fall/spring semester for which aid is desired. To obtain specific details about a particular type of financial assistance, contact the Office of Financial Aid, Museum Building, Stop 8077, Idaho State University, Pocatello, ID 83209-8077, (208) 282-2756.

## Satisfactory Academic Progress

To retain financial support as a graduate student, almost all sources of funds require that the student must maintain satisfactory academic progress. For graduate assistantships and fellowships, students ordinarily must earn nine graduate credit hours or more each semester and maintain a 3.0 grade point average. Some departments may require additional evidence of satisfactory progress for a student to remain eligible to receive assistantship or fellowship support. Students who receive financial aid through the Office of Financial Aid must meet the criteria established by that office for satisfactory progress to remain eligible for further aid.

## Student Employment Policy

Student Employee Positions shall be defined as those filled by anyone enrolled at Idaho State University at least half time (as defined by ISU Registrar). Employment in this category is predicated upon the individual being a student of Idaho State University in accordance with Idaho Code 59-1302.

### Hours Worked

- When school is in session during the fall and spring semester, a student employee must work less than 20 hours per week.
- When school is not in session at times such as spring break and the winter break between fall and spring semester, a student employee must work less than 30 hours per week, unless otherwise prohibited by the employing department, funding source, or student work eligibility.
- During the summer break, a student employee may be employed for the entire 14 weeks of summer at less than 30 hours per week, or a student employee may work up to 40 hours per week for a maximum of 12 calendar weeks, unless otherwise prohibited by the employing department, funding source, or student work eligibility. If an employing department

has a need to employ a student employee at 30 to 40 hours per week for longer than 12 weeks between the spring and fall semester, the department must consult with the Office of Human Resources and their respective management chain to assess benefits eligibility and related budget implications and as necessary, obtain approval for the establishment of a benefits eligible position through the IPAS approval process.

## Assistantships and Fellowships

Assistantships and fellowships are awarded at the departmental or college level. Requests for consideration of these awards should be directed to the graduate program director, department chair, or academic dean of a specific academic unit. Most assistantships and fellowships are awarded on an academic year basis. These awards are generally made in the spring for the following academic year. To ensure consideration, a request for such financial support should be made to the academic unit by February or March. Contact individual departments or colleges for specific application deadlines.

**Only students admitted as Classified (degree-seeking) students are eligible to apply for graduate assistantships or fellowships. Classified (w/PR) and Unclassified students are not eligible to receive assistantships.** Because full-time graduate assistants are expected to work up to 20 hours per week, the maximum number of graduate credits an assistant may earn in a given semester is 12. **Normally, a full-time graduate assistant is expected to carry a minimum of nine graduate credits, which is a full load.** DA fellows are expected to carry a minimum of nine graduate credits per semester.

Permission to carry fewer than nine or more than 12 graduate credits may be granted by the Dean of the Graduate School upon written recommendation of the student's advisor or program director.

Doctoral graduate assistants ordinarily receive higher stipends than those at the master's level. Full-time graduate assistants and fellows may also be awarded scholarships to cover in-state student fees, student health insurance, and nonresident tuition in addition to the stipend.

A student with a graduate assistantship or fellowship may be employed in addition to the awarded stipend. This employment may only occur with permission of the Dean of the Graduate School and usually must be limited to 10 hours per week. Requests for permission

for such employment must be sent in writing by the department chair or graduate program director to the Dean of the Graduate School.

## Graduate Assistantships (GA)

There are about 200 GAs available across the University; most of these require serving as an instructor for a department. Most assistantships are awarded in the spring semester for the next academic year. Full-time GAs are expected to work up to 20 hours/week for their stipend. Contact the department chair or graduate program director for GA application information.

Graduate assistants who are international students, whose native language is not English, and who have been assigned to teach, must complete an English speaking proficiency examination, usually the Spoken English Assessment Kit (SPEAK), administered at the ISU Student Success Center. In order for an international student to be awarded a GA and teach a course the student must score 23 or above on the Speaking Section of the TOEFL iBT.

Normally, graduate assistants are involved in classroom instruction, supervision of laboratory sections, grading papers and/or examinations, assisting faculty members in research activities, or other equivalent duties.

## Research Assistantships (RA)

Research Assistantships are available across the University through grant monies or other external sources. Conditions of employment and amounts of compensation vary. Questions about such sources of support should be directed to the academic departments or colleges.

## Fellowships

There are 26 fellowships in "teaching doctorate" programs: 20 are distributed among Doctor of Arts programs in Political Science, Biological Sciences, and Mathematics, and 6 are in English for the Ph.D. in English and the Teaching of English (a renaming of the D.A. in English). These programs emphasize discipline-specific research as well as practical and theoretical work in pedagogy in both coursework and final projects and aim to place students in teaching-intensive positions at the university level, particularly in two-year colleges. These fellowships are available only in the Departments of Biological Sciences, English, Mathematics, and Political Science. Most of these are

awarded in late spring-early summer each year. Contact these departments for details and applications. See location/phone below.

Contact	Location	Phone
Biological Sciences	Life Sciences Bldg.	282-3765
Mathematics	Physical Sciences Bldg.	282-3350
Political Science	Graveley Hall	282-2211

### Tuition and Fee Scholarships

Departments may offer tuition and fee scholarships as separate awards to graduate assistants, research assistants, and DA fellows. However, these offers are at the discretion of the departments. Non-resident tuition waivers accompany all graduate assistantships and DA fellowships but are offered as separate scholarships.

## Graduate School Awards

### Graduate Assistantship Teaching Experience (GATE)

The former “At-Large” Graduate Assistantships are renamed: Graduate Assistant Teaching Experience (GATE) Assistantships. GATE assistantships are awarded annually by the Graduate School to departments. Department applications are due December 15, with awards being made in early March annually. GATE Assistantships are one year, Master’s level awards. GATE assistants are required to participate in the GATE Curriculum and the GATE opportunity; and allocate and fulfill their assistantship hour requirements as follows:

- Up to 15 hours/week = Department discretion in support of “teaching”
- Up to 5 hours/week = dedicated to the GATE experience.

The GATE Curriculum requires GATE award-ees to: (a) enroll in the GATE Seminar during their first (the Fall) semester of graduate study. The GATE Seminar (GRAD 6600) is a 1 credit graduate seminar, designed and delivered by the Graduate School, focused on enhancing, supporting, and facilitating graduate student exploration of, and success in college-level teaching; and (b) enroll/participate in 1 “elective” graduate-level academic credit (or equivalent) focused on teaching.

GRAD 5501 Entrepreneurship and Graduate Education 2 credits. This course is designed to show graduate students the benefits of entrepreneurship education.

GRAD 6600 GATE Seminar 1 credit. A graduate seminar designed and delivered by the Graduate School, focused on enhancing, supporting, and facilitating graduate student exploration of, and success in college-level teaching. Required of GATE TA/GA recipients, but open to all ISU graduate students. Graded S/U. May be repeated.

## Non-Resident Tuition Waivers (NRTW)

There are several categories of non-resident tuition waivers. In each case a different contact person or procedure must be followed in applying. It is important to note that these waivers do not cover the required in-state enrollment fees, but only the non-resident tuition. Unless other scholarships are awarded, the student must pay the in-state enrollment fees each semester, including summer.

A limited number of these awards are distributed on a competitive basis. To be eligible for consideration for an NRTW, a graduate student must have Classified admitted status and have submitted GRE/GMAT/MAT scores to the Graduate School. Students should apply using the form supplied by the Graduate School. NRTW applications must be received by May 1st for the following Fall Semester consideration and by December 1st for the following Spring Semester. The non-resident tuition waiver may be granted for the academic year or for one semester only. Awards are made after final grades for the current semester are recorded.

#### Minimum Criteria:

- Must be full-time (at least 9 graduate credits each semester)
- Must be a degree-seeking undergraduate student
- Must have a minimum GPA of 3.00 at the time of award and for award renewal
- Awards are renewable for up to eight semesters based on meeting the minimum criteria
- Preference given to academically superior students in under-subscribed majors

Programs that currently do not qualify for a NRTW: Counseling, CSD, Nursing, Occupational Therapy, Physicians Assistant & Physical Therapy

## Other Non-Resident Tuition Waivers (NRTW)

Additional waivers beyond those described may be available and require application to the appropriate office. These waivers are awarded on a competitive basis. Contact and application may be made to the offices listed below.

- Financial Needs—contact: Financial Aid Office— RM 337 Museum Bldg.— phone: 282-2756
- International Students—contact: Division of Student Affairs—RM 184 Hypo-

style—phone: 282-2315

## Loans

Loans may be available to graduate students. To inquire about application and eligibility requirements contact the Office of Financial Aid, Room 337, Museum Building, Stop 8077, Idaho State University, Pocatello, ID 83209-8077, (208) 282-2756.

## Grants

Federal grant programs administered by the Office of Financial Aid are not available to graduate students. Pell Grants, Supplemental Educational Opportunity Grants, and State Student Incentive Grant Programs are only available to undergraduate students who have not earned a bachelor’s degree. Special non-resident waivers administered by the Office of Financial Aid are available to graduate students who are citizens or eligible non-citizens and meet other financial need criteria.

## Research Grants

A small fund in the Office of Research has been created to provide money to graduate students on a competitive basis to conduct thesis or dissertation research. Research proposals with budgets must be submitted to the Office of Research by deadlines established and posted on the Office of Research website. Guidelines for research grant proposal preparation are available from the Office of Research. The Call for Proposals is typically sent out the first Monday in February for the following Fall Semester, and the last Monday in September for Spring Semester awards.

## Scholarships

Scholarships are available to graduate students in some instances. Announcements of scholarships currently available are posted on the scholarship bulletin board located outside the Office of Financial Aid (Museum Building, Room 327). Please note that some scholarship categories are discontinued at times and new ones are created. Therefore, a regular check at the Office of Financial Aid may be useful to interested students. In addition, there may be off-campus scholarship sources such as parents’ or spouses’ employers, fraternal organizations, churches or businesses, or national foundations. These sources may be discovered by a systematic and careful search by the student. Departments/colleges may also have specific scholarships.

A small number of ASISU scholarships, which are derived from student fee payments, are available to graduate students. These are awarded on a competitive basis. Application



materials can be obtained from the offices of Deans of academic colleges, the Office of Research and the Graduate School near the middle of each semester. The Graduate Student Scholarship Committee recommends awardees to the Scholarship Office and the ASISU Senate. Graduate student applications for consideration of ASISU scholarships must be returned to the Graduate School to be considered for a graduate student ASISU Scholarship.

## Employment Information

A student with a graduate assistantship or fellowship may be employed for compensation in addition to the awarded stipend. This employment may only occur with permission of the Dean of the Graduate School and usually must be limited to 10 hours per week. Requests for permission for such employment must be sent in writing by the department chair or graduate program director to the Dean of the Graduate School.

Student Employment is now found at the Career Center (<http://www.isu.edu/career/>). Please contact (208) 282-2778.

Work Study: Work Study positions are part of a financial aid package and are administered through the office of Financial Aid. A complete list of work study positions is available on their website (<http://www.isu.edu/finaid/cws.shtml>)

## Travel Funds

Graduate students may request aid for travel expenses to present papers on thesis or dissertation research at regional or national meetings. Such requests should be presented only after a paper has been accepted by the official sponsoring organization of the discipline. Funds for such purposes are very limited, and only modest requests are likely to be funded. Funds for such purposes should be requested sequentially from the following contact points:

Academic Department  
Academic College  
Office of Research  
Graduate School

When submitting written requests to the Office of Research for travel funds, a breakdown of expenses for registration, lodging, travel, and per diem is necessary. See the Office of Research website for details.

## Thesis and Dissertation Research Costs

Some Academic departments meet at least

some of the costs of thesis and dissertation research. In some instances such costs may be met by extramural funds obtained by faculty and/or departments. With the exception of the small research grant program listed previously, the Office of Research does not provide funds for such purposes and will refer students to the department chair or dean of the college when such requests occur. Publication costs of theses and dissertations are met by the student unless a faculty member or department chooses to pay such costs with funds available to them.

## Physical Facilities and University Services

The Idaho State University campus is situated on 240 developed acres of its 1,100 acres of property. Its 105 buildings are surrounded by 180 acres of attractively maintained landscape. There are over 5,600 parking spaces available throughout the campus.

For convenience, a free on-campus shuttle bus is available during the fall and spring semesters. Riding a bicycle is also a popular way to get around campus. The campus is located just off of the interstate, making access very easy. The University commuter bus system brings students to the campus from over one hundred miles away from Rexburg, Idaho Falls and areas in-between. A commercial bus service is also available from Twin Falls and surrounding areas to campus.

ISU classes are located in the various campus buildings ranging from the oldest, Frazier Hall (built in 1925), to the newest, the Rendezvous Building (completed in 2007). The Rendezvous is a new 256,000 square foot, multi-use facility located in the center of campus and contains 82 new student suites that house 300 students, a 40 classroom academic building with a 250 seat lecture hall/future planetarium, a new food court service facility to serve housing students and retail customers, as well as a 120 seat drop-in computer lab and numerous styles of study and relaxation spaces. This expansive facility creates a new living, learning, studying, social and academic heart for the campus.

The L. E. and Thelma E. Stephens Performing Arts Center, completed in 2004, is located on 16.8 acres, high on a hill on the perimeter of the campus, adjacent to Interstate 15. This 123,000 square foot facility includes a 1,200 seat concert hall, an elegant rotunda, a 446 seat thrust theatre, and a 200 seat black box theatre. The three-level concert hall, the Center's largest venue, incorporates state-of-the-art design and technology to optimize sound. The Center also includes classroom space,

offices for the Department of Theatre and Dance, and a conference room. The facility and the various, wonderful performances it holds are a must-see part of campus.

Opened in October 2008, the Center for Advanced Energy Studies or "CAES" Building is a world-class research facility with offices and laboratories for collaborative projects between Idaho State University, Boise State University, the University of Idaho, and Idaho National Laboratory scientists and engineers. The building is planned as a LEED Gold building and located on our Idaho Falls campus. It is a 55,000 square foot, \$18 million facility and includes a hydrogen lab, advanced materials lab, imaging suite, radio chemistry and chemistry labs, systems modeling, power wall, and visualization cave.

Opened in 2009, ISU's 46,000 square foot ISU Meridian Building includes programs with an emphasis on health sciences.

Remodeling and updates of the campus are an ongoing process. All of the campus buildings are accessible to the disabled.

Occupied in 1971, Holt Arena was the first enclosed football stadium on any university campus. The arena is used for football and basketball games, indoor track meets, and various trade and garden shows.

Recently remodeled Reed Gymnasium provides a unique and exciting venue for basketball games, volleyball, and other sporting events. A world-class climbing wall is located in the Recreation Center along with racquetball courts, a running track, weight rooms and other sports equipment rooms as well as a swimming pool. The Recreation Center was expanded in 1996 and again in 2010.

Historic Davis Field provides a well-maintained, multi-use field and outdoor running track where Idaho State University hosts a variety of events including soccer games and track meets and Special Olympics. Bartz Field is a 30 acre, dog-friendly field used for events such as softball, archery, sledding, cross country, golf, and rugby. The Pocatello Greenway passes through the campus above Davis Field, connecting with several miles of trail through the Portneuf Valley.

Outdoor recreation opportunities abound on the many acres of developed and undeveloped campus grounds. A disc golf course, challenging cross-country track, bike trails, jogging trails, hiking areas, and walking paths are part of the Idaho State University campus, and softball, track, ultimate frisbee, soccer, and rugby are all options for the active student. Summer and winter sports including skiing are also available only minutes away in the beauti-

ful mountains surrounding the city.

The ISU-Idaho Falls campus provides modern classroom facilities and a student union. The University also has many outreach centers available to assist students in Southeast Idaho, Twin Falls, and Meridian.

## Student Health Services

The ISU Student Health Center provides the entire range of medical office care as is provided at a hometown doctor's office. This includes everything from treatment of colds and flu to treatment of high blood pressure and diabetes. Care is provided for broken bones, lacerations, abscesses, and other urgent care problems. Preventative health services such as immunizations, nutrition counseling, and birth control are areas of particular interest.

All full-time fee paying students (9 credits or more) are eligible to see a care provider at the Student Health Center at no charge. (Student insurance is not required to utilize the Student Health Center.)

Part-time students and spouses of full-time students are charged a clinic fee to see a care provider. The Student Health Center bills private insurance as well as student insurance when billable services such as laboratory tests, X-ray studies, special procedures, etc. are performed. Same day appointments are available as well as advance appointments. A walk-in clinic is held each day. A valid Bengal ID card is required to obtain services.

The Student Health Center is located at 990 Cesar Chavez Avenue—across from Graveley Hall. For additional information call 208-282-2330.

The Student Pharmacy provides low-cost prescription drugs as well as over-the-counter medications at reduced costs. Students may wish to transfer prescriptions to the Student Pharmacy while they are attending ISU. All ISU students, both full- and part-time can use the Student Pharmacy.

The Dental Hygiene Clinic provides dental care by dental hygiene students, evaluated by licensed hygienists serving as faculty, and supervised by licensed dentists.

The Department of Physical and Occupational Therapy operates several programs providing clinical services to patients from the university and community on a sliding payment scale.

The Department of Speech Pathology and Audiology operates the ISU Speech and Hearing Center and the Audiology Clinic, offering comprehensive evaluation, diagnostic testing

and therapy services.

The ISU Wellness Center helps students maintain desired levels of health and fitness through a wide variety of classes, including aerobics, aquacise, and yoga, as well as weight machines, free weights, and a variety of cardio machines. The Wellness Center also provides fitness assessments, health appraisals, nutrition analyses and education, and campus-wide health screenings. Many Wellness Center services are free to ISU students.

The Janet C. Anderson Gender Resource Center at Idaho State University serves as the focal point on campus for the consideration of gender issues. The mission of the Center is to increase awareness and promote open dialogue about gender through its resources and services, educational programming and support of gender-related research. In our efforts, we are especially guided by the ideal of diversity, as valued by the Division of Student Affairs, which allows us to envision a future free of the limitations imposed by our culture's standard definitions of gender. Funded by Student Affairs through mandatory student fees, the Center's primary target audience is that of ISU students; the Center also welcomes the interest and participation of prospective students, ISU faculty and staff, and members of the Eastern Idaho community.

## Counseling and Testing Center

The Center for Counseling and Testing Services provides personal counseling and individual assessments to assist students in coping with psychological, emotional and interpersonal stress. Crisis intervention and consultation with concerned faculty and staff regarding student's needs are other important services available. Counseling staff can usually assist students with concerns such as anxiety, depression, self-esteem, motivation, eating problems, stress relief, and interpersonal relations. Personal counseling is free and confidential; all staff are licensed by the State of Idaho as counselors or psychologists.

The Center administers over 50 national and several institutional tests, including those for Graduate School and professional school admission, such as the Graduate Record Exam (GRE), Graduate Management Aptitude Test (GMAT), Medical College Aptitude Test (MCAT), etc., teacher certification (NTE), and professional certification exams (Real Estate, Social Work, Dental Hygiene, etc.).

The Center is the Computer-Based Testing Center in this region for administering the GRE, GMAT, MAT, PPST, and NBTCP.

## Information Technology Services

Information Technology Services (ITS), located in the basement of the College of Business building, is dedicated to meeting the computing needs of students. Kiosk computers are installed in numerous locations throughout campus to provide fast and convenient stand-up email and Internet access. Nine computer labs in Pocatello, three in Idaho Falls, two in Meridian, and one in Twin Falls are open to Idaho State University students. Additional computer labs with specialized discipline-specific software, operated by individual departments, but supported by ITS, are also available. Use of the computer labs, kiosks, wireless network and most departmental labs require the purchase of an ISU Computer Account (currently \$35.00 per semester and \$30.00 summer).

ISU Computer Accounts may be purchased at the IT Service Desk in Pocatello (BA-B9 and Rendezvous Computer Lab), and in the ISU-Idaho Falls, ISU-Twin Falls and ISU-Meridian computer labs. The ISU Computer Account allows access to the computer labs, kiosks, data storage, personal web page, printing, access to email and the ISU wireless network. Some courses require an ISU Computer Account.

The IT Service Desk, [help@isu.edu](mailto:help@isu.edu) or 208-282-HELP (4357), provides support to students accessing ISU's information technology services, such as Moodle ISU and e-mail from personal computers and laptops. Students may also visit our IT Service Desk locations wherever ISU Computer Accounts are sold (locations listed above).

Idaho State University's home page, <http://www.isu.edu>, provides access to a wide variety of university information (such as web-based course material, campus events, online library access and this Catalog). All admitted students have a personal customizable Web portal found at <http://my.isu.edu>. All enrolled students are provided an Idaho State University email account.

Students are encouraged to use the online technical support page at <http://help.isu.edu>.

For more information about ISU's Information Technology Services, visit <http://www.isu.edu/its> and the Computer Labs & Technology web site found on ISU's "Current Student" home page (<http://www.isu.edu/current.shtml>).

## Eli M. Oboler Library Building

The University Library, named for its past Director, Eli M. Oboler, contains major collections of books, periodicals, electronic resources, maps microforms, and government publications, and provides a full range of services to students, faculty, and staff. The library collection of book and serial volumes and its active journal subscriptions in all formats are accessible through its automated catalog and circulation system, available through the library web page. These resources are available to the Idaho State University community. For most resources, remote access is available across the state with appropriate authentication. The University Library has been a depository for federal publications since 1908, and for State of Idaho publications since 1972. The government publications collection contains printed items and items published in microform.

General reference service is provided on the first floor, where librarians are available to assist patrons in the use of databases and other reference resources. Library instruction is available to classes and student groups, and is tailored to address students' specific needs, from general library orientation to subject-specific bibliographic research. In addition to supplying informational materials from its own collections, the library provides an interlibrary loan service equipped to locate and deliver books and periodical articles from other libraries' holdings. Using online electronic ordering and transmission, as well as postal services, the interlibrary loan service fills most requests within a week, but students should allow a two-week turnaround time.

The Idaho Health Sciences Library, a department of the Eli M. Oboler Library, supports the health sciences information needs of the university and the Idaho health-care community. It also provides specialized health science reference, research, and instruction services. The Arthur P. Oliver Law Library, located on the first floor of the Eli M. Oboler Library, houses more than 13,000 law books. An excellent reference resource for students, faculty, and staff, it is supplemented with legal databases.

Idaho Falls Services: The University Library Center at Idaho State University-Idaho Falls provides reference services, a limited reference collection, and a study area for Idaho State University students. Also available are public access workstations on which students and faculty are able to access most of the information databases available to students at the main campus. With the assistance of trained staff, students are able to request the

delivery of books and journal articles from the University Library.

Twin Falls and Lewiston: The Oboler Library has agreements with the libraries at the College of Southern Idaho and at Lewis-Clark State College. These agreements ensure strong library support for Idaho State University's students in the Twin Falls and the Lewiston areas. Under these agreements, Idaho State University students are able to access the two libraries and check out materials. They also receive full reference, instruction, interlibrary loan, and database searching services. On-line access to Idaho State University Library databases and the catalog are available.

Meridian: A similar agreement in Meridian provides Idaho State University students and faculty the same library privileges accorded to Boise State University students and faculty upon presentation of their Idaho State University Bengal identification cards.

Graduate students are encouraged to use all the services mentioned above, especially library instruction for any classes they teach. Those teaching may also take advantage of the library's reserve service for class supplemental readings. Reserve services are available online, as well as in Pocatello and in Idaho Falls. Interlibrary loan is required to supplement the local collection in certain research fields. The reference staff is available for searching specialized databases and for assisting with research.

For more detailed information regarding Library services, including hours of service and policies, please visit the library website at [www.isu.edu/library](http://www.isu.edu/library).

## Idaho Museum of Natural History

It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices.

The Idaho Museum of Natural History is home to collections in anthropology, vertebrate paleontology, earth science, and the life sciences. It holds an archive of documents and ethnographic photographs. Researchers pursue scholarly study of the collections and publish their findings in peer-reviewed and museum-

sponsored publications. The Stirton-Kelson Library of the IMNH specializes in archaeological and paleontological holdings and is a branch of the main ISU Eli M. Oboler Library. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Curators lead national and international research in Quaternary studies. The Museum's research profile supports acquisition and use of collections for research and education. Undergraduate and graduate students have access to Museum collections for instruction, training, and graduate theses and dissertations.

The Museum offers undergraduate and graduate students educational credits under Museum prefixes and through courses in Anthropology, Biology, Education, Geo-science, History, and other affiliated Idaho State University departments.

The Idaho Museum of Natural History galleries are open from 12:30 p.m. - 5 p.m., Wednesday through Friday, 10:00 a.m. to 5:00 p.m., on Saturdays, except for Federal and State holidays. There is no admission fee.

## Affirmative Action/Equal Opportunity

Idaho State University is committed to providing a positive education for all students. The University has a legal and ethical responsibility to ensure that all students and employees can learn and work in an environment free of harassment and discrimination. It is the ISU policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, age, or disability. This policy applies to all programs, services, and facilities, and includes, but is not limited to, recruitment, applications, admissions, access to programs and services and employment. For additional information and specific contact information, see: <http://www.isu.edu/aaction/>

## C. W. Hog

The Cooperative Wilderness Handicapped Outdoor Program (C.W. HOG) is a year-round program of activities for people with and without disabilities. Academic credit may be granted for participation in activities which include weight training, swimming, snow skiing, water skiing, and whitewater rafting.

## Americans with Disabilities

The Americans with Disabilities Act (ADA),

of 1990, is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection to people with disabilities in matters which include transportation, public accommodations, accessibility, services provided by state and local government, telecommunication relay services, and employment in the private sector.

Idaho State University, in the spirit and letter of the law, will make every effort to comply with "reasonable accommodations", according to section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act, (ADAAA), of 2008. Idaho State University will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities.

Students with disabilities who wish to have accommodations provided by the University must self identify to the ADA & Disabilities Resource Center for determination of need for accommodations. Information about and applications for accommodations are available at the ADA Center and may be picked up in person or requested by telephone or TDD by calling (208) 282-3599.

In order for the ADA Center to arrange accommodations for those who need assistance, they request documentation of disability as early as possible so that timely arrangements can be made.

Students and employees who need auxiliary aids or other accommodations should contact the Director, Dennis Toney, at the ADA & Disabilities Resource Center, Graveley Hall, Room 123, Stop 8121, (208) 282-3599.

## Other Student Services

In addition to the services mentioned previously, some of the other general student services available on campus are:

- the International Programs Office, which provides assistance, support and guidance to Idaho State University's international students. Services include student orientation to the Idaho State University campus and Pocatello community, on-going cross-cultural activities, student-to-student mentor programs, and additional programs to help international students make the most of their time at ISU.
- the Student Success Center, which offers programs in study skills, reading, writing, mathematics, and English for speakers of other languages, and includes individualized instruction, tutoring, and workshops. The Center also administers the Content

Area Tutoring Program.

- the Career Development Center, which provides career counseling, career testing, alumni consultants, internship opportunities, student employment assistance, job interviewing techniques, networking skills training, credential files, on-campus recruiter interview, and other career-related support to students and alumni in both individual and group settings.
- the Student Employment Center, which assists students seeking employment while enrolled at the university and provides lists of summer employment opportunities for Idaho and other states. Assistance is available to all students enrolled for 6 credit hours or more each semester. Employment vacancies are listed on the web and posted in the office.
- the Idaho State University Bookstore offers a selection of textbooks, computer supplies, school and office supplies, Idaho State University clothing, gifts and greeting cards, and general interest books. The Bookstore maintains branch offices in Idaho Falls (University Place) and Twin Falls (CSI Bookstore).
- the ASISU Early Learning Center, which provides child care for children six weeks of age through elementary school while their parents attend classes or work at the university. Children are enrolled in developmentally appropriate classes led by a professional staff assisted by student employees. Parents are encouraged to visit the Center, for more information about services.

## Alumni Association

[www.isu.edu/alumni](http://www.isu.edu/alumni) and [alumni@isu.edu](mailto:alumni@isu.edu)

The mission of the Idaho State University Alumni Association is to promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual and social opportunities.

The association is governed by a board of directors and administered through the office of Alumni Relations, 554 S. 7th Avenue, Pocatello, in the H. F. Magnuson House.

Specific goals are to identify alumni and friends to assist Idaho State University in strengthening support from its constituencies, to inform alumni and friends about Idaho State University; to provide for the efficient management of the Alumni Association, and to involve and motivate alumni and students to maintain their affiliation and support of Idaho State University.

The officers and directors meet three times a

year with the director of alumni relations, who is appointed by the university administration.

## Idaho State University Foundation, Inc.

The Idaho State University Foundation is a nonprofit corporation established in 1967 under the laws of the State of Idaho.

The Mission of the Idaho State University Foundation is to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University.

The Foundation raises and manages private resources supporting the mission and priorities of the University, and provides opportunities for students and a degree of institutional excellence unavailable with state funding levels. The Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

The Foundation is responsible for identifying and nurturing relationships with potential donors and other friends of the University; soliciting cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

The Idaho State University Foundation is located on the first floor of the Administration Building.

## University Housing

[www.isu.edu/housing](http://www.isu.edu/housing)

[reslife@isu.edu](mailto:reslife@isu.edu)

208-282-2120

745 S. 5th Avenue, Stop 8083

Pocatello, ID 83209-8083

The mission of University Housing is to provide secure, clean, and affordable living-learning environments that promote student engagement by encouraging and supporting opportunities for academic success, personal development, community building, and the well-being of each individual resident.

### To Apply

Applying for University Housing is separate from application to Idaho State University. Housing applications are completed and submitted online. To apply go to the Housing website ([www.isu.edu/housing](http://www.isu.edu/housing)) and then click the "Apply Now" link on the left. Then select either the residence hall or apartment application. First-year students can only sign up for

the residence halls. If you have questions please email [reslife@isu.edu](mailto:reslife@isu.edu).

### **Housing Options**

University Housing offers traditional and suite style residence halls. On-campus apartments are available for sophomores and above, married students, and students with children. A section of Pulling Courts has been designated as Graduate Student Housing. Floor plans, photos, and virtual tours, as well as cost information, can be found on our website at [www.isu.edu/housing](http://www.isu.edu/housing). The Housing fee covers all utilities, as well as local telephone service, basic cable television, and wireless internet (internet service requires an ISU computer account).

### **Food Service**

University food service is required for first and second-year students living in the residence halls, and is an option for other students.

## **Institutes**

### **Biomedical Research Institute**

The Biomedical Research Institute embraces the latest advances in biomedical engineering, biotechnology, nanotechnology, neuroscience and bioinformatics and bio-signaling research in medicine, biology, and healthcare. The Institute aims to further enhance the fulfillment of the mission and goal of Idaho State University as the lead among Idaho universities in the health professions.

Established in 2005 to increase the collaboration, efficiency and focus of the University's biomedical research activities, the Biomedical Research Institute will provide additional resources for faculty to improve research capabilities.

The long-term vision of the Institute is to establish a nationally and internationally recognized interdisciplinary biomedical research environment where scientists, engineers, and health professionals can interact synergistically, without the restrictions of traditional discipline barriers.

The Institute's four major focus areas are behavioral and neuroscience; bio-signaling and communication; functional genomics and biotechnology; and health science and engineering. For more information, see [IB-RL.ISU.EDU](http://IB-RL.ISU.EDU).

### **Informatics Research Institute**

The Informatics Research Institute (IRI) is an academic unit providing coordination for several interdisciplinary degrees and research centers across campus. Informatics is an integrative discipline that arises from the synergistic application of computational, information-

al, organizational, cognitive, and other disciplines whose primary focus is in the acquisition, storage and use of information in a broad spectrum of domains.

### **Institute of Emergency Management**

The Institute of Emergency Management, (IEM) located on the Idaho State University Meridian Center Campus, was approved by the Idaho State Board of Education in July 2003. The purpose of the Institute is to offer workshops, courses, certificates, and in the future degrees, to meet the professional and career development needs of Idahoans employed in or planning a career in Emergency Management. The Institute delivers courses statewide at various sites in Idaho communities, to meet the needs of local first responders.

### **Institute of Nuclear Science and Engineering**

Idaho State University has established an Institute of Nuclear Science and Engineering (INSE) with approval from the Idaho State Board of Education in 2003. The Institute is a collaborative entity among ISU, University of Idaho and Boise State University. Under the INSE's administrative umbrella, the three universities jointly focus on nuclear science and engineering education at the combined Idaho Falls campus. Nuclear-related research in conjunction with the new Idaho National Laboratory is also coordinated through the INSE at University Place in Idaho Falls.

### **Institute of Rural Health**

The mission of the IRH is to improve the health of communities through research, education, and service. Vision: Our programs increase access to healthcare; enhance quality of care and health outcomes; improve the professional quality of life for providers; and seek to close the gap in health disparities—particularly among rural populations— by enhancing access to technology, endorsing a diversity of ideas, and encouraging cultural competency.

## **Oak Ridge Associated Universities (ORAU)**

Since 1993, students and faculty of Idaho State University have benefited from ISU's membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 91 colleges and universities, and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility operated by ORAU, undergraduates, graduates, postgraduates and faculty may access a multitude of opportunities for study and research. Students may participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at [www.orau.gov/orise/educ.htm](http://www.orau.gov/orise/educ.htm), or by calling either of the contact persons below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scientist Program, consortium research funding initiatives, faculty research, and support programs, as well as services to chief research officers. For more information about ORAU and its programs, visit the ORAU website at [www.orau.gov](http://www.orau.gov) or contact:  
Office of Research (208) 282-2618  
or  
Monnie E. Champion  
ORAU Corporate Secretary  
(865) 576-3306

## **Idaho State University Education Centers**

Idaho State University has education centers throughout the state, with offices in Meridian, Idaho Falls, and Twin Falls.

### **Idaho State University-Meridian**

Dr. Bessie Katsilometes, Dean, Academic Programs  
Idaho State University-Meridian  
1311 East Central Drive  
Meridian, Idaho 83642  
(208) 373-1700

In keeping with Idaho State University's mission to educate health professionals and address the need for graduates in the health disciplines, Idaho State University-Meridian offers several programs in the health professions.

Idaho State University–Meridian offers undergraduate programs and graduate degree programs, primarily in the health professions, including the third and fourth year in a Doctor of Audiology program. The College of Pharmacy oversees third- and fourth-year professional pharmacy students, including clinical rotations in the Meridian area. Other programs housed at Idaho State University–Meridian include a dietetic internship and a dental residency program.

The ISU-Meridian Health Science Center, which spans four acres, houses nine distance-learning classrooms, the L.S. Skaggs Pharmacy Complex; Counseling and Speech and Language clinics; and human patient simulation and clinical/medical science laboratories.

Student applications and enrollment materials are available at Idaho State University–Meridian.

## Idaho State University–Idaho Falls

Dr. Lyle Castle, Dean, Academic Programs  
Idaho State University–Idaho Falls  
350 University Place  
1784 Science Center Drive  
Idaho Falls, ID 83402  
7800 from campus telephones  
(208) 282-7800 from off campus  
[www.isu.edu/departments/ifche](http://www.isu.edu/departments/ifche)

Idaho State University – Idaho Falls is the largest provider of higher-education opportunities in one of the state's most dynamic cities.

Located at University Place, adjacent to the scenic Snake River Greenbelt and the city's Freeman Park, ISU – Idaho Falls provides opportunities for individuals from all backgrounds, from recent high school graduates and working adults to Idaho National Laboratory employees seeking career advancement.

Opportunities include complete associate, bachelor, master's and doctoral degrees that can be earned through day and evening classes. Many academic programs cover the first two years of General Education Requirements for any ISU degree.

In addition to academic programs and classrooms equipped with contemporary technology, students find computer labs, a cafeteria, bookstore, auditorium for public events, even a comfortable lounge where they can study and relax between classes.

Idaho State University is a Carnegie-classified doctoral research institution founded in 1901,

educates approximately 13,000 students per year in more than 280 programs. It is Idaho's lead institution in health professions and medical education. Its seven colleges engage in a broad range of innovative research, teaching, and learning in the natural and physical sciences, humanities, performing and visual arts, education, engineering, business, pharmacy and technology.

Students at Idaho State University–Idaho Falls take classes that are not only close to home, but also just a short drive from a three-state region's commercial, health care, business and government centers. Upper Valley residents who are seeking continuing-education opportunities find electives as well as noncredit professional- and personal-development courses. Day and evening classes also are available. Among the many degree programs that can be completed at Idaho State University–Idaho Falls are associate degrees in biology, business, English, history, mathematics and physics; the M.B.A.; the B.S. in nuclear engineering; the Ph.D. in Engineering and Applied Science (Nuclear Engineering); the B.S. in nursing; and the M.Ed. and Ed.D.

Through its partnership with the University of Idaho, students can take classes from either university using a single admission, registration and fee-payment process. A partnership with Eastern Idaho Technical College makes health-professions education available close to the city's high-tech regional medical center.

Between classes, students can cross-country ski at adjacent Freeman Park, jog on the paved riverside greenbelt, or watch University Place's resident bald eagles and ospreys soar above the river.

To learn how Idaho State University–Idaho Falls can help you achieve your goals conveniently and affordably, call (208) 282-7800; visit the campus at 1776 Science Center Drive; or browse online at [www.isu.edu/departments/ifche](http://www.isu.edu/departments/ifche).

## Idaho State University–Twin Falls

Ms. Chris Vaage, Director  
Idaho State University–Twin Falls  
Evergreen Building, Suite B-40  
College of Southern Idaho  
P.O. Box 1238  
Twin Falls, ID 83303  
(208) 736-2101 • (208) 282-4840

Idaho State University has offered courses in the Twin Falls area since the 1960s. As part of the University's mission to serve southern Idaho students, a center was established in

Twin Falls in 1981. The center was moved in 1992 to the Evergreen Building on the College of Southern Idaho campus, which also houses two state-of-the-art distance learning classrooms and a student computer laboratory networked with the Idaho State University campus. Three professionals and support staff advise students with curriculum questions and act as general advocates for commuting students.

Idaho State University's offerings in the Magic Valley include programs leading to one doctoral, four master's, and five baccalaureate degrees from the Colleges of Arts and Sciences, Education, and Health Professions. Idaho State University provides the upper-division and graduate work on a rotating schedule, while the general education requirements and most other lower-division courses are available through CSI. University professors and highly qualified local adjunct instructors ensure that course quality is equal to that found on the Pocatello campus.

An interactive telecommunications system has broadcast classes live from Pocatello to CSI since 1990. Courses in anthropology, biology, communication and rhetorical studies, corporate training, education, English, geosciences, health education, history, library science, mass communication, nursing, pharmacy, political science, psychology, social work, sociology, women studies, and vocational education have all been presented in this way. Regularly scheduled courses are enhanced by courses Idaho State University delivers to area school districts for teacher development. Workshops and seminars in specific professional development areas are also available.

Access to Internet, email, and a large variety of software augment the Idaho State University student experience in a 20-station computer lab networked with the main campus. Twin Falls area Idaho State University students who have home computers with modems may access the network with a local phone call. Free computer workshops are routinely scheduled in the lab.

Other services include registration, fee payment, and assistance with University forms and information. In addition, a student commuter bus operates between Twin Falls and Pocatello.



# College of Arts and Letters

Kandi Turley-Ames, Ph.D., Dean  
Mark McBeth, D.A., Interim Associate Dean  
Randy Earlies, D.M.A., Associate Dean

## Division of Fine Arts and Humanities

### Department of Art

Chair and Professor: Martin  
Director of MFA Program and Professor: Evans  
Professors: Evans, Warnock  
Assistant Professors: Adams, Ahola-Young, Ferber

### Master of Fine Arts in Art

The MFA degree is the recognized terminal degree in the studio arts. The MFA program is designed to refine the visual art skills of the graduate student in a particular area or areas of concentration by providing the instruction, facilities and time for the student both to develop a significant body of studio work and to expand his or her intellectual horizons in preparation for a rewarding professional career.

#### Studio Course Categories:

- Ceramics
- Drawing
- Fiber Media
- Painting
- Printmaking
- Sculpture

#### Admission Requirements

Applicants for admission to the MFA program must apply to, and meet all criteria for admission to the Graduate School. For admission to the Master of Fine Arts program in the Department of Art, the Graduate School does not require submission of Graduate Record Exam (GRE) scores, however, the taking of the GRE test is recommended for students who wish to compete for a non-resident tuition waiver.

Application must also be made to the Department of Art. Departmental evaluation requires the following materials, which should be sent directly to the Department of Art, Stop 8004, Idaho State University, Pocatello ID 83209:

- A letter of intent stating the applicant's goals and objectives with regard to graduate study;
- A portfolio of work (20 digital images of studio work which the applicant feels would most effectively represent his/her involvement, ability, and potential);
  - a. Digital file portfolios must be formatted for Macintosh computers. Twenty images should be submitted on a single CD. Please submit a duplicate CD as well.
  - b. Both CDs should be labeled with the applicant's name. Digital images, in RGB color, may be no larger than 5 Megabytes each. We recommend a longest pixel dimension of 1600 at a resolution of approximately 140 ppi. Save files as TIFF or highest-quality JPEG formats. We will not accept directions to a web site, or files submitted in presentation software, such as Powerpoint, or PDF files.
  - c. Name and number all files with LastnameFirstname00.jpg or LastnameFirstname00.tif (e.g., JohnsonRobert12.jpg). Number images in the order to be viewed. Include with the submission a printed, hard-copy image inventory page headed with your name and the area/s of study to which you are applying. The inventory page should indicate, by corresponding number, the title, date, dimensions, and medium of each work; and
- Three letters of recommendation from undergraduate instructors, or other appropriate individuals, indicating the readiness of the applicant to pursue independent and sustained graduate-level work.

The Department has established March 15 as the application deadline for fall semester admission. Graduate Assistantship applications are also due by March 15.

October 15 is the application deadline for spring semester. (Assistantship applications are not considered for spring semester.) Applications received after these deadlines may be considered, subject to space availability.

The entire Graduate Faculty of the Department will review all materials submitted by each

applicant. Recommendations are made by measuring, as accurately as possible:

- The applicant's demonstrated preparedness and potential to be successful in the program;
- The sense, on the part of the faculty, that the faculty could contribute, in a meaningful and constructive way, to the student's development as an artist;
- Available space in the program, as well as faculty and departmental resources.

Other admission requirements include twelve credits of undergraduate Art History course work. Art History deficiencies of up to 6 credits may be compensated for by enrolling in the necessary courses concurrent with graduate work.

#### General Requirements

Basic requirements are a minimum of 60 credits in graduate courses approved by the Department of Art and the Graduate School. A minimum of six credits must be in the area of art history, and a minimum of 12 credits must be thesis project. The student may elect, as a program option, to take up to six credits in other related areas outside the Art Department. These courses must be departmentally approved. Students are required to complete ART 6601 and ART 6621. The department will accept a grade of C in one class as long as the minimum overall 3.0 GPA is maintained. The student will have the opportunity to repeat the course.

A written thesis will be submitted to the candidate's thesis committee by the MFA candidate before the oral examinations. Each candidate for the MFA degree must also have a one-person exhibit during the last semester before the granting of the degree. A collection of digital images of the exhibit must be turned in to the Art Department at this time. The thesis project consisting of original creative work is the focal point of the visual growth by the candidate and should demonstrate a professional level of competency within a unified creative point of view. The MFA degree is the terminal degree in the field of the visual arts. A minimum of two years of participation in the program is required for this goal. An oral examination is held concurrently with the thesis project show. Additional information is available from the Department of Art.

#### Art Graduate Courses

**ART 5522 World Arts 3 credits.** Study of the art produced in cultures outside of the western tradition. Topics include pre-Hispanic art of Mexico, Central and South American art, and North American Indian art, Oceanic art, and the art of Africa south of the Sahara.



**ART 5523 Nineteenth Century Art 3 credits.** History of the visual arts from the beginning of the 19th century up to the advent of Cubism.

**ART 5524 Twentieth Century Art 3 credits.** History of the visual arts from Cubism to the present.

**ART 5525 Contemporary Art Forms 3 credits.** The study of the major developments of art as an expression of contemporary society. Emphasis on art since 1950. **PREREQ:** PERMISSION OF INSTRUCTOR.

**ART 5526 Seminar in Art History 3 credits.** Extensive reading and discussion in Art History and aesthetics under the supervision of the instructor. May be repeated up to 6 credits.

**ART 5531-5532 Advanced Printmaking 3 credits.** Advanced work in printmaking. Choice of medium.

**ART 5541-5542 Advanced Painting and Composition 3 credits.** Special projects and experimental individual work for advanced students.

**ART 5551-5552 Advanced Metals-Jewelry 3 credits.** Experimental work. Individual projects may include plastics, electroplating, electroforming, advanced fabrication, anodizing or raising techniques.

**ART 5561-5562 Advanced Fiber Media 3 credits.** Experimental work. Individual projects may include on-loom and off-loom techniques, dyeing processes, basketry, or multi-layered fabrics.

**ART 5571-5572 Advanced Ceramics 3 credits.** Individual projects may include ceramic sculpture, mosaics or experimental problems in form and techniques.

**ART 5581-5582 Advanced Sculpture 3 credits.** Experimental work with an emphasis on scale and environmental problems.

**ART 5591 Advanced Papermaking 3 credits.** Further development of topics from ART 3391.

**ART 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**ART 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ART 6601 Independent Study in Drawing 3 credits (required).** Individualized course designed to address drawing-specific concerns: technical, material, and/or conceptual possibilities inherent to various drawing media. May be repeated for a total of 6 credits.

**ART 6621 Graduate Seminar 3 credits (required).** Reading and discussion of theories and practices related to the production and presentation of studio art under the supervision of the instructor. Students will research and prepare written presentations for weekly seminar discussion and evaluation. May be repeated.

**ART 6635 Research in Studio or Theory 4 credits.** Investigation of technical, material, and/or aesthetic/theoretical problems in art history/studio areas under the supervision of the instructor. May be repeated.

**ART 6640 Experimental Problems in Studio 4 credits.** Experimentation in technical, material, and aesthetic problems in a studio area under the supervision of the instructor. May be repeated.

**ART 6645 Studio variable credit.** Studio work under the supervision of the instructor. May be repeated.

**ART 6649 Thesis Proposal 1 credit.** Summary of the objectives and goals of the thesis project prepared under supervision of the student's advisor. Concurrent with application for admission to candidacy.

**ART 6650 Thesis Project 1 -12 credits; 12 credits required minimum.** Preparation and presentation in a one-person show of a significant body of work which demonstrates a professional level of competency within a unified creative point of view. An exhibition and slides of the works are required by the department under the supervision of the candidate's advisor. A graduate faculty orals committee will review and approve or disapprove the show and thesis proposal. May be repeated. **PREREQ:** ART 6649. Graded S/U.

**ART 6660 Special Topics 1-4 credits.** May be repeated.

**ART 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

peated.

## Department of Communication and Rhetorical Studies

See page 50 James E. Rogers Department of Communication, Media, and Persuasion

## Department of English and Philosophy

Chair and Professor: J. Atteberry  
Director of Philosophy and Professor: Wahl  
Assistant Chair and Associate Professor: Wolter

Graduate Program Director and Associate Professor: Winston  
Composition Director and Professor: Swetnam  
Professors: B. Attebery, J. Attebery, Baergen, A. Johnson, M. Johnson, Levenson, Schmidt,  
Associate Professors: Engebretsen, Goslee, Hellwig, Klein, Launspach, Skidmore, Whitaker  
Assistant Professors: Petit, Schultz-Hurst, Van Winkle

The Department of English and Philosophy offers graduate curricula in English studies that include courses in language, literature, composition/rhetoric, and English pedagogy. The Department offers the Master of Arts and the Doctor of Philosophy degrees.

### Admission Requirements for International Students

Students whose native language is not English must achieve at least one of the following minimum scores to be considered for admission into the M.A. or D.A. program in English: TOEFL 550/213; MTELP 84; IELTS 6.

### Goals

The Department has articulated the following goals and student learning outcomes for students in graduate programs:

#### Learning Outcomes - Master of Arts

Stated Mission and Goals: The M.A. program provides advanced training in British and American literature and culture, and opportunities to pursue advanced work in other areas of English studies, including linguistics, TESOL, and composition. The M.A. provides students with training to enter any field where verbal and analytical ability is essential, especially teaching, as well as preparation for further graduate work in Ph.D. programs.

**Student Learning Outcomes**

1. M.A. students will understand major literary traditions in British and U.S. cultures.
2. M.A. students will understand ways that literary works are shaped by and participate in broad cultural trends.
3. M.A. students will understand important theoretical approaches to the study of literature and culture.
4. M.A. students will analyze and synthesize on-going scholarly conversations in English studies and situate their arguments in relation to these conversations.
5. M.A. students will understand linguistic structures (i.e. language and/or rhetoric) and employ this understanding in their readings of texts and in their writing.

**Learning Outcomes - Doctor of Philosophy**

Stated Mission and Goals: The Ph.D. in English and the teaching of English is a terminal degree program that trains students for teaching careers in English at colleges and universities.

**Student Learning Outcomes**

1. Ph.D. students will have a professional understanding of major literary traditions in British and U.S. cultures;
2. Ph.D. students will have a professional understanding of the ways that literary works are shaped by and participate in in broad cultural trends;
3. Ph.D. students will understand important theoretical approaches to the study of literature and culture and employ these theories in their research and writing;
4. Ph.D. students will define, research, and complete a significant research project within English studies, and be prepared to conduct research independently once they graduate.
5. Ph.D. students will understand linguistic structures (i.e. language and/or rhetoric) and employ this understanding in their readings of texts and in their writing.
6. Ph.D. students will understand theories of college-level English teaching and will be able to effectively translate these theories into practice.
7. Ph.D. students will be prepared for future professional activities as college-level English teachers.

## Doctor of Philosophy in English and the Teaching of English

The Doctor of Philosophy in English and the Teaching of English prepares students for teaching careers in English at colleges and universities. The program emphasizes the

study of English and American literature, course work in content-specific pedagogy, and supervised teaching internships. Students also undertake directed, specialized research in a required dissertation.

**Admission Requirements**

For full consideration for admission and financial aid, applications for fall admission must arrive by February 15.

Applicants for classified admission and/or financial support must submit the following materials:

1. Undergraduate and graduate transcripts.
2. An M.A. in English (or appropriate related field) with an accumulative grade point average of 3.5 in M.A.-level English courses.
3. Three letters of recommendation from professors who can comment on the student's recent academic work.
4. Scores at or above the 50th percentile on the verbal section of the GRE general test. Scores on the analytical writing section will also be considered in admission decisions.
5. A writing sample (about 10-20 pages).
6. A brief statement (about 500 words) describing the applicant's academic background, reasons for applying to the program, research interests, and professional goals.

The Graduate Committee in consultation with the department Chair evaluates these materials to determine admission to the program. Priority will be given to experienced, successful teachers.

**General Requirements**

The Doctor of Philosophy in English requires a minimum of 39 semester credits beyond the M.A.

A course completed as part of a student's M.A. program may be approved by the Graduate Director to satisfy a particular requirement of the Ph.D. program, up to a maximum of 9 credits; however, the substitution of course work does not waive the minimum credit requirement for the Ph.D. program.

With the approval of the Graduate Director, students may transfer up to 9 credits of coursework beyond the M.A. from other institutions.

Three semesters of full-time residence study are required.

Students must maintain a 3.5 grade point average to advance to candidacy for the Ph.D. Three grades below B- during the entire program will automatically disqualify a student.

Graduate students must follow the policy on incomplete grades as it is listed in the Idaho State University Graduate Catalog.

Teaching assistantships and Ph.D. fellowships will not be renewed for students with incomplete grades on their transcripts.

**Special Requirements**

1. Student must complete at least 27 of the required 39 credits at the 6600 level or higher.
2. Students must complete two supervised teaching internships. The student must submit a detailed proposal for each internship to the Graduate Committee for approval prior to the semester of the internship. The proposal must be endorsed by the member of the graduate faculty who has agreed to supervise the internship. An unacceptable Ph.D. internship will have the same consequences as a course grade of C.
3. Students will write a dissertation with a section exploring the implications of the research for the student's teaching of English. This dissertation project will be designed in consultation with a member of the English graduate faculty, who will serve as chair of the dissertation committee. The dissertation committee shall consist of three members of the graduate faculty, at least two of whom are English graduate faculty. In consultation with the dissertation director, the student is responsible for assembling the dissertation committee. The dissertation proposal must be approved by all members of the student's dissertation committee and then submitted, with the comprehensive exam lists attached, to the Graduate Director for review, according to the guidelines in the English Graduate Handbook. A Graduate Faculty Representative (GFR) will be appointed after review of the proposal and exam lists.
4. Students must present a colloquium on the topic of the dissertation research, given in the last semester of their degree work, which will allow them to obtain experience in presenting the results of their research to their peers.

**Course Work****Required Core Course**

ENGL 6612 Introduction to Graduate Studies in English

3 cr

**Pre- and Post-1800 Literature Component**

A minimum of six credits, fulfilling the following requirements:

1. One seminar in the 662x series that is focused on pre-1800 literature
2. One seminar in the 662x series that is

focused on post-1800 literature

### Teaching Component

A minimum of 12 semester credits, fulfilling the following requirements:

1. ENGL 6631 Seminar in Teaching Writing 3 cr
2. ENGL 7700 Supervised Teaching Internship 3 cr
3. An additional seminar in the teaching of English, approved by the department 3 cr
4. An additional supervised teaching experience, chosen from:

ENGL 7700 Supervised Teaching Internship	3 cr
ENGL 7783 Practicum in Second Language Teaching	3 cr

### Language Component

A minimum of 3 credits, chosen from the following list:

ENGL 5501 Advanced Composition  
 ENGL 5580 Varieties of American English  
 ENGL 5581 Studies in Grammar  
 ENGL 5584 Special Topics in Linguistics  
 ENGL 5585 Linguistic Analysis  
 ENGL 5586 Old English  
 ENGL 5587 History of the English Language  
 ENGL 5588 Introduction to Sociolinguistics  
 ENGL 6680 Introduction to Linguistics  
 ENGL 6685 Seminar in Linguistics  
 COMM 5536 Rhetorical Criticism  
 COMM 5537 Rhetorical Theory

### Electives

Students take 15 additional credits of electives (chosen in consultation with their advisor) that will contribute to knowledge and skills necessary for their dissertation topics and professional goals.

### Course Work Limitations

A maximum of 6 semester credits taken outside of ENGL-prefixed courses may be counted toward degree requirements, with the approval of the Graduate Director.

### Comprehensive Examination

Students are eligible to take the comprehensive exam after completing 36 credits beyond the M.A. Students must take the exam before defending the dissertation.

The comprehensive examination is both written and oral. The examination tests the student in the general areas listed below, but the student in consultation with his/her dissertation committee will design the specific subjects and reading lists on which he/she will be tested. The exam lists must be approved by all members of the student's dissertation committee and then submitted, along with the dissertation proposal, to the Graduate Director for review, according to the guidelines in the English Graduate Handbook.

The exam areas are:

- a. the student's dissertation area
- b. a broader field or literary period
- c. an area in the teaching of English

The examining committee will consist of the three-member dissertation committee. In order to ensure that the examining committee has sufficient expertise to test the student in all three exam areas, the dissertation committee chair may propose to substitute a member of the dissertation committee with another member of the graduate faculty, so long as two members of the examining committee are English graduate faculty. The substitution must be approved by the Graduate Director.

The comprehensive examination may be repeated only once, and must be retaken within 12 months.

### Foreign Language Requirement

Students must demonstrate proficiency in one foreign language, either modern or ancient, before the program of study is complete. The purpose of this requirement is for students to have a current knowledge of a language other than English and of its relation to the culture from which it originates.

Students may satisfy this requirement in one of the following ways:

1. By passing four semesters of one foreign language with an average grade of B, either during the course of study for the graduate degree or with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
2. By passing with a grade of B a two-part examination administered by the Foreign Language Department.
3. By having completed a major in a foreign language, as verified by a college transcript.
4. By having satisfied a foreign language requirement as part of having completed an M.A. in English with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.

Students who have a first language other than English will be considered to have satisfied this requirement.

## Master of Arts in English

The Master of Arts in English prepares graduates for careers and for doctoral study in English and closely related fields. The program emphasizes study in English and American

literature and requires course work in the English language and linguistics. A well-developed mentoring program provides supervised teaching experience in composition for students holding assistantships.

### Admission Requirements

Applications for admission and funding are due February 15th (to begin in fall semester), and October 1st (to begin in spring semester). Applicants must apply to and meet all criteria for admission to the Graduate School. In addition to the general requirements of the Graduate School, applicants must submit the following materials:

1. All undergraduate and any graduate transcripts, showing accumulative grade point average of at least 3.0 over the last 60+/- credits (90 +/- for quarters) undergraduate coursework.
2. GRE general test scores, a score at or above the 50th percentile on the verbal section of the GRE general test. Scores on the analytical writing section will also be considered in admission decisions.
3. Three letters of recommendation, preferably from professors who know the student's recent academic work.
4. A brief statement (about 500 words) of academic and professional goals.
5. A brief writing sample (about 5 pages). The English Department Admissions Committee, in consultation with the department chair, evaluates the applicant's materials to determine admission to the program. When these materials are evaluated, the Admissions Committee will look at the student's preparation for graduate work in English, his/her academic promise (as indicated by transcripts, GRE scores, and letters of recommendation), and the fit between the student's goals (as indicated in their statement) and the mission and strengths of the M.A. program.

Students admitted to the M.A. program are called Classified students. Some students may be admitted as Classified with performance requirements which means they must fulfill certain requirements specifically indicated with their admission and are not eligible for graduate assistantship support until they achieve Classified status. Continuation in the program is subject to a student's meeting this requirement. Students admitted without at least 21 credits of undergraduate courses in English, excluding freshman composition, may be required to make up deficiencies in their undergraduate work.

### General Requirements

The Master of Arts in English program requires a minimum of 30 semester credits in courses approved by the Department of Eng-

lish. Students must take at least 18 of these credits in 6600-level courses.

Students may fulfill these credit requirements in one of three options:

1. Final Exam Option: The student takes 30 credits of coursework, at least 18 of which must be at the 6600-level, and complete a final exam.

OR

2. M.A. Paper Option: The student completes 30 credits, including at least 18 credits at the 6600-level, and completes a 3-credit final M.A. Paper, a revised paper based on work done in a course completed as part of the M.A. program, which must be submitted with a cover letter, CV, and statement describing their rationale for choosing the paper and the revision process. Up to 3 credits of portfolio work may count toward the 6600-level requirement.

OR

3. Thesis Option: The student completes 30 credits, including at least 18 credits at the 6600-level, and completes a thesis. Up to 6 credits of thesis may count toward the 6600-level requirement.

Students selecting any of these options must also demonstrate proficiency in one foreign language and may do so in the following ways:

1. By demonstrating that they have obtained an intermediate level of competence in a foreign language, equal to completing the second sophomore-level (2200-level) course with a grade of B or better. Students may demonstrate this proficiency in one of three ways:
  - By completing all foreign language coursework (at the 2200-level or above) with an average grade of B or better, and with an interval of no longer than four years between the conclusion of the last language class and the beginning of graduate study in English at Idaho State University.
  - By passing the equivalent of four semesters of one foreign language with an average grade of B or better.
  - By passing the CLEP exam and earning credit for a 2200 course.

OR

2. By passing with a grade of B or better a two-part examination administered by the Language and Literature Department.

OR

3. By having completed a major or a minor in a foreign language, as verified by a

college transcript.

OR

4. By taking 6 credits beyond the normal 3 credits of required Language Studies coursework. These 6 credits, which do not count toward the degree requirements, must include:

- a. ENGL 5586 Old English and ENGL 5587 History of English Language

OR

- b. ENGL 5586 or ENLG 5587, plus one additional course in linguistics approved by the department.

OR

5. By having a first language other than English.

All students must maintain a satisfactory record of scholarship. Three grades below B during the entire program will automatically disqualify a student from continuing in the program.

Graduate students must follow the policy on incomplete grades as it is listed in the Idaho State University Graduate Catalog.

Teaching Assistantships will not be renewed for students with incomplete grades on their transcripts.

All students must take the following 12 required credits:

ENGL 6612 Introduction to Graduate Studies in English	3 cr
A 6600-level seminar focusing on pre-1800 literature	3 cr
A 6600-level seminar focusing on post-1800 literature	3 cr
One course in English language studies, chosen from the following group:	3 cr
ENGL 5501 Advanced Composition	
ENGL 5581 Studies in Grammar	
ENGL 5585 Linguistic Analysis	
ENGL 5586 Old English	
ENGL 5587 History of the English Language	
ENGL 6680 Introduction to Linguistics	
ENGL 6685 Seminar in Linguistics	
COMM 5536 Rhetorical Criticism	
COMM 5537 Rhetorical Theory	

Students appointed to teaching assistantships must also take the following 6 required credits:

ENGL 6631 Seminar in Teaching Writing	3 cr
ENGL 7731 Practicum in Teaching Writing	3 cr

## TESOL Certificate

Recommendations regarding admission will be made by the co-directors of the TESOL program in conjunction with the Graduate Director.

## Admission Requirements

For admission into the TESOL Certificate program, applicants must satisfy the following criteria:

1. A bachelor's degree from an accredited

institution.

2. An accumulative grade point average of 3.0 over the last two years of undergraduate course work for the B.A.
3. In addition to the Graduate School requirements, score at or above the 35th percentile on the verbal section of the GRE general test.
4. Three letters of recommendation, preferably from professors, or colleagues who know the applicant's recent academic or professional work.
5. Applicants whose first language is not English need to meet the following TOEFL requirements for Classified admission: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test, or a score of 84 on the MTELP, or a score of 6 on the IELTS.

It is strongly recommended that applicants have some knowledge of a second language.

## General Requirements

The certificate program is 18 credits and is granted alone or in addition to a graduate degree.

All students must take the following 12 credits:

ENGL 6680 Introduction to Linguistics	3 cr
ENGL 6681 Theory of Second Language Acquisition	3 cr
ENGL 6682 TESOL Methodology	3 cr
ENGL 7783 Practicum in Second Language Teaching	3 cr

In addition to the required courses, students must take two 3-credit electives chosen from the graduate-level linguistics offerings in either the Department of English and Philosophy or the Department of Anthropology.

**ENGL 5501 Advanced Composition 3 credits.** An advanced course in which students develop an independent style in writing such types of essays as the personal, biographical, argumentative, and critical. May contain prose analysis.

**ENGL 5506 Advanced Creative Writing Workshop 3 credits.** Production and discussion of student writing. Study in a specific genre. Repeatable with different topics.

**ENGL 5509 Literary Magazine Production 3 credits.** Hands-on experience in literary magazine production: editing, proofreading, and design. Strategies for screening and selecting stories, poems, and reviews. Consideration of the role of the small press in national literary culture.

**ENGL 5531 Teaching and Writing Projects: Special Topics 3 credits.** Aids teachers of all grade levels and all academic subjects in developing skills in teaching writing. Combines composition theory and practical classroom exercises with ongoing writing and critiques. Repeatable with different topics.

**ENGL 5540 Philosophy and Literature 3 credits.** Reflections on the relation between poetic and speculative discourse. Topics include forms of consciousness, temporality and narrative, metaphysics of genre. Cross-listed as PHIL 5540. Repeatable with different topics.

**ENGL 5541 History of Literary Criticism 3 credits.** Teaches major theorists and debates that have influenced the interpretation of literature. Students read key theoretical texts. Course may use a thematic or chronological approach. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**ENGL 5553 American Indian Literature 3 credits.** Considers literary works by and about North American native people, especially in relationship to history, genre, and culture, including oral traditions. Repeatable with different topics.

**ENGL 5555 Studies in a National Literature 3 credits.** Studies in important literatures and cultures not otherwise covered in the curriculum. Will include literatures in translation and literature written in English outside of America and the British Isles. Cross-listed as LANG 5515. Repeatable with different topics.

**ENGL 5556 Comparative Literature 3 - credits.** The analysis of ideas, problems, and techniques common to important writers of various national literatures. Repeatable with different topics.

**ENGL 5561 Classical Literature 3 credits.** Study of the major literature of the classical Greek and Roman periods, especially in relationship to its cultural backgrounds. Repeatable with different topics.

**ENGL 5562 Medieval Literature 3 credits.** Study of the major literature of the Middle Ages and its background, with emphasis upon the development of English literature. Repeatable with different topics.

**ENGL 5563 Renaissance Literature 3 credits.** Study of the major literature of the Renaissance and its background, with emphasis upon the development of English literature. Repeatable with different topics.

**ENGL 5564 Seventeenth-Century Literature 3 credits.** Study of the major literature of the seventeenth century and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5565 Eighteenth-Century Literature 3 credits.** Study of the major literature of the eighteenth century and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5566 Early Nineteenth-Century Literature 3 credits.** Study of the major literature of the early nineteenth century and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5567 Late Nineteenth-Century Literature 3 credits.** Study of the major literature of the late nineteenth century and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5568 Early Twentieth-Century Literature 3 credits.** Study of the major literature of the early twentieth century and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5569 Contemporary Literature 3 credits.** Study of recent major literature and its background, with emphasis on English or American or other literature of the period. Repeatable with different topics.

**ENGL 5570 Post-Colonial Literature 3 credits.** Study of post-colonial literary texts, with attention to the role of literature in history, political resistance, and social movements of one or more colonized cultures. Repeatable with different topics.

**ENGL 5572 Proseminar in a Major Literary Figure 3 credits.** Intensive study in a single major author other than Chaucer, Milton, and Shakespeare, demanding some independent study and small group participation. Repeatable with different topics.

**ENGL 5573 Chaucer 3 credits.** Intensive study of selected works of Chaucer.

**ENGL 5574 Milton 3 credits.** Intensive study of selected works of Milton.

**ENGL 5576 Shakespeare 3 credits.** Intensive study of selected works of Shakespeare.

**ENGL 5577 Shakespeare in Performance 3 credits.** Intensive study of selected works by Shakespeare, with emphasis placed upon performance issues. Includes field trip to attend live dramatic productions of Shakespearian plays.

**ENGL 5580 Varieties of American English 3 credits.** In-depth study of various dialects of American English, including historical evolution of different dialects, effects of migration on dialects, and influences of non-English immigrant languages on development of American English. Field-work studying the Snake River dialects of Idaho. Cross-listed as ANTH 5580.

**ENGL 5581 Studies in Grammar 3 credits.** Focus on the study of transformational-generative grammar and its application to sentence level problems.

**ENGL 5584 Special Topics in Linguistics 3 credits.** Rotating topics in different areas of linguistics. Consult current schedule of classes for exact course being taught.

**ENGL 5585 Linguistic Analysis 3 credits.** Advanced topics course in the techniques of language analysis. Examples are phonology and morphology, semantics, or rhetorical grammar. Repeatable with different topics.

**ENGL 5586 Old English 3 credits.** Intensive study of the Old English language, with attention to its intrinsic structure and its relation to Middle and Modern English.

**ENGL 5587 History of the English Language 3 credits.** Linguistic and historical study of the major changes and developments in the English Language.

**ENGL 5588 Introduction to Sociolinguistics 3 credits.** Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses. Cross-listed as ANTH 5550.

**ENGL 5590 Topics in Folklore 3 credits.** Focused study of an issue in folkloristics or a particular genre of folklore, including history of the scholarship concerning that issue or genre. Rotating topics. Repeatable with different topics. Cross-listed as ANTH 5590.

**ENGL 5592 Folklore and Literature 3 credits.** Study of cross-influences between oral and written literatures. Emphasis may be on a written genre that imitates and draws upon oral genres, a movement or period in which oral tradition strongly influences written forms, or a particular writer who incorporates motifs and storytelling patterns from folklore. Rotating topics. Repeatable with different topics.

**ENGL 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**ENGL 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENGL 6610 Careers in English 1 credit.** Preparation for English job searches and teaching careers. Graded S/U. Does not count toward degree requirements.

**ENGL 6611 Literary Theory and Criticism 3 credits.** Focused study of selected literary theories/critical approaches and their applications. Repeatable with different topics.

**ENGL 6612 Introduction to Graduate Studies in English 3 credits.** Introduces students to major literary theories and approaches and trains them in scholarly research methods. Requires development of a substantial research proposal.

**ENGL 6613 Literary Bibliography/Manuscripts/Editing 3 credits.** Training in bibliographical, manuscript, and/or editing methodologies relevant to English. Repeatable with different topics.

**ENGL 6621 Seminar in a Major Literary Genre 3 credits.** Focused study of the theory and conventions of a major form (such as lyric poetry or novel) or a broader genre (such as realism, pastoral, or the fantastic). Repeatable with different topics.

**ENGL 6623 Seminar in Literary Themes 3 credits.** Focused study of literature cohering around thematic content (such as religion, exploration, or diaspora). Repeatable with different topics.

**ENGL 6625 Seminar in a Literary Period 3 credits.** Focused study of a literary period and issues in periodization. Repeatable with different topics.

**ENGL 6627 Seminar in Major Literary Figures 3 credits.** Focused study of the writings of one or two major writers. Critical and biographical topics and historical significance may be considered. Repeatable with different topics.

**ENGL 6631 Seminar in Teaching Writing 3 credits.** Systematic application of contemporary composition theory to the teaching of writing; includes readings in and discussion of theories, research, issues, and practices relevant to effective teaching and learning in composition classrooms.

**ENGL 6631L Teaching Composition Lab 1 credit.** Lab for English 6631. Experiential training for new M.A. T.As. Requires attending graduate faculty mentor's English 1101, regular meetings with mentor, teaching five times, and supervised grading. Graded S/U with written report by mentor. Required of first-semester M.A. T.As. PRERQ OR CORREQ ENGL 6631. Does not count toward degree requirements.

**ENGL 6632 Seminar in Teaching Literature 3 credits.** Theoretical and practical approaches to teaching literature and literary interpretation at the undergraduate level, with attention to issues in course design and implementation, such as designing syllabi, leading discussion, and grading papers.

**ENGL 6633 Seminar in Teaching Business and Professional Writing 3 credits.** Preparation to teach undergraduate business and technical writing courses, including the nature and history of business and technical writing, as well as attention to practical issues in teaching, such as pedagogical strategies, textbook choice, and research design.

**ENGL 6635 Special Topics in the Teaching of English 3 credits.** Focused study of topics in English pedagogy that are not regularly covered in ENGL 6631, ENGL 6632, ENGL 6633, ENGL 6681, or ENGL 6682. Repeatable with different topics.

**ENGL 6640 Interdisciplinary Seminar 3 credits.** Focused study of a literary or literary related problem or subject using the theories and methods of literature and other closely-related disciplines such as folklore, communications, rhetorical studies, history, linguistics, or anthropology. Repeatable with different topics.

**ENGL 6642 Seminar in Oral/Popular Culture 3 credits.** Focused study of a body of oral and/or popular cultural expression in related historical and cultural contexts with emphasis on literary connections. Repeatable with different topics.

**ENGL 6650 M.A. Thesis 1-6 credits.** Master's thesis. Optional. Graded S/U. May be repeated.

**ENGL 6651 M.A. Paper 1-3 credits.** Substantial revision of a graduate paper to produce a manuscript suitable for submission to a peer-reviewer publication in the field. M.A. Program Only. Optional. Graded S/U. May be repeated. Up to 3 cr. May count toward degree requirements.

**ENGL 6662 Seminar in Creative Writing 3 credits.** Advanced study of creative writing. Course involves intensive readings in one or more selected genres (poetry, prose, drama), analyzed from the perspective of criticism and craft, and the development of course-related writing projects. PREREQUISITE: ENGL 5506 or equivalent. Repeatable with different topics.

**ENGL 6680 Introduction to Linguistics 3 credits.** Introduction to fundamental concepts and methodologies of modern linguistics, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, and language acquisition. May include opportunities to explore the practical application of course topics.

**ENGL 6681 Theory of Second Language Acquisition 3 credits.** The course will: 1) address theories describing the processes underlying second language acquisition, as well as relevant research, 2) consider what conditions increase the likelihood of successful second language acquisition, and 3) review the implications of 1 and 2 for second language learning and teaching.

**ENGL 6682 TESL Methodology 3 credits.** Building on the theoretical framework of ENGL 6681, students develop effective ESL materials and curricula, taking into account SLA research as well as the characteristics, needs, and motivation of learners. The class will involve a large practical component. PREREQ OR COREQ: ENGL 6681.

**ENGL 6685 Seminar in Linguistics 3 credits.** Advanced studies in selected topics in linguistics. Course includes application of linguistic theories to specific forms of communication within the discipline of English. Repeatable with different topics.

**ENGL 6690 Graduate Reading 3 credits.** Supplementary reading course, arranged on an individual basis, to cover course content not otherwise available in the graduate program. Requires conferences with a faculty supervisor, written assignments or examination, and approval of a prospectus by the Graduate Committee. Repeatable with different topics. Does not count toward degree requirements.

**ENGL 6694 Dissertation and Comprehensive Exam Preparation 1-6 credits.** Student prepares a dissertation proposal and comprehensive exam lists and studies for qualifying exams in consultation with his or her dissertation director. Requires dissertation director's approval of projected dissertation research area, exam areas, and committee members. Limited to Ph.D. students only. Does not count toward degree requirements. Repeatable up to 7 credits. Graded S/U.

**ENGL 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENGL 7700 Supervised Teaching Internship 3 credits.** Practical experience in classroom or laboratory teaching. Enrollment limited to Ph.D. students. Repeatable to up to 9 credits. Graded S/U.

**ENGL 7731 Practicum in Teaching Composition 3 credits.** Teaching composition under supervision. Required of, and limited to, second semester M.A. teaching assistants. PREREQ: ENGL 6631. Graded S/U.

**ENGL 7750 Doctoral Thesis 1-6 credits.** Doctoral thesis, consisting of two papers, each the equivalent of a well-developed article. D.A. program only. May be repeated for a maximum of 12 credits. Graded S./U.

**ENGL 7783 Practicum in Second Language Teaching 3 credits.** Supervised practicum in ELS teaching or tutoring. Required for TESOL certificate. PREREQ: ENGL 6681, 6682 AND 12-15 CREDITS TOWARD TESOL CERTIFICATE.

**ENGL 8850 Doctoral Dissertation variable credits.** Research project with a section exploring implications for the teaching of English. Ph.D. program only. Repeatable. Graded S/U.

## Philosophy Graduate Courses

**PHIL 5500 Philosophy of Art 3 credits.** Study of philosophic problems encountered in

perceiving, interpreting, and evaluating works of art. Topics include the nature of a work of art, aesthetic response, expression, symbol; the nature and role of representation; the nature of interpretive and evaluative claims.

**PHIL 5510 Philosophy of Language 3 credits.** Study of theories of language, with emphasis on contemporary thinkers such as Frege, Heidegger, Russell, Wittgenstein, Piaget, and Chomsky. Topics include the nature and origin of meaning, the temporal dimension of discourse, the significance of syntax, animal languages, computer languages.

**PHIL 5520 Philosophy of Mind 3 credits.** Inquiry into the mind-body problem and representative solutions, such as dualism, philosophical behaviorism, central-state materialism. Related topics include the self, personal identity, immortality, claims of parapsychology, mystical consciousness.

**PHIL 5525 Existentialism 3 credits.** A survey of major works of Kierkegaard, Nietzsche, Heidegger, Sartre, and Camus. Topics may include the origins of values, the death of God, the varieties of despair, the inevitability of love's failure and the absurdity of life.

**PHIL 5530 Philosophy of Science 3 credits.** A survey of the philosophical issues related to science. Topics include the nature of scientific theories, science and non-science, scientific explanation and causation, realism and anti-realism in science, and scientific revolutions. Specific, evaluated graduate-level activities are identified in the course syllabus.

**PHIL 5535 Metaphysics 3 credits.** A study of some of the main questions of metaphysics including such topics as being, substance, universals, space and time, appearance and reality, identity, freewill and determinism, causality and the nature and possibility of metaphysics itself.

**PHIL 5540 Philosophy and Literature 3 credits.** Reflections on the relation between poetic and speculative discourse. Topics include forms of consciousness, temporality and narrative, metaphysics of genre. Cross-listed as ENGL 5540.

**PHIL 5550 Ethical Theory 3 credits.** Study of the nature of value claims, stressing ethical value claims; examination of the scope of reason in ethical decision-making. Applications to normative ethical theories. Related topics include human rights, justice, ethical and legal systems.

**PHIL 5555 Environmental Ethics 3 credits.** Examination of ethical issues that arise in our relationship with the natural environment.

Topics include the moral status of non-human animals and ecosystems, the nature and value of wilderness, endangered species, human population, human poverty, sustainable growth, and climate change. Specific evaluated graduate-level activities are identified in the course syllabus.

**PHIL 5560 Theory of Knowledge 3 credits.** A survey of topics in epistemology such as the nature of knowledge, the problem of skepticism, and the nature of justification. Various claims about the sources of knowledge, and truth will also be considered. Readings from classical and contemporary sources. Specific, evaluated graduate-level activities are identified in the course syllabus.

**PHIL 5570 Symbolic Logic and Foundations of Mathematics 3 credits.** A comprehensive study of formal methods of determining validity and of systems of symbolic logic, with attention to the philosophy of logic and the relationship between logic and mathematics.

**PHIL 5590 Philosophy Seminar 1-3 credits.** Advanced reading and discussion on selected topics in philosophy. May be taken for credit more than once with permission of the department.

**PHIL 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U .

**PHIL 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PHIL 6600 Ethics in Health Care 3 credits.** Application of ethical principles and theories to current issues in health care. Topics include allocation of scarce resources, informed consent, duty to treat, research on human subjects, organ transplants, death and dying.

**PHIL 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

# Department of Languages and Literatures

Program Director: Park  
Professors: Park, Sieber  
Associate Professors: Hunt, Tarp  
Instructor and Lab Director: McCurry  
Adjunct Faculty: Bassett, Brookman, Coffield,  
Dillon, Eldredge, Fukuoka, Heath, Johnsen,  
Robredo, Tatarova

## Goals

To increase knowledge and understanding of languages and cultures other than English through the development of foreign language skills in speaking, writing, reading, listening, and cultural competence.

## Foreign Languages Graduate Courses

(No graduate degrees are offered)

**LANG 5537 The Teaching of Foreign Languages 2-3 credits.** Study of the various methods used in teaching foreign languages, the extent and scope of language courses; the selection of suitable textbooks; audio-visual techniques and their contribution to language instruction. PREREQ: PERMISSION OF INSTRUCTOR.

**LANG 5555 Introduction to Phonetics 3 credits.** Introduction to descriptive linguistics focusing on phonetics and phonetic phenomena of English and the other languages of the world. Extensive practice in perception and production of such phenomena. Cross-listed as ANTH 5555. PREREQ: LANG/ANTH 1107.

**LANG 5556 Introduction to Phonology and Morphology 3 credits.** Phonological theory and analysis; current theories in morphology. Phonological rules, representations, underlying forms, derivation, justification of phonological analyses; morphological structure, derivational and inflectional morphology; relation of morphology to phonology. Cross-listed as ANTH 5556. PREREQ: LANG/ANTH 1107.

**LANG 5577 Phonology 3 credits.** Study of articulatory phonetics and practice in phonetic transcription of a broad survey of languages; phonological analysis and theory. PREREQ: PERMISSION OF INSTRUCTOR.

**LANG 5584 Special Topics in Linguistics 3 credits.** Rotating topics in different areas of linguistics. Consult current schedule of classes for exact course being taught. Specific and evaluated graduate level activities and perfor-

mances are identified in the course syllabus. PREREQ: PERMISSION OF INSTRUCTOR.

**LANG 5588 Foreign Language Seminar 3 credits.** Advanced studies in selected topics from language, culture, literatures or methods of research. May be conducted in English. May be repeated up to 6 credits with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**LANG 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U .

**LANG 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**LANG 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Comparative Literature Courses

**CMLT 5515 Studies in Major National Literatures 3 credits each.** Studies in important literatures and cultures not otherwise covered by regular course offerings. Will include literatures in translation and literature written in English outside of America and the British Isles. Also listed as ENGL 5555.

**CMLT 5588 Comparative Literature Seminar 3 credits.** Advanced work in the areas of cultural studies, literature, and research methods. May be conducted in English. May be repeated for up to 6 credits with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**CMLT 5535 Topics in World Film Studies 3 credits.** Rotating topics in world film studies. Consult schedule of classes for topic being taught. May be repeated with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**CMLT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CMLT 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## French Graduate Courses

**FREN 5500 French Advanced Grammar 3 credits.** Survey of selected grammar and composition topics on the advanced level. PREREQ: PERMISSION OF INSTRUCTOR.

**FREN 5565 French Translation and Interpretation 3 credits.** Theory and principles of translation and/or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary, may be repeated once with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: PERMISSION OF INSTRUCTOR.

**FREN 5565L Interpretation/Translation Lab 1-3 credits.** Intensive application of interpretation practices and procedures presented in FREN 4465. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: FREN 3301 or FREN 3302. Prereqs may be taken concurrently. Lab Fee.

**FREN 5570 Readings in French 2 credits.** Reading, discussion, and writing on selected topics in French literature. May be repeated once with different content. Conducted in French. PREREQ: PERMISSION OF INSTRUCTOR.

**FREN 5575 Topics in Culture & Literature 3 credits.** This course is designed to offer students an opportunity to explore a topic of interest in French or francophone literature and culture at a more advanced level through the study of a wide variety of literary and cultural texts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: CMLT 3360 or FREN 3301 or FREN 3302. Prereqs may be taken concurrently.

**FREN 5595 Topics in Lang & Cult for Professions 1-3 credits.** Workshops offer students opportunities to enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be



repeated 3X with different content. Workshop Fee.

**FREN 5580 Independent Study in French 3 credits.** A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the student. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**FREN 5590 French Senior Seminar 3 credits.** Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated up to 6 credits with different content. Conducted in French. PREREQ: PERMISSION OF INSTRUCTOR.

**FREN 5595 Topics in Lang & Cult for Professions 1-3 credits.** Workshops offer students opportunities to enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: N/A. Workshop Fee.

**FREN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**FREN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## German Graduate Courses

**GERM 5560 German Translation and Interpretation 3 credits.** Theory and principles of translation and/or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary, may be repeated once with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**GERM 5560L Interpretation/Translation Lab 1-3 credits.** Intensive application of interpretation practices and procedures presented in GERM 4460. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: GERM 3301 or GERM 3302. Prereqs may be taken concurrently. Lab Fee.

**GERM 5570 Readings in German 1-2 credits.** Reading, discussion, and writing on selected topics in German literature. May be repeated once with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**GERM 5575 Topics in Culture & Literature 3 credits.** This course is designed to offer students an opportunity to explore a topic of interest in Germanic literature and culture at a more advanced level through the study of a wide variety of literary and cultural texts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: CMLT 3360 or GERM 3301 or GERM 3302. Prereqs may be taken concurrently.

**GERM 5580 Independent Study in German 3 credits.** A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the student. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**GERM 5590 German Senior Seminar 3 credits.** Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated up to 6 credits with different content. Conducted in German. PREREQ: PERMISSION OF INSTRUCTOR.

**GERM 5595 Topics in Lang & Cult for Professions 1-3 credits.** Workshops offer students opportunities to enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: N/A. Workshop Fee.

**GERM 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**GERM 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Japanese Graduate Courses

**JAPN 5570 Readings in Japanese 2 credits.** Reading, discussion, and writing on selected topics in Japanese literature. May be repeated once with different content. Conducted in

English or Japanese, depending on each student's skills. PREREQ: PERMISSION OF INSTRUCTOR.

**JAPN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**JAPN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Latin Graduate Courses

**LATN 5570 Readings in Latin 2 credits.** Reading, discussion, and writing on selected topics in Latin literature. May be repeated once with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**LATN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**LATN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Russian Graduate Courses

**RUSS 5570 Readings in Russian 2 credits.** Reading, discussion, and writing on selected topics in Russian literature. May be repeated once with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**RUSS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**RUSS 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling

ing department. Experimental courses may be offered no more than three times. May be repeated.

## Spanish Graduate Courses

**SPAN 5500 Spanish Advanced Grammar 3 credits.** Survey of selected grammar and composition topics on the advanced level. PREREQ: PERMISSION OF INSTRUCTOR.

**SPAN 5560 Spanish Translation and Interpretation 3 credits.** Theory and principles of translation and /or interpretation and their application in the fields of literature, business, law, and medicine. Topics may vary. May be repeated once with a different content. PREREQ: PERMISSION OF INSTRUCTOR.

**SPAN 5560L Interpretation/Translation Lab 1-3 credits.** Intensive application of interpretation practices and procedures presented in SPAN 4460. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: SPAN 3301 or SPAN 3302. Prereqs may be taken concurrently. Lab Fee.

**SPAN 5570 Readings in Spanish 2 credits.** Reading, discussion, and writing on selected topics in Spanish literature. May be repeated once with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**SPAN 5575 Topics in Culture & Literature 3 credits.** This course is designed to offer students an opportunity to explore a topic of interest in Hispanic literature and culture at a more advanced level through the study of a wide variety of literary and cultural texts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: CMLT 3360 or SPAN 3301 or SPAN 3302. Prereqs may be taken concurrently.

**SPAN 5580 Independent Study in Spanish 3 credits.** A directed project, under the guidance of an instructor, emphasizing individual study or research according to the needs of the study. May be repeated. PREREQ: S PERMISSION OF INSTRUCTOR.

**SPAN 5590 Spanish Senior Seminar 3 credits.** Advanced studies in selected topics from language, culture, literatures or methods of research. May be repeated up to 6 credits with different content. Conducted in Spanish. PREREQ: PERMISSION OF INSTRUCTOR.

**SPAN 5595 Topics in Lang & Cult for Professions 1-3 credits.** Workshops offer students

opportunities to enhance and supplement linguistic and cultural proficiency in a variety of professional contexts. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated 3X with different content. Prereqs: N/A. Workshop Fee.

**SPAN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SPAN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## School of Performing Arts

Chair and Associate Professor: Thomas Hasenpflug

Professors: Bond, Brooks, Dienstfrey, Earles, Lane, Livingston Friedley, Schroder, Young  
Associate Professors: Gross, Harwood, Hasenpflug

Assistant Professors: V. Ballam, Helman, Kloss, K. York

Assistant Lecturer: Helman, Romine  
Adjunct Faculty: G. Adams, M. Adams, B. Attebery, Banyas, Cha, Drake, Espinosa, G. Friedley, Hughes, LoPiccolo, Neiwirth, O'Brien, Romine, Sorenson, M. York

## Master of Education in K-12 Education Music Education

36 Credits

(Music content courses listed below)

The M Ed in Music Education is a degree program housed in the College of Education and presented in collaboration with the Department of Music. For admission into this program, apply first to the College of Education Department of Educational Foundations. Music content courses are listed in this section.

The M.Ed. in Music Education is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to music education. The program is designed to meet the needs of music education

specialists who work in the public school system (grades K-12) or who aspire to further graduate study and teaching in music education.

## Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, individuals applying for admission to the Master of Education/Music Education, must meet the following admission requirements:

- Bachelor's degree in music from an accredited college or university.

It is expected that students will meet basic requirements for public school certification.

- Completion of entrance examinations in music history and music theory. Students whose examination indicate deficiencies will be granted Classified (w/PR) Status. Any course used to remove deficiencies does not count toward the degree. When deficiencies have been removed, the student may seek Classified Status.

## General Requirements

Students complete a minimum of 36 semester credit hours for the Master's degree. Students seeking Idaho Certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students have professional experience in an education context.

### Education Core (12 credits)

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr
EDUC 6616 Integration of Technology into School Curriculum	3 cr

### Pedagogy and Content (24 credits)

MUSC 5515 Seminar in Band Music	2 cr
OR	
MUSC 5516 Seminar in Choral Music	2 cr
OR	
MUSC 5518 Seminar in Orchestral Music	2 cr
MUSC 5545 Advanced Instrumental Conducting	2 cr
MUSC 5546 Advanced Choral Conducting	2 cr
MUSC 6601 Foundations in Music Education	3 cr
MUSC 6610 Practicum in Rehearsal Techniques	2 cr
MUSC 6671 Music Education Seminar	3 cr
Graduate Performance Ensemble (2 semesters)	2 cr
Music History/Theory Elective	2-3 cr
Music History/Theory Elective	2-3 cr
Other Music Electives	4-6 cr
Total	36 cr

## Music Graduate Courses

**MUSC 5506 Opera Literature 3 credits.** Masterworks of operatic literature.

**MUSC 5507 Symphonic Music Literature 3 credits.** Masterworks of symphonic literature.

**MUSC 5508 Chamber Music Literature 3**

**credits.** Masterworks of chamber music literature.

**MUSC 5511 Instrument Literature 2 credits.** A study of instructional materials and literature for an orchestral instrument or guitar. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5512 Instrument Pedagogy 2 credits.** A survey and comparative study of pedagogical materials, principles and procedures. Application of pedagogical techniques in teaching situations. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5513 Piano Literature 2 credits.** A study of instructional materials and literature for piano. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5514 Piano Pedagogy 2 credits.** A survey and comparative study of pedagogical materials, principles and procedures for piano. Application of pedagogical techniques in teaching situations. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5515 Seminar in Band Music 2 credits.** Analysis and study of instrumental works from the Baroque to the present era with particular attention to performance practice. PREREQ: MUSC 3305-3306 OR EQUIVALENT.

**MUSC 5516 Seminar in Choral Music 2 credits.** Analysis and study of choral works from the Renaissance through the present era with particular attention to performance practice.

**MUSC 5518 Seminar in Orchestral Music 2 credits.** Analysis and study of orchestral works from the Baroque to the present era with particular attention to performance practice. PREREQ: MUSC 3305 and MUSC 3306 or equivalent.

**MUSC 5519 Voice Literature 3 credits.** Instructional materials and literature for voice. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5520 Voice Pedagogy 3 credits.** A survey and comparative study of pedagogical materials, principles, and procedures for voice, with application. PREREQ: JUNIOR LEVEL STANDING IN APPLIED MUSIC OR PERMISSION OF INSTRUCTOR.

**MUSC 5524 Music in the Baroque Era 3**

**credits.** Intensive study of music from Monteverdi through J.S. Bach.

**MUSC 5525 Music in the Classical Era 3 credits.** Intensive study of music in the Classical era, principally 1730 through Beethoven.

**MUSC 5526 Music in the Romantic Era 3 credits.** Intensive study of music in the Romantic era, principally 1800 to 1900.

**MUSC 5527 Music in the Modern Era 3 credits.** Intensive study of music in the Modern era, principally since 1900.

**MUSC 5529 Advanced Music History Survey 3 credits.** Study of music history topics, including vocal and instrumental forms and styles. PREREQ: MUSC 3304, MUSC 3305 AND MUSC 3306.

**MUSC 5532 Instrumental Arranging 2 credits.** Arranging music for different instrumental combinations and various textures.

**MUSC 5533 Composition 2 credits.** Individual instruction in the organization of musical ideas into logical and homogeneous forms with an emphasis on contemporary styles. May be repeated up to 12 credits.

**MUSC 5535 Analysis of Musical Styles 2 credits.** The techniques of stylistic analysis of music from the Baroque period through the 20th century.

**MUSC 5538 Special Topics in Music Theory 2 credits.** Advanced studies in selected topics in music theory. May be repeated up to 6 credits with change of topic.

**MUSC 5539 Advanced Music Theory Survey 3 credits.** Study of music theory methods, including harmonic and formal analysis.

**MUSC 5545 Advanced Instrumental Conducting 2 credits.** Designed for secondary school music educators. Practical experience in analyzing and rehearsing instrumental conducting techniques for a wide variety of instrumental music. PREREQ: MUSC 3320.

**MUSC 5546 Advanced Choral Conducting 2 credits.** Designed for secondary school music educators. Practical experience in analyzing and rehearsing choral conducting techniques for a wide variety of choral music. PREREQ: MUSC 3319.

**MUSC 5591 Independent Study 1-4 credits.** Supervised study in selected areas, primarily research, writing, or analysis. May be repeated to a maximum of 7 credits. PREREQ: PERMISSION OF INSTRUCTOR AND DEPARTMENT CHAIR.

**MUSC 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**MUSC 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MUSC 6601 Foundation in Music Education 3 credits.** Historical, philosophical, and psychological foundations of music education, with their application to current instruction and evaluation.

**MUSC 6610 Practicum in Rehearsal Techniques 2 credits.** Advanced techniques of ensemble rehearsal, including procedures, diagnostic and achievement evaluation, planning and pedagogy. PREREQ: MUSC 5515 OR MUSC 5516, MUSC 5517.

**MUSC 6650 Thesis Project 1-4 credits.** The student will present a public graduate recital, supervised by a faculty member in the music department. In addition to the recital, a paper will be submitted demonstrating extensive familiarity with research relative to the music performed in the recital. This paper will be written under the supervision of a faculty member from the College of Education and faculty members from the Music Department. The completed paper and recital are to be accepted by the examining committee and the paper filed with the dean of the College of Education. A recording of the recital will be filed with the music department. May be repeated. Graded S/U.

**MUSC 6671 Music Education Seminar 3 credits.** Advanced examination of concepts, principles, models, and theories of instruction in music education. Seminar format requires active participation in readings, discussion, presentations, and written assignments. PREREQ: MUSC 6601 AND MUSC 6610.

**MUSC 6695 Graduate Recital 2 credits.** Public recital culminating from applied music study at the graduate level. Graded S/U.

**MUSC 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Graduate Performance Ensembles

**MUSP 5566 Chamber Choir 1 credit.** Reading, study and performance of representative literature for chamber choir. Emphasis is placed on the individual's contribution toward the highest of choral standards. May be repeated. **PREREQ:** Junior level standing in applied music.

**MUSP 5567 Opera Workshop 1 credit.** Ensemble course devoted to the study and presentation of an opera. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

**MUSP 5568 Instrumental Ensemble 1 credit.** Ensemble training in various instrument combinations, such as string quartet and various woodwind and brass ensembles. Section 1, Woodwind Ensemble; 2, Brass Ensemble; 3, Percussion Ensemble; 4, String Ensemble; 5, Guitar Ensemble; 6, Keyboard Ensemble. May be repeated.

**MUSP 5569 Orchestra 1 credit.** Sight reading of representative orchestral literature; orchestral routine, study, and public performance of major symphonic compositions including orchestral accompaniments. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

**MUSP 5572 ISU Women's Choir 1 credit.** Study, rehearsal and performance of traditional and non-traditional choral music for treble voices. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

**MUSP 5573 Concert Choir 1 credit.** Study and performance of the entire body of choral music. Includes several performances and concerts. Emphasis on attaining high musical standards and levels of choral-vocal proficiency. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

**MUSP 5577 Symphonic Band 1 credit.** Rehearsal and performance of traditional and contemporary wind literature in on- and off-campus concerts. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

**MUSP 5578 Jazz Band 1 credit.** Rehearsal and performance of standard and contemporary big-band literature. One or two concerts are given each semester. **PREREQ:** JUNIOR LEVEL STANDING IN APPLIED MUSIC.

### Applied Music—Private Lessons

**MUSA 5521 Piano 1-3 credits each.** May be repeated.

**MUSA 5531 Voice 1-3 credits each.** May be repeated.

**MUSA 5541 Organ 1-3 credits each.** May be repeated.

**MUSA 5561 Strings 1-3 credits each.** Section 1, Violin; 2, Viola; 3, Cello; 4, String Bass; 5, Classical Guitar. May be repeated.

**MUSA 5565 Brass Instruments 1-3 credits each.** Section 1, Trumpet; 2, French Horn; 3, Euphonium; 4, Trombone; 5, Tuba.

**MUSA 5575 Woodwind Instruments 1-3 credits each.** Section 1, Flute; 2, Clarinet; 3, Oboe; 4, Bassoon; 5, Saxophone.

**MUSA 5585 Percussion Instruments 1-3 credits each.**

## Master of Arts in Theatre Goals

The primary objectives related to the graduate Theatre program are to help students develop the following competencies:

1. A highly developed understanding of the history and literature of the art.
2. The ability to read, understand, and critique scholarly theatre-related essays and books.
3. The ability to contribute to general theatre scholarship.
4. The demonstrated ability to continue with graduate work toward a terminal degree, whether an M.F.A. or Ph.D.
5. To develop pedagogical skills enabling the students to pass on their knowledge to others.
6. Knowledge of theatre as a social and aesthetic experience.
7. Competence in basic acting and directing skills.
8. Competence in technical aspects of theatre.
9. Competence in study skills.
10. Competence in research skills.
11. Competence in thinking clearly, logically, and independently.
12. Ability to effectively communicate and work within a collaborative art.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School.

### General Requirements

THEA 6601 Introduction to Research in Drama	3 cr
THEA 6641 Seminar in Drama Theory	3 cr
THEA 6642 Seminar in Drama Theory	3 cr
THEA 6650 Thesis	1-6 cr
Theatre Electives	15-20 cr
Minimum Total Credits	30 cr

The Theatre electives may be selected from 5000 - and 6000- level courses in Theatre or other graduate courses approved by the Theatre Director of Graduate Studies. Students may not register for a 5000-level course if they have already earned undergraduate credit in the equivalent 4000-level course, unless approval is obtained from the Theatre Director of Graduate Studies.

### Theatre Graduate Courses

**THEA 5500 Theatre Backgrounds I 3 credits.** Theatre and drama, from their origins through the Jacobean period.

**THEA 5501 Theatre Backgrounds II 3 credits.** Study of the theatre and drama from the Spanish Golden Age through the "well-made play."

**THEA 5502 Stage Costume History 3 credits.** A survey of the history of western clothing from Ancient Egypt through the present. Study of the social context and motivations behind the evolution of clothing, silhouette, and costume components.

**THEA 5503 Stage Costume Design 3 credits.** Costume design for the theatre incorporating the influence of period, concept, and mood. Course work includes text analysis, research, drawing, painting, and collage.

**THEA 5504 Problems in Acting 3 credits.** Focuses on special acting problems such as characterization, movement, voice, pantomime, and film and television acting. Content varies from year to year. May be repeated once with the consent of the instructor.

**THEA 5505 Advanced Costume Construction 3 credits.** A study in period corset and millinery construction. A lab course in which students gain practical experience and skills crucial to a career in costume technology.

**THEA 5506 Advanced Light Design 3 credits.** Study of lighting design in performing arts. Students gain knowledge through actualized projects, study of television and film lighting, and exploration of the Controllable properties including color.

**THEA 5512 Scenic Painting 3 credits.** A study of painting techniques as used in theatrical scenery; theory, practice, and equipment will be investigated as they apply to the art of stage painting.

**THEA 5519 Modern European Theatre 3 credits.** Continental and British theatre and drama from 1850 to mid-twentieth century.

**THEA 5520 American Theatre 3 credits.** American theatre and drama from the beginning to mid-twentieth century.

**THEA 5521 Basic Pattern Drafting for Stage Costuming 3 credits.** Cutting patterns from measurements. Adjusting various patterns to designs. Alterations and fittings. PREREQ: PERMISSION OF INSTRUCTOR.

**THEA 5522 Period Pattern Drafting for Stage Costuming 3 credits.** Use of the basic patterns to reproduce historical costumes from the 12th century to 1950. PREREQ: PERMISSION OF INSTRUCTOR.

**THEA 5524 Advanced Acting Styles 3 credits.** Study of the various period styles of acting including Greek, Medieval, Elizabethan, Restoration, and 19th century melodrama. The student will act in a series of special projects encompassing a variety of styles. PREREQ: PERMISSION OF INSTRUCTOR.

**THEA 5526 Advanced Scene Design 3 credits.** Study of scene design in performing arts and beyond. Students work toward portfolio-quality work in realized and non-realized projects in theatre, television, film, and design areas.

**THEA 5555 Beginning Stage Direction 3 credits.** Consideration of aesthetics of dramatic production and the relationship of basic techniques of stage direction. Includes the direction of scenes and short one-act plays. PREREQ: PERMISSION OF INSTRUCTOR.

**THEA 5556 Advanced Stage Direction 3 credits.** Advanced theories in techniques of stage direction including consideration of period styles. The student will direct a series of advanced projects including scenes and a complete one-act play. PREREQ: THEA 5555, OR PERMISSION OF INSTRUCTOR.

**THEA 5570 Contemporary Theatre 3 credits.** World drama and theatre during the five most recent decades.

**THEA 5590 Practicum Theatre Arts II 1-3 credits.** Integrated projects for advanced students in various areas of theatre arts emphasizing analysis and presentation of experimental work. May be repeated for a maximum of four credits, with different content.

**THEA 5591 Independent Research Project II 1-2 credits.** Under the supervision of the drama faculty, students will undertake special research projects in theatre. May be repeated once with different content.

**THEA 5597 Professional Education Development Topics. Variable credit.** A course for

practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**THEA 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated. Graded S/U.

**THEA 6601 Introduction to Research in Drama 3 credits.**

**THEA 6641 Seminar in Drama Theory 3 credits.**

**THEA 6642 Seminar in Drama Theory 3 credits.**

**THEA 6650 Thesis 1-6 credits.** May be repeated. Graded S/U.

**THEA 6660 Graduate Degree Papers 1-2 credits.** May be repeated. Graded S/U.

**THEA 6691 Independent Study in Drama 1-4 credits.** Supervised individual study in drama. Instructor's consent required. May be repeated for a maximum of 4 credits.

**THEA 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Museum

Director, Research Curator and Anthropology Division Head; Director, Idaho Virtualization Laboratory; Director, Center for Archaeology, Materials, and Applied Spectroscopy, and Anthropology Research Professor: Maschner  
Anthropology Collections Manager (IMNH): Tews  
Earl R. Swanson Archaeological Repository Manager (IMNH): Commendador-Dudgeon

### Mission Statement

The Mission of the Idaho Museum of Natural History is to acquire, preserve, study, interpret, and display objects relating to the natural history of Idaho and the Northern Intermountain West for research and education. The Museum seeks to enhance in the citizens of Idaho and visitors an understanding of and delight in Idaho's natural and cultural heritage. Specific areas of interest encompass the anthropology, botany, geology, paleontology, and zoology of Idaho and the Northern Intermountain West.

Audiences served include citizens of Idaho, visitors, and the national and international community of students and scholars. Information is disseminated through exhibitions, public and professional presentations, publications, formal and informal education, telecommunications, and other interpretive programs.

### Museum Graduate Courses

(No graduate degrees are offered)

**MUSE 5550 Independent Study in Museum Methods 1-3 credits.** Individual projects based on student's background and interests. Could include, but not limited to, advanced work in collections management, exhibit design and construction, museum education, or administration. May be repeated up to 6 credits. PREREQ: MUSE 4411 OR PERMISSION OF INSTRUCTOR.

## Division of Social and Behavioral Sciences

### Department of Anthropology

Interim Chair and Professor Stocks  
Professors: Cartwright, Loether, Lohse  
Associate Professors: Reedy-Maschner  
Assistant Professors: Dudgeon, Peterson  
Native Language Instructor: Gould  
Adjunct Faculty: Dean,  
Research Affiliate Faculty: Hansen, Woods

### Mission

The mission of the Department of Anthropology is to research and teach about humankind the world over from the distant past to the present. Anthropology consists of sub-fields that specialize in the human past, human biology and evolution, language, society, and culture, and provides cross-cultural, environmental, international, and global perspectives on past and present human behavior. An important part of the anthropology mission at Idaho State University is to apply anthropological concepts to the resolution of important social, cultural, and environmental problems of our times. The Department of Anthropology offers graduate students courses leading to the Master of Arts or Master of Science degree in Anthropology, with opportunities for specialization in archaeological science, ecological, medical, and applied anthropology, linguistics, biocomplexity, informatics, and oral history.

## Goals

Students who have completed a graduate degree in Anthropology at Idaho State University should be able to:

1. Read and understand anthropological theory at a professional level.
2. Understand current debates within the field of anthropology.
3. Synthesize and critically evaluate the professional literature.
4. Use a comparative approach to theorize about the similarities and differences in the human condition across space and through time.

Measurable Outcomes - The Thesis or Special Project should show the following competencies based on the learning objectives:

1. Write a proposal for pure research or the application of theory to contemporary social issues.
2. Perform quantitative and/or qualitative analysis of data appropriate to the chosen subdiscipline.
3. Competently conceive, conduct, and write-up either research in anthropology or applications of anthropology at a level suitable for publication.

## Admission Requirements

The student must apply to, and meet all criteria for admission to the Graduate School. In addition the student must provide:

1. A letter of application, including areas of interest and professional goals;
2. Three letters of recommendation;
3. Undergraduate transcripts and transcripts of any previous post-graduate coursework;
4. Minimum grade point average of 3.0;
5. Total GRE scores that average at least the 50th percentile for admission;
6. An undergraduate degree in anthropology is not required for acceptance into the program; however, students without upper division coursework in sociocultural anthropology, archaeology, and human origins equivalent to ANTH 5501, 5503, 5530, and an upper division linguistic anthropology course will be required to take these courses or approved readings courses before enrolling in content-respective graduate seminars.

## General Requirements

### Option 1: Master of Arts

1. A minimum of 30 credits must be taken, including 15 at the 6600-level or higher and these required courses:

ANTH 6605 Seminar in Linguistic Anthropology	3 cr
ANTH 6615 Seminar in Biological Anthropology	3 cr
ANTH 6625 Seminar in Sociocultural Anthropology	3 cr
ANTH 6635 Seminar in Archaeology	3 cr
PLUS	

ANTH 6641 Research Project	6 cr
OR	
ANTH 6650 Thesis	6 cr

2. An additional 9 credits of graduate level courses approved by the student's advisor are also required.
3. Fours semesters of foreign language must be completed, or equivalent competence must be demonstrated.

### Option 2: Master of Science

1. A minimum of 30 credits must be taken, including 15 at the 6600-level or higher and these required courses:

Two of the following graduate seminars:	
ANTH 6605, 6615, 6625, 6635	6 cr
PLUS	
ANTH 6641 Research Project	6 cr
OR	
ANTH 6650 Thesis	6 cr

2. An additional 9 credits of advanced techniques and methods courses are also required.

### Additional Requirements for Option 1 and Option 2:

1. By the end of the first semester, each student must develop a proposed program of study specifying elective courses (Options 1 and 2) and techniques and methods courses (Option 2) in consultation with the student's graduate advisor.
2. Students completing an M.S. or M.A. in Anthropology with an MPH degree may apply up to 9 credits to both degrees subject to approval of the student's advisors in both programs.
3. To maintain Classified status, students must register for a minimum of 6 credits in the Fall and Spring Semesters of the first year.
4. Each student must write a Master's thesis or publishable manuscript, and must successfully defend it in a formal oral examination.

## Anthropology Graduate Courses

**ANTH 5501 History and Theory of Sociocultural Anthropology 3 credits.** Survey of the development of anthropology, various schools of thought, important personalities, and concepts that have contributed to anthropology over time. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5502 Ecological Anthropology 3 credits.** Interaction of human bio-cultural systems and environment. Relations of natural resources, technological inventories, social organization, cultural categories. Native resource management practices. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5503 Method and Theory in Archaeology 3 credits.** History of the development of current methods and theory in archaeology and contemporary applications. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5504 Material Culture Analysis 3 credits.** Method and analyses used in archaeology and anthropology to understand the relationship between objects and culture. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5505 Analytical Techniques Laboratory 1 credit.** Analytical techniques laboratory to accompany ANTH 5504. Students will complete an assigned project in material culture analysis. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5506 American Indian Health Issues 3 credits.** An overview of health concerns, both current and past, of American Indian people, and the biological and sociocultural factors which influence health status. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5507 Anthropology of Global Health 3 credits.** How cultures define health and illness, and how these definitions ultimately influence the health status of individuals. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5508 Topics in Medical Anthropology 3 credits.** Rotating topics, including international health issues, ethno-psychiatry, ethnomedicine and non-western healing systems. May be repeated for a maximum of 6 credits. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 5507 or PERMISSION OF INSTRUCTOR.

**ANTH 5509 Clinical Medical Anthropology 3 credits.** Explores the culture of biomedicine and the beliefs of patients. Topics include doctor/patient communication, cultural competency, cultural construction of risk, critiques of high-tech medicine and the international pharmaceutical industry.

**ANTH 5510 Introduction to Cultural Resources Management 3 credits.** Introduction to CRM reviewing historic preservation and federal legislation as they pertain to archaeology; practical experience in site survey and recording. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5513 Old World Archaeology 3 credits.** Prehistory of the Old World. Precise areal focus and periods may vary. Includes both theory and exposition. May be repeated for up to 6 credits with different course topics. Specific, evaluated graduate-level activities and/or performances are identified in the

course syllabus. PREREQ: ANTH 2203 OR PERMISSION OF INSTRUCTOR.

**ANTH 5514 New World Archaeology 3 credits.** Examination of the prehistory of the Americas with emphasis on the North American Continent. May be repeated for up to 6 credits with different course topics. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 2203 OR PERMISSION OF INSTRUCTOR.

**ANTH 5530 Human Evolution 3 credits.** Examines relevant topical issues/problems in human evolution from a bioanthropological, ecological and demographic perspective, including paleoanthropology, evolutionary genetics, and the impact of health, nutrition and disease in human populations. May be repeated for up to 6 credits. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 22230 OR PERMISSION OF INSTRUCTOR.

**ANTH 5532 Human Osteology 3 credits.** Provides a comprehensive, working knowledge of the human skeletal system presented in a laboratory context, including identification of individual bones, osteogenesis, pathologies, demography and the applications of knowledge and techniques in real world settings. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 2230 OR PERMISSION OF INSTRUCTOR.

**ANTH 5539 Principles of Taphonomy 3 credits.** Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Cross-listed with BIOL 5539 and GEOL 5539. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5549 Qualitative Research Methods 3 credits.** Study of qualitative research methods. Data gathering techniques and data analysis will be covered. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 2250 OR PERMISSION OF INSTRUCTOR.

**ANTH 5550 Sociolinguistics 3 credits.** Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Cross-listed as ENGL 5588. PREREQ: ANTH 1107, ENGL 2281, OR PERMISSION OF INSTRUCTOR.

**ANTH 5552 American Indian Verbal Arts 3 credits.** Analysis of current theories in the study of oral literature and ethnopoetics, focusing on the oral traditions of American Indians.

**ANTH 5554 Survey of American Indian Languages 3 credits.** History of scholarship, analysis and classification of American Indian languages with emphasis on the languages of a particular phylum or geographical area. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5555 Phonetics 3 credits.** Introduction to descriptive linguistics focusing on phonetics and phonetic phenomena of English and the other languages of the world. Extensive practice in perception and production of such phenomena. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Cross-listed as LANG 5555. PREREQ: ANTH/LANG 1107.

**ANTH 5556 Phonology and Morphology 3 credits.** Phonological theory and analysis; current theories in morphology. Phonological rules, representations, underlying forms, derivation, justification of phonological analyses; morphological structure, derivational and inflectional morphology; relation of morphology to phonology. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Cross-listed as LANG 5556. PREREQ: ANTH/LANG 1107.

**ANTH 5558 Historical Linguistics 3 credits.** The methods and theories of the historical study of language. The comparative method, internal reconstruction, linguistic change over time, genetic typology of languages, and applications to prehistory.

**ANTH 5559 Linguistic Field Methods 3 credits.** Practical experience in linguistic analysis of a language using data elicited from a native speaker. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5563 Applied Statistics in Anthropology 3 credits.** Practical applications of commonly used statistical analyses in anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5564 Advanced Analytical Methods in Anthropology 3 credits.** Examination and practical experience in applying advanced quantitative, qualitative, and laboratory methods and analyses. May be taken for up to 6 credits. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ANTH 5563

OR PERMISSION OF INSTRUCTOR.

**ANTH 5572 Native American Arts 3 credits.** Survey of Native American arts and industries, including prehistoric, ethnographic, and contemporary venues. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5574 Topics in Indian Education 3 credits.** Rotating review of topics dealing with issues in Indian education. Consult current schedule of classes for exact course being taught. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated.

**ANTH 5578 Federal Indian Law 3 credits.** Examination of tribal governments; their relationship with the federal government; sovereignty, jurisdictional conflicts over land and resources; and economic development. Cross-listed as POLS 5578.

**ANTH 5579 Tribal Governments 3 credits.** Complex legal position of Indian tribes as self-governing entities; principles of inherent powers; governmental organization, lawmaking, justice, relation to state and federal government. Cross-listed as POLS 5579.

**ANTH 5580 Varieties of American English 3 credits.** In-depth study of various dialects of American English, including historical evolution of different dialects, effects of migration on dialects, and influences of non-English immigrant languages on development of American English. Field work studying the Snake River dialects of Idaho. Cross-listed as ENGL 5580.

**ANTH 5581 Topics in Sociocultural Anthropology 3 credits.** Selected topics in social, political, economic, and religious systems/organization. Intensive survey of literature and analysis of relevant materials. See current schedule of classes for exact course titles. May be repeated for up to 9 credits with different course topics. Specific, evaluated graduate level activities and/or performances are identified in the course syllabus. PREREQ: UPPER DIVISION STATUS OR PERMISSION OF INSTRUCTOR.

**ANTH 5582 Independent Problems in Anthropology 1-3 credits.** Investigation of an anthropological problem chosen by the student and approved by the staff. May be repeated up to 6 credits.

**ANTH 5583 Field Research 3 credits.** Practical experience in field research. May be repeated for up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5585 Anthropology of War and Violence 3 credits.** Survey of war and violence from evolutionary foundations through modern representations. The course covers violence and war among chimpanzees, the genetics and biochemistry of violence, the role of evolution in making humans aggressive, and the history and ethnography of violent conflict around the world.

**ANTH 5586 Archaeology Field School 1-9 credits.** Practical field and laboratory training in archaeological excavation techniques and methods of analysis. May be repeated to a total of 9 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5587 Ethnographic Field School 1-6 credits.** Supervised fieldwork in cultural anthropology in a given ethnographic setting where students and faculty work on a specific set of field problems. May be repeated to a total of 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5589 Topics in American Indian Studies 3 credits.** Rotating review of topics dealing with issues in American Indian studies. Consult current schedule of classes for exact course being taught. May be repeated with different topics. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**ANTH 5590 Topics in Folklore 3 credits.** Focused study of an issue in folkloristics or a particular genre of folklore, including history of the scholarship concerning that issue or genre. Rotating topics. May be repeated up to 9 credits with different topics. Cross-listed as ENGL 5590.

**ANTH 5591 Archaeology Laboratory - Analysis 3 credits.** Directed analysis of archaeological remains and report writing. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5594 Visual Anthropology 3 credits.** Documentary and ethnographic filmmaking techniques including story structure, interviewing, audio and lighting, camera handling, composition, POV, and editing. Anthropological critiques of visual representation. Students create their own short film for a final project. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 5595 Department Colloquium 1 credit.** Presentations of current research issues in Anthropology by faculty and students. May be repeated.

**ANTH 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the develop-

ment and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**ANTH 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ANTH 6605 Seminar in Linguistic Anthropology 3 credits.** Discussion of theories, methods, and results in linguistic anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6610 Seminar in Medical Anthropology 3 credits.** Discussion of current topics within the various specializations of medical anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6615 Seminar in Biological Anthropology 3 credits.** Discussion of theories, methods, and results in biological anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6625 Seminar in Sociocultural Anthropology 3 credits.** Discussions of theories, methods, and results in sociocultural anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6635 Seminar in Archaeology 3 credits.** Studies in current theories, methods, and results in archaeological anthropology. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6641 Research Project 1-6 credits.** The student will pursue original research under staff guidance. The final report will result in a publishable manuscript. May be repeated. Graded S/U. PREREQ: PERMISSION OF THE CHAIR OF STUDENT'S GRADUATE COMMITTEE.

**ANTH 6642 Practicum in Teaching Anthropology 3 credits.** Directed preparation of an anthropology course with a review of course materials, format, teaching techniques, films, and other aids. The trainee will participate in a supervised teaching experience.

**ANTH 6649 Independent Study 1-4 credits.** Independent research under the guidance of faculty. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**ANTH 6650 Thesis 1-6 credits.** May be repeated. Graded S/U.

**ANTH 6655 Internship in Applied Anthropology 3-6 credits.** Supervised experience in the development and implementation of an anthropological project.

**ANTH 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Department of History

Chair and Professor: Marsh

Professors: Christelow, Kuhlman, Woodworth-Ney

Associate Professors: Njoku

Assistant Professors: Stover, Youngs

Adjunct Faculty: Duffin, Leibert, Reinke

Emeritus Faculty: Christelow, Hatzenbuehler, Marley, Owens, Swanson

Research Faculty: Edsall, Owens, Stephenson

Lecturer: Sivitz

## Master of Arts in Historical Resources Management

The M.A. in Historical Resources Management trains students to apply sophisticated information technologies to a rigorous analysis of historical problems. Emphasis is placed on a practical, interdisciplinary approach to applied history, using new technologies to examine changes through time and place. Students within this innovative program choose between two concentrations or "tracks."

1. The GIS track combines the use of geographic information systems (GIS) and related information technologies with historical research methods to conduct spatial analyses of the past. ISU is an internationally recognized center in applying GIS to historical research. Students may work closely with the award-winning ISU GIS Teaching and Research Center, which provides technical training and support and promotes multidisciplinary collaboration among ISU faculty and graduate students. Geotechnology is a powerful tool and a highly sought skill in most job sectors, where demand far exceeds the supply of trained graduates. This technological training complements the fundamental historians' skills of research, analysis, and writing that are always in demand.
2. The Digital Media track focuses upon using a variety of media tools to com-



municate historical information and interpretation. Students learn techniques of web design, museum displays, film production, and scholarly publishing. In addition to collaboration with faculty in the James E. Rogers Department of Mass Communication, students may gain experience from working with three peer-reviewed journals edited by faculty in the History Department, on-campus production facilities of Idaho Public Television, and local museums. Graduates will conduct significant historical research and present interpretations in a variety of engaging and effective formats.

Students in both tracks complete an internship that develops skills in analysis, collaboration, and communication. Both options emphasize individual research into historical documents and publication or presentation by students in a variety of formats. Students receive strong training that will enable graduates to compete successfully for a wide variety of jobs with businesses and educational, government, and private agencies and to prepare them for further graduate study.

### Admission Requirements

The student must apply and meet all criteria for admission to the Graduate School. In addition, the student must comply with the following departmental requirements:

1. Applicants must submit three letters of recommendation at least two of which should be from individuals familiar with their academic work.
2. Applicants should have at least 12 credits of previous course work in History at the upper-division level.
3. Applicants planning to pursue the GIS track must have taken GIS for Social Sciences, Principles of Geographic Information Systems, an equivalent class, or present evidence that such a course will be completed prior to entering the Historical Resources Management master's program. Note: student's lacking this prior training may be admitted for the GIS track in the spring semester upon condition that they take one of these GIS classes during that first semester.
4. Applicants must submit, as part of their admissions application, a statement of interest in historical studies and personal goals that identifies which track the student's wishes to pursue. Particular attention should be given to explaining how these interests and goals relate to a particular track within the Historical Resources Management master's program.
5. To be successful, an applicant must receive the support of someone in the department willing to chair the appli-

cant's graduate committee.

### General Requirements

1. A minimum of 30 semester credits, at least 15 of which must be at the 6600-level.
2. Core Courses (complete all of the following classes):
 

HIST 5590	Cartography: History and Design	3 cr
HIST 5590L	Cartography Lab	1 cr
HIST 6000	Graduate Proseminar	3 cr
HIST 6610	History in the Digital Age	3 cr
HIST 6642	Conferences and Grants	3 cr
3. Track-specific Requirements:

#### Digital Media Track

MC 5570 Communication through Web Design 3 cr

4. An internship (HIST 6664) is required for a minimum of 3 credits.
5. Electives: at least enough credits at the 5500 and/or 6600-level beyond the required core courses and internship to reach the credit requirements stated in item #1 previously. At least 3 of these credits must be for individual research, usually either HIST 6645 or HIST 6650.
6. There will be a final oral examination. For students pursuing the thesis option, the examination will be based on the thesis. For those with the non-thesis option, the examination will be based on an independent research project and/or internship work. The format of the non-thesis option examination will be flexible in order to accommodate a wide variety of possible student experiences.

### History Graduate Courses

**HIST 5505 Problems in History 3 credits.** A thorough consideration of historical problems, particularly from a comparative perspective. Designed to give deeper insight into problems, issues, and topics which are treated more generally in other courses. May be repeated with different content.

**HIST 5511 Intro to Museum Studies 2 credits.** History, philosophy, purposes, organization and administration of museums. Practical work in collections management and museum interpretation. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Pocatello.

**HIST 5518 U.S. History for Teachers 3 credits.** U.S. history from indigenous cultures through modern America. Based on Idaho Department of Education Standards for High School Students. PERMISSION OF INSTRUCTOR.

**HIST 5521 Federal Indian Relations 3 credits.** This course provides a legal-historical examination of the relationship between North American tribal peoples and the U.S. federal government between 1750 and the present.

Special emphasis will be placed on Indian removal, assimilation policy, treaty negotiation, the Dawes Severalty Act, education policy, Indian reorganization policy, and termination.

**HIST 5523 Idaho History 3 credits.** A survey of the social, cultural, environmental, and political history of Idaho from pre-contact indigenous cultures to the present, emphasizing Idaho's relation to other states and regions in the West.

**HIST 5525 Women in the North American West 3 credits.** Comparative examination of the varied experiences of women in the North American West. Analyzes perceptions of women and women's views of themselves, women's activism, and women's cultural activities. Places special emphasis on the use of non-textual historical sources in uncovering the past lives of North American western women.

**HIST 5527 North American West 3 credits.** History of the North American West from pre-contact indigenous cultures to the present, with an emphasis on exploration, settlement, ethnic groups, borderlands, environment, federal policy, and cultural depictions.

**HIST 5529 Foreign Relations since 1900 3 credits.** An introduction to the history of international relations in the twentieth century. This course emphasizes the impact of wars on various peoples and cultures, anti-colonialism and the rise of the so-called 'Third World,' and the processes of political, cultural and economic 'globalization.'

**HIST 5530 Global Environmental History 3 credits.** Comparative examinations of historical interactions between humans and environmental factors in various time periods and regions throughout the world, and an assessment of their impacts on historical change.

**HIST 5535 Colonial Frontiers in America and Africa 3 credits.** A comparative examination of exploration, conquest, and resistance, and the interaction of cultures in frontier settings. Examines both the realities of the frontier and their impact on Western thought and imagination.

**HIST 5537 Families in Former Times 3 credits.** Reconstructs the marriage patterns and domestic lives of people in pre-industrial Europe (1000-1700 AD).

**HIST 5538 Women in Pre-Industrial Europe 3 credits.** Compares and contrasts the social, cultural and economic roles of women from 700-1700 AD, and analyzes the impacts of historical change on their lives.

**HIST 5539 Feminism and Equality in World History 3 credits.** Comparative study of the history of feminism and women's rights in different world regions, involving the social constructs of gender, race, and class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Pocatello.

**HIST 5541 The Viking Age 3 credits.** Studies the cultures and societies of Scandinavia, England and continental Europe from 700 to 1100 AD.

**HIST 5543 English History 3 credits.** Survey of the more important British political, constitutional, economic, and cultural developments from Anglo-Saxon times to the Victorian Period.

**HIST 5544 Victorian England and After 3 credits.** England, 1837 to the present. An examination of the cultural, social, political, and economic history of the most prosperous and productive period of English history including British national and imperial decline in the twentieth century.

**HIST 5546 Social and Economic History of Greece and Rome 3 credits.** Investigates ways in which geography, demography and politics affected the mentalities and behaviors of social groups—women, patrons, clients and slaves—and the functioning of households, villages and cities.

**HIST 5548 Medieval Social and Economic History 3 credits.** Analyzes the impact of political instability, migration and environment upon Europeans (AD 200 - 1400).

**HIST 5550 Golden Age Castile 3 credits.** History of a major European country in an age of globalization, military revolution, religious conflict, and significant cultural development, 1450-1700.

**HIST 5553 Renaissance Creativity 3 credits.** Examination of the conditions promoting individual creativity among Europeans in the first global age, 1400-1700. Special emphasis on geospatial research on the history of printing.

**HIST 5560 The Global Hispanic Monarchy 3 credits.** The African, American, Asian, European, and Oceanic domains of the Iberian Habsburg dynasty, especially those of Castile and Portugal, whose officials and subjects created and maintained many of the communications routes that defined the first global age. Students prepare geospatial datasets on these routes.

**HIST 5561 Independent Study: U.S. 1-3 credits.** Selected readings in areas and periods

not covered by the regular curriculum offerings. May be repeated. PREREQ: PREVIOUS UPPER-DIVISION COURSE WORK IN THE SUBJECT AREA, WITH A MINIMUM GRADE OF A-; GPA OF 3.5 IN ALL HISTORY COURSES; PERMISSION OF INSTRUCTOR; AND APPROVAL BY THE DEPARTMENT CHAIR.

**HIST 5562 Independent Study: Europe 1-3 credits.** Selected readings in areas and periods not covered by the regular curriculum offerings. May be repeated. PREREQ: PREVIOUS UPPER-DIVISION COURSE WORK IN THE SUBJECT AREA, WITH A MINIMUM GRADE OF A-; GPA OF 3.5 IN ALL HISTORY COURSES; PERMISSION OF INSTRUCTOR; AND APPROVAL BY THE DEPARTMENT CHAIR.

**HIST 5563 Independent Study: World Regions 1-3 credits.** Selected readings in areas and periods not covered by the regular curriculum offerings. May be repeated. PREREQ: PREVIOUS UPPER-DIVISION COURSE WORK IN THE SUBJECT AREA, WITH A MINIMUM GRADE OF A-; GPA OF 3.5 IN ALL HISTORY COURSES; PERMISSION OF INSTRUCTOR; AND APPROVAL BY THE DEPARTMENT CHAIR.

**HIST 5565 U.S. Political History 3 credits.** Study of the political history of the United States involving a discussion of theories of popular voting behavior, critical elections, and political party systems. Cross-listed as POLS 5565,

**HIST 5571 Historical Geography of Idaho 3 credits.** Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught, and includes field trips, discussion sections. Cross-listed as GEOL 5571 and POLS 5571.

**HIST 5574 Islam and Nationalism in the Modern World 3 credits.** A study of the interaction of Islam and national and ethnic identities in the Middle East including North Africa from 1800 up to the recent past.

**HIST 5578 Imperialism and Progressivism 3 credits.** A study of the world 1880-1920. Movements of change within the West, Third World responses to the Western challenge, and global crisis.

**HIST 5579 Disease and U.S. Public Health 3 credits.** A survey of health, disease, and public health developments in American history. The course takes a broad approach to health, but includes the development of public health offices, the role of disease in society, specific diseases and related eradication programs, and questions related to health, equity, and civil liberties.

**HIST 5589 GIS for Social Sciences 3 credits.** An introduction to geographic information systems theory and applications focusing on subjects related to human systems in historical context (census, health, urban communities, etc.). Students will work directly with GIS software and learn foundational data management and processing skills along with introductory spatial analysis. Requires competence in computer operating systems.

**HIST 5590 Cartography: History and Design 3 credits.** History of how map-makers represent geographic, spatial data. Special attention to the elements of successful cartographic design. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: 5590L. Pocatello.

**HIST 5590L Cartography Lab 1 credit.** Focuses on the application of cartographic design concepts and techniques discussed in lecture. Provides students with hands-on practice designing map products of publication quality. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: HIST 5590. Pocatello.

**HIST 5591 Seminar 3 credits.** Reading, discussion, and preparation for research papers on selected topics.

**HIST 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**HIST 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**HIST 6600 Graduate Proseminar 3 credits.** Introduction to graduate studies. Focus on contemporary historiographical debates, with emphasis on understanding significant developments in the profession. May be repeated with different topics.

**HIST 6610 History in the Digital Age 3 credits.** Seminar exploring the developing field of digital history and investigating multiple tools for analysis and presentation. The course examines how geographic information systems and other digital tools are changing the field of history. Emphasis placed on students developing their own project proposals. Lab Fee \$60. Pocatello.

**HIST 6621 Seminar: Interdisciplinary Topics in Social Sciences 3 credits.** Examination of selected topics in the social sciences from the analytic orientations and perspectives common and peculiar to the disciplines of political science, economics, sociology, and history.

**HIST 6642 Conferences and Grants 3 credits.** Emphasizes visual and oral skills for disseminating research to professional audiences. Students will develop and organize a campus-wide colloquium highlighting graduate research. Provides an introduction to grant writing with a focus upon funding sources for the social sciences and humanities.

**HIST 6645 Independent Research Project 1-6 credits.** Individual research project employing Geographic Information Systems. Topic selected by the student. May be repeated up to six credits. PREREQ: PERMISSION OF INSTRUCTOR WHO WILL DIRECT THE PROJECT AND OF THE STUDENT'S HISTORICAL RESOURCES MANAGEMENT GRADUATE COMMITTEE.

**HIST 6650 Thesis 1-9 credits.** Open to students seeking the M.A. in Historical Resources Management with the thesis option. May be repeated. Graded S/U.

**HIST 6664 Graduate Internship 3-12 credits.** Supervised experience in the application of Geographic Information Systems (GIS) and other relevant Information Technologies to a historical project in a collaborative work environment. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR WHO WILL DIRECT THE INTERNSHIP AND OF THE STUDENT'S HISTORICAL RESOURCES MANAGEMENT GRADUATE COMMITTEE.

**HIST 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Women's Studies Graduate Courses

**WS 5561 Independent Study 1-3 credits.** Selected readings and research in areas of Women's Studies not covered by the regular curricular offerings. May be repeated for a maximum of six credits. PREREQ: 3.0 CUMULATIVE GPA AND W S 201 OR EQUIVALENT; PERMISSION OF INSTRUCTOR.

**WS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**WS 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## James E. Rogers Department of Communication, Media, and Persuasion

Chair and Professor: DiSanza  
Professors: Gribas, Jull, Legge, Loebis,  
Partlow Lefevre

Associate Professor: Beachboard  
Assistant Professor: Ownby  
Lecturers: Collins, Czerepinski, Dixon, Eckert,  
Robinson, Sowell, Underwood  
Emeriti: Frazier, House, Mauch, Trinklein

## Master of Arts in Communication

### Goals

The primary objectives related to the Master of Arts in Communication program are to help students develop the following competencies:

1. An understanding of the history and nature of the Communication discipline.
2. The ability to read, understand, and critique scholarly communication-related research and analysis.
3. The ability to design and conduct original communication-related research and analysis.
4. The ability to engage in critical thinking.
5. The ability to communicate effectively in writing.
6. The ability to communicate effectively through oral presentation.
7. The ability to engage in effective applied problem-solving for personal and professional goals.
8. The ability to construct and evaluate strategic verbal and visual messages.
9. The ability to use effective information research strategies.
10. An understanding of the role of communication in interpersonal, group/team, corporate, political, cultural, mediated, and historical contexts.

11. Knowledge and skill useful to graduates' professional success.
12. Knowledge and skill applicable to graduates' personal lives.

## Admission Requirements

To be admitted to classified status, students must apply to, and meet all criteria for, admission to the Graduate School.

## Program Overview

The Master of Arts in Communication program is a highly flexible 30 credit graduate degree. Students typically take graduate courses in other departments to supplement work in Communication, Media, and Persuasion to build their own cohesive program of study. All students need to work with an advisor to design and approve a program of study and should contact one of the graduate faculty before registering for the first semester. Though it is possible to work at an accelerated pace, the Master of Arts in Communication is designed as a two-year program.

All programs of study will be expected to reflect the following departmental standards:

- At least 15 credits must be from 6600-level course work.
- At least 15 credits must be from course work in Communication, Media, and Persuasion.
- Students choosing the Graduate Degree Paper option must take a minimum of 27 course credits plus a minimum of 3 Graduate Degree Paper (CMP 6660) credits.
- Students choosing the Thesis option must take a minimum of 24 course credits plus a minimum of 6 Thesis (CMP 6650) credits.

## Requirements:

CMP 6601 Introduction to Graduate Research Methods (to be taken in a student's first fall semester) 3 cr

A minimum of nine CMP graduate seminar credits:  
CMP 6630 Seminar in Communication (repeatable) 9 cr

Additional credits from graduate-level CMP courses or other graduate-level courses approved as part of a program of study 12-15 cr

Graduate Degree Paper (3 cr) or Thesis (6 cr) 3-6 cr

Total MA program credits: 30 cr

## Communication, Media, and Persuasion Graduate Courses

**CMP 5503 Mass Communication and Society 3 credits.** Introduces students to mass media theories scholars use to study the effects of media messages. Students will also read and

discuss research illustrating the media's impact on individuals, society, and cultures. Topics include the media's relationship to stereotyping, images of sexuality, violence, values, politics, and globalization. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5504 Gender and Communication 3 credits.** Course examines communication arenas from a perspective that focuses on gender and includes study of similarities and differences in female/male patterns. Topics include nonverbal, organizational, language, family and friendship. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5509 Communication Inquiry 3 credits.** Introduces tools and strategies communication professionals use to answer questions and solve problems through systematic investigation. The course will focus on developing an understanding of applied communication research, including design, sampling, data collection, and data analysis. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5510 Mass Media History, Law, and Ethics 3 credits.** A comprehensive exploration of mass communication law and the history of mass media. The course examines media rights of free expression and First Amendment including libel privacy, access to information, free-press, and other related topics and themes. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5518 Advanced Reporting 3 credits.** In-depth writing and reporting of important topics of feature-length, investigative journalism on various platforms and different formats. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: permission of instructor.

**CMP 5520 Advanced Leader Communication 3 credits.** Advanced exploration of the vital relationship between communication and leader effectiveness with a focus on particular communication tools and strategies. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5522 Conflict Management 3 credits.** Examines the dynamics of everyday conflicts across a variety of settings, from personal to organizational. Principles of conflict, similar across all communicative contexts, are emphasized. Theory and its application are given equal importance. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

tified in the course syllabus.

**CMP 5524 Management Communication 3 credits.** Examines the communication goals and functions unique to organizational managers and leaders. Topics studied include socialization and training, leader-member relationships, incentive-based systems of motivation, employee identification and commitment, and organizational development. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5535 Narrative and Print 3 credits.** Exploration and reconsideration of conventional concepts of what makes a book, both in terms of narrative structure and physical form. Focus on examination of familiar forms in new ways to help students learn to approach all multi-page projects from fresh and new angles. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Equivalent to ART 5518. PREREQ: permission of instructor.

**CMP 5536 Advanced Issues in Design 3 credits.** Focuses on complex design challenges, professional-level assignments, and design projects with multiple components. Application of research and entrepreneurial skills to seek innovative solutions for appropriate economic constituencies, users, and audiences. Professional presentations of ideas and design solutions for critique and discussion are central to this course. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: permission of instructor.

**CMP 5546 Public Relations Programs 3 credits.** Tactics and strategies for planning public relations programs for public and private organizations. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: permission of instructor.

**CMP 5555 Photo Media 3 credits.** Focuses on the art of visually communicating news or feature stories with still pictures and/or video. Emphasis on photographer adaptation to situations to cover stories as they unfold without becoming part of the story and application of multimedia formats expected within current social and mass media environments. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: CMP 5555L. PREREQ: permission of instructor.

**CMP 5555L Photo Media Laboratory (0 credits).** Assignments apply principles from CMP 5555. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5557 Advanced Photo Media 3 credits.** Explores the notion of visual storytelling for multi-media/multiplatform productions. Investigation into photographer intent as it relates to crafting color or black and white images into a visual story, elements and decisions required for storytelling, and concept research techniques. Students create a body of cohesive images suitable for various forms of professional multi-platform distribution. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: CMP 5557L. PREREQ: permission of instructor.

**CMP 5557L Advanced Photo Media Laboratory (0 credits).** Assignments apply principles from CMP 5557. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5581 Rhetoric of Hitler and Churchill 3 credits.** Rhetorical theory and practice of these influential leaders and the impact of their persuasion. Topics include Hitler's oratory, Nazi propaganda, and Churchill's World War II speeches. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5582 American Public Address 3 credits.** Has a dual purpose: to study the impact of rhetoric (oral and written persuasion) on major events in American history; to examine great speakers and rhetorical documents in their historical context. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5583 Rhetoric of Popular Culture 3 credits.** Explores the functions of rhetoric in popular culture mass media including news, television, film, fiction, advertising, music, and the internet. Emphasizes understanding how rhetoric in these mediums reflects, influences, and interacts with the culture. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5584 Recent Rhetorical Issues 3 credits.** Study of the rhetoric of contemporary issues such as the Vietnam War, the Black Revolution, and other current political and social topics, including the rhetoric of ongoing election campaigns. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5585 Classical Rhetorical Theory 3 credits.** Principle western rhetorical theories discussed from a historical perspective, beginning with the ancient Greeks, Romans, Second Sophistic, and ending with the Middle Ages. Some of the works stressed include writings

by Plato, Aristotle, Cicero, Longinus, and St. Augustine. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5586 Contemporary Rhetorical Theory 3 credits.** This course examines rhetorical theories as a cultural phenomenon including modern, contemporary, and postmodern approaches. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5588 Rhetorical Criticism 3 credits.** Study and application of various theories and methods of rhetorical criticism including Aristotelian and Burkeian principles. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CMP 5591 Independent Research Projects 1-3 credits.** Under the supervision of professors in the various areas of communication, students will prepare reports and carry out projects designed to promote professional growth. May be repeated for up to 6 credits. PREREQ: Permission of instructor and department.

**CMP 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Experimental courses may be offered no more than three times. Repeatable if covering different topics.

**CMP 6601 Introduction to Graduate Research Methods 3 credits.** Orientation to departmental graduate program policies and expectations, overview of the communication discipline, and introduction to methods used for producing scholarly research in the field.

**CMP 6630 Seminar in Communication 3 credits.** In-depth study and analysis of selected topics related to the communication field. See instructor for specific topics. Repeatable if covering different topics.

**CMP 6650 Thesis 1-6 credits.** Repeatable. Graded S/U.

**CMP 6660 Graduate Degree Paper 1-3 credits.** Repeatable. Graded S/U.

**CMP 6691 Independent Study 1-3 Credits.** Under the supervision of departmental graduate faculty, students will engage in self-directed reading, exploration, and study focused on topics relevant to the communication discipline and to the students' planned academic program. May be repeated for up to 6

credits. PREREQ: Permission of instructor and department.

## Department of Political Science

Chair and Professor: Anderson  
Professors: Gabardi, McBeth  
Associate Professor: Lybecker  
Assistant Professor: Carlisle, Callen, Hummel,  
Adjunct Faculty: Eckert, Kellam, Phippen  
Emeritus Faculty: Burns, Hjelm, Maughan, Nilson

## Doctor of Arts in Political Science

This program is intended for students interested in careers teaching political science in a variety of higher education settings ranging from community colleges to universities. Doctor of Arts recipients are prepared to teach a variety of political science courses including those in American politics and in two additional specialties selected from among the fields of public law, political theory, comparative/international politics, and public administration. Doctor of Arts students will have three interdisciplinary options to choose from. Option #1: D.A. students will take 9 credits each in TWO of the following five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology. Option #2: D.A. students will take 18 credits in ONE of the following five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology. Option #3: D.A. students will take 18 credits from at least two of the five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology built around an interdisciplinary theme such as methodology or theory (courses and theme must be pre-approved by the chair of the student's D.A. committee).

The D.A. in political science is generalist in nature. The emphasis is on a thorough grounding in political science supported by work in committee-approved social science disciplines. The program places emphasis on teaching political science rather than on the development of a narrow research specialty. A nine-credit-hour component of the program includes the development of pedagogical skills as well as sustained experience in the classroom.

### Goals

1. Graduates will demonstrate literature-

based knowledge in three subfields of political science.

2. Graduates will gain this knowledge of political science through an interdisciplinary approach that includes course work in one or two cognate social science disciplines.
3. Graduates will have extensive training in pedagogy, craft a distinct teaching philosophy, and demonstrate a variety of pedagogical techniques and skills.
4. Graduates will demonstrate their research skills by presenting their work at professional conferences and/or submitting their work for publication review.
5. Graduates will gain employment and establish their careers in higher education.

### Admission Requirements

For full admission to the Doctor of Arts program, the applicant should have a cumulative GPA of 3.0 for the last two years of undergraduate study, an average score in the 50th percentile or above on any one of the three sections of the GRE exam, and a 3.5 GPA in all previous graduate study. The candidate must also submit to the Department of Political Science three letters of recommendation and a statement of his/her personal goals that will be weighted equally with the applicant's GPA and GRE scores.

The program also employs an admission scoring system which awards D.A. applicants points based on the evaluation and scoring of four components: (1) upper-division undergraduate GPA or GPA in an MA program; (2) scores on the Graduate Record Exam (GRE); (3) the quality of letters of recommendation; and (4) the quality of the applicant's goal statement. Applicants who are slightly under official admission requirements may be admitted if they are given an overall favorable admissions score.

### General Requirements

An applicant entering with a B.A. or B.S. degree must fulfill a minimum of 79 credit hours including the teaching internship and up to a maximum of six dissertation credits. No more than 18 interdisciplinary credit hours (exclusive of interdisciplinary seminars) count toward the 79 credit hour minimum requirement. Candidates have the option of completing the M.A. or M.P.A. in political science en route to the D.A.; if they choose the non-thesis M.A. or M.P.A. program, only 30 hours of course work from the M.A. or M.P.A. will apply to the Doctor of Arts program. Candidates entering the Doctor of Arts program with M.A. degrees must complete a minimum of 49 credit hours, including two full-time consecutive semesters in residence, including a maxi-

mum six hours of dissertation credit. The total length and number of credit hours of a student's program, above the minimum, is dependent upon the student's academic preparation and his/her committee's recommendations.

## Political Science

Doctoral students are examined in three fields of political science. For all doctoral students, the major field of American politics is required.

1. American Politics, and
2. Any two of the following fields:
  - a. Public Law
  - b. Political Theory
  - c. Comparative/International Politics
  - d. Public Administration

Doctor of Arts students are required to take nine hours of 6600-level seminar courses (not including POLS 6694) selected from the following courses: POLS 6611, 6612, 6613, 6614, and 6615. Students may repeat these courses, even from the same professor, as long as the subject matter is different. Each course can only be repeated once. D.A. students are required to complete the methodology course POLS 5519, 5519L. Doctor of Arts students are also required to take POLS 8850, Dissertation, for a minimum of 3 credits.

Doctor of Arts students write a doctoral dissertation that may deal with either substantive disciplinary issues or pedagogical innovations or techniques. The D.A. student committee will consist of two political science faculty and a Graduate Faculty Representative (GFR). The student may request a professor from his/her interdisciplinary area to serve as the G.F.R.

After the successful completion of written comprehensive examinations, the D.A. student is required to present and defend a dissertation prospectus to the doctoral committee. The D.A. student may elect to have a public presentation of the dissertation prospectus (a colloquium) separate from the prospectus defense. When the candidate's committee determines that the dissertation is ready for a defense, there will be a public presentation by the student followed by a closed and balloted defense of the dissertation with the candidate and the committee.

### Pedagogy

Students must complete a nine-credit component of pedagogy to include POLS 6694, POLS 7702, and POLS 7703.

### Interdisciplinary Component

#### Option #1:

D.A. students will take 9 credits each in TWO

of the following five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology.

#### Option #2:

D.A. students will take 18 credits in ONE of the following five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology.

#### Option #3:

D.A. students will take 18 credits from at least two of the five cooperating social science departments: Anthropology, Economics, History, Psychology, and Sociology built around an interdisciplinary theme such as methodology or theory (courses and theme must be pre-approved by the chair of the student's D.A. committee).

### Interdisciplinary Classes

D.A. students must take POLS 6620, Philosophy of the Social Sciences, and POLS 6621, Interdisciplinary Topics in the Social Sciences.

### Examinations

Comprehensive written examinations are administered at the conclusion of the program of study that test the candidate's knowledge of three fields of political science. This occurs after all course work is completed and before the dissertation prospectus is defended.

## Master of Arts in Political Science

The mission of the Master of Arts (MA) program is to prepare students for future graduate study in political science by helping them develop knowledge and skill in political science and research methodology. This program emphasizes general preparation in political science and research.

Specific outcomes of the program include:

### Goals

1. Graduates will master literature-based knowledge in two areas of political science.
2. Graduates will develop an understanding of political science research methodology and the role of research in academia.
3. Graduates will further their graduate careers by pursuing a doctorate in political science.
4. Graduates pursuing a terminal degree will find professional employment in education, public service, and business.

### Objectives

1. Graduates will pass comprehensive examinations.

2. Graduates will present papers at professional conferences.
3. Graduates will be accepted into doctoral graduate programs.
4. Graduates will find employment in education, public service, and business.

### Thesis/non-thesis options are available.

Areas of emphasis in the M.A. program are limited, because of the research nature of the degree, to American governmental institutions and political behavior, public law, political theory, public administration and comparative/international politics.

M.A. students are required to present themselves for comprehensive examination on their thesis and/or in two of the five areas of emphasis mentioned previously.

## Admission Requirements

The student must apply to, and meet all criteria for admission to the Graduate School. In addition to the general requirements of the Graduate School, a student must have achieved a cumulative GPA of 3.0 in upper-division undergraduate study, and submit official GRE scores. The applicant must also submit to the Department of Political Science three letters of recommendation and a statement of his/her personal goals that will be weighted equally with the applicant's GPA and GRE scores.

The program employs an admission scoring system that awards M.A. applicants points based on the evaluation and scoring of four components: (1) upper-division undergraduate GPA; (2) scores on the Graduate Record Examination (GRE); (3) the quality of letters of recommendation; and (4) the quality of the applicant's goal statement.

Students may choose a thesis or non-thesis program. The requirements for these respective options are detailed below.

## Thesis Program

Requirements include a total of 36 credits in graduate level courses approved by the Department of Political Science and the Graduate School. Internship credits are not counted as part of the 36 total credit requirement. Required courses are POLS 5519 and POLS 5519L (Political Research Methods, 4 credits) and POLS 6650 (Thesis, 6 credits). Students must also complete course work in two subfields. Other requirements include a minimum of 15 credits (other than POLS 6650) taken at the 6600-level; a maximum of 9 credits of directed reading courses; a comprehensive oral examination that covers the student's graduate course work and the literature in two subfields; and the M.A. thesis. The thesis may be defended a second time if the first defense is not

satisfactory and further revisions are required.

### Non-thesis Program

Political Research Methods, POLS 5519 and 5519L, are required. Other requirements include a total of 36 credits in graduate level courses approved by the Department of Political Science and the Graduate School; a minimum of 15 credits taken at the 6600-level; a maximum of 9 credits of directed reading courses; a comprehensive written examination that covers the student's graduate course work and the literature in two subfields; and a final oral examination, which, like the final written examination, may be taken no more than twice. Internship credits are not counted as part of the 36 total credit requirement.

## Master of Public Administration

The Master in Public Administration degree is an inter-university cooperative graduate program offered jointly by Boise State University, Idaho State University and the University of Idaho. The purpose of the program is to provide present and prospective public administrators with the basic intellectual preparation necessary to understand and to adjust to a changing and challenging environment, through an introduction to the theories and practices of administration, management and social science research as these relate to effective performance in public organizations.

The inter-university MPA program has been designed in accordance with the Guidelines and Standards for Professional Master's Degree Programs in Public Affairs and Public Administration prescribed through the National Association of Schools of Public Affairs and Administration (NASPAA).

### Goals

1. Graduates will develop an appreciation of serving the public interest.
2. Graduates will respect the law and the Constitution.
3. Graduates will demonstrate personal integrity.
4. Graduates will promote ethical organizations.
5. Graduates will develop distinctive public administration skills.
6. Graduates will strive for professional excellence and updating of skills throughout their professional careers.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with de-

partmental requirements. Students may enroll in the MPA program by applying to one of the participating universities. Acceptance by any one of the three universities admits a student into the MPA program. A matriculated student should complete graduate studies at the institution that offers the area of specialization that she/he wishes to emphasize. Each student's program will be established by an advisory committee consisting of three faculty members. It is anticipated that students will come from widely differing academic preparations, since no specific undergraduate program is required in preparation for the MPA program. However, some course work in humanities and social sciences is essential to the foundation of the MPA program for all students.

In addition to the general requirements of the Graduate School, students seeking admission must have completed a baccalaureate degree from an accredited institution, demonstrate satisfactory academic competency by attaining a cumulative GPA of 3.0 in upper-division undergraduate course work, or a 3.5 GPA in previous graduate courses, submit official GRE scores, submit three letters of recommendation from individuals who are qualified to evaluate the applicant's academic potential, and submit a statement of the student's personal goals. The letters and statement of goals will be weighted equally with the applicant's GPA and GRE scores. Please contact the Department for specific guidelines for letters of recommendation and statement of goals.

The program employs an admission scoring system that awards MPA applicants points based on the evaluation and scoring of four components: (1) upper-division undergraduate GPA or GPA in an M.A. program; (2) scores on the Graduate Record Examination (GRE); (3) the quality of letters of recommendation; and (4) the quality of the applicant's goal statement.

### General Requirements

The MPA degree may be achieved through the successful completion of at least 39 semester credit hours of approved course work plus 3 credits of public service internship. The internship requirement may be waived for students who have substantial professional work experience in public service or the not-for-profit sector. The MPA director will determine if a student's experience is substantial, and if so can approve waiver of the internship requirement. Twenty-seven credit hours must be completed in courses selected from prescribed "core areas" with 12 additional credit hours completed in designated optional areas of emphasis. Students may follow a thesis or non-thesis option in pursuing the MPA. Students choosing to write a thesis (POLS 6650 - 6 credits) do so in addition to normally MPA

course work and internship requirements. The thesis is written in lieu of the comprehensive written examinations. Students must have completed 24 credit hours of core course work before taking the Capstone in Public Administration course. Those following the thesis option will complete an oral examination covering the thesis and program course work. The non-thesis option requires an oral examination over program course work. The academic program of each student must satisfy the general requirements of an integrated program designed to meet career objectives of the student in public administration.

### Core and Optional Area Requirements

The specific course requirements of the MPA program are set forth in a list of courses that has been approved by the inter-university committee. This list is available through each of the cooperating universities. Courses are available at each institution in the "core areas." The optional "areas of emphasis" may vary among the universities according to the resources and competence that exist in the respective departments. A description of those areas of emphasis that are presently operational at each institution and admission forms to the MPA program are available through the Political Science Department at Idaho State University or the Departments of Political Science at Boise State University or the University of Idaho.

### I. Core Area Requirements

All students must take 27 credit hours of core area courses. Students must choose nine courses from this list, one of which is POLS 6680 Capstone in Public Administration.

POLS 5505 The Administrative Process  
 POLS 5541 Administrative Law  
 POLS 5551 Organizational Theory & Bureaucratic Structure  
 POLS 5552 Financial Administration and Budgeting  
 POLS 5553 Public Policy Analysis  
 POLS 5554 Public Personnel Administration  
 POLS 5558 Public Administration Ethics  
 POLS 6622 Public Administration Research Methods  
 POLS 6623 Program Assessment  
 POLS 6680 Capstone in Public Administration  
 POLS 5519 Research Methods for Political Science may be substituted for POLS 6622 if needed.

### II. Specialized Areas

All students must take 12 credit hours in a specialized areas listed below. Courses that are used to fulfill a core requirement cannot also be counted as specialized courses. (Students should follow instructions under each specialized area.)

### Specialized Area 1 State, Local, and Non-Profit Administration

#### Required Course:

POLS 5567 State and Local Public Administration

#### Choose three courses:

POLS 5505 Administrative Process  
 POLS 5506 Intergovernmental Relations  
 POLS 5509 Community and Regional Planning  
 POLS 5541 Administrative Law  
 POLS 5552 Financial Administration and Budgeting  
 POLS 5553 Public Policy Analysis  
 POLS 5554 Public Personnel Administration  
 POLS 5558 Public Administration Ethics  
 POLS 5566 Public Land Policy  
 POLS 5578 Federal Indian Law  
 POLS 5579 Tribal Governments  
 POLS 6612 Seminar in State and Local Government  
 POLS 6616 Seminar in Public Policy and Administration  
 POLS 6623 Program Assessment

The following courses outside the Political Science department may be used to meet the course requirement for the state, local, and non-profit administration concentration. No more than two courses may be used to meet the requirement.

COMM 5541 Interpersonal Communication  
 COMM 5552 Conflict Management  
 COMM 5554 Management Communication  
 ECON 5533 Economic Development  
 ECON 5539 State and Local Finance  
 ENGL 6607 Advanced Professional Writing  
 HIST 5589 GIS for the Social Sciences  
 SOC 5566 Sociology of Community  
 SOC 5567 Community Networking  
 SOC 6615 Social Institutions

### Specialized Area 2 Environmental Administration

#### Required courses:

POLS 5555 Politics of Environmental Problems  
 POLS 5566 Public Lands Policy  
 or  
 POLS 6606 Environmental Law and Regulation

#### Choose two courses:

POLS 5505 Administration Process  
 POLS 5506 Intergovernmental Relations  
 POLS 5509 Community and Regional Planning  
 POLS 5553 Public Policy Analysis  
 POLS 5558 Public Administration Ethics  
 POLS 5566 Public Lands Policy  
 POLS 6606 Environmental Law and Regulation  
 POLS 6623 Program Assessment

The following courses outside the Political Science department may be used to meet the course requirement for the environmental administration concentration. No more than one course may be used to meet the requirement.

COMM 5541 Interpersonal Communication  
 COMM 5552 Conflict Management  
 ENGL 6607 Advanced Professional Writing  
 HIST 5589 GIS for the Social Sciences

Appropriate science courses may be substituted with consent of the Master of Public Administration program director.

### Specialized Area 3 Public Health Administration

#### Required course:

MPH 6609 Seminar in Public and Community Health

#### Choose three courses:

PHIL 6600 Ethics in Health Care (This course is strongly recommended)  
 POLS 5505 Administrative Process  
 POLS 5553 Public Policy Analysis  
 POLS 5558 Public Administration Ethics  
 POLS 6623 Program Assessment

Appropriate courses in the Master Public Health program may be substituted with consent of the Master of Public Administration program director.

### III. Public Administration Internship

Each student must complete at least 3 but no more than 9 credit hours of an approved internship. Three credit hours of internship are equal to 200 hours of work as an intern. The internship requirement may be waived for students who have substantial professional work experience in public service of the not-for-profit sector. The MPA director will determine if a student's experience is substantial and be allowed to waive the internship requirement.

### American Politics Graduate Courses

**POLS 5501 Political Parties and Interest Groups 3 credits.** The nature and development of political parties and pressure groups as exemplified in the United States.

**POLS 5503 The Presidency 3 credits.** Evolution and development of the office of the president; its major responsibilities in domestic and foreign affairs, with emphasis on particular power problems that confront the president.

**POLS 5504 The Legislative Process 3 credits.** Nature and functions of the U.S. Congress. Topics covered: Legislative campaigns, the politics of law-making, congressional investigations, and major problems facing the Congress.

**POLS 5506 Intergovernmental Relations 3 credits.** Analysis of patterns of intergovernmental relations including changing patterns of program and fiscal responsibility in the federal system. The emerging role of new federal structures, state and substate regional organizations will be reviewed in the context of "new" federalism and its implications for intergovernmental relationships.

**POLS 5508 Metropolitan and Urban Studies 3 credits.** Analysis of metropolitan and

smaller urban systems with emphasis on relationships among general groups, political organizations and institutions. Federal, state and interlocal programs will serve as a focus for analyzing particular problems of metropolitan and urban systems in the 20th century.

**POLS 5509 Community and Regional Planning 3 credits.** Steps involved in planning will be analyzed in the context of community and regional decision-making processes. Two perspectives will be stressed—that of the decision-maker, the social structure within which the decision-maker operates and strategies for implementing decision; and that of the citizen or group interest which lies outside the power structure of the community. Each perspective will be used as a framework for analyzing power configurations, techniques of identifying patterns of decision making, and various forms of citizen participation.

**POLS 5527 Voting and Public Opinion 3 credits.** Analysis of the way citizens and government communicate with each other. Elections, public opinion, and media influence are studied.

**POLS 5553 Public Policy Analysis 3 credits.** Theoretical and practical analyses of public policies, including theories of policy formation and their political implementation through governmental institutions. Case studies will provide the means of analyzing specific policy problems.

**POLS 5555 Environmental Politics and Policy 3 credits.** Study of the political forces affecting environmental policy and investigation of several specific policies affecting the environment, such as pollution control, energy production, hazardous chemicals, and the public lands.

**POLS 5556 Labor Organization 3 credits.** Evolution of economic systems and labor's response to changing patterns of production is studied, and a counter perspective to traditional management views of "efficiency" is presented. Emphasis is on governmental employee unions.

**POLS 5565 U.S. Political History 3 credits.** Study of the political history of the United States involving a discussion of theories of popular voting behavior, critical elections, and political party systems. Cross-listed as HIST 5565.

**POLS 5566 Public Lands Policy 3 credits.** Analysis of the historical and contemporary use and disposition of the federal public lands. The agencies that manage the public lands, major laws, and regulations and the political conflict that surrounds their use and conservation.



**POLS 5571 Historical Geography of Idaho 3 credits.** Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught, and includes field trips, discussion sections. Cross-listed as HIST 5571 and GEOL 5571.

**POLS 5578 Federal Indian Law 3 credits.** Examination of tribal governments; their relationship with the federal government; sovereignty, jurisdictional conflicts over land and resources; and economic development. Cross-listed as ANTH 5578.

**POLS 5579 Tribal Government 3 credits.** Complex legal position of Indian tribes as self-governing entities; principles of inherent powers; governmental organization, lawmaking, justice, relation to state and federal government. Cross-listed as ANTH 5579.

## Political Analysis Graduate Courses

**POLS 5512 Modern Political Analysis 3 credits.** Methods of political inquiry and theories and doctrines of politics, with emphasis on modern developments.

**POLS 5519 Political Research Methods 3 credits.** This class investigates the theory and application of various research methods and statistical techniques common to the social sciences, with particular reference to their use in political inquiry.

**POLS 5519L Political Research Methods Lab 1 credit.** Application of, and practice in research methods.

## Administrative Graduate Courses

**POLS 5505 Administrative Process 3 credits.** Analysis of the principles of public administration with an introduction to theories of organization and administration.

**POLS 5541 Administrative Law 3 credits.** Introductory survey of the legal principals defining governmental administrative processes. Topics include judicial review, tort liability of governments and offices, rules and rule-making, due process, and the limits of administrative discretion.

**POLS 5551 Organizational Theory and Bureaucratic Structure 3 credits.** Introduction to the study of complex organizations and organizational behavior in the administration of public policy. Emphasis on public institutions.

**POLS 5552 Financial Administration and Budgeting 3 credits.** Emphasis on different approaches to financial administration, ranging from incremental and short-term planning to more recent and comprehensive emphases on management by objectives and zero-based budgeting. The development of the Office of Management and Budget and its relationship with the President, Congress and the Federal bureaucracy will be considered as well as political, organizational and behavioral constraints on budgetary decision-making.

**POLS 5554 Public Personnel Administration 3 credits.** Operations and processes of personnel management in public institutions. Major topics include personnel processes, public employee rights and duties, employee motivation and morale, the political environment of public personnel administration, and the impact of professionalism, technology, and participatory democracy on public personnel practices.

**POLS 5557 Grantwriting 3 credits.** Steps involved in the grantwriting process from strategic planning, research, writing to finding appropriate grant sources.

**POLS 5558 Public Administration Ethics 3 credits.** A course in applied ethics serving to educate students from a theoretical and a practical point of view. The course provides a historical and social perspective of ethics in public administration.

**POLS 5567 State and Local Administration 3 credits.** Seminar in the practice and principles of state, municipal, and sub-state management. Emphasis is given to the evolution of interaction between different branches of sub-national government.

## Political Theory Graduate Courses

**POLS 5511 American Political Theory 3 credits.** Political ideas in the United States from Colonial and Revolutionary times through the controversies of the Civil War to the present.

**POLS 5518 Topics in Political Theory 3 credits.** This course requires examination, analysis and investigation of selected texts and topics in political philosophy. May be repeated for a maximum of 6 credits.

**POLS 5520 Contemporary Political Theory 3 credits.** Recent 20th century political philosophies and theories ranging from democratic, Marxist, and existentialist thought to Critical Theory and post-modernism.

**POLS 5521 Democratic Political Thought 3 credits.** Historical and contemporary models of democracy as well as contemporary debates in democratic thought. Democracy is treated as a contested idea.

## International Politics Graduate Courses

**POLS 5525 Topics in International Politics 3 credits.** This course requires examination analysis and evaluation of selected topics in international politics. May be repeated for a maximum of 6 credits.

## Comparative Politics Graduate Courses

**POLS 5532 Comparative Politics: Change and Political Order 3 credits.** The nature of political change is examined in a multifaceted framework consisting of concepts such as political order, progress and decay, revolutionary violence, and political culture. The technological and post-industrial revolutions are examined as they relate to political change and stability in developed societies.

**POLS 5533 Politics of Developing Nations 3 credits.** An examination of political change, political order, political culture and the role of revolutionary violence. Change and order in the context of globalization is emphasized.

**POLS 5534 Terrorism and Political Violence 3 credits.** A survey of forms of domestic and trans-national terrorism, other forms of political violence, and problems of counter-terrorism.

**POLS 5535 Topics in National/Regional Studies 3 credits.** Surveys the political, economic, and social issues of a nation or regions. May be repeated once for different topics.

## Public Law Graduate Courses

**POLS 5542 Constitutional Law 3 credits.** Analysis of opinions of the United States Supreme Court concerning the distribution of authority between the national government and the states and the relationship among the branches of the national government.

**POLS 5543 Constitutional Law 3 credits.** Analysis of opinions of the United States Supreme Court with a special emphasis on criminal cases and civil liberties.

**POLS 5545 Jurisprudence 3 credits.** Nature, source, and theories of law; the role of law in modern society; and the application of legal philosophy to the political system.

**POLS 5550 Special Topics in Law 3 credits.** Examine and analyze selected topics in constitutional law and legal philosophy. Topics may include the constitution and foreign affairs, women and the law, law and literature, and law and film. May be repeated for up to 6 credits.

## General Graduate Courses

**POLS 5559 Government Internship 1-9 credits.** Directed student internship in government and organizations or associations related to public policy and the selection of public officials involving supervised work experience in research, staff management practices, or making and implementing public policies. The student will be placed in a supervised position commensurate with his or her abilities as determined and approved by faculty in the department. May be repeated up to 9 credits. Graded S/U.

**POLS 5591-5592 Seminar 1-3 credits.** Research, reading, discussion, and the preparation of reports on selected topics. Ordinarily for seniors majoring in political science and having the instructor's consent. Each course may be repeated for a total of 6 credits.

**POLS 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**POLS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**POLS 6606 Environmental Law and Regulation 3 credits.** Federal, state, and local environmental regulations addressing environmental impact assessment; water and air pollution control, hazardous waste, resource recovery, reuses, toxic substances, occupational safety and health radiation, siting, auditing, liability. Cross-listed as ENGR 6606. PREREQ: PERMISSION OF INSTRUCTOR.

**POLS 6608 Environmental Case Law 3 credits.** The legal analysis of regulation as a method of controlling pollution and hazardous waste. PREREQ: POLS 6606.

**POLS 6609 Environmental Law: Natural Resources 3 credits.** Federal and Idaho statutes and regulations as they apply to natural resources such as public lands, endangered

species, and the EIS process. PREREQ: POLS 6606.

**POLS 6611 Seminar: Political Theory 3 credits.** Review of the primary and recent literature of political theory.

**POLS 6612 Seminar: State and Local Politics 3 credits.** Analysis of state, local and regional political institutions and processes from the federal and comparative perspectives.

**POLS 6613 Seminar: American Politics Behavior 3 credits.** Micro inquiry and analysis into political behavior. Areas relevant to such inquiry may include but are not limited to, political psychology, political socializations, attitude and opinion formation, and voting behavior.

**POLS 6614 Seminar: American Politics Institutions 3 credits.** Macro inquiry and analysis into the basic institutional structures and processes of the American political system. Areas of emphasis include, but are not limited to, executive, legislative and judicial processes, political parties and interest groups.

**POLS 6615 Seminar: World Politics 3 credits.** World politics is analyzed both from the perspective of relationships between nation-states and the domestic political sources which influence and determine these relationships.

**POLS 6616 Seminar: Public Administration and Public Policy 3 credits.** Analysis of selected topics and academic literature in public administration and public policy.

**POLS 6620 Seminar: Philosophy of Social Science 3 credits.** The application of mathematical and scientific methods to the study of social, economic, and political life will be considered through the reading of certain seminal writings. Attention will be given to the fundamental assumptions about the nature of scientific rationality. Required of all D.A. students.

**POLS 6621 Seminar: Interdisciplinary Topics in Social Science 3 credits.** Examination of selected topics in the social sciences from the analytic orientations and perspectives common and peculiar to the disciplines of political science economics and sociology. Required of all D.A. students.

**POLS 6622 Public Administration Research Methods 3 credits.** Emphasis on the role of research methodology in administrative decision-making. Topics to be covered include modeling, evaluation design, ethics, sampling, data collection, data processing, data analysis, and report writing.

**POLS 6623 Program Assessment 3 credits.** Techniques and analytical methods of assessing governmental program success. Emphasis is given to program designs, data collection, ethics, and quantitative applications.

**POLS 6649 Research Problems 1-6 credits.** Independent research on non-thesis and non-dissertation disciplinary questions. Credit hours and subject must be approved by instructor. May be repeated to a maximum of 6 credits. Graded S/U.

**POLS 6650 Thesis 1-6 credits.** Graded S/U.

**POLS 6669 Independent Problems-Tutorial 1-3 credits.** A directed project emphasizing individual study, research, or the development of expository writings according to the needs of the individual student. May be repeated. Graded S/U.

**POLS 6680 Capstone in Public Administration 3 credits.** Should be one of the last courses taken in the MPA program. Integration of all core material into discussion around a number of classes; individual papers, small group projects and presentations.

**POLS 6694 Seminar in College Teaching 3 credits.** Literature-based review of theory and practice for effective college teaching. Required of all D.A. candidates and must be successfully completed prior to matriculation in POLS 7702 or POLS 7703.

**POLS 7701 Supervised Administrative Internship in Higher Education variable up to 6 credits.**

**POLS 7702 Team Teaching 3 credits.** Doctor of Arts candidates team teach an entire course with a faculty member. PREREQ: POLS 6694

**POLS 7703 Solo Teaching 3 credits.** Doctor of Arts candidates assume total responsibility for teaching a class. PREREQ: POLS 6694 AND POLS 7702.

**POLS 8850 Dissertation variable credits.** May be repeated. Graded S/U.

## Department of Psychology

Chair and Professor: Lynch

Professors: Hatzenbuehler, Roberts, Turley-Ames, Wong, Ramussen

Associate Professors: Lawyer, Letzring, Rasmussen

Assistant Professors: Aubuchan-Endsley, Brumley, Fairholme, Haight, Stewart, Xu

Adjunct Faculty: Heyneman, Landers, Pongratz, Simonson, Staley

Visiting: Miyake

## Doctor of Philosophy in Clinical Psychology

Doctoral training in clinical psychology is fully accredited by the American Psychological Association. All educational experiences needed to obtain a license to practice psychology in Idaho, and most other states and provinces, are offered. Theory, research, and practice are integrated into a comprehensive, five-year program. It is the goal of the doctoral training program to produce clinical psychologists who are well trained in the science of human behavior and its application to diverse clinical populations. All students are required to participate in course work and practica that emphasize assessments and treatments in all major areas of child and adult psychopathology. Evaluations of each student's clinical-professional development and scholarship-research skills are continuous.

### Goals

Five program goals have been defined: Research Knowledge and Skills; Professional Knowledge and Skills; Integration of Science and Practice; Professional Identification and Ethical Practice; and Appreciation of Individual Differences, Cultural Differences, and Diversity of Practice. Each goal has associated objectives and competencies.

### Admission Requirements

Admission requirements are as stated for the Master of Science in Psychology with the following additions: all students must have been recommended by the Clinical Admissions Committee of the Psychology Department.

### General Requirements

All doctoral students must complete the Master of Science in Psychology, or its equivalent, as noted below. Students entering the doctoral training program at Idaho State University

with a master's degree from another institution will receive full or partial credit, based on an examination of completed course work and research. The Department Chair, the Director of Clinical Training, and the departmental subject matter expert(s) will review all relevant documents and determine the course work and research, if any, that will be required to compensate for omissions and/or non-equivalency. The following requirements are all in addition to the Master of Science requirements.

### Required Courses

#### Assessment Sequence

PSYC 6620 Psychodiagnostic I	3 cr
PSYC 6621 Psychodiagnostics II	3 cr
PSYC 6623 Advanced Psychological Measurements	3 cr

#### Clinical Core

PSYC 5512 Ethical & Professional Issues in Psychology	2 cr
PSYC 6634 Cultural Diversity and Individual Differences	3 cr
PSYC 6645 Adult Psychopathology & Treatment I	3 cr
PSYC 6646 Adult Psychopathology & Treatment II	3 cr
PSYC 6649 Child Psychopathology & Treatment	3 cr
PSYC 7701 Clinical Psychology	2 cr
PSYC 7702 Introduction to Psychotropic Medication	2 cr
PSYC 7703 Advanced Ethics Seminar	1 cr
PSYC 7736 Clinical Proseminar	6 cr

#### Practicum

PSYC 5517 Interdisciplinary Evaluation Team	1 cr
PSYC 7724 Community Practicum	0-3 cr
PSYC 7725 Clinical Psychology Clinic Practicum	4-7 cr
PSYC 7727 Psycho-educational Evaluation	5 cr
PSYC 7749 Clinical Internship	3 cr

#### Research

PSYC 8850 Dissertation	12 cr
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#### General Electives

Each student must complete 3 additional graduate credits in psychology. Students may request the Clinical Training Committee to approve graduate credits in other departments to satisfy this requirement.

#### Methodological Elective

Each student must complete an additional 3-credit course in advanced statistics acceptable to the Clinical Training Committee.

#### History and Systems Requirement

PSYC 6672 History and Systems	3 cr
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Minimum Total Credits	71 cr
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The 12 elective credits earned for the Master of Science degree, described below, will satisfy course requirements for the Doctor of Philosophy, subject to the approval of the Departmental Chair.

## Scholarship - Research Development

Upon completion of Area Requirements plus PSYC 6627 and PSYC 6632, and the thesis prospectus, doctoral students are required to pass a Qualifying Exam to be admitted to doctoral candidacy. The exam samples each student's integrative writing skills and conceptual abilities. Students write independently on integrative topics from across the foundational areas of general psychology or from an individualized and focused area of scholarly research.

Students may be admitted to candidacy for the doctoral degree upon satisfactory completion of the Master of Science degree (or its equivalent) and the Qualifying Exam. Candidates for the doctoral degree may not propose a dissertation (PSYC 8850) until admitted to candidacy.

A five-member doctoral committee will be formed by the student and his/her advisor. Three members of the doctoral committee must be full-time equivalent faculty members of the Department of Psychology, including at least one clinical and one experimental faculty member. The fourth and fifth members must meet Graduate School requirements and include the Graduate Faculty Representative. Students will present findings and implications of the dissertation to departmental faculty, -students, and community members at an open forum.

## Clinical - Professional Development

All students must complete 7 credits of PSYC 7725 (Psychology Clinic Practicum) and 1 credit of PSYC 5517 (Interdisciplinary Evaluation Team). Up to 3 credits of PSYC 7724 (Community Practicum) may be substituted for credits of PSYC 7725. Progress in the development of professional skills is evaluated by faculty supervisors and the Clinical Training Committee. Satisfactory evaluations of professional development by the Clinical Training Committee is a degree requirement.

All students must satisfactorily complete a one-year full-time clinical internship at a site belonging to the Association of Psychology Postdoctoral and Internship Centers or comparable supervised clinical practice approved by the Clinical Training Committee. Concurrent enrollment at Idaho State University in 1 credit of PSYC 7749 (Clinical Internship) is required. Students enrolled in PSYC 7749 will be considered full-time Idaho State University students. Application to clinical internships and acceptance into clinical internships re-

quires completion of the dissertation prospectus and the approval of the Clinical Training Committee.

## Doctor of Philosophy in Experimental Psychology

Doctoral training in Experimental Psychology provides students with education and research training in the core areas of psychological science, e.g., personality, social psychology, learning, sensation and perception, cognition, developmental psychology, and physiological psychology. Students who complete the Ph.D. program may pursue academic or non-academic careers. To prepare for their future careers, students need to (i) have a solid foundation in basic areas of psychology (breadth of knowledge) and also (ii) develop an expertise in their research areas (depth of knowledge). Our program offers a variety of courses to help students accomplish their career goals.

### Goals

Four program goals have been defined; Research knowledge and expertise; Breadth of knowledge and integration of core areas in psychology; Competencies in scientific methodology and analysis; and Effective communication skills. Each goal has associated objectives and competencies.

### Admission Requirements

Admission requirements are as stated for the Master of Science in Psychology with the following additions: all students must be recommended by the Experimental Admissions Committee of the Psychology Department

### General Requirements

All doctoral students must complete the Master of Science in Psychology, or its equivalent. Students entering the doctoral training program at Idaho State University with a master's degree from another institution will receive full or partial credit, based on an examination of completed course work and research. The Department Chair, the Director of Experimental Training, and the department subject matter expert(s) will review all relevant documents and determine the course work and research, if any, that will be required to compensate for omissions and/or non-equivalency. The following requirements are all in addition to the Master of Science requirements.

#### Required Courses

PSYC 5583 and/or PSYC 6641 Special Problems 10 cr

#### Research

PSYC 8850 Dissertation 12cr  
Electives 18 cr

In addition, students must complete 18 credits of elective classes. Up to nine credits of these electives may be taken outside the Psychology Department. Electives should be approved by the student's faculty advisor. The 12 elective credits earned for the Master of Science degree will satisfy course requirements for the Doctor of Philosophy, subject to approval of the Departmental Chair.

Minimum Total Credits - 40

### Scholarship - Research Development

Upon completion of Area Requirements plus PSYC 6627 and PSYC 6632, and the thesis prospectus, doctoral students are required to pass a Qualifying Exam to be admitted to doctoral candidacy. The exam samples each student's integrative writing skills and conceptual abilities. Students write independently on integrative topics from across the foundational areas of general psychology or from an individualized and focused area of scholarly research.

Students may be admitted to candidacy for the doctoral degree upon satisfactory completion of the Master of Science degree (or its equivalent) and the Qualifying Exam. Candidates for the doctoral degree may not propose a dissertation (PSYC 8850) until admitted to candidacy.

A five-member doctoral committee will be formed by the student and his/her advisor. Three members of the doctoral committee must be full-time equivalent faculty members of the Department of Psychology, including at least one clinical and one experimental faculty member. The fourth and fifth members must meet Graduate School requirements and include the Graduate Faculty Representative. Students will present findings and implications of the dissertation to departmental faculty, students, and community members at an open forum.

## Master of Science in Psychology

### Goals

To ensure that students who receive a master's degree in psychology will be prepared for further post-graduate study and for careers in related areas, the department has identified the following goals: an understanding of core areas and the breadth of the field of psychology and its applications; ability to integrate knowledge and theories across, and to think critically about, topics within the domains of psychology; competence in library information

technology and computer applications related to the study of psychology; competence in scientific methodology and analysis as they apply to the study of psychology; ability to communicate effectively, in both oral and written form, about issues within the field of psychology; active participation in the research process; and understanding and compliance with the APA code of ethics pertaining to research conduct. Each goal has associated objectives and competencies.

### Admission Requirements

1. In addition to the general requirements of the Graduate School, the applicant must have: Minimum entrance requirements include a 3.0 grade point average during the last two years of undergraduate study. Graduate Record Exam scores of the 50th percentile or higher are preferred on two of the three aptitude tests (verbal, quantitative, or analytical writing).
2. An undergraduate major in psychology or the equivalent.
3. Recommendation by the Experimental or Clinical Admissions Committee of the Department of Psychology. The Clinical and Experimental Admissions Committees only admit students into the combined Master of Science and Doctor of Philosophy course of study.

### General Requirements

Area requirements assume the satisfactory completion of undergraduate courses that prepare the student for advanced study. Specifically, students must have completed undergraduate courses in research methods, neuroscience, sensation, perception, learning, social psychology, developmental psychology, personality, history and systems, or the equivalent of these topic areas. Each student's records will be reviewed by the Departmental Chair in consultation with departmental staff. Students deficient in area prerequisites may be required to enroll in additional course work and/or experience limitation of choices. An Area Requirement Plan of Completion must be finalized during the student's first month following matriculation. The Chair, the student, and one or more faculty appointed by the Chair will meet and approve each student's Plan of Completion. Students admitted by the Clinical Admissions Committee must complete the Clinical Area Requirements; students admitted by the Experimental Admissions Committee must complete the Experimental Area Requirements.

#### Required Courses (12 credits)

PSYC 6627 Statistics and Research Design I 3 cr  
PSYC 6632 Statistics and Research Design II 3 cr  
PSYC 6650 Thesis 6 cr

**Clinical Area Requirements (12 credits)**

Each student must complete one, 3-credit course from each of the following core areas of psychology:

**Area A: Biological Bases of Behavior:**

PSYC 5504 Sensation & Perception	3 cr
PSYC 5531 Behavioral Neuroscience I	3 cr
PSYC 5532 Behavioral Neuroscience II	3 cr

**Area B: Cognitive-Affective Bases of Behavior:**

PSYC 6642 Cognitive Psychology	3 cr
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**Area C: Social Bases of Behavior:**

PSYC 6643 Advanced Social Psychology	3 cr
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**Area D: Individual Behavior:**

PSYC 6644 Advanced Developmental Psychology	3 cr
PSYC 6647 Advanced Personality	3 cr

OR

**Experimental Area Requirements (12 credits)**

Students must complete four, 3-credit courses from among the following core areas of psychology:

PSYC 5504 Sensation & Perception	3 cr
PSYC 5531 Behavioral Neuroscience I	3 cr
PSYC 5532 Behavioral Neuroscience II	3 cr
PSYC 5570 Advanced Topics in Learning	3 cr
PSYC 6637 Multivariate Statistics	3 cr
PSYC 6642 Cognitive Psychology	3 cr
PSYC 6643 Advanced Social Psychology	3 cr
PSYC 6644 Advanced Developmental Psychology	3 cr
PSYC 6647 Advanced Personality	3 cr
Electives (12 credits)	

In addition, students must complete 12 credits of elective classes. Up to six credits of these electives may be taken from outside of the Psychology Department. Electives should be approved by the student's faculty advisor.

Minimum Total Credits - 36

**Psychology Graduate Courses**

**PSYC 5501 Theories of Personality 3 credits.** Study of the main theories of personality from both historical and contemporary perspectives, including trait theory, biological, psychoanalytic, humanistic, cross-cultural, behavioral, and social learning. Emphasis will be given to applying theories with the goal of understanding personality and predicting behavior. **Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.**

**PSYC 5502 Teaching of Psychology 1-2 credits.** Prepare students to teach independently. Pedagogy, use of technology, and problem solving skills related to teaching psychology courses will be discussed. Supervised teaching will be treated as a separate module. Repeata-

ble up to 4 credits. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**PSYC 5504 Sensation and Perception 4 credits.** The anatomical and physiological basis of sensation will be reviewed. Moreover, traditional and contemporary theories of perception will be critically considered. Students will be expected to do laboratory work illustrating basic concepts of sensory and perceptual function. PREREQ: PSYC 3303.

**PSYC 5508 Science, Pseudoscience, and Psychology 3 credits.** Designed to teach scientific thinking and how to critically evaluate fringe-science, paranormal, and other unproven claims. The psychological processes underlying pseudo-scientific thinking and beliefs also are introduced.

**PSYC 5512 Ethical and Professional Issues in Psychology 2 credits.** An introduction to ethical and professional standards in the field of psychology including a historic and contemporary framework. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**PSYC 5517 Interdisciplinary Evaluation Team 1 credit.** Introduction to the principles and techniques associated with interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Cross-listed as NURS 5517, SOWK 5517, SPA 4417.

**PSYC 5531 Behavioral Neuroscience I 3 credits.** Introduction to behavioral neuroscience with an emphasis on the relation between the central nervous system and behavior. Topics include: basic neuroanatomy, neurophysiology, hormones, sensory systems,

**PSYC 5532 Behavioral Neuroscience II 3 credits.** Critical evaluation of contemporary research in behavioral neuroscience. Emphasizes current research and theories concerning neural mechanisms of behavior. PREREQ: PSYC 5531 or permission of instructor. **Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. AS**

**PSYC 5535 Animal Behavior 3 credits.** Study of experiments in animal learning that have thrown light upon the problem of understanding human learning. Course is concerned with both observation and experimental studies of habit formation, conditioning, related endocrinology, and nerve structure as they are associated with behavior capabilities. PREREQ: SIX HOURS IN PSYCHOLOGY BEYOND PSYC 1101-1102 OR PERMISSION OF INSTRUCTOR.

**PSYC 5545 Learning Behavior 3 credits.** Survey of the major principles of learning, including the processes underlying classical and instrumental conditioning and motor skills behavior. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**PSYC 5563 Clinical Psychology and the Law 3 credits.** An introduction to the field of forensic psychology by exposing students to the primary areas in which clinical psychology relates to the legal system. Emphasis will be on expert testimony by clinicians in matters of criminal responsibility, mental competency, civil commitment, and child custody.

**PSYC 5565 Behavioral Medicine 3 credits.** Psychological issues of health, disease states, and prevention. Critical evaluation of clinical research and practice including nontraditional healing techniques and current models used to understand health and disease. PREREQ: PSYC 1101 OR PERMISSION OF INSTRUCTOR.

**PSYC 5567 Topics in Psychology 1-3 credits.** Selected topics in psychology. Contents vary. May be repeated with different content and departmental approval for a total of 6 credits. PREREQ: Permission of Instructor

**PSYC 5570 Advanced Topics in Learning 3 credits.** In-depth study of the major theories, principles, and research in learning. Areas of emphasis include the experimental analysis of behavior, stimulus control, schedules of reinforcement, aversive control, and quantitative analysis of behavior. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: PSYC 4445 OR PSYC 5545 OR PERMISSION OF INSTRUCTOR.

**PSYC 5583 Special Problems 1-3 credits.** Research or readings in a special area of interest to be arranged on an individual basis with individual faculty. May be repeated to a maximum of 12 credits. PREREQ: Permission of Instructor.

**PSYC 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**PSYC 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PSYC 6601 Family Assessment and Therapy 3 credits.** Introduction to clinical work with families, including theoretical models and intervention techniques, assessment methods, current research, and special topics relevant to families.

**PSYC 6612 Theories of Perception 3 credits.** Theories of perception, ecological, constructive, gestalt, and motivational, will receive critical review. Students will perform measurements of perception and research guided by theoretical accounts of the perceptual process.

**PSYC 6620 Psychodiagnostics I 3 credits.** Theory, measurement development, and current use and limitations of major tests of intelligence, academic achievement, development, and neurological function. Practice in test administration is included. PREREQ: PSYC 5527 OR PERMISSION OF INSTRUCTOR.

**PSYC 6621 Psychodiagnostics II 3 credits.** Theory, measurement development, and current use and limitations of major tests of personality, both objective and projective, with an emphasis on classification decisions. Practice in test administration is included. PREREQ: PSYC 6620 OR PERMISSION OF INSTRUCTOR.

**PSYC 6623 Advanced Psychological Measurements 3 credits.** Psychological measurement theory, the mathematical basis of reliability and validity constructs, and test construction strategies are introduced. Measurement principles are then generalized across response modes and methods, focusing on direct observation technologies.

**PSYC 6627 Statistics and Research Design I 3 credits.** Critical review of the theory and the methods used to evaluate the outcome of empirical research in the life and social sciences. Chi square, correlation, regression, analysis of variance designs are considered and related to the theoretical distributions basic to statistical inference. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.

**PSYC 6632 Statistics and Research Design II 3 credits.** Basic assumptions in the philosophy of scientific investigation, principles of design and analysis of experiments, including tests of significance and factorial designs, and reporting of research, in which the student is required to prepare reports of his own work as if for publication. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.

**PSYC 6633 Psychology of Addictive Behaviors 3 credits.** Reviews research on alcohol

and other drug use within biopsychosocial framework. Included are etiological factors and natural history, assessment and diagnosis, comorbidity, motivational interviewing, treatment models, and special population issues.

**PSYC 6634 Cultural Diversity and Individual Differences 3 credits.** Critical evaluation of scholarship on and social representations of cultural diversity and individual differences. Review of current theory, research, assessment, and intervention practices with diverse populations.

**PSYC 6635 Marital Assessment and Therapy 3 credits.** Introduction to assessment of marital distress, theoretical approaches to treating couples, intervention techniques, current research, and special topics in the clinical study of couples.

**PSYC 6636 Neuropsychological Assessment 3 credits.** Introduction to the selection, administration, scoring, and interpretation of commonly used neuropsychological tests, including tests of conceptual, perceptual, and linguistic ability. PREREQ: PSYC 6620 AND PSYC 6621.

**PSYC 6637 Multivariate Statistics and Research Design 3 credits.** Continuation of research principles in design and analysis, emphasizing the use of multiple dependent variables, strategies for investigating latent variables, and testing complex causal models. PREREQ: PSYC 6632 OR PERMISSION OF INSTRUCTOR.

**PSYC 6641 Special Problems 1-3 credits.** Individual work under faculty guidance. The student will pursue original research in some area of psychology of particular interest to him or her and write a report of his or her work in a form suitable for publication. Repeatable up to 12 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**PSYC 6642 Cognitive Psychology 3 credits.** Examines cognitive processes underlying perception, attention, mental imagery, memory, language, and problem solving/decision making. Cognitive development and individual differences are discussed. Both theory and experimental findings are emphasized in each area.

**PSYC 6643 Advanced Social Psychology 3 credits.** Review of current research and major theories of social psychology. Areas of emphasis include attitude, persuasion, prejudice and stereotyping, attraction, aggression, helping, and social cognition.

**PSYC 6644 Advanced Developmental Psy-**

**chology 3 credits.** Study of developmental theories, issues, and research across the life span. Emphasis is on current empirical research, highlighting the interaction of biological, cognitive, and social domains of development within and between individuals.

**PSYC 6645 Adult Psychopathology & Treatment I 3 credits.** Exposure to fundamental issues in etiology and assessment of adult psychopathology, including advancements in diagnostic classification, focusing on Axis I disorders such as anxiety and mood disorders. Empirically supported treatment methods are emphasized.

**PSYC 6646 Adult Psychopathology & Treatment II 3 credits.** Continued review of theories and forms of adult psychopathology, diagnostic categories, and models of treatment. Empirically supported treatment models that consider the therapeutic process, therapeutic relationship, and sociocultural context are emphasized. PSYC 6645 OR PERMISSION OF INSTRUCTOR.

**PSYC 6647 Advanced Personality 3 Credits.** This course will explore contemporary personality theory, as well as significant areas and trends in the current empirical literature.

**PSYC 6649 Child Psychopathology & Treatment 3 credits.** Review of the psychopathology, assessment, diagnosis, and treatment of major psychological disorders of childhood, including mental retardation, autism, learning disability, attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder.

**PSYC 6650 Thesis 1-6 credits.** Graded S/U. May be repeated

**PSYC 6672 History and Systems 3 credits.** Survey of historical and philosophical bases of theories of psychology presently used. Emphasis on understanding impact of political, cultural, and historical forces on ideas and methods used in psychology. PREREQ: PERMISSION OF INSTRUCTOR.

**PSYC 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PSYC 7701 Clinical Psychology 2 credits.** Orientation to professional training, evaluation, diagnosis, and treatment. Orientation to the Idaho State University Psychology Clinic procedures and report writing requirements. Introduction to clinical interviewing, crisis

management, supervision, and consultation.

**PSYC 7702 Introduction to Psychotropic Medication 2 credits.** Introduction to clinical psychopharmacology meeting American Psychological Association guidelines for Level 1 predoctoral training. Disorders of substance abuse, psychosis, mood, anxiety, and development are highlighted. PREREQ: PSYC 5532.

**PSYC 7703 Advanced Ethics and Professional Issues 1 credit.** Systematic review of ethical decision-making emphasizing analysis of complex ethical issues. Professional topics include supervision, post-doctoral training, licensure, management of high-risk patients, self-care, and emerging models of behavioral health consultation. PREREQ: PSYC 5512.

**PSYC 7724 Community Practicum 1-2 credits.** Students work in public or private mental health agencies under qualified supervisors. Professional activities include evaluation and therapy. Six hours per week per credit. May be repeated. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE.

**PSYC 7725 Psychology Clinic Practicum 1-2 credits.** Students are supervised in the evaluation and treatment of clients served by the Psychology Department Clinic. Six hours per week per credit. May be repeated. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE.

**PSYC 7726 Supervision Practicum 1-2 credits.** Guided supervisory experiences with junior colleagues in the ISU Psychology Clinic. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE. Graded S/U. May be repeated.

**PSYC 7727 Psycho-educational Evaluations 1 credit.** Interviewing, test selection, test administration, case conceptualization, report writing, and interpretation skills are performed under supervision. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE. Graded S/U. May be repeated.

**PSYC 7736 Clinical Proseminar 1-3 credits.** Specific areas of psychopathology, assessment, diagnosis, intervention, and/or associated theoretical models are reviewed in a seminar format with subject matter experts. May be repeated with different content.

**PSYC 7748 Clinical Externship 1 credit.** Clinical practice in regional human service agency. Minimum 10 hours per week; 1 hour supervision by Ph.D. psychologist per 20 contact hours. Repeatable up to 12 credits. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE. Graded S/U.

**PSYC 7749 Clinical Internship 1 credit.** Predoctoral internship, 11-12 months, at a member site of the Association of Psychology Postdoctoral and Internship Centers, or comparable supervised clinical practice approved by the Clinical Training Committee. Repeatable up to 3 credits. PREREQ: APPROVAL OF CLINICAL TRAINING COMMITTEE. Graded S/ U.

**PSYC 8850 Dissertation variable credits.** Research, analysis, and writing of a doctoral dissertation. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

## Department of Sociology, Social Work, and Criminal Justice

Chair and Professor: Hearn  
Associate Professors: Hearn, Jensen-Hart  
Assistant Professors: Casey, Christensen, Kim, Thomas, Williams  
Emeritus Faculty: Aho, Bryan, Hunter, Pierson

### Goal and Mission

The goal and mission of the MA program are to prepare graduates for positions as sociological researchers in charitable non-governmental organizations, business, or government. This is accomplished by providing them with the theories, findings, and methods distinctive to sociology. Some graduates choose to pursue a sociology doctorate with the hope of college teaching, others go on to law school, still others into counseling or private consulting.

### Objectives

1. Graduates will master literature in one substantive area of sociology.
2. Graduates will develop an understanding of sociological theories, related findings, research design and statistics.
3. Graduates will further their professional careers by either continuing education at the doctoral level or finding employment in public service utilizing their advanced degree.

## Master of Arts in Sociology

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following departmental requirements: students

must score a minimum of the 40th percentile in one of the three sections of the GRE, have a grade point average of 3.0 or higher (on a 4.0) for the last 60± credits taken as an undergraduate, or permission of the Graduate Director. Three letters of recommendation must accompany the application.

For full admission to the graduate program in Sociology, the student must have completed the following courses or their equivalent: Introduction to Sociology, Social Theory, Social Statistics, and Social Science Research Methods. In cases of deficiencies, students may be granted waivers, alternative courses, or Classified with Performance Requirements (w/PR) admission at the discretion of the Sociology Graduate Director.

### General Requirements

SOC 5502 Proseminar	3 cr
SOC 5508 Advanced Sociological Statistics	3 cr
SOC 6600 Comparative Sociological Theories	3 cr
SOC 6603 Seminar: Topics in Methods	3 cr
SOC 6650 Thesis	6 cr
Sociology Electives	15 cr
Minimum Total Credits	33 cr

The Sociology electives may be selected from 5500- and 6600-level courses in Sociology or other graduate courses approved by the Sociology Graduate Director. If SOC 4408 was taken as an undergraduate, 3 credit hours of electives will be substituted for SOC 5508.

Other requirements include the successful completion of a written comprehensive examination, a thesis proposal presentation and an oral defense of the completed thesis.

For more information, please consult the Sociology Graduate Student Handbook and Sociology Graduate Director.

### Sociology Graduate Courses

**SOC 5502 Proseminar in Sociology 3 credits.** An overview of the field of sociology, with emphasis on the teaching of sociology, orientation to graduate education, major sociological theories, issues, research approaches, and ethical problems in the field today. PREREQ: PERMISSION OF INSTRUCTOR.

**SOC 5503 Contemporary Sociological Theory 3 credits.** Survey and appraisal of sociological theories since 1945: structural functionalism, rational choice, conflict, symbolic interactionism, and phenomenology.

**SOC 5508 Statistical Analysis 3 credits.** Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application.

**SOC 5513 Mind, Body and Society 3 cred-**

its. Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations.

**SOC 5531 Criminology 3 credits.** Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships.

**SOC 5536 Elite Deviance and Crime 3 credits.** Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**SOC 5538 Sexual Crimes 3 credits.** Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**SOC 5559 MA Sociology Internship 1-3 credits.** The MA sociology internship will give eligible graduate students the opportunity to explore the applied work of sociology in public and private agencies and organizations, private firms and foundations. Students will be placed in supervised internship positions commensurate with their skills, abilities and career goals. Only classified students with satisfactory academic progress are eligible for this course. May be repeated for a total of 6 credits. PREREQ: Permission of instructor.

**SOC 5562 Power, Class and Prestige 3 credits.** Theories and methodology of status systems; the relation of class to the social structure; analysis of class in different societies, with emphasis upon the class system and power.

**SOC 5567 Community Networking: Cultivating the Sociological Imagination 3 credits.** Advanced study of the sociology of community through readings, class discussions, lectures, and a community networking internship.

**SOC 5583 Independent Problems in Sociology 1-4 credits.** Readings, observations, applied work, or data analysis in content area not offered in our curriculum. May be repeated for up to 6 credits.

**SOC 5592 Topics in Criminal Justice 3 credits.** Reading, discussion, and preparation of reports on selected topics. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated with different content.

**SOC 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SOC 6600 Comparative Sociological Theories 3 credits.** Comparative analysis of various theoretical perspectives in sociology with special emphasis on structural functionalism, symbolic interactionism, exchange theory, conflict theories, phenomenology, and ethnomethodology. Primary emphasis will be placed on the major propositions of each perspective and the significant contributions of scholarship in each area. PREREQ: SOC 4403 OR EQUIVALENT.

**SOC 6601 Sociological Theories 3 credits.** A seminar in selected topics in theory which will focus on either historical, comparative or contemporary theories. May be repeated for up to 9 credits.

**SOC 6603 Topics in Methods 3 credits.** In depth focus on methodological topics relevant and timely to students' needs and interests. May be repeated up to 6 credits.

**SOC 6605 Social Organization 3 credits.** A seminar in selected topics of social organization and disorganization which will include such themes as complex organization, industrial sociology, community, and urban studies. May be repeated for up to 6 credits.

**SOC 6607 Topics in Diversity 3 credits.** A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits.

**SOC 6613 Social Behavior 3 credits.** A seminar in social interaction which will consider such themes as collective behavior, social psychology, deviance, ethnography, and neopositivist approaches to behavioral analysis. May be repeated up to 6 credits.

**SOC 6615 Social Institutions 3 credits.** A seminar in selected aspects of medicine, law

and crime, media, corporations, sports, religion, family, education, and political sociology. May be repeated up to 9 credits.

**SOC 6620 Seminar: Philosophy of Social Science 3 credits.** The application of mathematical and scientific methods to the study of social, economic, and political life will be considered through the reading of certain seminal writings. Attention will be given to the fundamental assumptions about the nature of scientific rationality. Required of all D.A. students.

**SOC 6621 Seminar: Interdisciplinary Topics in Social Science 3 credits.** Examination of selected topics in the social sciences from the analytic orientations and perspectives common and peculiar to the disciplines of political science, economics and sociology. Required of all D.A. students.

**SOC 6649 Independent Studies 1-4 credits.** Consultation course consisting of independent student effort under the guidance of the instructor. Students are assigned to, or request assignment to, specific independent problems on the basis of interest and preparation. This may include preparation and presentation of a major research project, directed readings, or tutorial study.

**SOC 6650 Thesis 1-6 credits.** Research, analysis, and writing of master's thesis. 6 credits of SOC 6650 are required for graduation. Continuous enrollment at a minimum of 1 credit must be maintained until the thesis is defended. May be repeated. Graded S/U.

**SOC 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Social Work Graduate Courses

**SOWK 5517 Interdisciplinary Evaluation Team 1 credit.** Introduction to the principles and techniques associated with interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Cross-listed as PSYC 5517, NURS 5517, SPA 5517.

**SOWK 5582 Independent Problems Consultation course which may be repeated for maximum of 6 credits.** PREREQ: 12 CREDITS IN SOCIAL WORK.



**SOWK 5591 Seminar 3 credits.** Readings, - discussion, and preparation of reports on selected topics. May be repeated to 9 credits with different topics. PREREQ: PERMISSION OF INSTRUCTOR.

**SOWK 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be graded S/U.

**SOWK 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SOWK 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.



# College of Business

Tom Ottaway, Ph.D., Dean  
Joanne Tokle, Ph.D., Associate Dean  
Corey Schou, Ph.D., Associate Dean for  
Information Systems

## Department of Accounting

Professor and Chair: Smolarski  
Professors: Picard, Smith  
Assistant Professors: Bezik, Brown,  
Konicek, Lim, O'Brien-Rose, Vega

## Department of Informatics

Chair and Professor: Parker  
Professors: Ottaway, C. Schou  
Assistant Professor: Srinivasan

## Department of Finance & Economics

Chair and Professor: Hackert  
Professors: Bensen, Brookman, Byers,  
Khang, Stegner, J. Tokle, R. Tokle

## Department of Management

Chair and Professor: Murphy  
Professors: Jolly, M. Johnson,  
Krumwiede  
Associate Professors: Street, Tocher  
Assistant Professors: Bollinger, S. Schou  
Senior Lecturer: Peppers  
Lecturer: Peterson

## Department of Marketing

Chair and Professor: Speck  
Assistant Professors: McCardle, Ney

## Master of Business Administration

The College of Business (COB) at Idaho State University (ISU) offers a program leading to the degree of Master of Business Administration (MBA) to holders of business and non-business bachelor's degrees. The MBA program is accredited by AACSB International, the Association to Advance Collegiate Schools of Business. In addition to the traditional MBA degree, the program offers MBA degrees with emphasis areas in Accounting, Informatics, Finance, Health Care Administration (HCA), Project Management, and Marketing. The MBA program at Idaho State University was the first to be accredited by the AACSB in the State of Idaho and remains committed to the delivery of a high quality, rigorous program.

The traditional MBA provides a broad general degree particularly suited to those pursuing a

managerial focus in their careers. The Accounting, Informatics, Finance, and Health Care Administration, Project Management, and Marketing options provide specialized knowledge relating to their respective fields. The Accounting emphasis meets the needs of students who wish to satisfy requirements for certification as public accountants (CPA) or certification as management accountants (CMA).

In the interest of a more diverse student body, the college encourages and attracts a number of full-time students from other parts of the United States and foreign countries.

## Mission and Goals

The Idaho State University MBA program's mission is to develop and deliver programs that address the diverse needs of stakeholders. Our primary mission is to offer an MBA program that enhances our students' competence in business management, fosters their intellectual curiosity, and develops the personal skills necessary to be an effective manager. The MBA program prepares students for leadership roles in all areas of business requiring skilled and ethical decision making and analytical abilities.

## Program Goals

MBA Students should develop:

- Communication and collaboration skills.
- Skill in critical analysis, problem solving and decision making.
- Competency in key business concept areas.
- Insight into cultural, global, and ethical issues in business.

## The MBA Program

The MBA program consists of eight graduate core courses (MBA-I) covering basic knowledge skills and concepts, a core of eight broad integrative courses (MBA-II), plus six to twelve hours of additional graduate level courses depending upon the student's program of study.

The MBA-I core develops a broad competence in the functional fields of business: Accounting, Economics, Management, Marketing, Operations, and Finance. The core also examines behavioral, international, ethical, industry analysis, and strategic issues that cut across the functional boundaries and provide a basic educational background. Students with undergraduate degrees in business may have MBA-I

classes waived.

The MBA-II core consists of eight required courses which, although anchored in traditional functional fields, are designed to provide a strong integrative focus building upon the competencies developed in MBA-I courses.

The traditional MBA degree requires six credit hours of graduate course work beyond the MBA-II core courses. The various emphases require nine credit hours of graduate course work beyond the MBA-II core courses. The courses in the Accounting, Informatics, Finance, Health Care Administration, Project Management, and Marketing areas of emphasis are designed to provide specialized knowledge specific to each of their respective fields.

## Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School, and all additional College of Business requirements.

Admission to the MBA program is granted only to students showing high promise of success. The College of Business uses various measures of high promise, including the candidate's performance on the Graduate Management Admissions Test (GMAT) and upper-division grade point average (GPA). Such measures, along with other reasonable indications of promise, will be used in combination to arrive at a final judgment.

The minimum requirement for admission is defined by the following:

The sum of 200 times the grade point average in upper-division course work (4.0 system) plus the total score on the Graduate Management Admission Test must equal at least 1150 points.

For applicants from schools with different grading systems a GPA will be inferred as accurately as possible. Also, graduate courses will be included in the upper-division GPA calculation. For applicants with a significant amount of recent upper-division academic course work versus course work that is considerably older, we may choose to consider only the recent GPA.

Individuals holding a current master's degree from a regionally accredited institution may meet minimum requirements and be considered for admission if they meet the Graduate School requirements regarding GRE scores in which case the student is not required to take the GMAT for admission.

Meeting the minimum formula requirement or minimum GRE requirement does not assure admission to the MBA program since other

factors may be considered if they are deemed important in the assessment of the applicant's probable success in the MBA program.

All applicants are required to submit a resume outlining work experience and two letters of reference.

Please note that no individual can be admitted to classified status in the MBA program until the College of Business has received the applicant's official transcripts and official GMAT/GRE scores.

Applications are accepted at any time. Complete applications are reviewed the first working day of each month up to the Graduate School deadlines for admission.

## Locations

The MBA program serves Southeast Idaho's need for part-time and full-time graduate education in business. The traditional MBA degree is offered in the evening in Pocatello and Idaho Falls to full-time and part-time students. The Finance, Marketing, and Project Management emphasis areas require that students be able to take at least some emphasis-area daytime courses in Pocatello, and are restricted to individuals who do not have an undergraduate major in the respective fields. The Informatics emphasis and Accounting emphasis elective courses are only daytime courses offered in Pocatello. The Health Care Administration emphasis courses are offered primarily in the evening in Pocatello.

## Conduct

Academic integrity is expected by the College of Business. All forms of academic dishonesty, including cheating and plagiarism, are prohibited. The penalties for students engaging in academic dishonesty, plagiarism, unprofessional or unethical conduct within the university community range from a failing grade to dismissal from the MBA program, and/or permanent expulsion from the university with notation on the student's transcript. The Graduate Catalog explains the dismissal policy and the procedures for the appeal of dismissal. If you are unclear as to what constitutes academic dishonesty, you should consult the Graduate Catalog, then review the College of Business policy on Academic Integrity available from the College of Business Office in BA 202; from the College of Business web site at [www.cob.isu.edu](http://www.cob.isu.edu); or refer to the Idaho State University Faculty/Staff Handbook policy on academic dishonesty. If you are still in doubt about academic dishonesty, you're encouraged to consult with a faculty member, the MBA Director, or the Dean.

# MBA Degree Requirements

## MBA Minimum Prerequisites

### Mathematics Skills

The minimum level of mathematics required for the MBA program is college algebra. If students have not completed this course, they must do so early in their program prior to enrolling in MBA-II courses. College algebra may be waived if the student scores in the 50th percentile or higher on the quantitative section of the GMAT. If all MBA-I courses are waived, the student may enroll in MBA-II courses provided they are concurrently enrolled in courses to meet the math requirement.

### Computer Skills

Computer literacy is an essential skill for success in the MBA program and success in a professional business career. The minimum skills required are the ability to use a word processor, a spreadsheet, the Internet, and Windows. Students are required to maintain e-mail and Internet accounts on the Idaho State University network.

### Communications Skills

Good communication skills are fundamental for students and managers. Students are expected to have a high degree of proficiency in both oral and written communication skills. - Students failing to demonstrate communications proficiency will be required to take remedial work.

## MBA I

The following courses are prerequisite to any MBA II course:

MGT 2216  
MBA 6610 or ECON 2201 and ECON 2202  
MBA 6611 or ACCT 2201 and ACCT 2202  
MBA 6612 or MGT 3312 and MGT 5563  
MBA 6613 or MKT 2225  
MBA 6614 or MGT 3329  
MBA 6615 or FIN 3315

## Waiver of MBA-I Requirements

MBA-I courses may be waived for students with a business degree from an AACSB accredited institution. MBA-I courses may be waived for students with a business degree not accredited by AACSB subject to a transcript and program evaluation by the MBA Director. For students with non-business degrees or degrees from foreign universities, courses may be waived where equivalency of content with the Idaho State University MBA core can be established and the student has earned at least a grade of C- or equivalent. Individuals with degrees greater than 10 years old may be required to take selected MBA-I courses. Work

experience is not a basis for waiving MBA-I course work; however, students with substantial work experience may demonstrate competence in a particular field through examination.

## MBA-II (24 hours)

After all MBA-I requirements are satisfied, students may enroll in the MBA-II core component courses listed below.

MBA 6620 Quantitative Information for Business Decisions  
MBA 6621 Managerial Decision Making  
MBA 6622 Finance in an Integrated Environment  
MBA 6623 Marketing in an Integrated Environment  
MBA 6626 Business Policy/Strategy in a Global Environment  
MBA 6637 Business Analytics and Strategic Business/IT Alignment  
MBA 6628 Business Simulation and Application  
MBA 6629 Competitive Advantage Along the Value Chain and Negotiations

Exceptions to the requirement that all MBA-I courses be completed prior to enrolling in MBA-II courses may be made when most MBA-I courses have been taken and enforcement of this requirement would cause undue hardship for a student (i.e., a delay in his/her program). Students may substitute a course for MBA 6620 with permission of the MBA Program Director. Exceptions will be granted only where it is reasonable to conclude that the student has sufficient background to perform satisfactorily in MBA-II courses.

A request for an exception to the MBA-I prerequisite requirement must be made to the MBA Director. This request should state the MBA-I courses remaining to be taken in the student's program, when those courses will be taken, and what hardships will be incurred if the exception is not granted.

## Additional Course Requirements

Students seeking the traditional MBA degree will complete six credit hours of additional graduate course work beyond the MBA-II core.

Students seeking the MBA with an emphasis in Accounting, Informatics, Finance, Project Management, Marketing or Health Care Administration will complete nine credit hours of graduate work in their selected emphasis area.

Students may select as electives any 5500-level or 6600-level courses offered by the College of Business that meet emphasis area requirements with the exception of courses numbered between MBA 6600 and MBA 6615 inclusive, and MBA-II courses. Students wishing to take elective courses outside the College of Business must have those courses approved by the MBA Director. The electives may include MBA 6650 Thesis (6 credit hours), or MBA 6639 Paper (3 credit hours). Students may not take a 5500-level course for elective

credit if a similar course has been taken at the undergraduate level.

### The Traditional MBA degree (6 hours of electives)

Students pursuing the traditional MBA degree are required to meet the following requirements:

- Electives (6 credit hours). The traditional MBA degree requires six credit hours of College of Business electives at the 5500/6600 level approved by the MBA Director.

### Accounting Emphasis (9 hours)

The MBA with an Emphasis in Accounting program produces graduates with the knowledge and skills for successful professional accounting careers. The goal of the accounting emphasis is to provide graduates with the following characteristics:

- Business and accounting knowledge.
- Capability and motivation for continued learning.
- Competence in learning skills (including research of data bases).
- Ability to analyze, critique, and communicate.
- Ability to work effectively with others.
- Rigorous ethical standards.

The Accounting Emphasis program enhances knowledge and skills for rapid advancement in either managerial or public accounting. MBA graduates should be prepared to pass certification examinations for both the Certified Public Accountant (CPA) and Certified Management Accountant (CMA).

Students choosing an emphasis in Accounting must select 9 hours of 5500/6600 level accounting courses. Appropriate undergraduate prerequisite courses are required. Courses at the 5500-level cannot be selected if a comparable undergraduate course has already been taken.

### Informatics Emphasis (9 hours)

The MBA with an Emphasis in Informatics program is focused on providing managerial-level knowledge of information technology for MBA students. The Informatics emphasis provides general business managers with a curriculum focused on building their knowledge of information systems and the opportunity to develop technical skills in this field.

Electives (9 credit hours). The MBA with an emphasis in Informatics requires 9 credit hours of 5500/6600-level elective course work in the field of informatics.

### Finance Emphasis (9 hours)

The MBA with an Emphasis in Finance is not open to students who have a previous undergraduate major in Finance. The Finance emphasis requires that students must be able to take at least some daytime courses in Pocatello.

The MBA with an emphasis in Finance requires FIN 5578 (3 credits) plus 6 more credits of 5500/6600-level elective course work in the field of finance.

### Project Management Emphasis (9 hours)

Students pursuing the MBA with an Emphasis in Project Management are required to take the following courses:

MGT 5582 Project Management  
MGT 5591 Seminar in Management and Organization  
And 1 of the following 2 classes:  
MGT 5534 Productivity and Quality Management  
MGT 5530 Advanced Operations and Production Management

Students who have taken these courses as undergraduates are not eligible to repeat them as graduate students. Students who have already taken one or more of these classes must have an appropriate alternative course approved by the MBA Director or Management Department Chair.

### Marketing Emphasis (9 hours)

The MBA with an Emphasis in Marketing is not open to students who have a previous undergraduate major in Marketing. The Marketing emphasis requires that students must be able to take at least some daytime courses in Pocatello.

The MBA with an emphasis in marketing requires 9 credit hours of 5500/6600-level elective course work in the field of marketing. Marketing courses are labeled MKTG.

### Health Care Administration Emphasis (9 hours)

The MBA with an emphasis in Health Care Administration requires at least 9 credit hours of 5500/6600-level elective work in Health Care Administration (HCA). Students may not repeat classes they have taken as undergraduates at the 400-level.

HCA 5573 Marketing for Health Care Organizations  
HCA 5553 Health Care Finance  
HCA 5555 Health Organization Management and Strategy  
HCA 5595 Administrative Internship  
HCA 5575 Healthcare Law and Bioethics  
HCA 6665 Health Insurance and Reimbursement  
HCA 6680 Applied Topics in Health Care

\*10 credits are earned if the student takes the 40credit internship.

### Program of Study

All MBA students are required to meet with the MBA Director prior to or during their initial term in the program in order to develop an approved program of study. Students will be blocked from registering for the next term until this program of study is approved.

Students may apply up to 12 semester credits to both the MBA and the MAcc.

### Examination Requirements

The MBA program requires the satisfactory completion of an oral examination in the final term of the student's program.

### Academic Requirements

Any student who, after admission to the College of Business graduate program, falls below a 3.0 GPA or receives two C (C+, C, or C-) grades or a grade of D+ or lower in the MBA program (MBA-I, MBA-II, and elective courses) is deemed to be doing unsatisfactory work and is subject to review by the College of Business MBA Administrative Committee and to dismissal from the program. A student dismissed for academic reasons may apply for readmission to the MBA program no earlier than four months following his/her dismissal. Requests for readmission will be denied unless the student can demonstrate that the reasons for the previous unsatisfactory work have been rectified and can show evidence of ability to perform satisfactorily in the MBA program.

Courses in which a grade of D+, D, D- or F has been earned will not be counted toward fulfillment of MBA-I or MBA-II program requirements. Students may not use more than two courses with a grade of C+, C, or C- to satisfy graduation requirements. Students must achieve a 3.0 or better GPA in order to graduate.

### MBA and PharmD Joint Degree Program

Students enrolled in the PharmD Program at Idaho State University may combine that degree program with an MBA degree with approximately one year of additional effort. The program is essentially the traditional MBA degree program with the use of some PharmD courses to meet MBA requirements. Program requirements include:

- During the two years of prepharmacy course work, the student should take ECON 2201, ECON 2202, ACCT 2201 and ACCT 2202.
- During the third year profession year in the Pharm.D. program and the summer preceding that year, the student should take MBA 6613, MBA 6614, MBA 6615. These courses will satisfy four hours of

electives required in the spring semester of the third professional year of the Pharm.D. curriculum. In addition, the completion of MBA 6612 (Human Behavior in Organizations) will substitute for PPRA 9945 (Pharmacy Management) required in the third professional year of Pharm.D. curriculum.

- Six hours of specified experiential courses (PHAR 9981) taken in the fourth professional year of the Pharm.D. program will satisfy six elective hours required in the MBA curriculum.
- Throughout and following the professional Pharm.D. program, the student must complete the second year of MBA curriculum, which includes MBA 6620, MBA 6621, MBA 6622, MBA 6623, MBA 6626, MBA 6628, MBA 6629 and MBA 6637.

Upon completion of all required MBA classes, the student may take the MBA final oral exam. Award of the MBA degree requires successful completion of the Pharm.D. degree or a bachelor's degree at Idaho State University.

### Admission Requirements

Admission to the MBA program will normally take place at the end of the second professional year. PharmD students must meet the regular admission requirements of the MBA program except they are required to have completed only the equivalent of an undergraduate degree at the time of admission. Applicants must request the College of Pharmacy to certify to the Graduate School that the student has completed 120 hours and that those 120 hours are equivalent to an undergraduate degree.

### Graduate Certificate in Business Administration Program (18 credits)

The College of Business offers a Graduate Certificate in Business Administration for individuals with non-business degrees who wish to enhance their business knowledge and skills. The program is designed as an evening, part-time program for the working professional, providing a broad base of knowledge and skills needed for today's high technology business environment. Individuals who may subsequently apply for admission to the MBA program would have all MBA-I requirements completed.

### Admission Requirements

Admission to the program and maintenance of good standing will be in accord with the requirements of the Graduate School of Idaho State University and the additional College of Business requirements.

Admission to the Graduate Certificate in Business Administration program is open to students with nonbusiness degrees. Admission to the program requires that applicants meet one of the following two requirements.

1. A minimum GPA of 3.0 in the last 60 hours of undergraduate coursework.
2. A score at the 40th percentile or higher on at least one section of the GMAT.

Students who complete the Graduate Certificate in the Business Administration program are required to meet the regular MBA admission requirements if they wish to complete the MBA degree. The COB will consider the student's GPA in MBA-I classes in instances wherein the individual has extremely old undergraduate GPA.

The following actions are required to be considered for admission to the Graduate Certificate in Business Administration program.

1. Submit a Graduate School application form and application fee to the Graduate School.
2. Provide official transcripts to the Graduate School.
3. Provide GMAT scores to the Graduate School in cases where GPA in the last 60 hours of undergraduate coursework is below a 3.0.
4. Provide a resume of work experience and two letters of recommendation to the College of Business.

### Locations

The Graduate Certificate in Business Administration program is offered in both Pocatello and Idaho Falls. In some instances, students may have to travel to Pocatello or Idaho Falls to obtain a specific class.

### Requirements (18 hours)

- Certificate Minimum Prerequisites  
Students entering the Graduate Certificate in Business Administration program are expected to have completed formal courses in statistics, college algebra, and micro and macro economics. If students have not completed this work, they must do so early in their program.

- Required courses for the Graduate Certificate in Business Administration (18 hours as specified below):

MBA 6611 Financial Reporting and Managerial Accounting  
MBA 6612 Human Behavior in Organizations  
MBA 6613 Marketing  
MBA 6614 Operations Management  
MBA 6615 Finance  
MBA 6616 Business Policy

### Waiver of Requirements

Course requirements will be waived for students who can demonstrate that they have taken equivalent courses within the last 5 years. If a course is waived, the student is required to substitute an alternative course in

the field of study that was waived. Waiver of courses and substitutions must be approved by the MBA Director.

### Academic Requirements

Any student who, after admission to the College of Business certificate program, falls below a 3.0 GPA or receives two C+ grades or a grade of D or F in any course is deemed to be doing unsatisfactory work and is subject to dismissal from the program. A student dismissed for academic reasons may apply for readmission to the certificate program no earlier than four months following his/her dismissal. Requests for readmission will be denied unless the student can demonstrate that the reasons for the previous unsatisfactory work have been rectified and he/she shows evidence of ability to perform satisfactorily in the certificate program. Courses in which a grade of D or F has been earned will not be counted toward fulfillment of program requirements. Students may not use more than two courses with a grade of C+ to satisfy certificate completion requirements.

## Master of Accountancy

The Master of Accountancy (MAcc) provides students with advanced analytical and technical skills and tools required for success in the complex world of accounting today. The program develops skills and competencies well beyond that of an undergraduate accounting degree and will prepare students to enter the public accounting profession and provide a solid foundation for passing the rigorous CPA professional examination.

### Admissions Requirements

The student must apply to, and meet all the criteria for, admission to the Graduate School, and all additional College of Business requirements.

Admission to the MAcc program is granted only to students showing high promise of success. The College of Business uses various measures of high promise, including the candidate's performance on the Graduate Management Admissions Test (GMAT) and upper-division grade point average (GPA). Such measures, along with other reasonable indications of promise, will be used in combination to arrive at a final judgment.

Applicants must hold a bachelor's degree in accounting or equivalent coursework if the degree is not in accounting.

The minimum requirement for admissions is defined by the following:

The sum of 200 times the grade point average in the last 60 credits of course work (4.0 system) plus the total score on the Graduate Management Admissions Test must equal at least 1150 points.

For applicants from schools with different grading systems a GPA will be inferred as accurately as possible. Also, graduate courses will be included in the last sixty hours GPA calculation. For applicants with a significant amount of recent upper-division academic course work versus course work that is considerably older, we may choose to consider only the recent GPA.

Individuals holding a current master's degree from a regionally accredited institution may meet minimum requirements and be considered for admission if they meet the Graduate School requirements regarding GRE scores, in which case the student is not required to take the GMAT for admission.

Meeting the minimum formula requirement or minimum GRE requirement does not assure admission to the MAcc program since other factors may be considered if they are deemed important in the assessment of the applicant's probable success in the MAcc program.

All applicants are required to submit a resume outlining work experience and two letters of reference.

Please note that no individual can be admitted to classified status in the MAcc program until the College of Business has received the applicant's official transcripts and official GMAT/GRE scores.

Applications are accepted at any time. Complete applications are reviewed the first working day of each month up to the Graduate School deadlines for admission.

## Course Requirements

ACCT 5531 Advanced Tax Concepts	3 cr
ACCT 5533 Legal Environment of Accounting	3 cr
OR	
MGT 5561 Business Law	3 cr
ACCT 5557 Advanced Auditing	3 cr
ACCT 5561 Advanced Accounting	3 cr
ACCT 5571 Accounting Capstone 1	1 cr
ACCT 5572 Accounting Capstone 2	1 cr
ACCT 5573 Accounting Capstone 3	1 cr
ACCT 5574 Accounting Capstone 4	1 cr
ACCT 6625 Managerial Control Systems and Corporate Social Responsibility	3 cr
OR	
MBA 6625 Managerial Control Systems	3 cr
ACCT 6631 Accounting Theory	3 cr
ACCT 6634 Seminar in Accounting	3 cr
MBA 6622 Finance in an Integrated Environment	3 cr
ACCT 6660 Governmental and Global Accounting	3 cr
Total Credits	31 cr

## Program of Study

All MAcc students are required to meet with the MBA Director or accounting advisor prior to or during their initial term in the program in order to develop an approved program of study. Students will be blocked from registering for the next term until this program of study is approved.

## Examination Requirement

The MAcc degree requires the satisfactory completion of an oral examination in the final term of the student's program.

## Academic Requirements

Any student who, after admission to the College of Business graduate program, falls below a 3.0 GPA or receives two C (C+, C, or C-) grades or a grade of D+ or lower in the MAcc program is deemed to be doing unsatisfactory work and is subject to review by the College of Business Graduate Administrative Committee and dismissal from the program. A student dismissed for academic reasons may apply for readmission to the graduate program no earlier than four months following his/her dismissal. Requests for readmission will be denied unless the student can demonstrate that the reasons for the previous unsatisfactory work have been rectified and can show evidence of ability to perform satisfactorily in the MAcc program.

Courses in which a grade of D+, D, D- or F has been earned will not be counted towards fulfillment of MAcc program requirements. Students may not use more than two courses with a grade of C+, C or C- to satisfy graduation requirements. Students must achieve a 3.0 or better GPA in order to graduate.

## Accounting Graduate Courses

**ACCT 5500 Managerial Tax Planning 3 credits.** For prospective business managers, owners, or investors interested in important tax consequences of alternative financial transactions.

**ACCT 5503 Accounting Information Systems 3 credits.** A strategic approach to the use of accounting information in an organization. Tools for documentation of business processes and database design are introduced. Focuses on primary business cycles, interrelationship among them, and impact on accounting information. Includes assessment of risks involved in information processing and reporting. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ACCT 3323.

**ACCT 5531 Advanced Tax Concepts 3 credits.** Specialized federal tax concepts and

tax research principles for individuals, businesses, estates, and trusts. Elaborates on basic principles discussed in Principles of Taxation. Specific, evaluated graduate-level activities are identified in the course syllabus.

**ACCT 5533 Legal Environment of Accounting 3 credits.** Study of legal issues facing accountants, including business law, forms of organizations, and regulatory requirements.

**ACCT 5541 Management Control Systems 3 credits.** Focuses on strategic and managerial evaluation and control systems using financial and nonfinancial accounting information. PREREQ: ACCT 3341

**ACCT 5556 Auditing 3 credits.** Concepts and practices of independent and internal auditing. Professional responsibilities, risk assessment, audit planning and reporting. PREREQ: ACCT 3324; PRE- or COREQ: ACCT 4403 or ACCT 503 or CIS 4403 or INFO 5503

**ACCT 5557 Advanced Auditing 3 credits.** Integration of financial statement auditing concepts in case discussions. Research into contemporary auditing literature.

**ACCT 5560 Governmental and Not-For-Profit Accounting 3 credits.** Accounting and reporting principles, standards and procedures applicable to governmental units and not-for-profit institutions, i.e. universities, hospitals. Special consideration to financial management problems peculiar to the not-for-profit sector. PREREQ: ACCT 3324

**ACCT 5561 Advanced Accounting 3 credits.** Study of accounting problems arising in connection with partnerships, corporate affiliation; institutional, social, and fiduciary accounting; consignments; installment sales; and foreign exchange.

**ACCT 5570 Contemporary Issues in Managerial Accounting 3 credits.** Contemporary topics and emerging issues in managerial accounting. This field is rapidly evolving to meet the needs of enterprises competing in a dynamic global environment. PREREQ: ACCT 3341

**ACCT 5571 Accounting Capstone 1 1 credit.** Capstone course integrating accounting regulation topics. Emphasis on analytical, problem-solving and communication skills.

**ACCT 5572 Accounting Capstone 2 1 credit.** Capstone course integrating financial accounting and reporting topics. Emphasis on analytical, problem-solving and communication skills.

**ACCT 5573 Accounting Capstone 3 1 credit.** Capstone course integrating auditing and attestation topics. Emphasis on analytical, problem-solving and communication skills.

**ACCT 5574 Accounting Capstone 4 1 credit.** Capstone course integrating business environment and concept topics. Emphasis on analytical, problem-solving and communication skills.

**ACCT 5580 Comparative International - Accounting 3 credits.** Study of systems that have proven to be problems in an international accounting context, particularly for corporate financial reporting. Also, the progress toward international harmonization of financial reporting and taxation.

**ACCT 5590 Financial Reporting and Statement Analysis 3 credits.** A financial accounting capstone course focusing on statement analysis from the point of view of the many users of financial statements: investors, creditors, managers, auditors, analysts, regulators, and employees through the case analysis of actual companies' financial statements. PREREQ: ACCT 4461 or ACCT 5561

**ACCT 5591 Seminar in Accounting 3 credits.** Reading, discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. Specialized evaluated graduate level activities and performances are identified in the course syllabus. May be repeated for up to 6 credits with permission of instructor.

**ACCT 5592 Special Problems in Accounting 1-3 credits.** Research and reports on selected problems or topics in accounting. Restricted to senior and graduate students in business who have the consent of the Dean. May be repeated under a different title for a maximum of 9 credits with the permission of the major advisor and the Dean.

**ACCT 5593 Accounting Internship 1-3 credits.** A program of significant business experience coordinated by the faculty to provide a broad exposure to issues. May be repeated up to a total of 3 credits.

**ACCT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ACCT 6625 Managerial Control Systems and Corporate Social Responsibility 3 credits.** The managerial and strategic use of control

systems. Current practices in corporate social responsibility management and reporting practices. The interrelationship between management control systems and corporate social responsibility.

**ACCT 6660 Accounting for Governmental and Not-For-Profit Entities 3 credits.** In-depth study of accounting and reporting principles, standards and procedures applicable to government and nonprofit entities with an emphasis on topics unique to these institutions. A case study of the financial reporting by a particular governmental entity will be included.

**ACCT 6631 Accounting Theory 3 credits.** Study of accounting conceptual framework and accounting principles. Case discussions and research into contemporary accounting literature.

**ACCT 6632 Advanced Auditing 3 credits.** Integration of auditing concepts in case discussions. Research into contemporary auditing literature and data bases. PREREQ: ACCT 5556.

**ACCT 6634 Seminar in Accounting 3 credits.** Capstone course integrating special problems of financial, managerial, and tax accounting. Emphasis on analytical and communication skills.

**ACCT 6635 Strategic Cost Management 3 credits.** Critical examination of various cost management issues and techniques with emphasis on strategic, behavioral, and cultural issues.

**ACCT 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Informatics Graduate Courses

**INFO 5312 Cloud Security Essentials 3 credits.** Cloud computing provides for distributed computing and data storage capabilities. Instead of buying large servers to store data, and being saddled with the cost of building and maintaining those systems, users can now purchase those servers from a third party with the ability to expand or contract those needs as necessary. This course will look at current research results in cloud security in order to identify opportunities for continued research in this field. PREREQ: INFO 5507 and INFO 3380 or permission of instructor.

**INFO 5313 Continuous Monitor, Intrusion Analysis, Response 3 credits.** Using principles continuous monitoring and baselines, develop knowledge and understanding of the strategies, techniques and technologies used in attacking and defending networks and how to design secure networks and protect against intrusion, malware and other hacker exploits. Introduces methods of attacking and defending a network; design of secure information infrastructure: servers, networks, firewalls, workstations, and intrusion detection systems. Intrusion detection and network monitoring techniques; worms, viruses and other malware: operation, detection and response; principles of penetration testing for assessment of system security; hacker exploits, tools and countermeasures. Investigative techniques, ethical, legal and privacy issues. PREREQ: INFO 5511, INFO 5507 and INFO 3380 or permission of instructor.

**INFO 5314 SCASA Management and Lab 3 credits.** Supervisory control and data acquisition systems are used to control many utility networks, chemical plants, pipelines and many other types of industries. This course will examine the vulnerabilities associated with these systems and discuss how they can be made secure from outside attack. Fundamentals of software-controlled processes will also be discussed. PREREQ: INFO 5511, INFO 5507 and INFO 3380 or permission of instructor.

**INFO 5507 Database Design and Implementation 3 credits.** Covers multi-user relational database management systems, stored procedures, SQL, transaction processing, etc. The course emphasizes Secure Software Design, which includes secure design elements, software architecture, secure design review, and threat modeling. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ or COREQ: INFO 3307

**INFO 5511 Intermediate Information Assurance 3 credits.** Focuses on homeland security, information assurance, integrity, control and privacy. Covers CNSS-4011, national policy, and international treaties. The course considers Access Control, Application Security, Business Continuity and Disaster Recovery Planning, Cryptography, Information Security and Risk Management, Legal, regulations, Compliance and Investigations, Operations Security, Physical (Environmental) Security, Security Architecture, includes security issues around steady state operations and management of software, as well as security measure taken when a product reaches its end of life. . Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 2285 OR CS 2275 OR INFO 3310, or permission of instructor



**INFO 5512 Systems Security for Senior Management 1-3 credits.** Review of system architecture, system security measures, system operations, operations policy, system security management plan, and provisions for system operator and end user training. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: INFO 519; PREREQ: INFO 5511, INFO 5513, INFO 5514, INFO 5515, INFO 5516 or permission of instructor.

**INFO 5513 Systems Security Administration 1-3 credits.** Outlines the basic principles of systems security administration. The student will be introduced to the methods and technologies associated with running a system to maintain privacy and security. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: INFO 5519; PREREQ: INFO 5511 or permission of instructor.

**INFO 5514 Systems Security Management 1-3 credits.** Establishes a framework for managing both systems and systems administrators operating in a secure and private computing environment. This course deals with facilities management, contingency plans, laws, standards of contract and operations management. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: INFO 5519; PREREQ: INFO 5511 and INFO 5513 or permission of instructor.

**INFO 5515 System Certification 1-3 credits.** Describes techniques and methods for certifying a system is in compliance with national and governmental information assurance standards. Evaluates various certification methodologies. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: INFO 5519; PREREQ: INFO 5511, INFO 5513, and INFO 5514 or permission of instructor.

**INFO 5516 Risk Analysis 1-3 credits.** Develops techniques to identify the character and likelihood of adverse events. Explains methods to characterize consequences and costs associated with adverse events. Provides insight into consequence combinations. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. COREQ: INFO 5519; PREREQ: INFO 5512, INFO 5513, and INFO 5514 or permission of instructor.

**INFO 5517 Information Assurance Engineer 1-3 credits.** Focuses on the practical application of systems design and engineering principles and processes to develop secure systems. Topics included analysis of organiza-

tional needs, definition of security requirements, designing systems architectures, developing secure designs, implementing system security, and support of system security assessment/authorization for organizations. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 5511, INFO 5513, INFO 5514, INFO 5515, and INFO 5516.

**INFO 5519 Advanced Informatics Practicum 1-3 credits.** Significant informatics experience including research coordinated by the faculty designed to provide broad exposure to issues in Information Assurance. Does not fulfill major/minor requirements. May be repeated for a maximum of 6 credits. Graded S/U. Permission of Instructor. Specific, evaluated graduate - level activities and/or performances are identified in the course syllabus. PREREQ: Permission of Instructor.

**INFO 5520 Health Care Informatics 3 credits.** Presents an overview of the evolution of health care informatics. Students will learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course will introduce the student to human factors issues in health care informatics; critical issues affecting the development and implementation of information technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and explore some of the emerging information technology in health care. Specific, evaluated graduate - level activities and/or performances are identified in the course syllabus. PREREQ: INFO 3307

**INFO 5522 Health Care Information Assurance 3 credits.** This course focuses on giving students a broad based understanding of the range of issues that IT professionals entering Health care industry must be aware of. Students will be exposed to the health care industry security environment as it stands today and the larger regulatory environment in which Health institutions operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third party developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified. Specific , evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 3380.

**INFO 5524 Health Care Workflow Process Analysis and Redesign 3 credits.** This course focuses on giving students a broad based understanding of workflow processes in

healthcare settings. IN particular, the course will develop skills necessary to critically analyze and redesign clinical processes and utilize health IT systems to achieve greater operational efficiency and provide higher quality of care to patients. Quality improvement methods and tools as well as process change implementation, improvement, and management will also be discussed in this course. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 5520

**INFO 5526 Health Care Data Analytics 3 credits.** Use of analytics to achieve better outcomes, such as new treatments and technologies; improve effectiveness and efficiency; design and plan policy and programs; improve service delivery and operations; enhance sustainability; mitigate risk; and provide a means for measuring and evaluation critical organizational data. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: MGT 2217.

**INFO 5530 Web Application Development 3 credits.** Focuses on the development of dynamic, online applications using a programming language like PHP or ASP.Net and a relational database. The course will consider Secure Software Implementation/Coding, which involves secure coding practices, avoiding vulnerabilities, and reviewing code to ensure that there are no errors in the code or security controls. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 3307

**INFO 5531 Computer Forensics Essentials 3 credits.** Introduction to issues of both in data privacy and computer forensics - using available tools learners can reveal the stored passwords on their computer and access previously deleted data. Explains of the role of computer forensics in both the business and private worlds, identifies the current techniques and tools for forensic examinations; describes and identifies basic principles of good professional practice for a forensic computer practitioner; develops familiarity with forensic tools and application in different situations. Risk exposure for electronic commerce business; offenders and abuses; criminal opportunities; evidential aspects, case studies, E-discovery, forensic readiness, corporate planning and response, from evidence collection to business continuity; testing vulnerabilities; reverse engineering. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 5507 and INFO 3380 or permission of instructor.

**INFO 5532 Mobile Application Development 3 credits.** This course will introduce mobile app programming and provide theoretical and practical knowledge to design and build mobile applications. Students will learn various techniques in mobile app development using a programming language like Java. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 1182.

**INFO 5540 Object-Oriented Development 3 credits.** The organization of software as a collection of discrete objects incorporating both data and operations performed on that data. Concepts of object-oriented development, including classes, inheritance, and encapsulation in a modern object-oriented language.

**INFO 5582 Systems Development & Implementation Methodologies 3 credits.** This course presents the process of software development and the methodologies to lower development costs, increase software reliability, decrease development time and ensure application development success. An overview and comparison of traditional and modern methods of software development are presented. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 5507

**INFO 5584 Secure Software Life Cycle Development 3 credits.** In today's interconnected world, security must be included within each phase of the software lifecycle. This course contains the largest, most comprehensive, collection of best practices, policies, and procedures, to ensure a security initiative across all phases of application development, regardless of methodology. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**INFO 5586 Data Analytics 3 credits.** Provides an overview of the fundamentals of analysis to support decision makers in achieving organizational results. Students become familiar with the tools needed to frame problems, analytical techniques to generate and test hypotheses, and the skills to interpret the results into meaningful information. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: MGT 2217.

**INFO 5587 Software Systems Study 3 credits.** In addition to system optimization techniques, management strategies will be discussed. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: INFO 3307

**INFO 5591 Seminar in Computer Informatics 3 credits.** Reading, discussion, and reporting on selected topics. May be repeated for up to 6 credits with permission of the instructor. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Graduate status in Business and permission of instructor.

**INFO 5592 Special Problems in Computer Informatics 1-3 credits.** Research and reports on topics in computer science. May be repeated for up to 9 credits with different content. PREREQ: Graduate status in Business and permission of Chair.

**INFO 5593 Informatics Internship 1-3 credits.** Significant business experience coordinated by the faculty to provide broad exposure to informatics issues. Letter grade assigned. May be repeated for a total of 3 credits.

**INFO 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**INFO 6610 Advanced Information Assurance 3 credits.** Network and IS security issues, risk assessment, technological, and procedural security measures; computer fraud and privacy issues; hacker attacks, phone fraud, denial of service, and virus and worm attacks; laboratory and professional practice.

**INFO 6620 Advanced Systems Analysis and Design 3 credits.** This course builds on basic systems analysis and design concepts including distributed systems analysis and design. Use cases, quality assurance, and performance metrics are investigated. The course will also introduce students to some of the most significant trends, issues, and research results in system analysis, architecture and design.

**INFO 6630 Advanced Data Management 3 credits.** This course builds on basic database design and implementation concepts. New developments in database technology are discussed. Students examine the impact of emerging database standards, and evaluate the contribution of new approaches to practical implementation of data management.

**INFO 6640 Advanced Data Analytics 3 credits.** This course covers advanced analytical techniques and methods designed to resolve key management issues. Students will learn to resolve issues involving risk and sensitivity and learn to identify patterns of performance, working toward a goal of recognizing insights into the data that will support good

decision making. Students may work with a large dataset to convert it to meaningful information by using the analytical tools learned in class.

**INFO 6650 Thesis 1-6 credits.** Graded S/U. May be repeated.

**INFO 6660 Informatics Project 1-3 credits.** A significant project involving informatics toward the completion of the M.S. program with non-thesis option. Includes a report and oral examination. Graded S/U. May be repeated.

**INFO 6670 Project Management 3 credits.** This course provides an information systems orientation for project management. Students learn techniques for planning, organizing, scheduling, and controlling information systems projects, including software cost estimation and software risk management. Establishing project communications, change management, quality assurance, and managing distributed software teams and projects are among the topics discussed.

**INFO 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Economics Graduate Courses

(No graduate degrees are offered)

**ECON 5504 Game Theory 3 credits.** Use game theory to model conflicts, cooperation and strategy, with applications in economics, business, political science, psychology, sociology, anthropology and biology. Equilibrium concepts, information structures, static and multi-period games will be discussed. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ECON 2201 and ECON 2202 or ECON 6610/MBA 6610 or permission of instructor.

**ECON 5509 Industrial Organization 3 credits.** Industrial organization extends the theory of the firm to examine firms' strategic behavior, including methods to differentiate products and aggressive pricing schemes, and the government's response to these activities. PREREQ: ECON 2210 AND ECON 2202.

**ECON 5511 Political Economy 3 credits.** A critical introduction to the relationship between economic institutions and social analysis. The social implications of different views on economic concepts, such as the division of labor, capital, and value, are investigated from

a classical, neoclassical and an institutional perspective.

**ECON 5531 Money and Banking 3 credits.** The study of financial instruments, money, interest rates, the banking industry, and the structure and monetary policies of the Federal Reserve Bank. An examination of past and present monetary policy. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ECON 2201 and ECON 2202 or MBA 6610.

**ECON 5533 Economic Development 3 - credits.** Theories and principles of economic development, characteristics, and problems of underdeveloped and developing countries, alternative techniques and policies for the promotion of growth and development.

**ECON 5534 International Trade 3 credits.** Explain international trade patterns of goods, services and factors. Study government trade policies, trade laws, and national and international trade institutions. Study trade strategy from the perspective of governments and business. Understand the different levels of economic integration among countries and the political economy of trade policies and trade conflicts/cooperations. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ECON 2201 and ECON 2202 or ECON 6610/ MBA 6610 or permission of instructor.

**ECON 5535 International Finance 3 credits.** Study foreign exchange market and theories of exchange rate determination. Discuss the effectiveness of fiscal and monetary policies in an open economy and the implications of international macroeconomic policy coordination/conflict for government officials and business. Learn about foreign exchange hedging and risk management for country and business. Study lessons from recent international financial crises. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ECON 2201 and ECON 2202 or ECON 6610/ MBA 6610 or permission of instructor.

**ECON 5539 State and Local Finance 3 credits.** Study of taxation, borrowing and spending by state, city, county and other local governments. Taxing and spending patterns are evaluated and compared by states.

**ECON 5572 Comparative Economic Systems 3 credits.** Study and comparison of the theories and practices found in various economic systems. Includes a study of both the free market and socialistic planning.

**ECON 5574 Senior Seminar 3 credits.** Discussion-driven capstone class that integrates

selected topics in economics. Students will be required to do economic research, and write on and discuss current economic issues. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Permission of Instructor.

**ECON 5581 Independent Study 1-3 credits.** Individuals will be assigned independent problems for research under the supervision of a departmental faculty member. May be repeated up to 6 credits.

**ECON 5585 Econometrics 3 credits.** The application of statistical and mathematical methods to the analysis of economic data, with a purpose of giving empirical content to economic theories and verifying them or refuting them. PREREQ: ECON 2201, ECON 2202, AND MATH 1153.

**ECON 5591-5592 Economic Seminar 1-3 credits.** May be repeated.

**ECON 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**ECON 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ECON 6610 Applied Economics 3 credits.** Applied principles and techniques of analysis in micro and macro economics. Cross-listed as MBA 6610.

**ECON 6620 Seminar: Philosophy of Social Science 3 credits.** The application of mathematical and scientific methods to the study of social, economic, and political life will be considered through the reading of certain seminal writings. Attention will be given to the fundamental assumptions about the nature of scientific rationality. Required of D.A. students.

**ECON 6621 Seminar: Interdisciplinary Topics in Social Sciences 3 credits.** Examination of selected topics in the social sciences from the analytic orientations and perspectives common and peculiar to the disciplines of political science, economics and sociology. Required of D.A. students.

**ECON 6650 Thesis 1-6 credits.** The student will do research of an economic nature supervised by a faculty member in the Economics

Department. The research project will be of an interdisciplinary nature and the student will be supervised by faculty members from the department(s) involved as well as from the Economics Department. Graded S/U.

**ECON 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Finance Graduate Courses

**FIN 5505 Advanced Corporate Financial Management I 3 credits.** Evaluation and analysis for financial decision making. Asset valuation, cost of capital, leasing. Dividend policy, mergers, and acquisitions, c IPOs, asset restructuring and additional topics related to firms' financial decisions, and performance. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: FIN 3315 or MBA 6615.

**FIN 5531 Financial Modeling 3 credits.** Survey of integrative modeling with special applications of computer models. Includes topics from cash flow forecasting, mergers and acquisition, financial structure, and capital budgeting.

**FIN 5545 Real Estate Finance 3 credits.** Principles and methods of valuing business and residential land and improvements; analysis of sources and methods used in the financing of construction and development.

**FIN 5548 Financial Management of Depository Institutions 3 credits.** An analysis of the managerial issues which affect the financial performance of depository institutions such as capital adequacy, liquidity and asset/liability management techniques, profitability analysis, funding and investment decisions.

**FIN 5551 Student -Managed Investment Fund I 3 credits.** Management of the D.A. Davidson Student-Managed Investment Fund. Students act as financial analysts. Provides students with real-world knowledge and judgment crucial to sound investing. Students may apply either FIN 5551 or FIN 5552, but not both, toward their electives.

**FIN 5552 Student-Managed Investment Fund II 3 credits.** Management of the D.A. Davidson Student-Managed Investment Fund. Students act as financial analysts. Emphasis on security selection, portfolio management, and creation of an annual report. Student can apply either FIN 5551 or FIN

5552, but not both, toward their electives.

**FIN 5564 Entrepreneurial Finance 3 credits.** This course develops financial and managerial skills important to students who are interested in pursuing careers in an entrepreneurial setting. Topics include: financial issues unique to entrepreneurial firms, development of skills with wide application in entrepreneurial situations, and financing sources available to entrepreneurial companies.

**FIN 5575 International Corporate Finance 3 credits.** Study of financing investment projects abroad including the tapping of overseas capital markets, financing export transactions, hedging foreign exchange risks, and the control alternatives of international business.

**FIN 5578 Investments 3 credits.** Fundamental principles in the risk-return valuation of financial instruments. Topics include the institutional framework in which securities are traded, modern portfolio theory, asset pricing, derivatives, and portfolio management.

**FIN 5580 Financial Analysis and Performance 3 credits.** Modeling, measuring and interpreting financial and strategic management of firms for decision making from a short- and long-term perspective. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: FIN 3315 or MBA 6615

**FIN 5584 Options and Futures 3 credits.** Examination of the pricing and use of options, financial futures, swaps, and other derivative securities.

**FIN 5591 Seminar in Finance 3 credits.** Reading, discussion and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. May be repeated with instructor's permission for up to 6 credits.

**FIN 5592 Special Problems in Finance 2-3 credits.** Research and reports on selected problems or topics in finance. Restricted to senior and graduate students in business who have the consent of the Dean. May be repeated under different title for a maximum of 9 credits with the permission of the major advisor and the Dean.

**FIN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**FIN 6699 1-6 credits.** This is an experimental course. The course title and number of credits

are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Health Care Administration Graduate Courses

(See pages 116-117 for HCA courses)

## Management Graduate Courses

**MGT 5510 Entrepreneurship 3 credits.** Developing new business ideas, initiating a new enterprise, bringing new technology to the market; applying sound business practices involving management, marketing, accounting, finance and informatics to accommodate changing market opportunities.

**MGT 5520 Native American Organizational Systems 3 credits.** Analysis of factors and dimensions to be considered in the structure and design of contemporary Native American organizations. Comparison of contemporary Native organizational systems with traditional Native organizational approaches and contemporary non-Native organizations. Specific graduate level activities and/or performances will be identified in the course syllabus.

**MGT 5522 Native American Enterprise 3 credits.** Approaches, strategies, and models utilized in developing tribally-owned and privately-owned Native American businesses across the U.S. and Canada. Analysis of social, economic, and environmental contingency factors that contribute to successful establishment of Native American businesses. Specific graduate level activities and/or performances will be identified in the course syllabus.

**MGT 5530 Advanced Operations/Production Management 3 credits.** Study of problems on line management in organizations. Major sections include strategy, process analysis, person power planning, inventories, scheduling, and control of operations. Emphasizes both behavioral and technical aspects of problem solving in the area of operations management.

**MGT 5534 Productivity and Quality 3 credits.** Study of the factors involved in an organization's productivity and quality of product or service.

**MGT 5541 Organizational Behavior 3 credits.** Case study approach designed to encourage independent thought in the application of behavioral theories and concepts of organizational problems. Emphasis on integrating theoretical concepts with patterns of organizational direction, control, communications and deci-

sion-making. PREREQ: MGT 3312 or MBA 6612.

**MGT 5550 Manufacturing Strategy 3 credits.** Study of the various production alternatives as critical factors in a company's competitive strategies.

**MGT 5561 Business Law 3 credits.** Traditional business law. Topics include the law of contracts, sales, agencies, business organizations, and personal property and bailments. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**MGT 5562 Issues in Business and Society 3 credits.** Seminar course designed to focus thinking on critical issues facing managers in making decision choices regarding employees and other stakeholder groups, the community, and the environment.

**MGT 5563 Business Law Concepts 1 credit.** Legal and regulatory environment of business. Topics include: tort law, product liability, contracts, sales of goods, employment law, securities regulation, and bankruptcy.

**MGT 5565 International Business 3 credits.** Special emphasis on managerial functions and critical elements of the management process in a firm operating under foreign economic, technological, political, social and cultural environments.

**MGT 5573 Human Resource Management 3 credits.** Introduction to the methodology of employee selection, employment and development; personnel supervision and management; financial compensation; job analysis; behavioral tools and techniques employed to deal with personnel problems and contemporary problems of person power management.

**MGT 5574 Advanced Human Resource Management 3 credits.** In-depth study of selected personnel/human resources management topics, including employee selection, performance evaluation, and compensation administration. PREREQ: MGT 4473 or MGT 5573, and MGT 2217

**MGT 5580 Labor and Employment Law 3 credits.** Study of state and federal laws, domestic and foreign, governing employment relationships, including labor-management relations, discrimination and employee rights, work place safety, compensation and benefits, and related topics.

**MGT 5582 Project Management 3 credits.** Philosophy and tools of project management focusing on applied methodologies. Addresses project scope, breakdown structure, schedules,

and closure following professionally accepted industry standards.

**MGT 5583 Industrial Relations 3 credits.** Integrated study of principles and practices of collective bargaining and industrial relations. Discussion of methods and techniques in dealing with labor-management problems arising out of contract negotiations and administrations.

**MGT 5591 Seminar in Management and Organization 3 credits.** Reading, discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. May be repeated with instructor's permission for up to 6 credits. May be graded S/U.

**MGT 5592 Special Problems in Management and Organization 2-3 credits.** Research and reports on selected problems or topics in management and organization. Restricted to senior and graduate students in business who have the consent of the Dean. May be repeated under a different title for a maximum of 9 credits with the permission of the major advisor and the Dean.

**MGT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MGT 6675 Environmental Management 3 credits.** The study of environmental issues in managerial decision making. Total cost/benefit analysis, political ramifications, publicity, ethical considerations, global issues. Analysis of various business functions and their impact on short- and long-term concerns.

**MGT 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Marketing Graduate Courses

**MKTG 5505 Personal Selling and Sales Force Management 3 credits.** Attention given to product features, buying motives, selling points, principles and practices of selling, psychology of salesmanship, sales problems, personal requirements, opportunities. Determination of the amount and allocation of personal sales effort to be applied to the market and methods of organizing, evaluating, and controlling this effort. Specific, evaluated gradu-

ate-level activities and/or performances are identified in the course syllabus. PREREQ: MKTG 2225 or MBA 6613

**MKTG 5510 Entrepreneurship 3 credits.** Developing new business ideas, initiating a new enterprise, bringing new technology to the marketing; applying sound business practices involving management, marketing, accounting, finance and INFO to accommodate changing market opportunities. Specific, evaluate graduate-level activities and/or performances are identified in the course syllabus.

**MKTG 5521 Services Marketing 3 credits.** Examines the development, promotion, and management of services. Topics covered include strategic planning, delivery channels and promotional challenges inherent to services.

**MKTG 5526 Marketing Research 3 credits.** Evaluation and study of providing relevant marketing information to management. Emphasizes problem formulation, consideration of data sources, means of acquiring information, sampling, interpretation of results.

**MKTG 5527 Consumer Behavior 3 credits.** In-depth analysis of the internal and external influences of consumer behavior and decision-making, including learning, perception, cultural values, group influences and a range of psychological and sociological concepts. This advanced study of consumer behavior will include analysis of a consumer dataset, as well as case studies highlighting concepts under investigation, and a consumer behavior audit. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: MKTG 2225 or MBA 6613

**MKTG 5528 Integrated Brand Promotion 3 credits.** Planning and execution of advertising, sales promotion, and public relations programs developed into an integrated brand promotion program. Includes development of Integrated Brand Promotion plan. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: MKTG 2225 or MBA 6613

**MKTG 5532 New Product Management 3 credits.** Analysis of new product ideas: screening, business analysis, prototype development, market testing, and commercialization of goods and services. Includes diffusion of innovation issues in consumer and industrial markets.

**MKTG 5565 International Marketing 3 credits.** Comparative marketing arrangements are examined. Covers factors which need to be recognized by international marketing managers in analyzing markets, covering foreign

operations, and in assessing economic, cultural, and political aspects of international markets.

**MKTG 5575 Competitive Intelligence 3 credits.** How to use competitive intelligence to gain strategic advantage. Includes understanding of information gathering techniques, the conversion of information into intelligence, various analysis methodologies, and intelligence dissemination processes.

**MKTG 5580 Marketing on the Internet 3 credits.** Understanding and using the Internet for marketing communications. Includes evaluating current sites, developing skills for authoring HTML pages, and developing an Internet marketing strategy and site for an organization.

**MKTG 5591 Seminar in Marketing 3 credits.** Reading discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. May be repeated with instructor's permission for up to 6 credits.

**MKTG 5592 Special Problems in Marketing 2-3 credits.** Research and reports on selected problems or topics in marketing. Restricted to senior and graduate students in business who have the consent of the Dean. May be repeated under a different title for a maximum of 9 credits with the permission of the major advisor and the Dean.

**MKTG 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MKTG 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## MBA Graduate Courses

**MBA 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MBA 6610 Applied Economics 3 credits.** Applied principles and techniques of analysis in micro and macro economics. Cross-listed

with ECON 6610. Include GC, MBA.

**MBA 6611 Financial Reporting and Managerial Accounting 3 credits.** Integrates study of accounting concepts with understanding of financial reports. Use of accounting information in managerial decision making and control. Include GC, MBA.

**MBA 6612 Human Behavior in Organizations 3 credits.** Study of human behavior in organizations. Decision making and problem solving, interpersonal relations and communications, and negotiations. Include GC, MBA.

**MBA 6613 Marketing 3 credits.** Analysis of forces producing changes in general business conditions. Principles of market driven decision making. Application to marketing management decisions and marketing strategy. Include GC, MBA.

**MBA 6614 Operations Management 3 credits.** Decision making techniques for analysis of operational systems. Topics include operations/production planning, process analysis, project planning and control, and quality control. Include GC, MBA.

**MBA 6615 Finance 3 credits.** Study of the allocation of scarce resources, domestic and international financial management. Include GC, MBA.

**MBA 6616 Business Policy 3 credits.** Study of strategic decision making in a firm and its relation to the functional area of a business. Techniques of industry analysis. Study of ethics/social responsibility in the business organization. Include GC, MBA.

**MBA 6620 Quantitative Information for Business Decisions 3 credits.** Development and use of financial and non-financial information to support business analysis and decision making. Develops and applies analytical tools and framework through readings and case analysis. Include MBA.

**MBA 6621 Managerial Decision Making 3 credits.** Study of the environment in which managerial decisions are made. Includes issues of organizational change, leadership, values, regulation, corporate culture and process, and organizational diversity. Include MBA.

**MBA 6622 Finance in an Integrated Environment 3 credits.** Integrated analysis of a firm's decisions with emphasis on the financial aspects of these decisions. Include MBA.

**MBA 6623 Marketing in an Integrated Environment 3 credits.** Integrated analysis of a firm's decisions with emphasis on the marketing and distribution aspects of these decisions

over time. Analysis of decisions involving product development and market strategy. Include MBA.

**MBA 6626 Business Policy/Strategy in a Global Environment 3 credits.** Strategic management of the firm, with emphasis on industry analysis, strategy formulation, implementation, cultural diversity in a global environment. Include MBA.

**MBA 6628 Business Applications 3 credits.** Student teams participate in applied business projects or manage a simulated company's operations. Focus is on enhancing broad-based, integrated understanding of complex business operations and applying discipline-based skills developed in other MBA courses. This course must be taken in the last semester in which a student is enrolled. If a student's last semester is summer, this course should be taken the preceding spring. PREREQ: MBA 6623; PREREQ or COREQ: MBA 6626

**MBA 6629 Competitive Advantage Along the Value Chain and Negotiations 3 credits.** The first module of this course is directed at improving firm performance across competitive priorities thus creating value for the firm—through developing, managing, and enabling the elements of the value chain. Integration within a firm and across the supply chain will be the constant theme. Students will investigate the approaches firms are using to better manage the business processes they use to acquire, transform, and move materials, services, information, and capital. The Negotiations module will introduce the concepts of negotiation with emphasis on building students' skills in multiple phases of negotiation. Applies prescriptive and descriptive negotiation and decision making theory to dyadic and multiparty negotiations to analyze collective decision-making, deal-making, and dispute resolution in business and non-business contexts. Significant emphasis on experiential exercises and skill-building activities.

**MBA 6637 Business Analytics and Strategic Business/ IT Alignment 3 credits.** The first module of this course provides an introduction to the field of business analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, descriptive and predictive models, and fact-based management to drive business decisions and actions. The development and use of data warehouses and data marts to support business analytics is discussed. The use of key performance indicators, dashboards, and scorecards for performance management and opportunity assessment are addressed. Text and web mining are discussed, and the application of selected data mining techniques to business decision making situation is illustrated. Students actively partic-

ipate in the delivery of this course through case and project presentations. The strategic business-IT alignment module provides an overview of the most widely adopted IT governance and management frameworks and describes specific IT management processes and decisions that require substantive business involvement required to achieve strategic business alignment.

**MBA 6639 MBA Paper 3 credits.** May be repeated. Include MBA.

**MBA 6650 Thesis 1-6 credits.** Graded S/U. May be repeated. Include MBA.

**MBA 6692 Special Problems in Business - Administration 2-3 credits.** Research readings or reports on selected problems and topics. May be repeated under a different title for a maximum of 6 hours credit. Requires the consent of the instructor. Include MBA.

**MBA 6693 Graduate Internship 1-3 credits.** A program of significant business experience coordinated by the faculty to provide broad exposure to issues. May be repeated for up to 3 credits. Graded S/U. Include MBA.

**MBA 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.



# College of Education

Deborah L. Hedeem, Ph.D., Dean  
Associate Dean

## Conceptual Framework

The College of Education conceptual framework guides the curriculum, instruction, and assessment for all initial and advanced professional education programs in the College of Education. This framework comprises a standards-driven, learner-centered, assessment-informed, collaborative approach through which teachers, administrators and other school personnel develop the knowledge, dispositions, and skills deemed essential for effective professionals.

**Standards for Advanced Professionals:** The College of Education Standards for Advanced Professionals address the knowledge, dispositions, and skills required for school personnel completing initial and advanced/administrative preparation. These standards present the advanced professional as reflective, inquiry-oriented, cognizant of cultural diversity and individual differences, able to communicate effectively, aware of the research in his/her field, and able to assume leadership responsibilities.

**Professional Studies and Research:** The professional accesses, reads, and interprets the literature in his/her field and applies information from the research to professional practice.

**Theoretical Foundations:** The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

**Professional Practice:** The professional recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his/her professional practice and its effects.

**Exceptionality and Diversity:** The professional addresses issues of exceptionality and cultural diversity in his/her professional practice.

**Technology:** The professional uses technology in his/her professional practice.

**Assessment:** The professional uses a variety of formal and informal assessments to evaluate his/her performance and the performance of others.

**Management of the Work Environment:** The professional creates and maintains a safe and productive work environment.

**Leadership:** The professional assumes leadership roles in the profession and shares knowledge and expertise with others in the profession and community.

**Interpersonal Skills:** The professional fosters and maintains positive work relationships and models effective oral and written communication.

**Personal Characteristics:** The professional displays the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

## Organization of the College of Education

To facilitate student access to advising and other academic support services, the College of Education is organized into four departments: the Department School Psychology and of Educational Leadership, the Department of Educational Foundations, the Department of School Psychology, Literacy, and Special Education, and the Department of Sport Science and Physical Education. Program descriptions, admission requirements, and program standards for each department are described in the following sections. However, the following are common elements to all master's programs within the College of Education. Requirements for doctoral programs and educational specialists are listed with those programs.

## Admission to College of Education Master's Programs

At the time of application, the applicant must specify a single Master of Education program area to which admission is requested (i.e., Educational Administration, Elementary Education, Secondary Education, Literacy, Instructional Technology, K-12 Education/Music Education Emphasis, Child and Family Studies, School Psychology, Special Education, Human Exceptionality, or Physical Education/Athletic Administration). Should a student wish to change his/her program area, he/she must reapply to the Graduate School and to the new program area for admission.

The following are required for admission by all Master of Education program areas:

- The student must apply to, and meet all criteria for, admission to the Graduate School.
- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Fulfill any additional requirements of the proposed Master's program area (e.g., successful completion of an admission interview with the Master's program faculty).

### Program Requirements:

No more than 9 credits of unclassified graduate coursework may be applied to the student's program. The student is responsible for meeting the requirements of, and being admitted to, the program as a classified student before taking additional coursework.

Master of Education students are strongly encouraged to sequence the Master's core courses as follows:

EDUC 6601 within the first 9 credit hours  
EDUC 6602 within the first 18 credit hours  
EDUC 6610 within the first 24 credit hours

Additional program requirements specific to the Master's of Education and the Master's of Physical Education are listed below with each program description.

### Retention in College of Education Graduate Programs:

Students must meet university, college, and department standards for grades, residency, time limits, and continuing registration (refer to the General Information section at the front of the Graduate Catalog, and program descriptions that follow).



## Department of School Psychology and Educational Leadership

Chair: Neill

Professors: Frantz, Watkins

Associate Professors: Neill

Assistant Professor: Bocanegra, Fan, Hansmann, Mortensen, Storie

Senior Lecturer: Thomas

## Doctor of Education in Educational Leadership

The Doctor of Education in Educational Leadership is the College of Education's highest degree awarded in recognition of academic preparation for professional practice in educational leadership. Because students enter the program with substantial knowledge, skills, abilities, and experience, the Doctor of Educational Leadership seeks to support the development of education professionals as scholars, researchers, and practitioners. The Doctor in Educational Leadership does not lead to certification as a superintendent (see Educational Specialist in Educational Leadership below).

As scholars, Doctors of Educational Leadership demonstrate content mastery. As researchers, Doctors of Educational in Educational Leadership demonstrate the application of content mastery through scholarly contributions reflecting the necessary dispositions and skills to successfully conduct meaningful education research. Finally, through guided practicum experiences, Doctors of Education in Educational Leadership demonstrate their ability to use acquired knowledge, dispositions and skills as scholars and researchers in applied educational leadership settings.

### Doctor of Education in Educational Leadership Standards

The Doctor of Education in Educational Leadership is aligned with two sets of standards: The Idaho State University College of Education Standards for Advanced Professionals (described in the previous section), and the Doctor of Education in Educational Leadership Standards.

**Doctor of Education in Educational Leadership Standards:** The Doctor of Education in Educational Leadership Standards address the knowledge, dispositions, skills and strategies that frame successful educational leadership.

These standards include: Vision and Strategic Leadership, Instructional Leadership, Management and Organizational Leadership, Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.

### Admission Requirements

At the time of application, the applicant must specify a single area of concentration (i.e., preK-12 Educational Administration or Higher Education Administration). Should a student wish to change his or her area of concentration, he or she must reapply to the Graduate School for readmission to the doctoral program in Educational Leadership.

For admission to the Doctor of Education in Educational Leadership, the student must apply to and meet criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

- A master's degree in education or a related field from a regionally accredited institution.
- A minimum of a 3.5 grade point average at the graduate level course work.
- Letter of interest, stating why the applicant is interested in the Ed.D. (specify concentration)
- Two letters of recommendation from persons who can address wither the academic or professional/leadership qualifications of the applicant.
- A minimum score at the 40th percentile on the Miller Analogies Test (MAT) or on either the Verbal or Analytical Writing section on the Graduate Record Examination (GRE)
- A current resume
- Successful completion of an interview with faculty in the area of proposed concentration area.
- Successful performance on an on-site writing sample completed in conjunction with the interview.

International students whose native language is not English must comply with Graduate School admissions requirements. Additional language-based course work may be required of international students whose native language is not English.

### General Requirements

The Doctor of Education in Educational Leadership with emphasis in Higher Education Administration requires a minimum of 64 credits including:

- 18 credits in the doctoral core
- 27 credits in the area of emphasis, including 3 credits of electives

- 9 credits of cognate courses (5500) level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with emphasis in K-12 Education Administration requires a minimum of 61 credits:

- 18 credits in the doctoral core
- 24 credits in the area of emphasis, including a minimum of 3 practicum credits
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Educational Leadership program defines cognate study as a planned set of courses, 5500-level and above, outside the student's concentration area, taken within the College of Education or outside it. Cognate study is to be determined prior to cognate course enrollment, in consultation with the student's advisor.

Candidates seeking the Idaho Department of Education endorsement for superintendents must complete all Idaho State Board of Education requirements. Most candidates pursuing the Doctor of Education in Education Administration have ongoing professional school administration experience.

Of the 61/64 semester credits required for the Ed.D. in Educational Leadership, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Students are required to maintain continuous enrollment in at least one semester credit of work each semester (including summers) from matriculation to completion of the program including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

Students must maintain a 3.2 grade point average to qualify for the Doctor of Education. Two grades of C+ or below during the entire program will result in admissions status review, with the possibility of dismissal.

### Final Program of Study

Tentative programs of study may be drafted upon program entry with the help of the student's advisor. The final program of study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student's advisor, the Department, and the Dean of the College of Education. Upon submission of the final program of study to the Dean of the Graduate School, the Dissertation Committee, including the Graduate Faculty Representative, is established and the

student is advanced to candidacy.

## Comprehensive Examination

The comprehensive examination is a significant aspect of the student's total doctoral program. The written examination is normally administered during or immediately following the last semester in which the student is engaged in formal course work.

The comprehensive examination has, as its overall objective, the assessment of the student's knowledge, understanding, and skills as they relate to the field of educational leadership. Examination guidelines are provided in the Ed.D. Handbook.

## Dissertation and Oral Defense

Upon successful completion of the comprehensive examination and approval of the dissertation proposal by his or her Dissertation Committee, the student is authorized to complete the dissertation in preparation for the final oral defense.

## Required Courses

The Doctor of Education in Educational Leadership requires a minimum of 61/66 semester credits of course work. Both the Education Administration and Higher Education Administration doctoral degrees require 18 credits in the doctoral core. A minimum of 24 credits in the area of concentration are required for the Ed.D. in Education Administration. The Doctor of Education in Higher Education Administration requires 24 credits in the area of concentration and 3 elective credits of electives. Both emphases require 9 credits of cognate study (determined in consultation with the student's advisor and concentration area) at the graduate level (5500 or above), and at least 10 dissertation credits. The student may select from the following areas of emphasis: Education Administration or Higher Education Administration.

### Doctoral Core (18 credits)

EDLP 7700 Change Strategies (A&B)	3 cr
EDLP 7701 Advanced Statistics in Or approved equivalent or Alternative	3 cr
EDLP 7703 Leadership & Organizational Development	3 cr
EDLP 7705 Advanced Research Design (qualitative)	3 cr
EDLP 7706 Advanced Research Design (quantitative)	3 cr
EDLP 8800 Seminar (A&B)	1 cr
EDLP 8801 Capstone Seminar (A)	1 cr
EDLP 8830 Comprehensive Examination#	1 cr
#Requires completion of all core, concentration, and cognate courses	

### Area of Concentration: (Students select one of the following emphasis areas)

#### Educational Administration (24 credits)

EDLA 6643 School Personnel Administration	3 cr
EDLA 6662 Superintendency	3 cr
EDLA 6664 Public School Monetary and Business Policy	3 cr
EDLA 7720 Legal and Ethical issues in Education Organizations	3 cr
EDLA 7721 Educational Policy and Governance	3 cr
EDLA 7723 Educational Planning and Evaluation	3 cr
EDLA 7724 Data-Informed Instructional Leadership	3 cr
EDLA 7737 Practicum	6 cr

#### Higher Education Administration Concentration Courses (24 credits)

EDLH 7730 History and Philosophy of Higher Education	3 cr
EDLH 7731 Law in Higher Education	3 cr
EDLH 7732 College and University Curriculum	3 cr
EDLH 7733 Finance in Higher Education	3 cr
EDLH 7734 Issues/Trends in Higher Education	3 cr
EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education	3 cr
EDLH 7737 Practicum	3 cr
EDLH 7738 Assessment and Accountability in Higher Education	3 cr

#### Higher Education Administration Electives (3 credits)

COUN 6680 Foundations of Student Affairs	3 cr
EDLA 6630 Education Equity and Ethics	3 cr
EDLC 7730 The Modern Community College	3 cr
EDLH 7735 Government and External Relations	3 cr
EDLH 7739 Higher Education Leadership: Strategies and Enrollment Planning, Governance, and Institutional Research	3 cr

All Doctor of Education students must complete the following cognate and dissertation requirements.

#### Cognate Study (9 credits)

Must be graduate level credits (5500 or above) determined prior to cognate study enrollment in consultation with the student's advisor and confirmed by concentration area review.

#### Dissertation (10 credits)

EDLP 8850 Dissertation*	10 cr
*Requires successful completion of EDLP 8830	

## Educational Specialist in School Psychology or Special Education

The Ed.S. program is designed for persons who have completed a master's degree and wish to increase their skills for advanced certification requirements or other professional objectives. The Ed.S. level is the minimum

preparation for school psychologists and directors of special education in most states. Further, the Ed.S. has become the intermediate degree for many professionals who supervise master's degree level personnel.

## Goals

The School Psychologist is a professional operating within the school system, collaborating with professional educators, students, parents, and the community-at-large to improve psychosocial and academic success of all students. Primary goals of the program are grounded in research-based best practices promulgated by the National Association of School Psychologists Standards for Training and Field Placement programs (NASP, July, 2000). These standards represent an integrated and comprehensive model by which program content and experiences provided to school psychologists in training may be effectively organized and provided. These goals are:

- 1. Diagnostic Goal.** The school psychologist will select, administer and interpret the results of various psychological instruments designed to evaluate a broad spectrum of human traits and characteristics, and make specific recommendations to provide insight and direction in dealing with the problem situation.
- 2. Intervention Goal.** The school psychologist will provide direct service to students in such areas as academic skills and performance, life and social skills, social-emotional and behavioral disorders and conditions.
- 3. Consultation Goal.** The school psychologist will consult with administrators, teachers, other professionals, and parents, regarding a wide variety of psychosocial, behavioral, academic and social-emotional problems affecting educational performance and life success.
- 4. Research Goal.** The school psychologist will gather and analyze data in a systematic way utilizing experimental, developmental psychology, and statistical skills and competencies for contributing to existing knowledge in his or her field.
- 5. Problem Solving Goal.** The school psychologist will act as a problem-solver, trained in using systematic methodologies of identifying and defining problems/concerns, determining best practice interventions and applying them, and using data-based decision-making to ascertain the impact upon presenting problems and concerns of the student.

## Admission Requirements

Candidates for the Educational Specialist in School Psychology or Special Education degree must meet all college and university requirements for admission and retention. The

student must hold a master's degree in the area of the chosen Ed.S. major. Master's degree majors in a closely related field may be approved upon recommendation of the selection committee.

### General Requirements

The student must complete 64 credits in Special Education or 66 credits in School Psychology, including the master's degree and a specialist paper. All post-master's degree course work must be taken from members of the Idaho State University graduate faculty or be approved in advance by the graduate faculty. A minimum grade point average of 3.0 (B) is required over all course work taken in the Ed.S. program. An oral examination covering the specialist paper, portfolio, and/or relevant topics is required.

### Time Requirement

All requirements for the Ed.S. must be completed within a period of five years from the date of completion of the first post-master's degree course to be applied toward the degree.

### Specific Requirements:

#### School Psychology Major

The Ed.S. in School Psychology is designed to be consistent with the minimal entry-level requirements in the field of school psychology as presented by the National Association of School Psychologists. A master's degree as a school psychological examiner or its equivalent is required. The Ed.S. is viewed as a practitioner's degree and will focus on applied activities.

#### Course Requirements

SCPY 6615 Advanced Child Psychology	3 cr
SCPY 6616 Psychological Assessment	3 cr
SCPY 6652 Specialist Paper	1-3 cr
SCPY 6662 Consultation in the Schools	3 cr
SCPY 6663 Clinical and Diagnostic Interviewing In Schools	3 cr
SCPY 6664 Neurocognition and Learning	3 cr
SCPY 6665 Clinical School Psychology	3 cr
SCPY 6669 Advanced Practicum in School Psychology	6 cr
SCPY 7759 Ed.S. Internship	6 cr

#### Additional Requirements

Students will also prepare a School Psychology Portfolio. The Portfolio will be presented and defended in the Oral Examination.

#### Special Education Major

The following course work is required:

- A minimum of 21 credits in special education course work at or above the 6600 level (including administration of special education), of which 6 credits are in the supervision of clinical practicum in special education and 3 credits are in internship in special education.
- Behavioral sciences and/or education/

school psychology, 9 credits.

- Educational Specialist Paper in Special Education, SPED 6652, 1-3 credits. The number of credits will be determined by the advisor and student.

## Educational Specialist in Educational Administration

The Education Specialist program represents advanced work in education administration leading to superintendent certification. Applicants will enter the program after completion of the master's degree in Educational Administration. Completion of the Education Specialist program will require a minimum of 31 semester credit hours beyond the master's degree with an accumulated GPA of 3.5 during the specialist program. Students with a master's degree in areas other than administration may be required to take additional work equivalent to that required in the administration degree and must meet initial principal certification.

### EdS Educational Leadership Standards

The Education Specialist in Educational Administration curriculum is aligned with three separate but related sets of standards: The Idaho State University College of Education Standards for Advanced Professionals (described previously), the Interstate School Leaders Licensure Consortium for School Leaders, and the Idaho State Department of Education's requirements for an Administrator Certificate with the Superintendent endorsement. All sets of standards aligned.

**Interstate School Leaders Licensure Consortium:** Codified in 1996, these standards were drafted by personnel from 24 state education agencies and professional associations. These standards represent best practice model standards for school leaders. They represent a common core of knowledge, dispositions and performance skills developed to link leadership more forcefully to productive schools and enhance educational outcomes. The standards include: Facilitating a Vision, School Culture & Instructional Program, Management, Collaboration with Families & Communities, Integrity, Ethics & Fairness, and Political, Social, Economic, Legal and Cultural Context.

**Idaho State Department of Education Administrator Certificate with the Superintendent Endorsement:** These standards address competencies determined by the State of Idaho

to be necessary for effective school (district level) leadership (i.e., the superintendency). These standards include: Advanced School Finance, Grant Writing & Revenue Generation, Policy Development & School Board Relations, District Wide Support Services, Employment Practices & Negotiations, Educational Product Marketing & Community Relations, and Special Services & Federal Programs. Superintendent level certification endorsement can be a student outcome through this curricular/standards alignment.

### Admission Requirements

For admission to the Educational Specialist program the student must apply to, and meet all criteria for, admission to the Graduate School. The student must meet the following requirements:

- A master's degree in educational administration with a minimum 3.5 GPA at the graduate level from an accredited institution
- A minimum of five years of successful teaching and/or administration experience in preK-12 schools, including at least one year of successful administrative experience.
- A letter of interest stating the applicant's interest in the Ed.S. program.
- Two letters of recommendation, one letter must be from a supervisor attesting to the applicant's district leadership potential.
- A current resume.
- A minimum score at the 40th percentile the Miller Analogies Test (MAT) or on either the Verbal or Analytical Writing sections of the Graduate Record Examination (GRE).

A student who does not meet these requirements upon application may be admitted as Classified w/PR, and must complete all requirements for admission during the first semester of enrollment. Exceptions may be petitioned to a committee of Educational Leadership faculty and the Department Chair.

### General Requirements

The Education Specialist program requires a minimum of 31 credits, as listed. Students must complete the minimum semester hours identified in each area. The courses used to meet the minimum requirements may be taken during the master's degree or educational specialist program. In general, the program of study for the Education Specialist in Education Administration is as follows:

#### Pre-Requisite

EDUC 6610 Applied Educational Statistics 3 cr  
The student must have successfully completed a master's level education statistics course within five (5) years prior being accepted into the program or during the first semester of coursework in the Ed.S. program for which credit will NOT be counted toward degree.

### Education Administrative Concentration Courses (21 credits)

EDLA 6643 School Personnel Administration	3 cr
EDLA 6662 Superintendency	3 cr
EDLA 6664 Public School Monetary and Business Policy	3 cr
EDLA 7720 Legal and Ethical issues in Education Organizations	3 cr
EDLA 7721 Educational Policy and Governance	3 cr
EDLA 7723 Educational Planning and Evaluation	3 cr
EDLA 7724 Data-Informed Instructional Leadership	3 cr

### Electives (6 credits)

Students may select from courses offered in the doctoral program or as determined in consultation with their academic advisor.

### Field Experience (4 credit)

EDLA 7737 Practicum	3 cr
EDLA 7751 Case Study	1 cr

## Master of Education with Educational Administration Emphasis

The curriculum in the Masters of Education with Educational Leadership Emphasis is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Leadership as they relate to building level leadership.

### Master of Education Educational Administration Standards

The Masters of Education with Educational Leadership Emphasis curriculum is aligned with three separate but related sets of standards: The Idaho State University College of Education Standards for Advanced Professionals (described previously), the Interstate School Leaders Licensure Consortium (Standards for School Leaders described previously), and the Idaho State Department of Education Principal Certification Standards. All three sets of standards are aligned.

**Idaho State Principal Certification Standards:** These standards address competencies determined by the State of Idaho to be necessary for effective school leadership (i.e., the principal). Standards must be met through graduate level course work in school administration for the preparation of school principals at an accredited college or university. The standards include: Vision & Strategic Leadership, Family & Community Partnerships, Professional & Ethical Leadership, and Governance & Legal Leadership. Idaho principal certification can be a student outcome through this curricular/standard alignment.

### Admission Requirements

For admission to the Master of Education in Education Administration, the student must apply to and meet all criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

- A bachelor's degree from an accredited university; usually that degree is in an education-related field
- Minimum of one year of pre-K-12 teaching experience or documentation of equivalent experience.
- A minimum GPA of 3.0 for all upper division credits taken at the undergraduate level.
- A minimum score at the 35th percentile on the Miller Analogies Test (MAT) or either the Verbal or Analytical Writing section on the Graduate Record Examination (GRE).
- A letter of interest, stating the applicant's interest in the program.
- Two letters of recommendation, one letter must be from a supervisor, who can address the applicant's academic or professional leadership qualities and potential.

The Master of Education with Educational Administration Emphasis currently requires a minimum of 31 credits as listed below.

Students seeking Idaho principal certification must meet requirements of the State Board of Education. It is recommended that students pursuing the Master of Education with Educational Administration Emphasis have professional experience in an educational context.

### Required Core Professional Studies (9 credits)

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

### Educational Administration Concentration Courses (18 credits)

EDLA 6608 Organizational Leadership and Education Administration	3 cr
EDLA 6609 Principalship	3 cr
EDLA 6612 School Law, Governance and Ethics	3 cr
EDLA 6614 Curriculum, Instruction, and Assessment	3 cr
EDLA 6615 Supervision and Instructional Leadership	3 cr
EDLA 6642 School Culture and Community	3 cr

### Field Experiences

EDLA 6651 Case Study	1 cr
EDLA 6657 Internship *#	1-3 cr

\*Students will complete a 520 Internship; hours are specified at the elementary, middle school, and high school levels. Minimum of 3 credits required. Three (3) credits of Internship is required in the first semester of enrollment in the Internship; thereafter, at least one (1) credit per semester continuous enrollment until completed.

#Students must complete two (2) of the three (3) courses as a prerequisite for admission to EDLA 6657 (Internship)

## Master of Education in Human Exceptionality

The Master of Education in Human Exceptionality is designed to strengthen the student's understandings, knowledge, and skills in three major areas—Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to human exceptionality. The student may select one of two options for the Master's degree in Human Exceptionality:

- **Special Education**
  - **School Psychological Examiner**
1. The special educator will understand the field as an evolving and changing discipline.
  2. The special educator will know and demonstrate respect for his/her students first as unique human beings and contributing members of the community.
  3. The special educator will understand the appropriate use of various types of assessments.
  4. The special educator will adapt general curriculum by using a variety of instructional strategies and positive behavior supports.
  5. The special educator will collaborate with colleagues, families, and agencies to develop inclusive communities.

### Admission Requirements

Applicants for the Master of Education in Human Exceptionality must apply to, and meet all criteria for, admission to the Graduate School and all college requirements for admission and retention.

Individuals applying for admission to the Master of Education program in Human Exceptionality must meet the following admission requirements:

- Bachelor's degree from a regionally accredited college or university in the United States, or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.

### General Requirements

Students completing a Master of Education in Human Exceptionality must complete both a written comprehensive examination and an oral examination.

**Professional Studies Core**

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

**Additional Requirements for the Special Education Option**

The student must either have an undergraduate special education major or a 14-credit undergraduate core of special education course work including SPED 3330, SPED 3334, SPED 5523, SPED 5524, and SPED 5527. These courses will not be counted as part of the master's degree program. Persons seeking initial certification must also complete SPED 5529, SPED 5532, SPED 5538, SPED 546, and complete the Idaho Technology Portfolio assessment.

SCPY 6614 Diagnostic Evaluation of Learning Difficulties	3 cr
SPED 6630 Professional Development in Special Education	2 cr
SPED 6638 Practicum in Special Education	6 cr
SPED 6662 Consultation in the Schools	2 cr

In addition, elective credits to total a minimum of 33 semester credit hours for the Master's degree must be taken from relevant graduate-level courses. Elective credits must be approved in advance by the student's major advisor.

**Additional Requirements for the School Psychological Examiner Option****Specialty Studies in Psychological Examiner**

SCPY 6619 Individual Intelligence Testing	3 cr
SCPY 6657 Legal and Ethical Issues in School Psychology	2 cr
SCPY 6659 Multicultural Issues in School Psychology	2 cr
SCPY 6660 Seminar in School Psychology	3 cr
Elective credits approved by the School Psychology Program Chair	
SCPY 6672 Problem Solving Interventions in Schools	3 cr
SCPY 6673 Response to Intervention in Schools	3 cr
SCPY 6682 Cognitive Behavioral Interventions in Schools	3 cr

**Integrative Field Research Studies**

SCPY 6668 Practicum in School Psychology, LD, & Special Education	3 cr
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The deadline for submission of applications is July 1. Applications will be reviewed and degree-seeking students will continue to be admitted until program capacity is reached.

## Department of Educational Foundations

Interim Chair & Associate Professor: Mercaldo

Professors: Denner, Jenkins, Ray, Sanger

Associate Professors: Mercaldo

Assistant Professors: Bennett, Ntuli

Lecturers: Lin

## Master of Education in Elementary Education

The 30-credit minimum non-thesis Master's degree in Elementary Education is a combination of pedagogy and content; designed for the elementary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), ESL/ TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary certification or endorsement area.

1. The advanced elementary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals.
2. The advanced elementary education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.
3. The advanced elementary education professional is expected to extend their subject matter depth in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/ TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary subject matter content certification or endorsement area.
4. The advanced elementary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

**Admission Requirements**

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education in Elementary Education must meet all college requirements for admission and retention. Those include previous teaching experience or

current certification to teach in Idaho or another state.

**General Requirements****Educational Core (A minimum of 9 credits)**

EDUC6601 Research and Writing	3 cr
EDUC6602 Theories of Learning	3 cr
EDUC6610 Applied Educational Statistics	3 cr

**Educational Pedagogy (A minimum of 6 credits)**

Select a minimum of 6 credits from the list below:

EDLT6616 Integration of Technology into School Curriculum	3 cr
EDUC6622 Educational Assessment And Evaluation	3 cr
EDUC6630 Advanced Elementary Methods	3 cr
EDUC6641 Advanced Studies in K-12 Curriculum	3 cr

Or another advisor approved EDUC elective

**Capstone Course (3 credits)**

EDUC6670 Seminar in Elementary Education	3 cr
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**Content Area (12 credits)**

Applicants are instructed to see their education advisor for an outline of the 12 hours of approved electives from among graduate-level courses in STEM (or single subject mathematics, geology, physical science, or biology), ESL/ TESOL, foreign language, English/ language arts, history/social science, or another subject matter content certification or endorsement area. NOTE: For the STEM content designation to be earned additional content hours across the STEM disciplines is required. Check with your academic advisor to obtain a current list of approved STEM courses.

NOTE: At least 15 credits of 6600-level course work must be completed for this degree program.

## Master of Education in Secondary Education

The 30-credit minimum non-thesis Master's degree in Secondary Education is a combination of pedagogy and content; designed for the secondary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/ TESOL, foreign language, English/ language arts, history/social science, or another Idaho SBOE approved secondary subject matter content certification or endorsement area.

1. The advanced secondary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals.
2. The advanced secondary education pro-

professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.

- The advanced secondary education professional is expected to extend their subject matter depth in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved elementary subject matter content certification or endorsement area.
- The advanced secondary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education in Secondary Education must meet all college requirements for admission and retention. Those include previous teaching experience and/or current certification to teach in Idaho or another US state.

### General Requirements

#### Educational Core (A minimum of 9 credits)

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

#### Educational Pedagogy (A minimum of 6 credits) Select a minimum of 6 credits from the list below:

EDLT 6616 Integration of Technology into School Curriculum	3 cr
EDUC 6622 Educational Assessment and Evaluation	3 cr
EDUC 6631 Advanced Secondary Methods	3 cr
EDUC 6641 Advanced Studies in K-12 Curriculum	3 cr
Or another advisor approved EDUC elective	

#### Capstone Course (3 credits)

EDUC 6671 Seminar in Secondary Education	3 cr
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#### Content Area (12 credits)

Applicants are instructed to see their education advisor for an outline of the 12 hours of approved electives from among graduate-level courses in STEM, (or single subject mathematics, geology, physical science, or biology), ESL/TESOL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved secondary subject matter content certification or endorsement area. NOTE: For the STEM content designation to be earned additional content hours across the STEM disciplines is required. Check with your academic advisor to obtain a current list of approved STEM courses.

NOTE: At least 15 credits of 6600-level course work must be completed for this degree program

## Master of Education in K-12 Education Music Education 36 Credits (Music content listed below)

The M Ed in Music Education is a degree program housed in the College of Education and presented in collaboration with the Department of Music. For admission into this program, apply first to the College of Education Department of Educational Foundations. The Master of Education in Music Education is designed to strength the student's understanding, knowledge, and skills in three major areas—Core professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to music education. The program is designed to meet the needs of music education specialists who work in the public school system (grades K-12), or who aspire to further graduate study and teaching in music education.

### Admission Requirements

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in K-12 Education must meet all college requirements for admission and retention.

Individuals applying for admission to the Master of Education in Music Education, must meet the following admission requirements:

- Bachelor's degree in music from a regionally accredited college or university.
- It is expected that students will meet basic requirements for public school certification.
- Completion of entrance examinations in music history and music theory. Students whose examination indicate deficiencies will be granted Classified (w/PR) Status. Any course used to remove deficiencies does not count toward the degree. When deficiencies have been removed, the student may seek Classified Status.

### General Requirements

Students complete a minimum of 36 semester credit hours for the Master's degree. Students seeking Idaho Certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students have professional experience in an education context.

#### Education Core (12 credits)

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr
EDLT 6616 Integration of Technology into School Curriculum	3 cr

#### Pedagogy and Content (24 credits)

MUSC 5515 Seminar in Band Music	2 cr
OR	
MUSC 5516 Seminar in Choral Music	2 cr
MUSC 5517 Advanced Conducting	2 cr
MUSC 6601 Foundations in Music Education	3 cr
MUSC 6610 Practicum in Rehearsal Techniques	2 cr
MUSC 6671 Music Education Seminar	3 cr
Graduate Performance Ensemble (2 semesters)	2 cr
Music History/Theory Elective	2 cr
Music history Theory Elective	2 cr
Other Music Electives	6 cr
Total	36 cr

## Master of Education with Child and Family Studies Emphasis Family Studies

The goal of the Early Childhood Education and Intervention Program is to prepare professionals who have the necessary knowledge, dispositions, and abilities to:

- Enhance learning and development of young children, with and without disabilities, between the ages of birth and third grade.
- Establish collaborative relationships with families, and other professionals in ways that produce positive outcomes for young children.
- View their own professional development as a lifelong endeavor.
- Advocate for children, families, and the early childhood profession.

### Admission Requirements

The candidate must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education with Child and Family Studies Emphasis must meet all college requirements for admission and retention.

### General Requirements

The Master of Education with Child and Family Studies Emphasis is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Integrative Field Research Studies, and Specialty Studies—as they relate to Child and Family Studies. The student must select one of the following option areas for the Master of Education with Child and Family Studies Emphasis:

#### Option areas:

- Family Studies
- Early Childhood Education and Intervention

Candidates enter the program after completion of the Bachelor's degree. All candidates completing a Master of Education with Child and Family Studies Emphasis must complete a written comprehensive examination and an oral examination; a case study/project OR a case study/project/internship combination, OR a thesis.

#### Required Core Professional Studies

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

#### Integrative Field Research Studies (must total 6 credits)

Either these two courses:

CFS 6647 Internship in Child and Family Studies	3 cr
CFS 6669 Case Study/Project in Child and Family Studies	3 cr
OR	
CFS 6669 Case Study/Project in Child and Family Studies	6 cr
OR	
EDUC 6650 Thesis	6 cr

#### Additional Requirements for Family Studies Option

CFS 5531 Family Resource Management	3 cr
CFS 5535 Relationships Within Families	3 cr
CFS 6600 Issues and Trends in Child and Family Studies	3 cr
CFS 6632 Theoretical Frameworks for Understanding Families	3 cr
CFS 6659 Seminar in Child and Family Studies	3 cr

Additional elective credits to total a minimum of 36 credit hours must be approved in advance by the student's major advisor.

#### Additional Requirements for Early Childhood Education and Intervention Option

CFS 5501 Foundations of Early Childhood Education	3 cr
CFS 6621 Learning and Development in Early Childhood Education	3 cr
CFS 6622 Curriculum in Early Childhood Education	3 cr
CFS 6642 Assessment in Early Childhood Education and Intervention	3 cr
CFS 6643 Curricular Adaptations and Intervention in Early Childhood	3 cr
CFS 6644 Working with Families in Early Childhood Education and Intervention	3 cr

Additional elective credits to total a minimum of 36 credits must be approved in advance by the student's major advisor.

## Department of School Psychology, Literacy, and Special Education

Chair and Associate Professor: Mercaldo

Associate Professor: Klug

Assistant Professor: Fan

Professor: Squires

The Department of Educational Learning and Development offers the following graduate degrees: Educational Specialist in School Psychology or Special Education, M.Ed. with Child and Family Studies Emphasis, M.Ed. with Literacy Emphasis, and M.Ed. in Human Exceptionality (Special Education or School Psychological Examiner).

## Master of Education with Literacy Emphasis

1. The Literacy specialist understands the related nature of reading, writing, listening, speaking, and viewing and that literacy is a process of constructing meanings. These meanings begin with personal knowledge.
2. The literacy specialist understands the importance of building on strengths of individual learners rather than emphasizing needs.
3. The literacy specialist is able to support and expand student expression in speaking, writing, and creative art forms across subject matter areas.
4. The literacy specialist is able to conduct assessment that involves multiple indicators of student progress and develop an instructional plan based on these indicators.

The Master of Education with Literacy Emphasis is designed to strengthen the student's understanding, knowledge, and skills in three major areas—Core Professional Studies, Specialty Studies, and Integrative Field Research Studies—as they relate to literacy education.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, students for the Master of Education with Literacy Emphasis must meet all college requirements for admission and retention.

Individuals applying for admission to the Master of Education with Literacy Emphasis must meet the following admission requirements:

- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.

### General Requirements

Candidates must complete a minimum of 33 semester credit hours for the Master of Education with Literacy Emphasis. They must complete EDUC 4419 Developmental Literacy or the Idaho Comprehensive Literacy Assessment. All candidates completing a thesis will orally defend the thesis, but will not complete written comprehensive examinations. All candidates not completing a thesis will be required to pass both a written comprehensive examination and an oral examination.

Candidates seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education with Literacy Emphasis have professional experience in an educational context.

#### Required Core Professional Studies

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

#### Specialty Studies

EDUC 5519 Developmental Literacy	3 cr
EDUC 5524 Assessing Literacy	3 cr
EDUC 5526 Remediation of Literacy Problems	3 cr
EDUC 6632 Psychology of Literacy	3 cr
EDUC 6633 Language, Literacy, and Neurology	3 cr
EDUC 6634 Literacy: Multicultural Views	3 cr
EDUC 6635 Clinical Methods in Literacy	3 cr

#### Integrative Field Research Studies

EDUC 6650 Thesis	6 cr
OR	
EDUC 6651 Field Project/Case Study in Education	3 cr
EDUC 6652 Field Practicum in Education	3 cr

## Master of Education in Deaf Education

The Deaf Education program has an outstanding history of identifying, educating, and placing highly qualified individuals in educational programs for Deaf and hard of hearing children and youth in Idaho and neighboring states. These educators have been instrumental in helping intermountain states expand the delivery of quality educational services to this school-age population in all educational settings. The Master of Education in Deaf Educa-

tion is designed to strengthen the student's understanding, knowledge, and skills in four areas – Core Professional Studies, Specialty Studies, Integrated Field Research Studies, and Electives – as they relate to the education of children and youth who are Deaf and hard of hearing. This program is in alignment with the College of Education's other graduate programs in that it includes research components (i.e., Core Professional Studies and Integrated Field Research Studies), a teacher certification component (i.e., Specialty Studies), and a supporting area (i.e., Electives) that augments a student's undergraduate training.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Education/ in Deaf Education degree must meet all college requirements for admission and retention.

Admission requirements for individuals applying to the Master of Education in Deaf Education:

- Bachelor's degree from a regionally accredited college or university in the United States or its equivalent from a school in another country.
- Submit three letters of recommendation.

In that the mission of the Deaf Education program is to prepare individuals to become certified teachers of the Deaf, preference is given to individuals who have an undergraduate elementary, secondary, or special education major and who have American Sign Language skills. However, individuals without this background should consider applying after consulting their respective state department of education for details regarding teacher of the Deaf certification/licensure.

### General Requirements

Students completing a Master of Education in Deaf Education must complete a minimum of 33 semester credit hours. Students seeking Idaho certification in the area of their training must meet the State Board of Education requirements for certification/licensure. Students seeking certification in their area of training from another state must meet the requirements of that state.

#### Required Core Professional Studies

EDUC 6601 Research and Writing	3 cr
EDUC6610 Applied Educational Statistics	3 cr

#### Specialty Deaf Education Studies

EDHH 5556 Psychosocial Aspects of Deafness	3 cr
EDHH 6609 Teaching Internship in Deaf Education	3 cr
EDHH 6627 Literacy Curriculum in Deaf Education	3 cr
EDHH 6628 Curriculum Organization in Deaf Education	3 cr
EDHH 6637 Philosophical/Theoretical Foundations of Deaf Education	3 cr

EDHH 6658 Teaching Language to the Deaf	3 cr
EDHH 6659 Teaching Academic Subjects to the Deaf	3 cr

#### Integrative Field Research Studies

EDHH 6651 Field Project/ Case Study in Deaf Education	3 cr
Electives	3 cr
Total	33 cr

Elective credits to total a minimum of 33 credit hours for the Master's must be taken from relevant graduate-level courses. Elective credits must be approved in advance by the student's major advisor. In certain situations a student's program of study might exceed 33 credits. The three most common situations are:

1. Applicants will be evaluated as to their teaching experience with Deaf/hard of hearing children: (a) those with three or more years of such teaching experience will be able to waive EDHH 6609 (3 credits) but will need to take added electives; (b) those who do not meet the three years teaching experience will need to take EDHH 6609 (3 credits).
2. Applicants who do not meet American Sign Language proficiency will need to complete appropriate coursework; verification can be established through various sign language quality assurance examinations (e.g, RID, NAD, or EIPA [3.5 or above] certification), or transcript verification.
3. Applicants who do not have appropriate coursework in communication sciences/ disorders and audiology will be advised to take appropriate courses in order to meet teacher of the Deaf and hard of hearing standards as identified in state certification/licensing documents. A thorough examination of each applicant's transcript will be completed to determine what coursework the student has completed and what coursework is needed to complete the Master of Education in Deaf Education, as well as state certification/licensure requirements to become a teacher of the Deaf/hard of hearing.

## Department of Sport Science and Physical Education

Chair and Associate Professor: Appleby  
Professor: Lyons, Lester  
Associate Professor: Fitzpatrick  
Assistant Professors: Faure, Gauthier

The Department of Sport Science and Physical Education offers the Master of Physical Education/Athletic Administration degree at Idaho State University and through the Idaho State University-Boise State Cooperative Program.

Master of Physical Education/Athletic Administration.

## The Master of Physical Education/ Athletic Administration

Administration is aligned with 2 sets of standards: The Idaho State University College of Education Standards for Advanced Professionals (described previously), and the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM) Standards.

**NASPE-NASSM Content Standards:** The NASPE-NASSM standards for Master's Degree Programs in Sport Management address eight specific areas that include the following: Management, Leadership and Organization in Sport; Research in Sport; Legal Aspects of Sport; Marketing in Sport; Sport Business in the Social Context; Financial Management in Sport; Ethics in Sport Management; and Field Experience in Sport Management.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Physical Education/Athletic Administration degree must meet all college requirements for admission and retention. Individuals applying for admission to the Master of Physical Education/Athletic Administration program will be reviewed using the following criteria. Preference will be given to applicants who meet or exceed these criteria.

- Bachelor's degree from a regionally accredited college or university in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.

In addition, the Department of Sport Science and Physical Education requires that the applicant shall have had the necessary background in tests and measurements, and a knowledge of statistical procedures. Both a thesis and non-thesis option are available.

### General Requirements

Students must complete a minimum of 33 semester credit hours for the Master of Physical Education/Athletic Administration degree. Students completing a thesis will orally defend the thesis, but will not complete written examinations. Students not completing a thesis will



be required to pass both a written examination and an oral examination.

All students must document professional experience in an athletic setting either by prior athletic administrative experience (minimum of one year) or by completing an approved internship for credit while completing the MPE/AA program.

### Course Requirements

PE 6605 Leadership and Administration	3 cr
PE 6615 Philosophy and Principles of Athletics in Education	3 cr
PE 6631 Athletics and The Law	3 cr
PE 6635 Management Aspects of Athletics	3 cr
PE 6640 Research and Writing	3 cr
PE 6649 Issues in PED and Athletic Administration	3 cr
PE 6655 Internship	3 cr

### Thesis Option

PE 6650 Thesis	6 cr
IN ADDITION: Approved Electives	6 cr

### Non-Thesis Option

PE 6610 Advanced Sport Psychology	3 cr
PE 6625 Advanced Sports Marketing	3 cr
IN ADDITION: Approved Electives	6 cr

## The Master of Science in Athletic Training

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, applicants for the Master of Science in Athletic Training degree must meet all college requirements for admission and retention. This is a limited enrollment program. Individuals applying for admission to the Master of Science in Athletic Training program will be reviewed using the following criteria:

1. Application and acceptance by ISU Graduate School
2. Cumulative G.P.A. (minimum of 2.75)
3. GRE/MAT score guidelines posted in the SSPE Graduate handbook
4. Successful completion of the following required prerequisite courses with a grade of "C" or better in each course:
  - a. Anatomy and Physiology (1 year equivalent)
  - b. Care and Prevention of Athletic Injuries (or equivalent)
  - c. Neuroscience (Recommended)
  - d. General Nutrition or Sports Nutrition
  - e. Exercise Physiology
  - f. Biomechanics
  - g. Sport Psychology (or other approved upper division Psychology course)
5. Evidence of current First Aid/CPR/AED for Health Care Provider certifications
6. An essay describing applicants interest in

7. Two letters of Recommendation (one must be from a faculty member)
8. Personal Interview

Preference will be given to applicants who meet or exceed these criteria. Applicants must undergo a criminal background check and have current immunizations, listed in handbook. Criminal background checks must be done through ISU Public Safety at the applicant's expense. Conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignments, and consequently affect the student's standing in the program.

Additional program information is available at [www.isu.edu/sspe](http://www.isu.edu/sspe) website.

### General Requirements

Students must complete a minimum of 48 semester credit hours for the Master of Science in Athletic Training degree. Students completing the degree will be required to complete a two-year sequence of courses which will include a 5-course sequence of clinical education and culminate in a 3 credit capstone project that will challenge the student to summarize their learning experiences through the presentation and defense of a case study before an examining committee.

Upon Graduating, ISU's MSAT students will be eligible for national board examination (administered nationally by the Board of Certification-BOC). Only those students graduating from a CAATE accredited program are eligible to take the BOC exam.

### Course Requirements

AT 6600 Foundations of Athletic Training	3 cr
AT 6602 General Medical Assessment	3 cr
AT 6604 Physical Assessment of the Lower Extremities	3 cr
AT 6606 Traumatic Brain Injury and Neurological Assessment	3 cr
AT 6608 Physical Assessment of the Upper Extremities	3 cr
AT 6610 Pathophysiology and Therapeutic Modalities	3 cr
AT 6612 Conditioning & Therapeutic Exercise	3 cr
AT 6614 Professional Issues in Athletic Training	3 cr
AT 6640 Research Methods in Athletic Training	3 cr
AT 6645 Org. and Admin. of Athletic Training	3 cr
AT 6651 Masters Project	3 cr
AT 6661 Clinical Experience in Athletic Training I	3 cr
AT 6662 Clinical Experience in Athletic Training II	3 cr
AT 6663 Clinical Experience in Athletic Training III	3 cr
AT 6664 Clinical Experience in Athletic Training IV	3 cr
AT 6665 Clinical Experience in Athletic Training V	3 cr

## Department of Organizational Learning and Performance

Chair and Professor: Scott  
Assistant Professors: Lindbeck, Lion

## Doctor of Philosophy in Instructional Design

The Doctor of Philosophy (Ph.D.) in Instructional Design degree prepares students to assume positions of leadership in instructional design, research, measurement, or evaluation. Graduates direct instructional design, research, measurement or evaluation projects as faculty at colleges and universities, in private or public institutions, or work as individual consultants.

While research is an integral component of the Instructional Design Ph.D. program, candidates are provided primarily with courses and experiences preparing them to function more effectively as leaders in guiding instruction to meet specific educational outcomes.

### Admission Requirements

Admission to the Instructional Design Ph.D. program is based on a cohort model. Cohort cycles depend on the start date of the particular cohort (contact department chair for specific details). However, there is a specific sequencing of curriculum, and this may strongly influence the start date of a particular cohort. Applications for cohort admission are accepted at any time, in accordance with the deadlines set by the Graduate School. Every effort is made to accommodate the doctoral program of study for non-cohort students who enroll in full-time doctoral studies. In addition to the Graduate School general requirements, individuals applying for admission to the Instructional Design Ph.D. program will be reviewed using the following criteria for admission. Preference will be given to applicants who have:

1. A master's degree in instructional technology, instructional design, or a related field.
2. An academic record of at least 3.0 Grade Point Average (GPA) in the last two years of undergraduate course work and 3.5 GPA at the graduate level.
3. A minimum of 40th percentile on both the Verbal and Quantitative Reasoning portions of the GRE. One of these scores must be at or above the 50th percentile.

Alternatively, an MAT score at the 45th percentile or higher may be substituted for the GRE .

4. Submitted a current curriculum vitae.
5. Submitted a letter of application that makes clear the candidate's interest in, and suitability for, this program.
6. Successfully interviewed with faculty from the Graduate Department of Educational Leadership and Instructional Design.
7. Successfully completed a proctored writing sample.
8. In addition to the above, international students must meet Graduate School requirements for admission, including evidence of English language capabilities at the graduate studies level.

## General Requirements

The Doctor of Philosophy in Instructional Design requires a minimum of 67 semester credits, 12 credits in Instructional Design Core Studies, 30 credits in the Instructional Design Specialty area, 15 credits in Research and Statistics , and at least 10 credits of dissertation. Of the 67 semester credits required for the Ph.D. in Instructional Design, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Upon initial enrollment, all Instructional Design Ph.D. students will be required to maintain continuous enrollment, with at least one semester credit of work each semester (including summers) from matriculation to completion of the program, including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

A GPA less than 3.5 in the program or two grades of C+, or below, will result in the Graduate Department of Educational Leadership and Instructional Design reviewing the student's performance within the program. The result of this review may lead to dismissal. Any additional grading policies are set by the Graduate School.

## Program of Study

A Program of Study will be drafted during the first semester of course work. This plan of study will be filed with the Graduate School. Programs of Study will be updated each semester. A current Program of Study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student's advisor, the Department, and the Dean of the College of Education. Upon successful completion of the comprehensive examination, the Dissertation Committee, includ-

ing the Graduate Faculty Representative (GFR), is established and the student is advanced to candidacy.

All doctoral requirements must be completed within five years of passing the Comprehensive Examination. Doctoral students must also meet appropriate residency requirements.

## Doctor of Instructional Design Program Course Work

All course work is subject to the approval of the student's academic advisor, Instructional Design Ph.D. program leader, and program faculty. Courses that meet the program requirements are listed on the Instructional Design PhD web site and in the program handbook.

### Instructional Design Core Studies (12 credits)

The intent of the core area is to promote essential competencies of Instructional Design, including communication, learning theory, implementation, assessment, and management. A prerequisite for the core curriculum includes EDUC 6602 or demonstration of equivalent knowledge.

### Advanced Research and Statistics for Instructional Design (15 credits)

The intent of this area is to provide depth of knowledge of quantitative and qualitative research designs and the statistical procedures that support them. Candidates will complete courses in advanced quantitative research design, qualitative research design, intermediate statistics, and advanced statistics, as well as one additional course that provides depth of knowledge in a particular area of research design or statistics. Prerequisites for the research curriculum include EDUC 6601, EDUC 6610, or demonstration of equivalent knowledge.

### Instructional Design Specialty Area (30 credits)

The intent of the Instructional Design Specialty Area is to provide depth of knowledge and skills applicable to a wide array of professional contexts. Practical application and research in current and emerging learning technologies are emphasized. Instructional Design Specialty Area courses meet advanced standards in planning and analysis; design and development; and implementation, assessment, and management.

### Dissertation (10 credits)

A minimum of 10 semester credits for dissertation work is required. Please note that some students may require more than 10 semester credits in order to successfully complete the dissertation investigation.

## Points of Assessment

Candidates in the Ph.D. in Instructional Design complete two examinations during the program of study, the Qualifying Examination and the Comprehensive Examination. The Qualifying Examination assesses the candidate's capability to analyze and synthesize Instructional Design Specialty, Core, and Research content. A passing score on the Qualifying Examination is required in order to continue in the program. The Comprehensive Examination is taken after the completion of all coursework and the Instructional Design practicum. It is a significant aspect of the student's total doctoral program and provides evidence that the candidate meets advanced Instructional Design standards. A passing score on the Comprehensive Examination is required in order to continue in the program.

## Dissertation and Oral Defense

Upon successful completion of the Comprehensive Examination and approval of the dissertation proposal by his or her Dissertation Committee, the student is authorized to complete the dissertation in preparation for the final oral defense.

## Master of Education in Instructional Technology

The Master of Education (M.Ed.) in Instructional Technology is designed for the preK-12 educator in acquiring the techniques for integration of multiple types of technologies into the curriculum, as well as instructional technologist in PK-12 and post secondary environments and training coordinators in learning organizations, business, and industry. Learning theories that form the foundation of instructional design, as well as pedagogical approaches, assessment processes and principles of universal design in learning are investigated. Candidates engage in real-world projects for incorporation into the academic setting and delivery of professional development as outcomes from coursework.

Graduates of the MEd-IT degree advance their careers in educational environments as technology integration specialists, in business and industry as technology leaders and trainers, as well as their education through terminal degree programs such as the Ph.D. in Instructional Design and the Ed.D. in Educational Leadership.

## International Student Admission Requirements

International students must apply to the Idaho

State University Graduate School and meet all criteria for admission. Typically, international students cannot begin their enrollment at Idaho State University in the summer semester. International students should refer to the *Admission of International Students* section of the Graduate catalog for TOEFL and other requirements for those whose native language is not English.

### General Admission Requirements

Applicant must meet all criteria for admission to the Graduate School (application available online). In addition, the following should be submitted to the Med-IT program coordinator to complete the application process:

- Letter of interest to the Med-IT program coordinator.
- One letter of recommendation from an instructor or a professional in the field.
- GRE or MAT scores if the Graduate School computed GPA is less than 3.50.
- Participation in an interview with program area faculty via in-person, or video conferencing.

### General Requirements (30 credits)

Students should begin their coursework in the fall semester. It is recommended students register for two courses per semester in order to complete the degree in a timely manner. Candidates should establish a Plan of Study with their advisor prior to registering for classes. It is important to work closely with the advisor to assure a smooth progression from start to completion of the MED-IT degree.

#### Core Professional Studies (9 credits)

EDUC 6601 Research and Writing	3 cr
EDUC 6602 Theories of Learning	3 cr
EDUC 6610 Applied Educational Statistics	3 cr

#### Educational Pedagogy (9 credits)

EDLT 6621 Issues and Trends in Instructional Technology	3 cr
EDUC 6622 Educational Assessment and Evaluation	3 cr
EDLT 5555/6655 Fundamentals of Instructional Design	3 cr

#### Technology Content (12 credits)

EDLT 6639 Delivering Instruction in Electronic Formats	
EDLT 6626 Instructional Technology & Staff Development	3 cr

#### OR

EDLT 6656 Fundamentals of Multimedia Development in Education	3 cr
EDLT 6651 Field Project/Case Study in Education	6 cr

### Online Teaching Endorsement

The Online Teaching (OT) Endorsement focuses on the preK-12 educator in acquiring the techniques for integration of multiple types of

technologies into the online curriculum. State of Idaho certified educators complete five graduate courses and an online internship, all of which align with Idaho Online Teaching Standards and National Standards for Quality Online Teaching by iNACOL (International Association for K-12 Online Learning).

The skills, knowledge, and products developed through the OT Endorsement are readily transferable to both the educational world and business/industry. Five of the six OT courses are contained in the Master of Education in Instructional Technology degree. Those who attain the OT Endorsement, if accepted into the MED in IT, can transfer these courses, plus the internship, into this program fulfilling 21 of the 30 credit degree requirement.

### Admission Requirements

Applicant must meet all criteria for admission to the Graduate School (application available online). In addition, the following should be submitted to the OTE coordinator to complete the application process:

- Letter of interest to the OT Endorsement coordinator.
- One letter of recommendation from an instructor or a professional in the field.
- GRE or MAT scores if the Graduate School computed GPA is less than 3.50.
- Participation in an interview with program area faculty via in-person, or video conferencing.

### General Requirements (21 credits)

Students should begin their coursework in the fall semester. It is recommended students register for two courses per semester in order to complete the endorsement in a timely manner. Candidates should establish a Plan of Study with their advisor prior to registering for classes. It is important to work closely with the advisor to assure a smooth progression from start to complete of the OT Endorsement.

Seniors who are Education majors and are in residence at ISU may register for courses listed with the 55xx numbers (up to six graduate credits) in the OT Endorsement in the semester during which the bachelor's degree will be attained.

#### Technology Content (15 credits)

EDLT 5555/6655 Fundamentals of Instructional Design	3 cr
EDLT 6621 Issues & Trends in Instructional Technology	3 cr
EDLT 6622 Educational Assessment & Evaluation	3 cr
EDLT 6656 Fundamentals of Multimedia Development in Education	3 cr
EDLT 6639 Delivering Instruction in Electronic Formats	3 cr

### Internship (6 credits)

Candidates for the Online Teaching Endorsement must fulfill a six-credit internship in an online setting during the last semester of study. Placement is established with the candidate's advisor in coordination with an appropriate preK-12 educational institution.

## Master of Organizational Learning and Performance

The Master of Organizational Learning and Performance (M.OL&P), aligned with State educational standards, provides the adult learner with opportunities to engage in the processes of inquiring, learning, and applying known competencies within the fields of Human Resource Development. This program is also designed to provide advanced Professional Technical Education studies for PTE instructors seeking instructional design and leadership development. The Master of Organizational Learning and Performance is designed to strengthen the student's understanding, knowledge, and skills in four major areas—(1) OLP Course Requirements; (2) HRD Studies or the Professional-Technical Studies; (3) HRD Electives or PTE Electives; and (4) Thesis or Field Research Project Options—as they relate to Human Resource Development. Emphasized areas within the HRD discipline are: human performance improvement, learning effectiveness, leadership and change, and organizational development. ([ed.isu.edu/olp/](http://ed.isu.edu/olp/))

### Admission Requirements

Individuals applying for admission to the Master of Organizational Learning and Performance program must meet the following admission requirements:

- The student must apply to, and meet all criteria for, admission to the Graduate School.
- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- The student must write a proctored Statement of Intent for the Master of Organizational Learning and Performance.

### General Requirements

Students must complete a minimum of 30 semester credit hours for the Master of Organizational Learning and Performance, featuring M.OLP Course Requirements (12 credits) for

all M.OLP majors. Student will elect to complete either the HRD Studies (6 credits) and Electives (6 credits), or the PTE Studies (6 credits) and Electives (6 credits). Students will complete the Research studies and capstone. The Research Studies, Thesis option includes two courses and thesis capstone (9-12 credits); the Research Studies, Non-thesis option includes one course and a research project (6 credits). Students will orally defend the findings of their research. Students seeking Idaho PTE certification must meet the Idaho Division of Professional-Technical Education requirements for certification. (See <http://www.pte.idaho.gov/>).

#### **M.OLP Course Requirements (12 credits)**

OLP 6631 Principles of HRD 3 cr  
 OLP 6634 Leadership of Learning, Development, and Change 3 cr  
 OLP 5550 Adult Learning Theory 3 cr  
 OLP 6661 Performance Improvement 3 cr

#### **HRD Studies (6 credits)**

OLP 6633 Design and Evaluation 3 cr  
 OLP 6636 Strategic Planning and HRD 3 cr

**OR**

#### **Professional-Technical Studies (6 credits)**

OLP 5501 Foundations of PTE and HRD 3 cr  
 OLP 5503 Methods for Teaching in Corporate and Professional-Technical Education 3 cr

An additional 6 semester hours must be taken from department courses or courses outside the department approved by student's major advisor.

#### **HRD Electives (6 credits)**

OLP 5506 Grantwriting 3 cr  
 OLP 5507 Instructional Technology in HRD 3 cr  
 OLP 5509 Professional Readings and Writing 3 cr  
 OLP 5510 Principles of Change 3 cr  
 OLP 5531 Workplace Leadership 3 cr

**OR**

#### **PTE Electives (6 credits)**

OLP 5502 Occupational Analysis and Course Construction 3 cr  
 OLP 5504 Evaluation in Corporate and Professional-Technical Education 3 cr  
 OLP 5544 Career Guidance and Special Needs 3 cr  
 OLP 5564 Instructional Facilities Management 3 cr

Research Studies coursework and capstone includes 6-12 semester hours depending upon selection of either the Thesis or Field Research Project Option.

#### **Research Studies: Thesis Option (9-12 credits)**

EDUC 6601 Research and Writing 3 cr  
 EDUC 6610 Applied Educational Statistics 3 cr  
 OLP 6650 Thesis 3-6 cr

**OR**

#### **Research Studies: Field Research Project Option (6 credits)**

OLP 6632 Research in Organizations 3 cr  
 OLP 6645 Field Research Project in HRD 3 cr

## **Graduate Courses in the College of Education**

### **Athletic Training Graduate Courses**

**AT 6600 Foundations of Athletic Training 3 credits.** Survey of the profession of Athletic Training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab included.

**AT 6602: General Medical Assessment 3 credits.** This course addresses current medical issues that pertain to athletic training and the physically active. Content included sports pharmacology, physiological considerations, common illnesses and special concerns. Lab included.

**AT 6604 Physical Assessment of the Lower Extremities 3 credits.** Intense, in-depth study of the lower extremities including physical examination, injury recognition, treatment, taping, bracing, and foundations of rehabilitation. Lab included.

**AT 6606 Traumatic Brain Injury and Neurological Assessment 3 credits.** Comprehensive examination of sport-related traumatic brain injury. Includes neurological assessment, spinal assessment and rehabilitation methods. Lab included.

**AT 6608 Physical Assessment of the Upper Extremities 3 credits.** Intense, in-depth study of the trunk, head, face, and upper extremities including physical examinations, injury recognition, emergency treatment, taping, bracing, and foundations of rehabilitation. Lab included.

**AT 6610 Pathophysiology and Therapeutic Modalities 3 credits.** Analysis of the physiological response to injury and the effects of therapeutic modalities on athletic injuries. Lab included.

**AT 6612 Conditioning & Therapeutic Exercise 3 credits.** Development of proficiency in the theory, design and implementation of conditioning programs and instruction on the effective application of therapeutic exercise in order to achieve symptom free movement and function. Content includes basic principles of exercise, therapeutic effects of exercise, func-

tional evaluation of performance, goniometric measurements, and manual muscle testing. Lab included.

**AT 6614 Professional Issues in Athletic Training 3 credits.** This course is designed to expose students to various professional issues involved with athletic training in a topical format in order to develop a holistic understanding of the profession. Content includes topics such as psychosocial issues, cultural competence in healthcare delivery, performance enhancement, job seeking, exam preparation, and continuing professional development.

**AT 6640 Research Methods in Athletic Training 3 credits.** Interpretation of statistical procedures and research designs commonly used in athletic training research. Prepares students to conduct research projects related to the field of athletic training. Prerequisite: statistics course.

**AT 6645 Organization and Administration of Athletic Training 3 credits.** This course is designed to expose students to the organization and administration concepts of athletic training. Content includes management, leadership, legalities, historical perspectives, motivation and technology.

**AT 6651 Master's Project 3 credits.** Capstone project to culminate learning experiences consisting of a presentation (written and oral) and defense of a case study before an examining committee.

**AT 6661 Clinical Experiences in Athletic Training I 3 credits.** Clinical experiences in athletic training.

**AT 6662 Clinical Exp in Ath Trng II 3 credits.** Clinical experiences in athletic training.

**AT 6663 Clinical Experiences in Ath Trng III 3 credits.** Clinical experiences in athletic training.

**AT 6664 Clinical Experiences in Ath Trng IV 3 credits.** Clinical experiences in athletic training.

**AT 6665 Clinical Experience in Ath Trng V 3 credits.** Clinical experience in athletic training.

### **Child and Family Studies Graduate Courses**

**CFS 5501 Foundations of Early Childhood Education Intervention 3 credits.** Examination of social, historical, and philosophical

foundations of early childhood education and intervention and their respective influences on currently accepted concepts and practices in programs serving young children from birth through age eight.

**CFS 5531 Family Resource Management 3 credits.** Management theory for resource utilization and goal achievement. Issues include stress, communication, and family types. Emphasis on decision-making related to the dynamics of balancing work and family. PREREQ: CFS 5570 OR PERMISSION OF INSTRUCTOR.

**CFS 5532 CU(PDO) 132 Behavioral Growth and Development 1 credit.** General body growth and development of the normal child. Major theories of psychological growth and maturation of the normal child with common aberrations. Dental management of children in regard to psychological growth and development (IDEP course).

**CFS 5535 Relationships Within Families 3 credits.** Building and maintaining positive relationships within families. Critical issues facing individuals and families including communication, cultural diversity, balancing multiple roles, time management, and financial planning.

**CFS 5539 Sports Nutrition 2 credits.** Review nutrition recommendations for both competitive and recreational athletic performance. Background into metabolism of nutrients related to strength and endurance given as rationale for nutrition practices. Controversies and misinformation addressed. PREREQ: CFS 2239 SUGGESTED.

**CFS 5561 Advanced Nutrition 3 credits.** Advanced study of nutrition science, including protein, carbohydrate, lipid, vitamin, and mineral metabolism. Introduction to research methodology and professional literature. PREREQ: CFS 2239, CHEM 1102.

**CFS 5570 Consumer Economics 3 credits.** Financial management content with a focus on developing effective decision-making processes for managing resources. Topics: the changing American family; consumer protection and recourse; purchasing decisions; consumer credit; fundamentals of savings/investment; and insurance.

**CFS 5571 Advanced Consumer Economics 3 credits.** Advanced study of social and economic problems affecting individuals and families. Topics: financial security; credit and loans; tax planning; major consumer purchases; risk management; investments; retirement and estate planning. PREREQ: CFS 5570 OR PERMISSION OF INSTRUCTOR.

**CFS 5572 Teaching Consumer Economics 1-3 credits.** Designed to provide educators with current content and resources for developing consumer and economic education curriculum. Teaching techniques discussed and practiced. PREREQ: CFS 4471 OR PERMISSION OF INSTRUCTOR.

**CFS 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/ U.

**CFS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CFS 6600 Issues and Trends in Child and Family Studies 3 credits.** Exploration and discussion of current issues and trends impacting children and families and programs designed to serve them.

**CFS 6621 Learning and Development in Early Childhood Education 3 credits.** Investigation of the development characteristics and processes of the young child from birth to age 8 related to the process of knowledge construction.

**CFS 6622 Curriculum in Early Childhood Education 3 credits.** Examination and implementation of developmentally appropriate curricular practices that simultaneously strengthen all domains of development and contribute to the construction of knowledge in content areas.

**CFS 6631 Family Diversity 3 credits.** Exploration and analysis of the role of diversity in defining family structure, functioning, and development. Includes focus on educational implications and opportunities for observation in a variety of settings.

**CFS 6632 Theoretical Frameworks for Understanding Families 3 credits.** Analysis of theories of family interaction and family functioning. Emphasis on family development theory, family systems theory, social models, and other relevant models of family functioning.

**CFS 6634 Public Policy for Children and Families 3 credits.** Analysis of selected state and federal legislation affecting the status of children and families. Focus includes legal definitions related to children and families and advocacy networks.

**CFS 6642 Assessment in Early Childhood Education and Intervention 3 credits.** Selection, administration, and interpretation of assessment tools employed in early childhood inclusive practice. Emphasizes screening, educational assessment, and monitoring of child progress. PREREQ: CFS 5501 OR PERMISSION OF INSTRUCTOR.

**CFS 6643 Curricular Adaptations and Intervention in Early Childhood 3 credits.** Overview of theoretical bases for early intervention and selected service delivery models. Focus on program planning, curriculum, materials, procedures, and program evaluation. PREREQ: CFS 5501 OR PERMISSION OF INSTRUCTOR.

**CFS 6644 Working with Families in Early Childhood Education and Intervention 3 credits.** Theoretical and applied perspectives in providing family-focused early childhood services. Emphasis on models for service delivery and service coordination for all families with young children including those from diverse backgrounds.

**CFS 6647 Internship in Child and Family Studies 1-6 credits.** Supervised practice in demonstration of competencies for children and families in a variety of educational settings. Fifty hours of experience and supervision equals one hour of academic credit. May be repeated.

**CFS 6659 Seminar in Child and Family Studies 1-3 credits.** Critical analysis of the literature in one or more areas related to children and families. May be repeated up to 6 credits.

**CFS 6669 Case Study/Project in Child and Family 1-6 credits.** Under faculty supervision, student is responsible for development and oral presentation of a comprehensive case study or a comprehensive graduate field project. May be repeated up to 6 credits.

**CFS 6676 Supervision of Family and Consumer Sciences Education 2 credits.** Explores roles and responsibilities of cooperating teachers and college supervisor in providing desirable experiences of family and consumer sciences student teachers in the public schools. Supervision styles will be reviewed and evaluated.

**CSF 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Deaf Education Courses

**EDHH 5556 Psychosocial Aspects of Deafness 3 credits.** Psychological, educational and social influences of the hearing community on deaf persons and the structure of the deaf community as a socio-cultural entity.

**EDHH 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDHH 6607 Directed Observation in Education of the Deaf 1 credit.** Directed observations at multiple levels and reporting of casual interactions and diagnostic/intervention approaches by instructor with Deaf or hard of hearing individuals (minimal 150 clock hours). May be repeated up to 3 credits.

**EDHH 6608 Communication Practicum 2 credits.** Supervised experiences applying research and theory to language intervention practices for Deaf or hard of hearing individuals. May be repeated up to 6 credits.

**EDHH 6609 Teaching Internship in Deaf Education 1 - 3 credits.** Directed classroom and clinical teaching experience with Deaf or hard of hearing students under supervision. Minimum 250 clock hours at the level specialization. May be repeated up to 6 credits. PREREQ: Approved application.

**EDHH 6627 Literacy Curriculum in Deaf Education 3 credits.** Theory, research and practices for teaching and assessing written language for Deaf and hard of hearing students. Applications of principles of language acquisition to reading and writing.

**EDHH 6628 Curriculum Organization in Deaf Education 3 credits.** Organizing, adapting and implementing curriculum across all areas to meet the special needs of Deaf or hard of hearing students. Includes assessment, behavior management, instructional technology, and individualized planning.

**EDHH 6637 Foundations of Deaf Education 3 credits.** A comprehensive study of the philosophies and theories that influence current practice and research in the education of Deaf or hard of hearing students.

**EDHH 6651 Field Project/Case Study in Deaf Education 1 - 3 credits.** A field project or case study is completed in conjunction with the field internship and/or education scenario. Written report and oral explication required. May be repeated up to 6 credits. Graded S/U.

**EDHH 6658 Teaching Language to the Deaf 3 credits.** Students gain theoretical and practical knowledge in the evaluation and habilitation of language/communication problems in Deaf and hard of hearing children and adolescents.

**EDHH 6659 Teaching Academic Subjects to the Deaf 3 credits.** Students gain theoretical and practical knowledge of how to teach academic subjects to the Deaf and hard of hearing children and individuals.

**EDHH 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Educational Administration Graduate Courses

**EDLA 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLA 6608 Organizational Leadership and Education Administration 3 credits.** Overview of leadership theories, principles of organizational development, personal leadership development, and systems theory with applications to education leadership.

**EDLA 6609 Principalship 3 credits.** Exploration of the role of school principal as leader and manager. Topics include data and records management, personnel management, school finance, technology, special services, school safety, and other building-level topics.

**EDLA 6612 School Law, Governance, and Ethics 3 credits.** Study of the legal principles of school administration; overview of the case law, federal and state statutes, school governance policies, and ethics that provide the foundation for application of the law to schools.

**EDLA 6613 Using Data to Improve School Leadership 3 credits.** Emphasis on the use and understanding of data analysis to improve teaching and learning in the classroom. Statistical analysis relating to educational leadership decision-making applications.

**EDLA 6614 Curriculum, Instruction, and Assessment 3 credits.** Study of curriculum principles and practices of high achieving

schools; overview of alignment of a standards-based curriculum with effective instructional practices and assessment.

**EDLA 6615 Supervision and Instructional Leadership 3 credits.** Examines the role of the principal as instructional leader in the supervision and evaluation of instruction, learning, and student achievement.

**EDLA 6630 Education Equity and Ethics 3 credits.** Designed to raise awareness among school leaders of equity issues and empower them to advocate equal opportunity for ALL students.

**EDLA 6642 School Culture and Community Relations 3 credits.** Overview of school culture and climate in relationship to school communications and public relations. Explores diversity and equity issues related to students, staff, and community.

**EDLA 6643 School Personnel Administration 3 credits.** Student of effective human resources management, including legal and ethical issues related to recruitment, selection, induction, staff development, employee assistance, evaluation, contract negotiations and personnel management.

**EDLA 6648 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLA 6649 Issues in Education Administration 3 credits.** Critical analysis of issues, trends and current topics in education administration.

**EDLA 6650 Thesis 1-6 credits.** PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U. May be repeated.

**EDLA 6651 Case Analysis in Education 1 credit.** An educational leadership scenario is presented to the student as a capstone experience for the Master's degree or principal certification program in Education Administration. A written report and oral explication is required. May be repeated one time. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**EDLA 6657 Internship 1-3 credits.** A partnership between the University and preK-12 schools providing students experience in school leadership and administration. Students complete 540 hours of internship including

400 hours of on-site work at all levels (elementary, middle, and high school) with accompanying portfolio. Student must enroll for 3 credits in their first semester, and at least 1 credit/semester of continuous enrollment. By application only. PREREQ: Two of EDLA 6608, EDLA 6612, and/or EDLA 6615. Graded S/U.

**EDLA 6662 The Superintendentcy 3 credits.** Study of school district leadership including organizational systems, ethics, change processes, school board operations, community relations, the role of education in a democratic society, and the needs of diverse constituencies.

**EDLA 6664 Public School Monetary Policy 3 credits.** Advanced study of the financial structure of public schools, including equity issues, taxation, revenue generation (grants) and budget development. Special emphasis on Idaho public education.

**EDLA 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLA 7748 Independent Problems in Education Administration 1-3 credits.** Individual field work and/or library research under staff guidance on specific education administration problems of interest to doctoral students in the Education Administration program. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLA 7751 Case Analysis in Educational Administration 1 credit.** A final case analysis is provided to the student as a capstone experience for the Education Specialist degree in Education Administration. A written report and oral explication required. This course will also serve as the final assessment for the *content specialization* are on the doctoral degree. May be repeated one time. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

## Educational Administration Doctoral Courses

**EDLA 7720 Legal and Ethical Issues in Educational Organizations 3 credits.** Advanced study of legal and ethical issues in educational organization and school systems, including major court cases, use of legal counsel and monitoring of legal compliance.

**EDLA 7721 Educational Policy and Governance 3 credits.** Study of the relationship

between politics, policy and governance of schools, including political systems, inter-governmental relations, power and conflict, and policy development regarding equity, quality and efficiency.

**EDLA 7723 Educational Planning and Evaluation 3 credits.** Study of planning and evaluation in schools and school districts including strategic planning, effectiveness and curriculum audits, facility planning, and program planning and evaluation.

**EDLA 7724 Data Informed Instructional Leadership 3 credits.** The study of the use of data to support district-wide planning, implementation, and monitoring of curriculum, assessment, and instruction.

**EDLA 7737 Practicum 1-3 credits.** Students observe, participate in and perform activities in a school setting. Designed to facilitate school/district leadership knowledge, skills and dispositions. Focus on certification standards. May be repeated for a maximum of 12 credits. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

## Community College Doctoral Courses

**EDLC 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLC 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLC 7730 The Modern Community College 3 credits.** Course content addresses the history and philosophy of community college education, including Tribal colleges. Examines the mission, objectives, educational functions, populations served, student and faculty characteristics, and current issues facing community colleges in a global environment.

## Higher Education Administration Doctoral Courses

**EDLH 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

EDLH 6699 1-6 credits. This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLH 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLH 7730 History and Philosophy of Higher Education 3 credits.** Comprehensive analysis of the origin of institutions of higher learning, their philosophical foundations and historical contexts from the classical periods of Greece and Rome to the 20th century.

**EDLH 7731 Law in Higher Education 3 credits.** In-depth study of legal issues affecting public and private higher education institutions and systems. Emphasis on statutory provisions, court decisions, common law principles, and constitutional requirements.

**EDLH 7732 College and University Curriculum 3 credits.** In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.

**EDLH 7733 Finance in Higher Education 3 credits.** Critical analysis of issues in public and private higher education finance. Includes examination of alternative financing sources and methods, resource allocation, and fiscal management.

**EDLH 7734 Issues/Trends in Higher Education 3 credits.** Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.

**EDLH 7735 Government and External Relations 3 credits.** Course explores leadership strategies for effective advocacy with state and federal policy makers, governing boards, development boards, foundations, business and industry, and the general public.

**EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education 3 credits.** Practical study of leadership values and practices unique to higher education and necessary for successful administration in the context of shared governance: focus on faculty leadership in processes of curriculum and program design for college learners; evaluation, remediation, and rewards; and the devel-

opment of academic policy.

**EDLH 7737 Practicum 1-3 credits.** A partnership between the Higher Education Concentration and various educational entities where students can experience higher education leadership and administration and there leadership can be assessed. Students engage in practical experience in leadership and administration. Students the requirements of a Practicum plan. Students must enroll for 3 credits in their first semester and at least 1 credit/semester of continuous enrollment until the Practicum is completed. May be repeated for a maximum of 12 credits. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**EDLH 7738 Assessment and Accountability in Higher Education 3 credits.** Key issues, strategies and challenges in developing assessment programs at the institutional, departmental and program levels that address national, state and accreditation mandates for accountability in higher education.

**EDLH 7739 Higher Education Leadership: Strategic and Enrollment Planning, Governance, Institutional Research 3 credits.** Study of leadership strategies for strategic and enrollment planning, application of institutional research, and negotiation of complex on- and off-campus governance systems required for successful higher education leadership.

**EDLH 7748 Independent Problems in Higher Education Administration 1-3 credits.** Individual field work and/or library research under staff guidance on specific higher education administration problems of interest to doctoral students in the Higher Education Administration program May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

## Educational Leadership CORE Doctoral Courses

**EDLP 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLP 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLP 7700 Change Strategies 3 credits.** Investigation and application of individual and

organizational change strategies and tactics.

**EDLP 7703 Leadership and Organizational Development 3 credits.** Students will identify and critique several leadership and organizational theories and their application to work environments, and demonstrate a professional code of ethics and values.

**EDLP 7705 Advanced Research Design I (qualitative) 3 credits.** Process-based examination of qualitative research designs and methodologies commonly used in education and related fields. PREREQ: EDUC 6601 AND EDUC 6610 OR EQUIVALENT, OR PERMISSION OF INSTRUCTOR.

**EDLP 7706 Advanced Research Design II (quantitative) 3 credits.** Process-based examination of quantitative research designs and methodologies commonly used in education and related fields. PREREQ: EDUC 6601 AND EDUC 6610 OR EQUIVALENT, OR PERMISSION OF INSTRUCTOR.

**EDLP 7721 Intermediate Statistics in Education 3 credits.** Applications of intermediate statistical methods used in the analysis of quantitative measurement data in education and related fields. Introduces time-series and multi-factor experiments. PREREQ: EDUC 6610 OR EQUIVALENT.

**EDLP 7722 Advanced Statistics in Education 3 credits.** Applications of advanced statistical methods most frequently used in the analysis of quantitative measurement data in education and related fields. PREREQ: EDUC 6610 AND EDLP 7705 OR EDLP 7706, OR PERMISSION OF INSTRUCTOR.

**EDLP 7748 Independent Problems in Educational Leadership 1-3 credits.** Individual field work and/or library research under staff guidance on specific education leadership problems of interest to doctoral students in the Educational Leadership program. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLP 7799 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLP 8800 Doctoral Seminar 1 credit.** Serves as an initiation/orientation to doctoral study. Exploration of educational leadership through readings, reflections, and dialogue. Taken during the first year of doctoral work. May be repeated. Graded S/U

**EDLP 8801 Capstone Seminar 1 credit.** Provides doctoral students with a capstone experience designed to support and facilitate the comprehensive examination preparation and dissertation processes. Taken during the final year of course work. May be repeated. Graded S/U.

**EDLP 8830 Comprehensive Examination 1 credit.** A capstone requirement of all doctoral students in the Doctor of Education program. Students enroll in EDLP 8830 when they have successfully completed all other core, concentration are, and cognate courses. Is a prerequisite for EDLP 8850. Instructor Permission Required. Graded S/U.

**EDLP 8850 Dissertation variable credits.** PREREQ: EDLP 8830. May be repeated. Instructor Permission Required. Graded S/U.

## Instructional Technology and Design Courses

**EDLT 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**EDLT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLT 5516/6616 Integration of Technology into School Curriculum 3 credits.** Examination of appropriate and effective uses of technology in K-12 environments; focus on research-based methods and integration strategies for online and hybrid teaching/learning environments that incorporate current and emerging digital tools.

**EDLT 6621 Issues and Trends in Instructional Technology 3 credits.** Examination and discussion of current issues and innovations in instructional technology. Includes analysis of relevant historical and current national trends and issues. PREREQ: EDLT 6616.

**EDLT 6626 Instructional Technology and Staff Development 3 credits.** Examination of in-service models for integration of technology into the K-12 curriculum, emphasizing integration of online and hybrid training environments that use current and emerging digital tools for professional development. PREREQ:



EDLT 6616, EDLT 6655.

**EDLT 6639 Delivering Instruction in Electronic Formats 3 credits.** In-depth study of distance education; emphasis on various models of online delivery, content organization and presentation, graphic design principles, and incorporation of current and emerging technology tools for online environments. Students will conduct a field-test of an online instructional module and present a report of the instructional design process. PREREQ: EDLT 6656.

**EDLT 6646 Information Systems 3 credits.** Investigation and application of computer software programs that reinforce administrative practices. Application of programs that promote effectiveness and efficiency through the appropriate development and use of data.

**EDLT 6648 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated up to 4 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLT 6649 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLT 6650 Thesis 1-6 credits.** Graded S/U.

**EDLT 6651 Field Project/Case Study in Education 1-6 credits.** A field project or case study is completed in conjunction with a field practicum/internship in an educational setting. Written report and oral explication of the project or case study required. Graded S/U.

**EDLT 6652 Field Practicum in Education 1-6 credits.** Individually designed practicum in an educational setting. The length, placement, and learning experiences will be determined in consultation with the major advisor. Graded S/U.

**EDLT 5555/6655 Fundamentals of Instructional Design 3 credits.** Introduction to recognized, standard instructional design models in the field as well as design principles that guide the development of instructional materials. Students will create an instructional unit for online delivery incorporating appropriate multimedia materials. Principles related to ADA Section 508, Assistive Technology, and Universal Design for Learning will be emphasized in designing for the teaching/learning environment. PREREQ or COREQ: EDLT 5516/6616.

**EDLT 6656 Fundamentals of Multimedia Development in Education 3 credits.** Exploration of the use of multimedia technology for designing digital learning content; emphasis is on online design, delivery, and evaluation. Students will conduct a field-test of a multimedia instructional module and present a report of the instructional design process. PREREQ: EDLT 6655.

**EDLT 6659 Online Teaching Internship 6 credits.** Candidates assume instructional and management responsibilities in supervised online elementary/secondary settings. Includes weekly professional development consultations. All coursework as indicated in the Online Teaching Endorsement program of study must be completed prior to enrollment in the Online Teaching Internship course. PREREQ: EDLT 6616, EDLT 6626, EDLT 6639, EDLT 6655, EDLT 6656. Grades S/U. F, S.

**EDLT 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDLT 7737 Practicum 3 credits.** This is an individually designed field experience in an area of technology, supporting and extending course work within this area of concentration. The length, placement, and prescribed learning experiences will be determined in consultation with the Educational Technology advisor. May be repeated for maximum of 12 credits.

**EDLT 7740 Instructional Systems Design I 3 credits.** Examination of the instructional design process; applications of current research related to development of instructional multimedia materials. PREREQ: EDLP 7706.

**EDLT 7742 Multimedia Authoring I 3 credits.** Use of Macromedia Director as the main authoring system for designing instruction. PREREQ: STUDENT MUST BE EXPERIENCED USER OF HYPERMEDIA PROGRAMS; EDLT 7740.

**EDLT 7743 Multimedia Authoring II 3 credits.** Advanced use of Macromedia Director as an authoring system. Includes creation of digital sound graphics, animation, and movies. Student will produce a multimedia project. PREREQ: EDLT 7742.

**EDLT 7744 Instructional Systems Design II 3 credits.** Advanced study of instructional design process. Includes consideration of current research related to formative and summative evaluation techniques for multimedia design. PREREQ: EDLT 7740.

**EDLT 7745 Instructional Design for Distance Learning Delivery 3 credits.** Exploration of effective uses of multimedia materials in the distance learning environment. Includes investigation of skills needed for creating instructional media for distance learning. PREREQ: EDLT 7742 AND EDLT 7744.

**EDLT 7748 Independent Problems in Instructional Design 1-3 credits.** Individual field work and/or library research under staff guidance on specific instructional design problems of interest to doctoral students in the Instructional Design program. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**EDLT 7749 Instructional Design Seminar 3 credits.** Critical analysis of current research and emerging issues and trends in Instructional Design. May be repeated up to 6 credits. PREREQ: Membership in Ph.D. Doctoral Cohort.

**EDLT 8850 Dissertation variable credits.** Graded S/U.

## Education Graduate Courses

**EDUC 5519 Developmental Literacy 3 credits.** Instructional strategies for reading, emphasizing early literacy and language development, phonemic awareness, phonics, word recognition strategies, comprehension and meta-linguistic awareness. PREREQ: EDUC 3321 OR PERMISSION OF INSTRUCTOR.

**EDUC 5520 Advanced and Compensatory Reading Strategies 3 credits.** Advanced training for developmental/remedial reading, emphasizing study skills, critical/creative reading, and meta-cognition. Content area application. PREREQ: EDUC 3333 AND TEACHING EXPERIENCE OR PERMISSION OF INSTRUCTOR.

**EDUC 5524 Assessing Literacy Abilities 3 credits.** Methods of assessment in literacy. Introduction to case study, formal and authentic measures of comprehension, vocabulary, study strategies, and writing. PREREQ: EDUC 5519 or the Idaho Comprehensive Literacy Assessment, OR PERMISSION OF INSTRUCTOR.

**EDUC 5526 Remediation of Literacy Problems 3 credits.** Teaching strategies for remediating problems in literacy. Emphasis on planning, implementing, and evaluating approaches and materials. PREREQ: EDUC 5524.

**EDUC 5560 Foundations of ESL 3 credits.** Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisi-

tion and those of leaders in the field will be included.

**EDUC 5563 ESL Methods 3 credits.** Language assessment, planning, and delivery for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 5560 OR PERMISSION OF INSTRUCTOR.

**EDUC 5564 ESL Practicum 1 credit.** Field experience in settings with English-as-a-Second-Language learners. COREQ: EDUC 5563 OR PERMISSION OF INSTRUCTOR.

**EDUC 5570 Manipulative Mathematics 3 credits.** Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children.

**EDUC 5571 Interpersonal Communications 2 credits.** Examination of basic concepts, principles, models, and theories of interpersonal communications and their application to educational settings.

**EDUC 5581-5582 Contemporary Issues in Education 1-3 credits.** Examination and analysis of contemporary issues and trends in theories and practices in education.

**EDUC 5583 Instructional Improvement for Teachers 1-3 credits.** Study of ways by which teachers can improve instruction in their own classrooms with emphasis on the findings of research and experiences.

**EDUC 5585 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 5591 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**EDUC 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and an-

nounced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EDUC 6601 Research and Writing 3 credits.** Examination of methods for designing/conducting research in education and related fields and of procedures for formal report writing using APA style and format.

**EDUC 6602 Theories of Learning 3 credits.** Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.

**EDUC 6610 Applied Educational Statistics 3 credits.** Application of parametric and non-parametric statistical procedures for summarizing and analyzing qualitative and quantitative measurement data in conducting research and for report writing in education and related fields. Covers descriptive statistics to single-factor experiments.

**EDUC 6612 Learners and the Content 3 credits.** Examination of curriculum scope and sequence within the context of varying learner needs. The course will focus on curriculum alignment with state and national standards and the connecting of content to learner characteristics and developmentally appropriate teaching practices. PREREQ: COHORT ADMISSION. COREQ: EDUC 6602.

**EDUC 6614 Pedagogy and Content Knowledge 3 credits.** Investigation of the structure of subject matter knowledge and how it determines pedagogical content. The course will examine philosophical perspectives, models of teaching, and develop contemporary applications. PREREQ: COHORT ADMISSION AND EDUC 6602.

**EDUC 6618 Learning Communities 3 credits.** Exploration of learning communities and examination regarding models for how they are created and sustained through curriculum leadership. The course includes such topics as parental involvement, curriculum for diverse learners, and collaborative teaching practices. PREREQ: EDUC 6612 AND EDUC 6614.

**EDUC 6620 Motivation for Learning 3 credits.** Advanced study of theories and research on student motivation including strategies for linking motivation to classroom management and curriculum. Topics include individual differences, interpersonal motivation, self-motivation, and lifelong learning. PREREQ: EDUC 6612.

**EDUC 6622 Educational Assessment and Evaluation 3 credits.** Construction, administration and interpretation of educational assessments for the systematic analysis of student learning and teaching practice. Emphasis is placed on the use of assessment results in planning and valuation of curriculum leadership. PREREQ: EDUC 6610.

**EDUC 6627 NBPTS Certification Part I 3 credits.** Provides a framework for completion of the requirements for National Board for Professional Teaching Standards Certification. Examination of the standards and portfolio guidelines; provision of support and consultation in gathering and presenting documentation.

**EDUC 6628 NBPTS Certification Part II 3 credits.** Mentors and supports teachers through advanced National Board for Professional Teaching Standards. Development of classroom-based portfolio entries and preparation for assessment center exercises. PREREQ: EDUC 6627.

**EDUC 6630 Advanced Elementary Methods 3 credits.** Advanced study of the subject content and teaching methods in grade K-8 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment, and application of technology for information acquisition, analysis, and presentation by students and teacher.

**EDUC 6631 Advanced Secondary Methods 3 credits.** Advanced study of the subject content and teaching methods in grade 6-12 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment and application of technology for information acquisition, analysis, and presentation by students and teacher.

**EDUC 6632 Psychology of Literacy 3 credits.** Examination of the nature of symbolic systems within the literacy field from the perspective of contemporary psychological science. Topics include decoding, lexical access, referential representation, and meta-cognition.

**EDUC 6633 Language, Literacy, and Neurology 3 credits.** Theories and principles based on research in psycholinguistics and neurophysiology as related to literacy.

**EDUC 6634 Literacy: Multicultural Views 3 credits.** Theories and research in language acquisition and development across cultures including emphases on second language acquisition, dialects, and regionalisms affecting both oral and written codes.

**EDUC 6635 Clinical Methods in Literacy 3-6 credits.** Consulting, supervising, evaluating, writing case reports, and relating research and theories in literacy to clinical methods. May be repeated up to 6 credits. PREREQ: EDUC 5524, EDUC 5526, AND EDUC 6633.

**EDUC 6637 Leadership in Curriculum Development 3 credits.** Development of the knowledge, skills, and disposition essential to effective curriculum leadership. While drawing on philosophy, the course focuses on the practical applications of leadership, including curriculum vision, development, management, and evaluation. PREREQ: EDUC 6618, EDUC 6660, AND EDUC 6622.

**EDUC 6638 Supervision of Interns and Student Teachers 2 credits.** Role and responsibilities of supervisory personnel in the intern and student teaching programs including student orientation readiness, planning and techniques of instruction, and evaluation. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 6640 Workshop 1-2 credits.** Special projects concerned with public school education. Meets for a minimum of 36 clock hours with appropriate outside assignments, lessons, or papers. May be repeated up to 6 credits.

**EDUC 6641 Advanced Studies in K-12 Curriculum 3 credits.** Advanced study of research and development of subject-specific curriculum in K-12 environments. PREREQ: EDUC 6601; EDUC 6630 or EDUC 6631.

**EDUC 6648 Independent Problems in Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated up to 4 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 6649 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. PREREQ: PERMISSION OF INSTRUCTOR.

**EDUC 6650 Thesis 1-6 credits.** Graded S/U.

**EDUC 6651 Field Project/Case Study in Education 1-6 credits.** A field project or case study is completed in conjunction with a field practicum/internship in an educational setting. Written report and oral explication of the project or case study required. Graded S/U.

**EDUC 6652 Field Practicum in Education 1-6 credits.** Individually designed practicum in an educational setting. The length, placement, and learning experiences will be determined in consultation with the major advisor. Graded

S/U.

**EDUC 6670 Seminar in Elementary Education 3 credits.** Examination of research and current issues in Elementary Education. Seminar format requires active participation in readings, discussion, written assignments, and presentations.

**EDUC 6671 Seminar in Secondary Education 3 credits.** Examination of research and current issues in Secondary Education. Seminar format requires active participation in readings, discussion, written assignments, and presentations.

**EDUC 6675 Curriculum Project 3 credits.** Completion of a curriculum project within the context of a supportive learning community, or, for those teachers who have achieved National Board Certification, submission of the portfolio. PREREQ: PERMISSION OF CURRICULUM LEADERSHIP PROGRAM MAJOR ADVISOR AND EDUC 6601.

**EDUC 6676 Evaluation Research Practicum 3 credits.** Supervised on-going assessment of curriculum projects and the systematic evaluation of their implementation in educational settings or, for those teachers who have achieved National Board Certification, content analysis of the portfolio. Each student will complete an independent curriculum evaluation project. PREREQ: PERMISSION OF CURRICULUM LEADERSHIP PROGRAM MAJOR ADVISOR.

**EDUC 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Organizational Learning and Performance Graduate Courses

**OLP 5501 Foundations of PTE and HRD 3 credits.** Acquaints the student with the various aspects of professional-technical education: history, legislation, philosophy, and organization of professional-technical education. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5502 Occupational Analysis and Course Construction 3 credits.** Analysis of components of occupations to determine instructional content. Development of instructional materials based on performance objectives and competency identification. Specific, evaluated graduate-level activities and/or per-

formances are identified in the course syllabus.

**OLP 5503 Methods for Teaching in Corporate and Professional-Technical Education 3 credits.** Teaching methods and techniques applicable to teaching in corporate and professional-technical education. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5504 Evaluation in Corporate and Professional-Technical Education 3 credits.** Designing and conducting evaluations at four levels in professional-technical education, and in business and industry training, including data analysis and preparation of evaluation reports. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5505 Learning Fundamentals: 3 credits.** Examination of the research related to learning fundamentals and implications for curriculum and instruction. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5506 Grantwriting 3 credits.** Reasons for requesting a grant, goal setting, sample projects, identifying funding agencies, submitting a request for proposal (RFP), elements of a good proposal, library resources, web sites, and other references for grant writing. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5507 Instructional Technology in HRD 3 credits.** Applying evidence-based instructional principles to design, development, and evaluation of synchronous and asynchronous e-learning. Includes development of online multi-media materials for professional, industry, and educational application. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5509 Professional Readings and Writing 3 credits.** Exposure to the professional literature and web sites of professional-technical education and corporate training, including practice in writing abstracts of journal articles using APA Style. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5510 Principles of Change 3 credits.** Critical analysis and discussion of change management theory, principles of leadership and change, and an in-depth review of principles related to personal change. Includes a review of current issues in managing transitions, leading change. Specific evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5531 Workplace Leadership 3 credits.** Supervising in a professional-technical education or corporate training setting. Study human relation factors: planning, organizing, evaluation, staff development, labor relations, and personnel policies/practices. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5544 Career Guidance and Special Needs 3 credits.** Examine career guidance concepts, specialist services, special needs legislation, abilities and inabilities (both mental and physical), job seeking skills, and information sources. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5550 Adult Learning Theory 3 credits.** Provides an understanding of adult learning theory as a body of academic inquiry and as applied in professional practice. Examines current and past theory and practice of adult learning. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5557 Facilitating Adult Learning 3 credits.** Study of the needs and interests of adult learners in business and industry using Andragogy. Planning of conferences and workshops for adult learners. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5561 Directed Studies 1-4 credits.** Individual work under staff guidance. Field research on specific occupational advances in technology. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR REQUIRED PRIOR TO REGISTRATION.

**OLP 5564 Instructional Facilities Management 3 credits.** Organization, safety and management of professional-technical education training facilities. An in-depth study of laboratory requirements and total facility planning. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**OLP 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be re-

peated. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**OLP 6631 Principles of HRD 3 credits.** Designed to be one of the first courses students take, this course introduces foundational principles of the human resource development discipline that should serve as an integrative thread throughout the M.OLP program. This course introduces research, performance, change, and learning and development concepts.

**OLP 6632 Research in Organizations 3 credits.** Examination of methods for designing and conducting research in both educational and workplace settings. Introduction to procedures for summarizing and analyzing quantitative and qualitative data with proper style and format requirements for formal report writing. PREREQ: OLP 5509 OR PERMISSION OF INSTRUCTOR.

**OLP 6633 Design and Evaluation 3 credits.** Review of practical curriculum design and evaluation models, frameworks, and best practices that guide the design and implementation of learning and development programs for organizations in a variety of sectors.

**OLP 6634 Leadership of Learning, Development, and Change 3 credits.** Exploration of leadership influences on learning and development, with a focus on effective change leadership and the development of change agents within organizations. Learning will be defined as an overarching process within an organization's structure that enables knowledge sharing, including training. Development will address talent management and motivation in a context of change initiatives.

**OLP 6635 Field Experience in HRD 3 credits.** An individually designed field experience under the supervision of the faculty and an experienced professional. PREREQ: PERMISSION OF INSTRUCTOR REQUIRED PRIOR TO REGISTRATION.

**OLP 6636 Strategic Planning and HRD 3 credits.** Examination of HRD frameworks and approaches for developing effective strategic plans. This course develops organizational learning and performance professionals who can facilitate strategic planning and decision-making toward advancing the organizational enterprise.

**OLP 6637 Internship in HRD 1-3 credits.** An individually designed professional experience under the supervision of the faculty and an experienced practitioner in the field. May be repeated up to 6 credits. Graduate S/U. PREREQ: PERMISSION OF INSTRUCTOR

REQUIRED PRIOR TO REGISTRATION.

**OLP 6640 Seminar in HRD 1-3 credits.** Current topics in the management of human resource development presented by department faculty and visiting lecturers. Maximum of 3 credits applied to the degree. Graded S/U.

**OLP 6645 Field Research Project in HRD 1-3 credits.** An individual field research project must be completed; a written report and oral explanation of the report will be required. May be repeated up to 6 credits. Graded S/U. PREREQ: PERMISSION OF INSTRUCTOR REQUIRED PRIOR TO REGISTRATION.

**OLP 6650 Thesis 1-6 credits.** Graded S/U. PREREQ: PERMISSION OF INSTRUCTOR REQUIRED PRIOR TO REGISTRATION.

**OLP 6660 Contemporary Issues in HRD 3credits.** Exploration of issues relating to the functions of HRD - Individual Development, Career Development, and Organizational Development. Emphasis on how these functions relate to the industrial/business environment.

**OLP 6661 Performance Improvement 3credits.** Through a systems approach, critical analysis, discussion, and application of performance technology in the workplace. Includes review of current research, theories, methods, and models.

**OLP 6662 Distance Learning Delivery Practices 3 credits.** Exploration of the distance delivery medium including on-screen practices, media development, curriculum planning, instructional strategies, technical support. Includes review of research and theory relating to distance learning.

**OLP 6663 Instructional System Evaluation 3 credits.** Critical analysis and discussion of the roles of evaluation in HRD. Emphasis on theories of program and curriculum evaluation.

**OLP 6664 Topics in Human Resource Development 3 credits.** Critical analysis of current topics in human resource development. Opportunities will be provided for students to study independently with specialists in topic areas.

**OLP 6680 Advanced Technical Competency 1-4 credits.** Advanced occupational skills and knowledge obtained from modern practice in selected field. For experienced professionals seeking advanced techniques in

specialized areas of PTE, and HRD. PREREQ: APPROVAL OF ADVISOR REQUIRED.

**OLP 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Physical Education Graduate Courses

**P E 5513 Sport in Cinema 3 credits.** Investigate sport, and the treatment of sport, through the medium of modern cinema. Sport will be analyzed from the sociological, psychological, moral and ethical perspective of the filmmakers. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**P E 5527 Personal Trainer Certification 3 credits.** Theoretical knowledge and practical skills in preparation for national certification exam in personal training. Guidelines for instructing safe, effective and purposeful exercise; essentials for the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

**P E 5565 Organization and Administration of Intramural Sports 3 credits.** Study of various methods of organizing and administering intramural sports programs on the junior high school, high school, and college levels.

**P E 5573 Facility Planning and Design 3 credits.** An investigation of the various components, principles, and fundamental practices involved in facility planning and design for physical education, athletics, and recreation. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**P E 5580 Coaching Problems 1-3 credits.** Athletic control, eligibility, new coaching techniques, finances, safety measures, public relations, duties of coaches, managers, and officials. May be repeated for up to 4 credits. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**P E 5581 Coaching Clinic 1 credit.** ISU is a sponsor of the annual Idaho Coaches Association Clinic held during the first week of August. Instruction offered in football, basketball, and other sports by coaches of national reputation. May not be applied to degree programs.

May be repeated. Graded S/U.

**P E 5585 Independent Problems in Physical Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific physical education problems. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**P E 5591 Physical Education Workshop 1-3 credits.** A critical analysis of one or more areas of physical education. Limited enrollment. May be repeated up to six credits. PREREQ: PERMISSION OF INSTRUCTOR.

**P E 5594 Adapted Physical Activity 3 credits.** History, philosophy, and the teaching/learning process in providing adapted physical activity in schools and community-based settings. Includes clinical experiences. PREREQ: BIOL 301 OR EQUIVALENT, OR PE 243, PE 300 AND PE 362.

**P E 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**P E 6605 Leadership and Administration 3 credits.** Development of leadership skills and the dynamics of group process relative to effective interpersonal relationship with special emphasis on Physical Education and Athletic programs and personnel needs.

**P E 6610 Advanced Sport Psychology 3 credits.** Designed to define, critique, and apply critical perspectives of sport and exercise psychology, including aggression theories, violence, cohesion, and social facilitation. Aspects of coaching theory and its application are included.

**P E 6612 Advanced Sociology of Sport 3 credits.** Social aspects of sport and society, with emphasis on the relationship between sport, culture, and ideology.

**P E 6615 Philosophy and Principles of Athletics in Education 3 credits.** The role of athletics in education, the function and organization of leagues and conferences of coaches, certification of coaches, ethics, and public relations.

**P E 6620 Curriculum and Supervision 3 credits.** Consideration of the physical education curriculum in public schools and in colleges and universities. Recent developments and current trends that influence the curriculum and supervision policies. Observation techniques, standards in judging instruction, the supervisory conference, cooperative super-

vision, basic foundation of curriculum construction, and lesson planning.

**P E 6622 Survey of Professional Literature 3 credits.** Identification and investigation of professional literature and its application to current and future directions of the field. Extensive reading and formal writing required. May be repeated.

**P E 6625 Advanced Sport Marketing 3 credits.** Introduction to the basic nature of marketing in sport and athletics as it relates to consumer behavior, research in sport marketing, defining the sport product, market segmentation, pricing, promotion, and public relations, and the legal aspects of sport/athletics.

**P E 6631 Athletics and the Law 3 credits.** A study of the administrative role relating to the regulation of athletic competition and athletic programs. A review of significant court cases dealing with sports law, with application to the school setting.

**P E 6635 Management Aspects of Athletics 3 credits.** Factors involved in the conduct of athletic events such as contracts, scheduling, travel, game management, crowd control, and the legal implications of athletics.

**P E 6640 Research and Writing 3 credits.** Analysis and interpretation of the basic principles of research and writing as they relate to physical education, athletics and allied fields of endeavor. Integration of research and writing procedures likely to have the greatest influence on programs and practices relating to the administration of P.E.D. - programs.

**P E 6648 Problems 1-3 credits.** Individual and group study of problems in the areas of physical education and recreation. May be repeated to 6 hours credit.

**P E 6649 Issues in PED and Athletic Administration 3 credits.** A study of the current issues applicable to the administration of PED and athletics. Opportunities may be afforded for study within specialized areas. May be repeated up to 6 hours with departmental permission.

**P E 6650 Thesis 1-6 credits.** Graded S/U.

**P E 6651 Master's Project in P.E.D. & Athletics 1-3 credits.** May be repeated. May be graded S/U.

**P E 6655 Internship 1-3 credits.** Administration, supervision and operation of a P.E.D. or Athletic Program. Students work under the direction of a graduate faculty

member and practicing administrator. May be repeated up to 6 credit. May be graded S/U. PREREQ: APPROVAL OF ADVISOR AND/OR CHAIR.

**P E 6658 Athletics in the West 3 credits.** Field-based review of programs and topics related to physical education and athletic administration, including: tours of facilities in schools, colleges, and professional athletics; lessons and seminars with practitioners and scholars.

**P E 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Special Education Graduate Courses

**SPED 5523 Designing Instruction 3 credits.** Introduction to instructional design principles and strategies for engaging students in higher order thinking and problem-solving. Emphasis on teaching complex concepts in reading comprehension, writing, mathematics and other academic subjects. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5524 Assessment Procedures in Special Education 3 credits.** Introductory study of diagnostic assessment techniques and the writing of individual educational, behavioral prescriptions, and instructional objectives which are required to provide interventions suitable for remediating the learning programs in basic school curricula. PREREQ OR COREQ: SPED 330 AND SPED 334 OR PERMISSION OF INSTRUCTOR.

**SPED 5526 Assessment: Severe Disabilities 3 credits.** Selection, administration, and interpretation of criterion-referenced tools employed with severely disabled students. Emphasizes functional approach to assessment and evaluation of behavioral and instructional domains. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5527 Precision Teaching 1 credit.** Techniques of data collection, charting, and decision making in the educational programs of children with disabilities. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5529 Strategies: Severe Disabilities 3 credits.** Consideration and evaluation of curriculum materials from behavioral, developmental, and ecological perspectives. Emphasizes functional approach to development and

implementation of individualized intervention plans. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5532 Direct Instruction Systems 3 credits.** This course provides mastery level skills training in direct instruction systems for reading, math, and written language. Includes field work, adaptation of curricula to direct instruction model and evaluation. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5533 The Emotionally Disturbed Child 3 credits.** Survey of the causes of emotional disturbance in children and the effects upon the child's school performance and achievement. School programs and treatment considerations will be reviewed.

**SPED 5538 Policies and Procedures in Special Education 3 credits.** Consideration of legal background, current court ruling, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5540 Biomedical Aspects of Physical Disability 2 credits.** Study of the causes, treatments, and educational implications of physical and neurological disorders of genetically and orthopedically disabled children. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5543 Autism 2 credits.** An overview of autism and implications for educational planning. Teaching strategies that are successful in working with individuals who have autism will be reviewed.

**SPED 5546 Secondary Special Education 3 credits.** Teaching methodology focusing on needs of secondary and adult special education students. Topics include functional academics, transition, independent living, social skills, vocational training, employment options, and accessing community resources. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5548 Pre-practicum, Moderately Handicapped 1-3 credits.** Supervised practical work with moderately handicapped children in a clinical setting. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5550 Creating Inclusive Classes 3 credits.** Curricula and methods for educating students with disabilities in general education classrooms. Emphasizes inclusive lesson design, curricular adaptations, and collaborative teaching.

**SPED 5562 Advanced Issues in Behavior Disorders 2 credits.** Study of educational organization, collaboration and consultation

skills necessary to provide integrated service for this exceptionality. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5580 Seminar in Special Education 1 credit.** Current topics in the field of special education by departmental faculty and guest lecturers. May be repeated for a total of 2 credits. GRADED S/U.

**SPED 5581 Seminar: Behavior Disorders 1 credit.** Covers topical issues related to the education of children with behavior disorders in a variety of educational and therapeutic settings. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5585 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR. May be graded S/U.

**SPED 5591 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Limited enrollment. PREREQ: PERMISSION OF INSTRUCTOR. May be graded S/U or on a letter-grade basis in separate sections.

**SPED 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**SPED 5598 Advanced Fieldwork 1-3 credits.** Orientation, observation, planning and implementation of special education instruction in a special education setting in the public schools. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SPED 6630 Professional Development in Special Education 2 credits.** Issues related to the professional role of the master's-degree-level special educator, including professional societies, history, philosophical and humanistic foundations.

**SPED 6632 Administration of Special Education 2 credits.** Supervision of special education, including the organization, financing, equipping, housing, and staffing of educational

facilities for exceptional children. Also includes legal provisions relevant to special education.

**SPED 6633 The Behaviorally Maladjusted Child 3 credits.** Comprehensive study of the characteristics, learning problems, educational organizations, and teaching competencies for this exceptionality. PREREQ: SPED 334 OR PERMISSION OF INSTRUCTOR.

**SPED 6634 The Mentally Gifted Child 3 credits.** Physical, mental, emotional, and social characteristics of the mentally gifted; teaching procedures, types of organization, analysis of educational need, and curricula material used in their education.

**SPED 6636 Medical and Health Issues in Special Education 2 credits.** Consideration of medical and health issues, problems, and practices as they pertain to children with disabilities in hospital-, home-, and school-based programs.

**SPED 6638 Practicum in Special Education 2-8 credits.** Individual observation, program development, and supervised practice in the development of teaching competencies for the education of exceptional children. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**SPED 6639 Internship in Special Education 3-12 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: SPED 6638 AND PERMISSION OF INSTRUCTOR. Graded S/U.

**SPED 6650 Thesis 1-6 credits.** May be repeated. Graded S/U.

**SPED 6651 Master's Paper 1-3 credits.** A paper involving extensive familiarity with research findings written under the supervision of a faculty member in the department. May be repeated. Graded S/U.

**SPED 6652 Specialist Paper 1-3 credits.** A paper involving extensive familiarity with research finding under the supervision of a faculty member of the program, consisting of applied research activity in the field of special education, written in format appropriate for publication consideration by a peer-reviewed journal.

**SPED 6658 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research

composition. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 6659 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 6662 Consultation in Schools 2 credits.** Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SPED 7758 Independent Problems 2-4 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SPED 7759 Ed.S. Internship 1-9 credits.** - Placement in a post-master's degree counseling, school psychology, or special education setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated. PREREQ: COMPLETION OF ALL PROGRAM COURSE WORK, AND PERMISSION OF INSTRUCTOR. Graded S/U.

## School Psychology Graduate Courses

**SCPY 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**SCPY 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**SCPY 6614 Diagnostic Evaluation of Learning Difficulties 3 credits.** Investigation of theoretical and applied assessment of intervention measures suitable for remediating learning

problems.

**SCPY 6615 Advanced Child Psychology 3 credits.** In-depth study of the principles of educational psychology and child development. Emphasis will be placed on applying research-based practices from the science of educational psychology to solve problems found in schools and other social settings. PREREQ: EDUC 6602.

**SCPY 6616 Psychological Assessment 3 credits.** Psychometric assessment to determine eligibility of students and provide diagnostic information to develop interventions and assess their effects. Includes writing of integrated reports that address various exceptionalities. PREREQ: SCPY 6614 AND SCPY 6619.

**SCPY 6619 Individual Intelligence Testing 3 credits.** Supervised practice in administering, scoring, and interpreting the results of individual intelligence tests. Each section limited to 6 students. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 6652 Specialist Paper 1-3 credit.** An applied research paper in school psychology, written in format appropriate for publication consideration by a peer-reviewed journal. A candidate is allowed to take 1 to 3 credits each semester but has to take at least 1 credit each semester until his or her paper is completed as approved by the instructor. May be repeated. PREREQ: EDUC 6601

**SCPY 6657 Legal and Ethical Issues in School Psychology 2 credit.** This course is intended to address a variety of professional issues, including legal and ethical principles, professional standards of practice, and ethical decision making within the context of the unique professional practice of school psychology. Students will become familiar with the ethical principles of the American Psychological Association and the Nation Association of School Psychologists and learn to apply these principles to specific areas of school psychology practice such as assessment, intervention, and research.

**SCPY 6658 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 6659 Multicultural Issues in School Psychology 2 credits.** This course is designed to examine cultural, socioeconomic, and ethnic variables unique to the practice of school psychology in the public school setting. The content of this course will include applying

knowledge of cultural socio-economic, and ethnic differences to school psychology assessment, intervention, counseling, and English language acquisition issues.

**SCPY 6660 Seminar in School Psychology 3 credits.** Introduce students to the field of school psychology through guest speakers, literature, and discussion. Focus on assessment, diagnosis, professional ethics, historical development, and school law. PREREQ: PERMISSION OF INSTRUCTOR.

**SCPY 6662 Consultation in the Schools 3 - credits.** Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents. PREREQ: SCPY 6665 AND PERMISSION OF INSTRUCTOR.

**SCPY 6663 Clinical and Diagnostic Interviewing in Schools 3 credits.** This is an advanced clinical interview skills course in which knowledge and training are obtained in how to conduct clinical interviews with children and families in educational settings. Special consideration is given to conducting Mental Health Intake Interviews, Mental Status Examinations, Suicide Assessments, Targeted Violence Assessment, and Interviewing Special Populations. PREREQ: SCPY 6615, 6616, 6665, OR PERMISSION OF INSTRUCTOR.

**SCPY 6664 Neurocognition and Learning 3 credits.** This course will increase skills of school psychologists and educators in applying neurocognitive research to psychoeducational adjustment in schools. Content will emphasize intervention, assessment, instruction, consultation, individual differences in emotionality, attention, memory, and problem solving. PREREQ: EDUC 6602.

**SCPY 6665 Clinical School Psychology 3 credits.** This course explores the clinical elements of school-based mental health services provided by school psychologists in public school settings. The educational manifestations of childhood and adolescent psychopathology are examined within the context of the DSM-IV-TR. special emphasis is given to understanding the complexities of childhood mental illness and its unique educational impact on children and adolescents. COREQ: SCPY 6667

**SCPY 6668 Practicum: Introduction to School Psychology, Learning Disabilities, and Special Education 3 credits.** Supervised experience in educational, intelligence, and personality testing as well as diagnostic evaluation of learning difficulties and report writing. Special emphasis on the interpretation of

test results to teachers, counselors, and administrative personnel. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated. PREREQ: SCPY 6619 AND PERMISSION OF INSTRUCTOR. COREQ: SCPY 6614.

**SCPY 6669 Advanced Practicum in School Psychology 1-12 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. The weekly supervision seminars provides the candidate with supplementary guidance, support, and educational information regarding professional issues of school psychology such as techniques of providing in-service training and integration of technology into student learning through case discussion, supplemental readings, direct instruction, and guest speakers. PREREQ: SCPY 6668 AND PERMISSION OF INSTRUCTOR.

**SCPY 6670 Practicum in School Psychology Clinic 1-2 credits.** Second-year students will process school and community-based referrals. Fifty (50) hours contact time per credit. This involves a collaborative problem-solving approach with school-based teams to gain experience with pre-referral activities, evaluation, and intervention plans. May be repeated. COREQ: SCPY 6665.

**SCPY 6672 Problem Solving Intervention in Schools 3 credits.** This course will provide a foundation in skills, knowledge and practice that reflects a "Problem-solving Intervention" (PSI) approach to assessment and intervention implementation in schools.

**SCPY 6673 Response to Intervention in Schools 3 credits.** This course integrates both the theory and practical application of Response to Intervention (RTI) used for development and implementation of effective interventions pertaining to academic and behavioral "problems" in school settings.

**SCPY 6682 Cognitive-Behavioral Intervention (CBI) in Schools 3 credits.** This course provides theoretical and practical experience in the development, implementation, and evaluation of a variety of cognitive-behavioral interventions when working with teachers, administrators, community agencies, and parents. This course examines both "intervention" and "consultation" principles and strategies. The primary focus is the scientific research and applications of cognitive-behavioral interventions to achieve improved performance and success of students in schools.

**SCPY 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the schedul-

ing department. Experimental courses may be offered no more than three times. May be repeated.

**SCPY 7759 Ed.S. Internship 1-9 credits.** Placement in a post-master's degree counseling, school psychology, or special education setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated. PREREQ: COMPLETION OF ALL PROGRAM COURSE WORK, AND PERMISSION OF INSTRUCTOR





# Division of Health Sciences

Linda C. Hatzenbuehler, Ph.D., Associate Vice President and Executive Dean

Paul S. Cady, Ph.D., Dean, College of Pharmacy

Brian R. Crarford, D.D.S., Coordinator, Office of Medical and Oral Health

Nancy Devine, DPT, Associate Dean, School of Rehabilitation and Communication Sciences

Tracy Farnsworth, M.H.S.A., M.B.A, Interim Associate Dean, Kasiska School of Health Professions

Rex W. Force, Pharm.D., Associate Dean for Clinical Research

Neill F. Piland, Director, Institute of Rural Health

Linda L. Rankin, Ph.D., Assistant Dean

Nancy Renn, Ph.D., RN, Interim Director, School of Nursing

The Division of Health Sciences is organized into five academic units:

- College of Pharmacy
- Kasiska School of Health Professions
- Office of Medical and Oral Health
- School of Nursing
- School of Rehabilitation and Communication Sciences

Idaho State University's Division of Health Sciences provides continued leadership in the delivery of health care by educating caring and competent professionals across all dimensions of health and promotes collaborative research and practice in the health sciences.

Idaho State University is Idaho's leading health care institution, as designated by the Idaho State Board of Education. It offers 75 percent of the state's health profession degree programs. One third of Idaho State University's graduates receive degrees in the health professions.

The Division of Health Sciences is dedicated to enhancing the quality of life for our constituencies by applying the values of excellence in research, partnerships in community service, and professional education into practice.

A combination of classroom and clinical experiences ensures that graduates are prepared for licensing exams and positions in a wide range of health care fields. Programs partner with hospitals, clinics and specialized medical facilities throughout the nation to provide state-of-the-art training opportunities for students. On-campus and statewide clinics provide students with hands-on experience. Fourteen in-house clinics include medicine, dentistry, dental hygiene, audiology, speech pathology, coun-

seling, occupational therapy, physical therapy, vestibular (balance), and wellness. Beyond the basic skill sets associated with clinical practice, we train our students to become leaders in their professions and communities. Doing this requires hiring and retaining nationally recognized faculty, using the most current teaching technologies, and giving students access to the hands-on learning opportunities they need for success as caring and competent professionals.

Beyond the basic skill sets associated with clinical practice, we train students to become leaders in their professions and communities. We are dedicated to hiring and retaining nationally recognized faculty, using the most current teaching technologies, and giving students access to the hands-on learning opportunities they need for success.

## Division of Health Sciences Graduate Courses

**DHS 5501 Mindfulness in Health Science 1-2 credits.** Student will learn basic mindfulness practice to increase stress tolerance, compassion and immune system functioning. Students will learn mediation, mindful movement and other practices for their own benefit, and will learn to teach them to others. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**DHS 5502 Survey of Aging Issues 3 credits.** Introduction to the broad spectrum of issues involved in the study of aging. Theories of aging, health promotion, demography, and multicultural aging are some topics presented in survey fashion. No prerequisites or co-requisites; Restricted to graduate students; eISU (\$35/credit). Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**DHS 5503 Interprof Sys Geri Manage 3 credits.** Application of principles and concepts necessary to integrate theory into the practice of care coordination and management of the older adult. The scope and competencies of healthcare professionals in caring for the older adult are explored. Restricted to graduate students; B- or better in DHS 5502; eISU (\$35/credit). Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**DHS 5504 Geri Interprof Intership 2 credits.** Practical experience in health care arenas focusing on the older adult. This includes a project related to the application of principles

and concepts of interprofessional collaborative practice. Restricted to graduate students; B- or better in DHS 5502; eISU (\$35/credit); COREQ: DHS 5503 or completion of DHS 5503; Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

## College of Pharmacy

Paul S. Cady, Ph.D., Professor, Dean

### Degree Programs

The College of Pharmacy offers two graduate degrees: the Master of Science (M.S.) in Pharmaceutical Sciences and the Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences. The College also offers a professional doctorate degree, Doctor of Pharmacy (Pharm.D.). The Pharm.D. is described in the College of Pharmacy section of the Idaho State University Undergraduate Catalog.

## Department of Pharmacy Practice and Administrative Sciences

Chair and Associate Professor: Owens

Assistant Chair and

Associate Professor: Oliphant

Professors: Adamcik, Culbertson, Erramouspe,

Force, Lott, Madaras-Kelly, Mason, Rhodes

Associate Professors: Cashmore, Cleveland,

Gould, Hunt, Liday

Clinical Associate Professor: Hefflinger, Pet-

tinger, Pugmire

Clinical Assistant Professors: Borzadek, Carr,

Casperson, Davis, Eroschenko, Hachey, Jantz,

Steed, Wadsworth

Emeritus: Galizia, Hurley, Sharp, Jue

## Department of Biomedical and Pharmaceutical Sciences

Chair and Professor: Diedrich

Professors: Dodson, Lai, Van der Schyf

Associate Professors: Bigelow

Assistant Professors: Downing, Talley, Xu,

Yan, Hevener, Myers

## Goals

To train and prepare students to succeed in their chosen career path in the variety of areas in pharmaceutical sciences.

## Objectives

- To rigorously train students in the department focus areas;
- To train students to be effective communicators of their knowledge and scientific findings;
- To expose students to multidisciplinary approaches to problem-solving so that they can use them to solve scientific problems,
- To educate students to be competent practitioners of the scientific method;
- To expose students to a variety of professional strategies so that, upon finishing their training, they become adaptable and successful in achieving their long-range goals.

## Doctor of Philosophy

Programs of study leading to the Doctor of Philosophy (Ph.D.) degree are offered through the Department of Biomedical and Pharmaceutical Sciences (emphasis areas of Biopharmaceutical Analysis, Drug Delivery, Medicinal Chemistry, or Pharmacology) and through the Department of Pharmacy Practice and Administrative Sciences (emphasis in Pharmacy Administration). The Ph.D. degree is a research degree and will be conferred upon the completion and report of a substantial body of original work.

## Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Baccalaureate degree in biology, chemistry, psychology, other scientific field, or a professional degree in pharmacy.
2. GPA of not less than 3.0 for all upper division courses.
3. Achieve at least the 50th percentile in one of the Graduate Record Examination aptitude section scores (Verbal, Quantitative, or Analytical).
4. Three letters of recommendation from individuals familiar with the applicant's academic ability and potential for graduate study.

Meeting minimum requirements does not guarantee admission. Students not meeting the minimum admission requirements for the Ph.D. program may reapply to continue on for

the Ph.D. degree following successful completion of the M.S. in Pharmaceutical Sciences.

## General Requirements

Each beginning graduate student will have a graduate advisor assigned from the graduate faculty upon entry into the program. The student's advisor will assist the student in preparing an appropriate program of study of course work. While there is no fixed credit requirement for the Ph.D. in Pharmaceutical Sciences, the overall program of study will include at least 72 semester hours of graduate course work. The student is expected to have selected a major advisor from the graduate faculty no later than the end of his/her second semester in residence.

A grade below B is unsatisfactory and will not be counted toward fulfilling the minimum requirements for the degree. Upon recommendation of the student's advisor, and with the approval of the Director of the Graduate Program, a student may be required to withdraw at any time for failure to maintain satisfactory progress toward the degree.

When course work is essentially complete, candidates for the Ph.D. degree complete a series of written and oral comprehensive examinations that may include the defense of a written research proposal. Upon completion of all proposed research, the student's findings will be reported in the form of a dissertation to be prepared in accordance with Department and Graduate School guidelines. While the dissertation must be defended to the graduate faculty of the College, acceptability only requires the affirmative vote of a majority of the student's committee members.

## Doctor of Philosophy in Pharmaceutical Sciences (Biopharmaceutical Analysis, Medicinal Chemistry, Pharmaceutics, or Pharmacology Emphasis)

### Admission Requirements

Official report of Graduate Record Examination scores. Applicants should achieve at least a 50th percentile on one of the three aptitude

sections (Verbal, Quantitative, Analytical). Achievement of two or more scores at the 50th percentile is highly preferred. Applicants may be accepted as Classified (w/PR) students with lower GRE scores.

International students must have a demonstrated proficiency in the English language. Students from countries where English is not the first language must demonstrate proficiency in the English language. International students should refer to the "Admission of International Students" section of the Graduate Catalog.

Students with international coursework to be considered with their applications must submit an official detailed evaluation report from an institution that is a member of the National Association of Credential Services Incorporated (NACSI).

Three letters of recommendation and a personal statement of interest must accompany the application. The personal statement of interest should clearly identify which area of emphasis in the graduate program the applicant intends to follow (e.g., pharmacology, medicinal chemistry, etc.), and members of the department faculty with whom the applicant would prefer to complete his/her degree. Applications without a personal statement following these guidelines will be rejected.

Applications for the graduate program in Pharmaceutical Sciences (Emphasis in Biopharmaceutical Analysis, Drug Delivery, Medicinal Chemistry, or Pharmacology) are reviewed twice yearly near the end of the fall and spring semesters. Deadline for the receipt of applications is April 1 for admission in the fall semester, and October 1 for admission in the spring semester. Incomplete applications and applications received after these deadlines will not be considered.

## General Requirements

Candidates must complete the following courses:

PSCI 6601	Graduate Seminar in Pharmaceutical Sciences	4cr
PSCI 6602	Research Design and Analysis for the Pharmaceutical Sciences	3 cr
PSCI 6698	Dissertation Research	18 cr*min
PSCI 8850	Dissertation	1-2cr*min
	Electives in Pharmaceutical Sciences	9 cr

\*Biomedical and Pharmaceutical Sciences related courses (as determined by committee) 17 cr

\*Candidates must complete a minimum of 20 credits in combination of PSCI 698 and PSCI 699 toward completion of degree requirements after admission to candidacy.

A minimum of 72 credits including a minimum of 20 credit hours in dissertation research (PSCI 6698) and dissertation (PSCI 850) are required. For all degree candidates, at least one half of total graduate credit hours required by the student's Graduate Program Committee

must be 6600 level. Minimum graduate credit requirements usually do not fulfill Departmental degree requirements. Specific details are provided in the Department of Pharmaceutical Sciences Graduate Guidelines.

All students in the graduate program, whether seeking the Doctor of Philosophy or the Master of Science, are expected to demonstrate proficiency in written and spoken English. Students may be required to successfully complete classes in speech and in technical writing at the request of the graduate program director and the graduate faculty of the Department of Biomedical and Pharmaceutical Sciences.

## Joint Pharm. D.-M.S. in Pharmaceutical Sciences or Pharm.D.-Ph.D. in Pharmaceutical Sciences Bipharmaceutical Analysis, Medicinal Chemistry, Pharmaceuticals, or Pharmacology Emphasis)

### Admission Requirements

Professional students currently enrolled in the College of Pharmacy may be granted early admission to a graduate program administered by the College. In order that a student be eligible for early admission to a graduate program in the College, the following criteria must be met:

1. Completion of at least 136 academic credits or a B.S. degree must be certified to the Graduate Dean by the Registrar. Such certification must include all University general education requirements, and meet all graduate student admission requirements.
2. Formal application for admission to the College graduate program, with acceptance as a Classified (w/PR) student by the appropriate department faculty.
3. A non-B.S. degree-holding student may be admitted to the Graduate School as Classified (w/PR). Following the award of the Pharm.D. degree, the student may

petition to change to classified status. Students should consult the Graduate Catalog for course requirements for the graduate degrees offered by the College.

4. Students must meet all the requirements of the Pharm.D. program; see Undergraduate Catalog.
5. Students must meet all the department requirements for the M.S. or Ph.D. degree described in the M.S. or Ph.D. section.
6. A joint-degree student cannot take more than 19 credits/semester while in the Pharm.D. program, of which no more than 3 credits can be graduate credits. After completing the Pharm.D. requirements, the joint degree student reverts to the Graduate School requirements, not to exceed 16 credits/semester.

## Doctor of Philosophy in Pharmaceutical Sciences (Pharmacy Administration Emphasis)

Candidates must complete the following courses:

Statistics and Research Methods (14 credits)		
BIOL 6605	Biometry	4 cr
	Multivariate Analysis	4 cr
PADM 6605	Research Methods	3 cr
	One additional methods course (e.g., 3 cr SOC 508, PSYC 632)	3 cr
Pharmacy Administration Major Courses (28 credits)		
PADM 6601	Graduate Seminar in Pharmacy Administration	4 cr
PADM 6610	Social and Behavior Aspects of Pharmacy Practice	3 cr
PADM 6632	Medical Economics	3 cr
PADM 6634	Advanced Pharmacy Administration I	3 cr
PADM 6635	Advanced Pharmacy Administration II	3 cr
	Major area elective courses	12 cr
	Minor Area Courses (12 credits)*	
	Minor area elective courses	12 cr
Research Activities (19 credits minimum)**		
PADM 6650	Thesis Research**	3 cr
PSCI 6698	Dissertation Research	18 cr
PSCI 8850	Dissertation Preparation	1 cr
	Total	73-76 cr

\*A student entering the Ph.D. program with an M.S. degree in a related area may petition the Advisory Committee to waive the elective 12 credits required in a minor area of study.

\*\*All students must have research experience prior to beginning the dissertation. If a student has not completed an M.S. thesis, then s/he must complete a minimum of 3 credits of graduate research (PADM 650) and complete a research project resulting in a paper of publishable quality. If a student has completed an M.S. thesis, s/he may petition the Advisory

Committee to accept it as fulfillment of this requirement.

## Master of Science in Pharmaceutical Sciences

The M.S. program offers the student a choice of four emphases:

1. Emphasis in Medicinal Chemistry leading to the degree of M.S. in Pharmaceutical Sciences (Medicinal Chemistry).
2. Emphasis in Pharmacology leading to the degree of M.S. in Pharmaceutical Sciences (Pharmacology).
3. Emphasis in Drug Delivery leading to the degree of M.S. in Pharmaceutical Sciences (Drug Delivery).
4. Emphasis in Social and Administrative Sciences leading to the degree of M.S. in Pharmaceutical Sciences (Social and Administrative Sciences).

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, a student must possess a baccalaureate degree in biology, chemistry, psychology, other scientific field, or a professional degree in pharmacy (B.S. or Pharm.D.) from an accredited institution, and have a grade point average of 3.0 or better on all upper-division courses. Students with a grade point average between 2.75 and 3.0 will receive consideration for admission on a Classified (w/PR) basis.

All applicants are required to provide three letters of recommendation from professors from whom they have taken courses or under whose direction they have worked. It is highly recommended that the Graduate Record Examination be taken prior to the start of the semester in which a student begins graduate study. The GRE must be taken during the first semester in residence if it has not been taken previously.

### General Requirements

All classified graduate students must register for the appropriate graduate seminar (601) each semester in which they are registered for graduate credit. A maximum of two credits in graduate seminar (601) may be applied toward the degree.

### Early Entry Into the Graduate Program For Pharmacy Students Only

Professional students currently enrolled in the

College of Pharmacy may be granted early admission to a graduate program administered by the College following completion of the second professional (P2) year in the Pharm.D. curriculum.

In order that a student be eligible for early admission to a graduate program in the College, the following criteria must be met:

1. Completion of at least 136 academic credits must be certified to the Graduate Dean by the Registrar. Such certification must include all University general education requirements, and all College of Pharmacy pre-pharmacy, first (P1) and second (P2) professional year course requirements in the Pharm.D. curriculum.
2. Minimum Graduate Record Examination scores.
3. Formal application for admission to the College graduate program, with acceptance as a Classified (w/PR) student by the appropriate department faculty.

After meeting the above three criteria, a student may be admitted to the Graduate School as Classified (w/PR). Following the award of the Pharm.D. degree, the student may petition to change to classified status. Students should consult the Graduate School Catalog for course requirements for the graduate degrees offered by the College.

## Master of Science in Pharmaceutical Sciences (Medicinal Chemistry, Pharmaceutics or Pharmacology, Emphasis)

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School.

International students must have a demonstrated proficiency in the English language. Students from countries where English is not the first language must demonstrate proficiency in the English language. International students should refer to the "Admission of International Students" section of the Graduate Catalog.

Three letters of recommendation and a personal statement of interests must accompany the application. The personal statement of interest should clearly identify which area of emphasis

in the graduate program the applicant intends to follow (e.g., pharmacology, medicinal chemistry, drug delivery), and members of the departmental faculty with whom the applicant would prefer to complete their degree. Applications without a personal statement following these guidelines will be rejected.

Applicants for the graduate program in Pharmaceutical Sciences (Emphasis in Medicinal Chemistry, Pharmacology, or Drug Delivery) are reviewed twice yearly near the end of the fall and spring semesters. Deadlines for the receipt of applications is April 1 for admission in the fall semester, and October 1 for admission in the spring semester. Incomplete applications and applications received after these deadlines will not be considered.

Applicants should select either the thesis or non-thesis option. The thesis option is intended for students seeking to enter a research career, and requires completion of an original research project. The non-thesis option is intended for students seeking careers in pharmaceutical sciences that do not require extensive laboratory experience. Applicants are strongly encouraged to contact the Department of Biomedical and Pharmaceutical Sciences for advice on choosing which option best meets their career goals.

### Thesis Option:

Applicants must complete the following courses:

PSCI 6601	Graduate Seminar	2 cr
PSCI 6602	Research Design and Analysis for the Pharmaceutical Sciences	3 cr
PSCI 6650	Thesis Research	6 cr min.
	Electives in Pharmaceutical Sciences	6 cr
	Biomedical and Pharmaceutical Sciences related courses (as determined by committee)	12 cr

A minimum of 30 credits, including at least 6 credit hours in thesis research (PSCI 6650), is required by the Graduate School. For all degree applicants, at least one half of total graduate credit hours required by the student's Graduate Program Committee must be at the 6600-level. Minimum Graduate School credit requirements may not fulfill Departmental degree requirements.

### Non-Thesis Option:

Applicants must complete the following courses:

PSCI 6601	Graduate Seminar	2 cr
PSCI 6602	Research Design and Analysis for the Pharmaceutical Sciences	3 cr
PSCI 6604	Research Practicum	3 cr
PSCI 6648	Master's Paper	3 cr
	Electives in Pharmaceutical Sciences	9 cr
	Biomedical and Pharmaceutical Sciences related courses (as determined by committee)	15 cr

A minimum of 36 credits is required. For all degree applicants, at least one half of total graduate credit hours required by the student's

Graduate Program Committee must be at the 6600-level. Minimum Graduate School credit requirements may not fulfill Departmental degree requirements. All students in the graduate program, whether seeking the Doctor of Philosophy or the Master of Science, are expected to demonstrate proficiency in written and spoken English. Students may be required to successfully complete classes in speech and in technical writing at the request of the graduate program director and the graduate faculty of the Department of Pharmaceutical Sciences.

## Master of Science in Pharmaceutical Sciences (Pharmacy Administration Emphasis)

Applicants may elect either a thesis or non-thesis option and must complete the following courses:

### M.S. Degree Option:

NON-THESIS    THESIS

#### STATISTICS AND RESEARCH METHODS

BIOL 6605	Biometry	4 cr
OR		
PPRA 5518	Clinical Research Design and Analysis	4 cr
PADM 6605	Research Methods	3 cr    3 cr

#### PHARMACY ADMINISTRATION MAJOR COURSES

PADM 6601	Graduate Seminar in Pharmacy Administration	2 cr	2 cr
PADM 6610	Social and Behavioral Aspects of Pharmacy Practice	3 cr	3 cr
OR			
PADM 6632	Medical Economics	3 cr	3 cr
PADM 6634	Advanced Pharmacy Administration I	3 cr	3 cr
OR			
PADM 6635	Advanced Pharmacy Administration II	3 cr	3 cr
	Major area elective courses	15 cr	12 cr

#### RESEARCH ACTIVITY

PADM 6650	Thesis Research	6 cr
PADM 6651	Master's Paper	3 cr
TOTAL		33 cr    34 cr

## Joint Pharm.D.-Graduate Degree Program (Social and Administrative Sciences Emphasis)

Applicants must complete the following courses while enrolled in the P3 and P4 years of the Pharm.D. curriculum. (The courses listed below substitute for PSCI 5532 Clinical Research Design and Analysis, and 6 credits of professional electives required in the Pharm.D. curriculum). In addition, the following courses

taken in the P3 year will constitute a minor area in Clinical Pharmacy as required in the graduate program: PPRA 5534 and PPRA 5535 Therapeutics I and II, PSCI 5529 Clinical Pharmacokinetics, and PSCI 5568 Toxicology; PPRA 5569 will substitute for 3 credits of PADM 6650.

### Third Professional Year Course Substitutions:

BIOL 6605	Biometry	4 cr
PADM 6605	Research Methods in Pharmacy Administration	3 cr
	Pharmacy Administration	3 cr
Major Area Graduate Course		

### Fourth Professional Year Elective Clerkship:

PPRA 5569	Research Specialty Clerkship	4 cr
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### Additional Graduate Program Requirements:

#### M.S. (thesis option):

PADM 6601	Graduate Seminar	2 cr
	Major Area Courses	12 cr
PADM 6650	Thesis Research	3 cr
Total		17 cr

#### Ph.D.

PADM 6601	Graduate Seminar	4 cr
	Multivariate Analysis	4 cr
	Research Methods Elective	3 cr
	Major Area Courses	21 cr
PSCI 6698	Dissertation Research	18 cr
PSCI 8850	Dissertation Prep	1 cr
Total		51 cr

## Pharmaceutical Sciences Graduate Courses

**PSCI 5541 Diabetes for Health Sciences 2 credits.** A discussion of Diabetes: types, development, complications, treatment, monitoring, and patient-related issues. Topics include basic science and the patient elements. Discussions will be based on student interest and background. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 5599 1-6 credits. This is an experimental course.** The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PSCI 6601 Graduate Seminar 1 credit.** Discussion of current research and theories in Pharmaceutical Sciences. May be repeated.

**PSCI 6602 Research Design and Analysis for Pharmaceutical Sciences 3 credits.** Principles of research design and statistical analysis applicable to the pharmaceutical or bio-

medical sciences. Emphasis on evaluation of biomedical literature and on development of research plans. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6603 Scientific Communication 2 credits.** This course will survey basic techniques in scientific communication including: scientific manuscripts/articles, theses/dissertation, and other forms of written scientific communication; laboratory notebooks, reports and other technical documentation; collecting and citing literature; basic grantsmanship and introduction to the NIH grant submission process; scientific poster and podium (oral communication) formats; preparation of professional scientific materials including CV/resume, research summary, research philosophy, teaching philosophy; and the use of relevant software.

**PSCI 6604 Research Practicum 3 credits.** The student will receive practical laboratory training in pharmaceutical sciences under the guidance of faculty. May be repeated. PREREQ: ENROLLMENT IN THE NON-THESIS OPTION, AND PERMISSION OF THE INSTRUCTOR. Graded S/U.

**PSCI 6605 Critical Literature Evaluation 1 credit.** Offered each semester, this course involves the discussion and critical analysis of the current scientific literature, focusing in the pharmaceutical sciences and its related disciplines, with written and oral presentations by students facilitated by rotating faculty. May be repeated.

**PSCI 6606 Selected Techniques in the Laboratory 2 credits.** Practical experience in the use of instrumentation and techniques in the student's area of specialization. Each student shall select three faculty laboratories in the Pharmaceutical Sciences for specific technical training. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6607 Research Foundations 3 credits.** A discussion of the nature and critical analysis of experimentation, principles of the scientific method, and literature in the Pharmaceutical Sciences.

**PSCI 6608 Responsible Conduct in Research 1 credit.** This course consists of the study of the ethical principles and related federal and state laws that govern scientific research. Through a combination of lecture and case study discussion, students will learn both the substance and application to scientific research of ethical principles and related laws. Topics addressed include conflict of interest, human subject research, live vertebrate animal subjects in research, safe laboratory practices, mentor/mentee responsibilities and relation-

ships, collaborative research, peer review, data acquisition and laboratory tools (management, sharing, and ownership), research misconduct and procedures for handling misconduct, responsible authorship and publication, and contemporary ethical issues in biomedical research.

**PSCI 6609 Advanced Drug Delivery 3 credits.** Critical assessment of novel drug carrier systems regarding biological, drug-related, and carrier-related factors. Study of targeted drug delivery and controlled release devices with emphasis on bioerodible polymers, matrix and reservoir systems.

**PSCI 6610 Analytical Techniques in Pharmaceuticals and Drug Delivery 3 credits.** Theory and practice of analytical techniques in pharmaceuticals and drug delivery research. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6611 Current Topics in Pharmaceuticals and Drug Delivery 1 credit.** Discussion of current research topics in pharmaceuticals and drug delivery. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6620 Principles of Drug Design and Drug Action 3 credits.** This course will survey the principles of drug discovery, drug design, and drug action including compound screening, hit identification, lead optimization, and theories of drug-receptor binding, focusing on small-molecule drug discovery. Fundamentals of enzyme kinetics and assay development will be reviewed as well as an introduction to rational drug discovery techniques. Special topics in prodrug and peptide drug design, inorganic medical chemistry, design of DNA active therapeutics, drug metabolism, and natural products drug discovery will be discussed. Drug discovery case studies will highlight and reinforce the concepts and theories covered. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6621 Biological Actions of Chemicals 3 credits.** Introduction to basic principles of pharmacology, including the molecular basis for drug action; entry, distribution, metabolism and elimination of chemicals, genetic influences in chemical actions, and tolerance. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6622 Principles of Toxicology 3 credits.** Introduction to basic concepts of toxicology, including mutagenesis, carcinogenesis, teratology, risk assessment, regulatory toxicology, toxicology of solvents, pesticides, metals and radioactive materials and design of toxicological studies. PREREQ: PSCI 6621 OR PERMISSION OF INSTRUCTOR.

**PSCI 6623 Pharmacology of the Pulmonary and the Renal Systems 2 credits.** Provides a detailed examination of the pharmacology of pulmonary and renal systems, focusing on mechanisms of action of major drug classes used in treatment of disorders via coordination with pharmacology sections of the professional pharmacotherapy module series. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6624 Pharmacology of the Cardiovascular System 3-4 credits.** Provides a detailed examination of the pharmacology of the cardiovascular system, focusing on mechanisms of action of major drug classes used in treatment of cardiovascular disorders via coordination with pharmacology sections of the professional pharmacotherapy module series. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6625 Pharmacology of the Gastrointestinal and the Hepatic Systems 2 credits.** Provides a detailed examination of the pharmacology of GI and hepatic systems, focusing on mechanisms of action of major drug classes used in treatment of disorders via coordination with pharmacology sections of the professional pharmacotherapy module series. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6626 Pharmacology of the Immune System and Infectious Diseases 3 credits.** Provides a detailed examination of the pharmacology of the immune system, focusing on mechanisms of action of major drug classes used in treatment of infectious diseases via coordination with pharmacology sections of the professional pharmacotherapy module series. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6627 Endocrine Pharmacology 2 credits.** Provides a detailed examination of the pharmacology of endocrine systems, focusing on mechanisms of action of major drug classes used in treatment of disorders via coordination with pharmacology sections of the professional pharmacotherapy module series. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6630 Psychopharmacology 3 credits.** This course will cover the mechanisms of action of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse. Also covered will be the learned basis of drug effects. Students will critique contemporary readings in the application of psychotherapeutic agents and processes of addiction. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6631 Cancer Biology 3 credits.** Study of the difference between normal and cancerous cells growth control, cell cycle, carcinogenesis, growth factor and oncogenes, cellular

signaling, angiogenesis, telomerases, tumor invasion and metastasis, vitamins, diet and tobacco. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6632 Anti-cancer Drugs 3 credits.** Cell cycle drug design and development, mechanisms of antimetabolites, alkylating agents, topo-isomerase inhibitors, natural compounds, hormones and novel agents. Relationship between receptors and response to chemotherapy, drug resistance, drug delivery. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6633 Experimental Oncology 2 credits.** Cell culture, anticancer drug screening, protein, RNA and DNA analysis, methods in signal transduction and oncogene expression. Immunohistology, cell cycle analysis, receptor binding, receptor screening of tumors. Laboratory work included. Limit 5 students.

**PSCI 6634 Current Topics in Oncology 1 credit.** Study of current topics in cancer research. Emphasis on novel approaches to understand and treat cancer. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6636 Concepts and Tools in Pharmacogenomics 2 credits.** The role of genetic factors in the development and evaluation of drugs, basic principles of microarray analysis introduction to proteomics. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6635 Special Topics in Oncology 2 credits.** An introduction to cancer biology and cancer terminology. An overview of fundamentals of pharmacology as applied to cancer therapy. Mechanisms of action and resistance to chemotherapeutic drugs will be emphasized. A discussion of the importance of early detection. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6640 Elements of Nanoscience and Nanotechnology 3 credits.** An introduction to the properties of nanomaterials. Applications of nanomaterials in biomedical, pharmaceutical, environmental, and bioengineering systems and their impact on society. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6648 Master's Paper 3 credits.** The student will be required to complete an original literature review of a topical area in the pharmaceutical sciences. May be repeated. PREREQ: ENROLLMENT IN THE NON-THESIS OPTION, AND PERMISSION OF THE INSTRUCTOR. Graded S/U.

**PSCI 6650 Thesis Research 1-10 credits.** May be repeated. Graded S/U.

**PSCI 6652 Advanced Biopharmaceutics and Pharmacokinetics 3 credits.** Physicochemical principles involved in the kinetics of drug absorption, distribution, biotransformation, elimination, and therapeutic response. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6653 Principles of Biopharmaceutical Analysis 3 credits.** A treatment of the principles of modern methods for the qualitative and quantitative determination of drugs in biological materials.

**PSCI 6655 Advanced Biopharmaceutical Analysis 3 credits.** A continuation of PSCI 653, this course covers the chromatographic techniques of analysis in detail including liquid chromatography, gas chromatography, thin layer capillary zone electrophoresis, and mass spectrometry, chromatography.

**PSCI 6658 Biophysical Chemistry and Structural Biology 3 credits.** This course will explore the fundamentals of macromolecular structural biology, with an emphasis on the underlying principles of the related biophysical techniques, including x-ray crystallography, NMR, and mass spectrometry. Additional techniques related to the study of biological structure and function, including ultracentrifugation, absorption spectroscopy, and chromatographic methods will also be reviewed. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6660 Molecular Pharmacology 3 credits.** Advanced study in the transduction of biological signals, molecular basis for the action of hormones, neurotransmitters and growth factors on neurotransmission, metabolism, gene regulation and cell growth. PREREQ: PSCI 5567 AND PERMISSION OF INSTRUCTOR.

**PSCI 6661 Drug Metabolism 3 credits.** Advanced study in drug metabolism, cytochrome P450 oxidative system, toxic actions of drugs, mutagenicity, carcinogenicity, and in vitro systems for the study of metabolism. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6662 Neuropharmacology 3 credits.** The molecular basis of drug action in the central nervous system including nerve excitation, molecular properties of ion channels, neuropharmacological methods, pharmacology of ethanol and the mechanisms in tolerance and physical dependence. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6670 Computer-Aided Drug Design, I 3 credits** This course, the first of a two-part series, is designed to teach students the essential elements of computer-aided drug design. It

will cover principles and applications of molecular modeling, an introduction to computational simulation of biophysical systems (molecular dynamics and Monte Carlo methods), protein and DNA modeling, virtual screening, and structure-based hit and lead identification methods. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6671 Computer-Aided Drug Design, II 3 credits.** This course, the second of a two-part series, is designed to teach students the essential elements of computer-aided drug design. It will cover principles and applications of cheminformatics, pharmacophore modeling in drug design, quantitative structure-activity relationship modeling, ADMET modeling, and ligand-based drug design techniques in hit identification and lead optimization. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6682 Independent Problems in Pharmaceutical Sciences 1-4 credits.** Advanced students are assigned special studies in areas of pharmaceutical sciences on the basis of interest and previous preparation. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**PSCI 6698 Dissertation Research variable credit.** Research toward completion of the dissertation in the pharmaceutical, social, behavioral or administrative pharmacy sciences. Graded S/U.

**PSCI 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PSCI 8850 Dissertation variable credit.** Preparation of the written report of the dissertation research. Graded S/U.

## Pharmacy Administration Graduate Courses

**PADM 5554 Pharmacy Management I 2 credits.** Principles of organization, management and financial analysis as applied to the practice of pharmacy. PREREQ: PPRA 5519.

**PADM 5556 Pharmacy Management II 2 credits.** Problems of management, merchandising, and salesmanship, applied to community pharmacy. PREREQ: PHAR 4454.

**PADM 5538 Independent Problems in Pharmacy Administration 1-4 credits.** Independent study of various topics in pharmacy administration. May be repeated.

**PADM 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PADM 6601 Graduate Seminar in Pharmacy Administration 1 credit.** Discussion of current research and theories in pharmacy administration. May be repeated.

**PADM 6603 Advanced Pharmacy Law 3 credits.** Requirements of federal laws influencing the practice of pharmacy, including selected recent cases. PREREQ: PPRA 519 OR PERMISSION OF INSTRUCTOR.

**PADM 6605 Research Methods in Pharmacy Administration 3 credits.** Methods in research design and analysis utilized in pharmacy administration research. PREREQ: GRADUATE LEVEL STATISTICS COURSE.

**PADM 6610 Social and Behavioral Aspects of Pharmacy Practice 3 credits.** Examination of sociological and psychological concepts and theories as applied to the practice of pharmacy. PREREQ: PERMISSION OF INSTRUCTOR.

**PADM 6612 Ethics for Health Professionals 3 credits.** Examination of ethical issues that arise in the provision of health care. PREREQ: PERMISSION OF INSTRUCTOR.

**PADM 6624 Advanced Pharmacy Management I 3 credits.** Principles of operation and management encountered in the drug distribution process. PREREQ: ONE YEAR OF ACCOUNTING OR PERMISSION OF INSTRUCTOR.

**PADM 6626 Advanced Pharmacy Management II 3 credits.** Case studies of problems encountered in pharmacy management. PREREQ: PADM 6624.

**PADM 6630 Advanced Drug Marketing 3 credits.** Approaches and methods of marketing as applied to pharmacy and the drug distribution process.

**PADM 6632 Medical Economics 3 credits.** Examination of the market forces encountered in the medical care system.

**PADM 6634 Advanced Pharmacy Administration I 3 credits.** An integration of socio-behavioral and management principles into an advanced consideration of pharmacy administration.

**PADM 6635 Advanced Pharmacy Administration II 3 credits.** A continuation of PADM 634, this course further explores issues in the discipline of pharmacy administration.

**PADM 6649 Research in Pharmacy Administration 1-2 credits.** Research problems ancillary to the thesis project. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR. Graded S/U.

**PADM 6650 Thesis Research 1-10 credits.** May be repeated. Graded S/U.

**PADM 6651 Master's Paper 3 credits.** May be repeated. Graded S/U.

**PADM 6691 Topical Seminar in Pharmacy Administration 2-4 credits.** Examination of selected topics in pharmacy administration. May be repeated.

**PADM 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated. Graded S/U.

## Pharmacy Practice Graduate Courses

**PPRA 5518 Clinical Research Design and Analysis 4 credits.** The fundamentals of experimental design, implementation and data analysis pertinent to pharmaceutical clinical investigations.

**PPRA 5596 Clinical Pharmacy Residency 0 credits.** Advance practical experience in clinical pharmacy practice. PREREQ: MUST HAVE A DOCTOR OF PHARMACY DEGREE.

**PPRA 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PPRA 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.  
Services Courses



**PHAR 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PHAR 6645 Pharmacotherapeutics for Advanced Practice Nurses 3 credits.** A problem-based course emphasizing the fundamentals of drug action and the rational use of drugs to treat various organ system disease states. PRE-REQ: BIOL 5563.

**PHAR 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Kasiska School of Health Professions

Interim Associate Dean: Farnsworth

### Departments

The Kasiska School of Health Professions (KSHP) is composed of one department, the Department of Counseling and 6 programs, Dietetics, Health Care Administration, Health Education, Medical, Laboratory Sciences, Public Health and Radiographic Science.

### Degree Programs

The Kasiska School of Health Professions is home to 2 doctoral degrees and Master degrees in Counseling, and Masters degrees in Dietetics, Public Health, and Health Care Administration emphasis in a MBA.

## Department of Counseling

Chair and Professor: Kleist

Professors: Allen, Hill, Kleist

Associate Professors: Crews, Horn, Paulson

Assistant Professors: oe-Smith, Jones, Moody, Stewart, Yates

Clinical Assistant Professor: Singarajah

Adjunct Associate Professor: Schmidt

Adjunct Assistant Professor: Watts

Adjunct Instructor: Bolinger

Emeritus Faculty: Allen, Feit, Edgar, Lloyd

### Department Mission Statement

The principle mission of the Department of

Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings, Mental Health Counselors and Marital, Couple, and Family Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers.

We prepare doctoral level counselor educators and supervisors to serve as faculty members in counselor education programs, counselor supervisors in various settings, doctoral level counselors, leaders in higher education and counseling organizations, and scholars.

We believe that it is also our mission to

- instill a strong sense of professional identity in students,
- help students gain an appreciation of the rich knowledge base in counselor education,
- develop student expertise in the skills of counseling,
- aid students to become certified and/or licensed,
- aid students/graduates in their initial job placement,
- teach and perform research applicable to the practice of counseling, and
- aid students in understanding the diversity of views and cultures within our profession and the environment in which counselors practice

The Department of Counseling also has a mission within the Division of Health Sciences, which is to represent the mental health perspective within the Division and to consult with Division faculty and departments in encouraging a holistic perspective toward health care services.

### Counselor Education

Graduate-level preparation for (1) counselors who seek employment in schools, universities, community mental health, and various other settings, and (2) college student affairs professionals.

### Pre-Counseling and Pre-Student Affairs

Preparation should consist of a broad undergraduate course of study, including some work in psychology (learning and personality theory), sociology, and the communication skills. For those seeking positions in public elementary and secondary schools, state certification requirements should be considered.

### Degree Programs

Degree programs offered by the department include Doctor of Philosophy, Educational Specialist, and Master of Counseling. Majors are available in Counselor Education and Counseling (Ph.D.); Counseling (Ed.S.); Marital, Couple, and Family Counseling (M.Coun.); Mental Health Counseling (M.Coun.); School Counseling (M.Coun.); and Student Affairs Counseling (M.Coun.).

### Accreditation

The program for preparation of school counselors is accredited by the State of Idaho.

The Counselor Education programs are approved by the Council for Accreditation of Counseling and Related Educational Programs as follows: Marital, Couple, and Family Counseling (M.Coun.), Mental Health Counseling (M.Coun.), School Counseling (M.Coun.), Student Affairs Counseling (M.Coun.), and Counselor Education and Counseling (Ph.D.).

### Progression in Clinical Track

#### Classes - Master's

Students who obtain lower than a 3.0 in any clinical track class OR withdraw from any clinical track class (i.e., COUN 6621, COUN 6696, COUN 6697, COUN 6698) CANNOT continue taking Counseling classes the following semesters without petitioning and obtaining the approval of the Department of Counseling graduate faculty.

### Departmental Dismissal Policies

#### Master's Degree Retention and Dismissal Policy

Department of Counseling faculty are confident that each student admitted has the potential to be successful in graduate study. To assure success, the student's major advisor plays an important role in giving feedback to the student.

A faculty member may consult with other Department of Counseling faculty regarding the apparent impediments to progress of an individual student. If other faculty have made similar observations, the major advisor, or other faculty member, will initiate a meeting with the student to discuss the perceived difficulty. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

If, after feedback is given, a student's impediments to progress are not remedied, the faculty may recommend dismissal from the program. Dismissal of a master's student will be subject to the following:

1. Dismissal criteria established by the Graduate School.
2. Dismissal from the program occurs if any one of the following conditions exist. Students earn:
  - a. three final course grades lower than 2.7,
  - b. OR six credits below 2.7,
  - c. OR below a 3.0 GPA.
3. All degree-seeking students in the Department of Counseling will be evaluated near the end of the first semester by the Department of Counseling graduate faculty members. Based on this evaluation, students not making satisfactory progress toward the completion of a degree may be: (1) removed from graduate study, (2) provided with an alternate option for graduate study, or (3) placed on departmental probationary status. This evaluation will include progress on all course work, anticipated GPA, non-academic conditions (outlined in 4. and 5. following) and any other concerns. Students will be notified of any of these actions by written and/or oral communication with the major advisor or the Department - Chair.
4. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result in dismissal from a graduate program. For the complete statement on academic dishonesty, please refer to the Graduate School "Academic Dishonesty" policy in this Catalog. More information on academic dishonesty is also available in the ISU Student Handbook (<http://www.isu.edu/references/st.handbook>) (Student Conduct).
5. An ethical violation is viewed by the faculty of the Department of Counseling as a serious offense and may result in dismissal from the program. The Department uses the latest edition of the ACA Code of Ethics. It is the student's responsibility to be knowledgeable of these standards. Refer to the current "Master of Counseling Graduate Program Handbook" for more information.
6. Admission into the Department of Counseling does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior.

### **Doctoral Degree Retention and Dismissal Policy**

Department of Counseling faculty are confident that each student admitted has the potential to be successful in graduate study. To assure success, the student's major advisor plays an important role in giving feedback to the student.

A faculty member may consult with other Department of Counseling faculty regarding apparent impediments to progress of an individual student. If others have made similar observations, the major advisor, or other faculty member, will initiate a meeting with the student to discuss the perceived difficulty. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

If, after feedback is given, a student's impediments to progress are not remedied, the faculty may recommend dismissal from the program. Dismissal of a doctoral student will be subject to the following:

1. Dismissal criteria established by the Graduate School.
2. Dismissal from the program occurs if any one of the following conditions exist. Students earn:
  - a. three final course grades lower than 2.7,
  - b. OR six credits below 2.7,
  - c. OR below a 3.0 GPA,
3. All degree-seeking students in the Department of Counseling will be evaluated near the end of the first semester by the Department of Counseling graduate faculty members. Based on this evaluation, students not making satisfactory progress toward the completion of a degree may be: (1) removed from graduate study, (2) provided with an alternate option for graduate study, or (3) placed on departmental probationary status. This evaluation will include progress on all course work, anticipated GPA, non-academic conditions (outlined in 6. below) and any other concerns. Students will be notified of any of these actions by written and/or oral communication with the major advisor or the Department Chair.
4. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result in dismissal from a graduate program. For the complete statement on academic dishonesty, please refer to the Graduate School "Academic Dishonesty" policy in this Catalog. More information on academic dishonesty is also available in the ISU Student Handbook (<http://www.isu.edu/references/st.handbook>)

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5. An ethical violation is viewed by the faculty of the Department of Counseling as a serious offense and may result in dismissal from the program. The Department uses the latest edition of the ACA Code of Ethics. It is the student's responsibility to be knowledgeable of these standards. Refer to the current "Doctor of Philosophy Program Handbook" for more information.
6. Admission into the Department of Counseling does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior.

## **Doctor of Philosophy in Counselor Education and Counseling**

The Doctor of Philosophy (Ph.D.) is the highest university award given in recognition of completion of academic preparation for professional practice in counseling. Candidates are provided primarily with courses and practicum/internship experiences that will be instrumental in assisting them to function more effectively as professional counselor educators, as counseling practitioners, and as researchers.

### **Goals**

The Doctor of Philosophy (Ph.D.) in Counselor Education and Counseling is designed to prepare counselor educators for work in counselor education programs and for work in supervisory roles in university counseling centers and other counseling sites. The major emphasis of this program is to prepare graduates for careers in university teaching in counseling programs.

Counselor education and counseling students at Idaho State University will be:

1. Prepared to teach courses in counseling skills and counseling theories.
2. Prepared to supervise counselors and counseling students who are providing individual counseling, group counseling, and/or couple and family counseling.
3. Prepared to teach selected courses in one

- or more of the CACREP major areas.
- 4. Prepared to teach selected courses in the general CACREP common core.
- 5. Prepared to evaluate counselor education programs and counseling sites.
- 6. Knowledgeable of professional issues in the counselor education and counseling fields.
- 7. Knowledgeable of ethical issues and practices of counselor education and counseling.
- 8. Experienced in developing and conducting research.
- 9. Experienced in writing for professional publication.
- 10. Experienced in the advisement and mentoring of Master of Counseling students.
- 11. Knowledgeable and skilled in providing advanced clinical counseling skills.
- 12. Knowledgeable of the sociological manifestations of cultural diversity.

### Admission Criteria

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition, persons applying for admission to the doctoral program in Counselor Education and Counseling must meet the following criteria for selection. Applicants must have:

- 1. a master's degree from a CACREP accredited program and be licensed as a counselor in Idaho or a state with comparable requirements **OR** a master's degree in counseling and be a Nationally Certified Counselor and apply for an Idaho Counseling License upon admission to the doctoral program **OR** a master's degree in counseling, one year of full time post-master's degree counseling experience, graduate coursework curriculum requirements in all of the CACREP common core areas, and be a Nationally Certified Counselor or Idaho Licensed Counselor. (Persons who do not meet these requirements may be considered for admission as Classified (w/PR) while removing deficiencies in coursework and/or credentials.).
- 2. taken the Graduate Record Examination or the Miller Analogies Test. Preference will be given to scale scores of 50 - percentile or more.
- 3. a professional resume.
- 4. a one-page statement of post doctoral career objectives.
- 5. submitted three (3) letters of recommendation.
- 6. completed both Idaho State University Graduate School and Department of Counseling application forms.
- 7. completed an interview by the Department of Counseling Admissions Committee.

The Admissions Committee will make the final recommendation regarding admission. This decision will be based on grade point and test score ranking, as well as on the committee's impression of the applicant's interpersonal style and compatibility of personality with the program's training philosophy, and on the student's written statement.

### Selection Schedule for Doctoral Study

Application forms will be mailed after August 15. Applications must be postmarked by January 15. Selection of applicants for on-campus (ISU-Pocatello) interviews will be announced by February 1. Notification of successful applicants for admission and alternates will be announced by approximately March 1. A maximum of 5-6 students are admitted to the program each year (ISU-Pocatello, 4; ISU-Meridian, 2). Classes begin in the Fall semester of each year.

### Master's Degree Curriculum Review

Doctoral students who have earned their master's degree from a CACREP accredited program will be assumed to have entry level knowledge in core and major course areas. Those not graduating from a CACREP accredited program will have their transcripts evaluated by a faculty committee to determine knowledge base deficiencies. A remediation plan of study will be developed and approved by the faculty as necessary.

### Specialization Areas

Doctoral students will choose a prescribed program of study that develops counselor education specializations in the CACREP core and major areas.

The Area of Specialization will be approved by the faculty before the end of the first semester of doctoral study.

The Area of Specialization must be completed prior to the scheduling of the final oral examination.

### Admission to Candidacy

Each student demonstrating an adequate foundation for doctoral study, based upon the selection criteria and the master's degree curriculum review, may apply for degree candidacy. The application for candidacy will include:

- 1. A course of study designed to remove entry level deficiencies as indicated by the master's degree curriculum review.
- 2. An approved plan for completion of specialization areas in both core and major areas.

- 3. An approved final program of study.

After receiving the written approval of the major professor and a second graduate faculty committee member from the department, the application may then be submitted to the department for approval and the appointment of a third departmental committee member. The fourth committee members is non-departmental graduate faculty selected from the Division of Health Sciences or the university at large. The fifth committee member is the Graduate Faculty Representative (GFR).

### Comprehensive Examination

The comprehensive examination will address information in the coursework required in the doctoral program, counselor education professional issues, and specific areas identified by the candidate's committee. If failed, the comprehensive examination may only be retaken once after one year of additional study.

### Dissertation

After the student is admitted to degree candidacy, the dissertation proposal and preliminary research that the candidate and first two committee members have agreed upon will be presented to the complete five-member committee for recommendations and approval. Following the approval of the proposal and the completion of the comprehensive examination, the candidate is authorized to proceed with the dissertation in preparation for a final oral examination defense. The final defense is open to any member of the graduate faculty directing a request through the Dean of the Graduate School and the chair of the committee.

### Residence

Following the bachelor's degree, each applicant must complete the equivalent of ten semesters of graduate study including the master's degree and three semesters of doctoral internship. At least six of the semesters must be at the doctoral level and four of these must be consecutive semesters (not including summer sessions) of full-time graduate study on campus. Students are strongly encouraged to attend all six of these semesters on a full-time basis.

### Continuous Enrollment

Following admission to doctoral study, the student must register for course work, practicum, internship, independent study, or dissertation credit each semester until the completion of the degree.

## Required Courses

COUN 7701 Advanced Statistics	2 cr
COUN 7702 Advanced Research and Experimental Design	2 cr
COUN 7703 Qualitative Research	2 cr
COUN 7704 Qualitative Methodology & Analysis	2 cr
COUN 7705 Instructional Theory for Counselor Educators	4 cr
COUN 7710 Practicum in College Teaching	2 cr
COUN 7712 Advanced Psychological Testing and Assessment	2 cr
COUN 7724 Advanced Diversity Issues	3 cr
COUN 7727 Advanced Theories of Counseling	3 cr
COUN 7774 Advanced Group Procedures	3 cr
COUN 7790 Supervision in Counselor Education	2 cr
COUN 8800 Research and Professional Issues	1-3 cr
COUN 8801 Doctoral Career Development	1 cr
COUN 8802 Scholarship in Counselor Education	1 cr
COUN 8848 Doctoral Counseling Practicum	3 cr
COUN 8848L Doctoral Counseling Practicum Lab	0 cr
COUN 8849 Doctoral Internship	1-18 cr
COUN 8849L Doctoral Internship Lab	0 cr
COUN 8850 Dissertation	1-12 cr

## Suggested Electives

COUN 7723 Advanced Vocational Theory	3 cr
COUN 7758 Independent Problems	1-4 cr
COUN 7775 Advanced Practicum in Group Counseling	2 cr

# Educational Specialist Degree

## Education Specialist in Counseling

The Ed.S. program is designed for persons who have completed a master's degree in counseling and wish to increase their skills for advanced certification requirements or other professional objectives.

## Admission Requirements

The applicant must:

1. Hold a master's degree in counseling from a CACREP accredited school counseling program or equivalent CACREP course work.
2. Submit Graduate School application forms and application fee.
3. Submit departmental application form and application fee by specified application date.
4. Submit three (3) letters of recommendation; two (2) letters must be from Department of Counseling faculty who agree to serve on the graduate committee.
5. Have a minimum of two (2) years of work experience as a school counselor (post-master's), and be currently employed as a certified school counselor.
6. Be recommended for admission by the Department of Counseling Admissions Committee.

## Degree Requirements

The student must complete a minimum of 70 credit hours of course work (including the master's degree) and a case study. All post-master's degree course work must be approved in advance by Department of Counseling faculty. A minimum grade point average of 3.0 is required over all course work taken in the Ed.S. program. An oral examination is required that involves the presentation of a case study and demonstration of advanced counseling skills.

## Major Requirements

At the post-master's degree Ed.S. level, all course work must be in Counseling-related areas and must include:

HRD 5501 Foundations of Professional-Technical Education	3 cr
COUN 6693 Supervision of Counselors	1 cr
COUN 6694 Psychodiagnosis and Psychotropic Drugs	3 cr
COUN 7723 Advanced Vocational Theory	3 cr
COUN 7759 Ed.S. Internship (school counseling setting)	3 cr

## Educational Specialist Case Study

The case study presented during the oral examination reflects (both in written and video form) advanced counseling skills and theoretical orientation. It reflects therapeutic goals, client themes and counseling techniques necessary to facilitate client growth.

## Time Requirement

All requirements for the Ed.S. must be completed within a period of seven (7) years from the date of completion of the first post-master's degree course to be applied toward the degree.

# Master of Counseling in Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, or Student Affairs Counseling

## Goals

The general objective of the Master of Counseling (M.Coun.) degree is to prepare students to be professional counselors. The Department of Counseling faculty believe that the develop-

ment of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional in each counseling setting.

The Master of Counseling degree is designed to be the strong foundation upon which graduates enter a lifetime career in the helping professions. This program prepares counselors to respond to the multitude of changes in society, and to enter the ever-expanding counseling profession. In addition to knowledge and experience in the following eight common-core areas, graduates also have specialized knowledge and skills as identified in the objectives of the Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, and Student Affairs Counseling majors.

## Curricular Objectives:

1. Students will have knowledge of Human Growth and Development so that they can understand the nature and needs of individuals at all developmental levels.
2. Students will have knowledge of Social and Cultural Foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in Counseling and Consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.
7. Students will be knowledgeable about various research methods and basic statistics.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards, and credentialing.

## Student Professional Objectives:

In addition to the above curricular objectives, the Department of Counseling has program-wide objectives. These include:

9. School counseling students will obtain certification as school counselors.
10. Students in all majors (Mental Health Counseling, Marital, Couple and Family Counseling, School Counseling, and Student Affairs Counseling) will obtain the appropriate state licensure.

## Admission Requirements

Admission into the counseling program is competitive. A preset number of students will

be admitted, according to faculty resources. The Admissions Committee will make the final recommendation regarding admission based on grade point and test score rankings, as well as on the committee's impression of the applicant's interpersonal style and compatibility of personality with the program's training philosophy, and on the student's written statement.

The student must apply to, and meet all criteria for, admission to the Graduate School inclusive of the submitting of the Graduate School application forms and application fee. In addition, the applicant must:

1. Have a bachelor's degree from an accredited college or university in the United States, or its equivalent from a school in another country. (Must complete degree before onset of classes in the Fall semester in year of acceptance.) NOTE: Preference will be given to those applicants who meet both GPA and GRE/MAT criteria. The Graduate School does consider requests by the department to waive either the GPA or the GRE/MAT so applicants are eligible to apply for admission if they meet one of the two criteria.
2. Prospective students are expected to come to campus (Pocatello or Boise) for an interview. Selected applicants will be interviewed by the Department of Counseling Admissions Committee as part of the admissions procedure. Ultimately, a student's GPA and test scores qualify the student to take part in the interview process. Students are generally selected for admission based on the interview.
3. Submit three (3) letters of recommendation from individuals who have knowledge of the applicant's academic capabilities, work performance, professional potential, and character.
4. Submit departmental application forms and application fee.
5. Read and sign the Department of Counseling Conditions for Admission/Retention/Dismissal form.

Only applicants who have submitted all application materials on or before the application deadline will have their material reviewed by the Admissions Committee to determine status as a competitive, qualified applicant (incomplete, late, or inaccurate files/forms will not be reviewed). Due to the competition for limited seats in the Master of Counseling program, satisfactory completion of the entry level requirements does not guarantee acceptance.

Selected applicants will be interviewed by the Department of Counseling Admissions Committee as part of the admissions procedure.

## Selection Schedule

After August 15, application forms will be mailed upon request, or they are available for download at <http://www.isu.edu/hpcounsl>. ISU-Pocatello: Application review begins February 15, and continues until all seats are filled. Interviews are tentatively scheduled for late March or early April. Notification of admission decisions will be announced approximately April 15 – May 1. A maximum of 20-25 students are admitted to the Master of Counseling program each year at ISU-Pocatello. Classes begin the fall semester of each year.

**ISU-Meridian:** Application review begins February 15 and continues until all seats are filled. Interviews are tentatively scheduled for late April. Notification of admission decisions will be announced approximately May 1. A maximum of 10-12 students are admitted to the Master of Counseling program each year at ISU-Meridian. Classes begin the fall semester of each year.

If the February 15 deadline has passed, please contact the Department of Counseling. A secondary admission process may be conducted.

## Classified w/Performance Requirements Status

Students who meet the undergraduate grade point average of 3.0 or higher for all upper division undergraduate classes but have not received their scores for the GRE or MAT or are registered to take one of these examinations at the next possible testing may be admitted Classified (w/PR) status, and may be considered for openings not filled by Classified applicants in the Department of Counseling program.

Students must request a change of status from Classified (w/PR) status to Classified status upon completion of their first semester of graduate study. The change from Classified (w/PR) to Classified status must be approved by the Department of Counseling and the Dean of the Graduate School.

## Unclassified Status

Unclassified (non-degree seeking) status can only be used by students who have completed a master's degree in a helping profession and who agree in writing that they are taking elective courses for continuing education credit.

## Approval of Master's Degree Final Program of Study

A student who has been admitted to the Master of Counseling (M.Coun.). Program may submit a final program of study following the completion of COUN 6621, 6627, 6696 and during the semester in which COUN 6697 is being completed. The final program of study must include all coursework required to com-

plete the selected M.Coun. major and must be approved by two counseling faculty members who have graduate faculty status (one of whom will serve as committee chair). Prior to the semester of the proposed graduation, the final program of study must receive the approval of a majority of the Counseling graduate faculty.

## General Requirements

For the Master of Counseling (M.Coun.) degree the student is required to complete the equivalent of at least four full semesters of resident graduate study beyond the bachelor's degree. For the Mental Health Counseling, Marital, Couple, & Family Counseling, School Counseling, and Student Affairs Counseling majors, a minimum of 60 semester hours must be completed in the Core and Major Course Requirements.

## Core Course Requirements

COUN 6611 Applied Statistics and Research	3 cr
COUN 6612 Psychological Testing for Counselors	2 cr
COUN 6621 Professional Orientation and Ethics	2 cr
COUN 6623 Lifestyle and Career Development	2 cr
COUN 6624 Cultural Counseling	2 cr
COUN 6625 Crisis Intervention and Trauma	2 cr
COUN 6627 Conceptualizing Counseling Theory	2 cr
COUN 6628 Applications of Counseling Theory	2 cr
COUN 6630 Addictions Counseling	2 cr
COUN 6660 Theories of Family and Couple Counseling	3 cr
COUN 6676 Small Group Activity	1 cr
COUN 6677 Group Counseling Techniques	3 cr
COUN 6694 Psychodiagnosis and Psychotropic Drugs	3 cr
COUN 6696 Prepracticum Counseling Techniques	3 cr

## Major Course Requirements:

### Major in Marital, Couple, and Family Counseling

COUN 6661 Issues in Family Counseling	3 cr
COUN 6664 Family Assessment	2 cr
COUN 6665 Advanced Family Systems Theory	2 cr
COUN 6697 Practicum in Counseling	2 cr
COUN 6697L Practicum in Counseling Lab	0 cr
COUN 6698 Internship in Counseling	18 cr
COUN 6698L Internship in Counseling Lab	0 cr

### Major in Mental Health Counseling

COUN 6690 Foundations of Clinical Mental Health Counseling	2 cr
COUN 6691 Professional Issues in Clinical Mental Health Counseling	2 cr
COUN 6692 Continuum of Care in Clinical Mental Health Counseling	2 cr
COUN 6697 Practicum in Counseling (mental health setting)	2 cr
COUN 6697L Practicum in Counseling Lab	0 cr
COUN 6698 Internship in Counseling	18 cr
COUN 6698L Internship in Counseling Lab	0 cr

### Major in School Counseling

COUN 6638 Foundations of School Counseling	3 cr
COUN 6639 Application of School Counseling	3 cr
COUN 6697 Practicum in Counseling (school setting)	2 cr
COUN 6697L Practicum in Counseling Lab (school setting)	0 cr
COUN 6698 Internship in Counseling	18 cr
COUN 6698L Internship in Counseling Lab	0 cr

**Major in Student Affairs Counseling**

COUN 6680 Foundations of Student Affairs	3 cr
COUN 6683 Administration of Student Affairs	3 cr
COUN 6697 Practicum in Counseling (student affairs setting)	2 cr
COUN 6697L Practicum in Counseling Lab (student affairs setting)	0 cr
COUN 6698 Internship in Counseling	18 cr
COUN 6698L Internship in Counseling Lab	0 cr

**Requirements for the Idaho Counseling License**

The Idaho Counseling License requirements include: (1) Master's degree in a counseling major (any one of the four M.Coun. majors meets this requirement), (2) 60 graduate credits in a planned counseling program (including the courses in one of the M.Coun. majors), (3) 1000 hours of counseling experience supervised by a licensed counselor (including the hours received as part of a M.Coun. program), and (4) a passing score on the Idaho Counseling License Examination (or the National Board for Certified Counselors Examination).

**Counseling Graduate Courses**

**COUN 5550 Peer Counseling Seminar 1-2 credits.** Supervised experience in assisting another student. Students meet out of class on a weekly contact basis. Course provides ongoing training for the peer counselors. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**COUN 5584 Guidance Principles and Practices 3 credits.** Survey of the various guidance practices in secondary education. Each service is discussed from the point of view of its role in the total educational program.

**COUN 5585 Independent Problems 1-2 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems of interest to majors in education. Experience in research composition. PREREQ: PERMISSION OF INSTRUCTOR. May be repeated.

**COUN 5591 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas. Limited enrollment. May be graded S/ or on a letter-grade basis in separate sections. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**COUN 5594 Elementary School Guidance 2 credits.** Study of (1) the function of guidance in relation to children's needs; (2) principles and techniques of elementary school guidance; (3) analysis of representative programs of guidance in the elementary schools; and (4) research related to elementary school guidance and resulting trends.

**COUN 5598 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**COUN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**COUN 6606 Family Violence 2 credits.** Delineates the implications for assessment and treatment of the family with violence. Topics of physical abuse, sexual abuse and psychological/emotional abuse of adults and children within a family structure will be addressed. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6607 The Family and Mental Illness 2 credits.** Addresses therapeutic and community support that enhances the family unit as the primary care system. Mental illness as it relates to the family system is presented. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6608 The Family and Chemical Dependency 2 credits.** Addresses family systems under the influence of addictions with primary emphasis on alcohol dependency. Models and patterns of addictions will be examined. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6609 The Family and the Aged 2 credits.** Emphasizes the impact of aging on family systems from an economic, emotional, social, spiritual, and physiological perspective. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6611 Applied Statistics and Research 3 credits.** Basic understanding of applied statistics. Procedures for designing, interpreting, critiquing, and presenting professional research. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6612 Psychological Testing for Counselors 2 credits.** An overview of the standardized tests most commonly used by counselors. In addition to learning the underlying concepts of standardized testing, students

will also be taught how to select and use tests appropriate to their proposed work settings. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6613 Basic Projective Techniques 2 credits.** Projective theory and its relationship to psychoanalysis, dynamic theory, and learning theory. Techniques including problems of clinical practicality, prediction of behavior, and personality assessment. Practical experiences available in laboratory courses. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6619 Individual Intelligence Testing 3 credits.** Supervised practice in administering, scoring, and interpreting the results of individual intelligence tests. Each section limited to 6 students. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6612 OR PERMISSION OF INSTRUCTOR.

**COUN 6621 Professional Orientation and Ethics 2 credits.** Introduction to profession of counseling: history, accreditation, licensure, organizational structure, advocacy, and use of technology. Ethical problems in counseling with specific attention given to the American Counseling Association Code of Ethics. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6623 Lifestyle and Career Development 2 credits.** Career development theories and decision-making models for counselors including career resources and materials. PREREQ AND CO-REQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6621 AND COUN 6696, OR PERMISSION OF INSTRUCTOR.

**COUN 6624 Cultural Counseling 2 credits.** The roles of minority groups, gender, age and other factors influencing adjustment in a pluralistic society. PREREQ AND CO-REQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6621 AND COUN 6696, OR PERMISSION OF INSTRUCTOR.

**COUN 6625 Crisis Interventions & Trauma Counseling 2 credits.** Current information, skills and strategies for counseling interventions specific to crises, disasters, and other trauma causing events. Topics include: triage, assessment and diagnosis, individual and community resiliency, emergency preparedness, multicultural considerations, interagency cooperation, and "psychological first aid". PREREQ: ADMISSION TO THE MASTER OF

COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6627 Conceptualizing Counseling Theory 2 credits.** The conceptual study of selected counseling theories related to historical development, personality development, client maturation, and learning theory.

**COUN 6628 Applications of Counseling Theory 2 credits.** The applied study of selected counseling theories with emphasis on the evolution of maladjustment, process of change, and appropriate interventions for generating change. PREREQ: COUN 6627 OR PERMISSION OF INSTRUCTOR.

**COUN 6630 Addictions Counseling 2 credits.** Acquaint students with current theories of addiction, recovery, and relapse prevention as well as effective strategies and techniques in working with clients with addictions. The course will explore public policies on local, state, and national levels with regard to addiction services. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6638 Foundations of School Counseling 3 credits.** An introduction to the school counseling profession, developmental program models and the roles of the professional school counselor. Special focus will be placed on current literature, cultural considerations, philosophical assumptions, key concepts, techniques, practical applications, recent legislation and consultation. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6639 Application of School Counseling Foundations 3 credits.** This school counseling class prepares students to identify and work with specific populations of youth-at-risk and their communities. Special focus will be placed on current literature, cultural considerations, philosophical assumptions, key concepts, techniques, and practical applications for the K-12 school counselor. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6650 Thesis 1-9 credits.** May be repeated. Graded S/U. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6651 Master's Paper 3 credits.** A paper involving extensive familiarity with research findings written under the supervision of a faculty member in the department. May be

repeated. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6652 Specialist Paper 3 credits.** A paper involving extensive familiarity with research findings under the supervision of a faculty member of the department. May be repeated. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6658 Independent Problems 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, OR THE PH.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM, OR THE ED.S. IN COUNSELING PROGRAM, OR PERMISSION OF INSTRUCTOR.

**COUN 6659 Seminar 1-3 credits.** Critical analysis of the literature in one or more areas of education. Enrollment limited. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**COUN 6660 Theories of Family & Couple Counseling 3 credits.** The study of the development of the family and couple counseling field and the issues and theories related to its practice. PREREQ OR COREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6621, COUN 6627, COUN 6696, OR PERMISSION OF INSTRUCTOR.

**COUN 6661 Issues in Family Counseling 3 credits.** Examination of the effects of violence, issues of sexuality, and issues related to parenting place on family dynamics and family counseling. PREREQ OR CO-REQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, PERMISSION OF INSTRUCTOR.

**COUN 6664 Family Assessment 2 credits.** Introduction to family assessment models and instruments as well as evaluation of programs/agencies providing family counseling. PREREQ OR COREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6660, COUN 6662, OR PERMISSION OF INSTRUCTOR.

**COUN 6665 Advanced Family Systems Theory 2 credits.** Advanced theoretical study with emphasis on researched applications of family counseling. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6660 OR PERMISSION OF INSTRUCTOR.

**COUN 6669 Family/Couple Counseling Practicum 3 credits.** Practicum experience counseling families and couples. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6660, COUN 6663, COUN 6697, OR PERMISSION OF INSTRUCTOR.

**COUN 6676 Small Group Activity 1 credit.** Designed to give direct experiences as a group participant and provide preparation for

**COUN 6677 Group Counseling Techniques 3 credits.** Essential research, selected group - development and therapy theories, leadership orientations and strategies, structural group dynamics, and applications. Skills development in a laboratory setting. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6676, COUN 6696 OR PERMISSION OF INSTRUCTOR.

**COUN 6680 Foundations of Student Affairs 3 credits.** History, philosophy, purpose, and function of student affairs practice including review of "The Student Personnel Point of View," theories of student development, and current trends. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6683 Administration of Student Affairs Practice 3 credits.** Leadership and management theories and practice in higher education and student services. Essential research, consultation, good practices, and assessment techniques for all student populations and services. PREREQ: PERMISSION OF INSTRUCTOR TO THE MASTER OF COUNSELING PROGRAM, COUN 6680 OR PERMISSION OF INSTRUCTOR.

**COUN 6687 Field Work in Personnel Services 1-2 credits.** Observation and learning the duties performed by the persons in the field work setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.. Graded S/U.

**COUN 6689 Internship in Student Personnel 3-12 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6690 Foundations of Clinical Mental Health Counseling (CMHC) 2 credits.** Orientation to the professional foundation of clin-

ical mental health counseling for individuals, couples, and families across the lifespan. Topics include history and philosophy, ethics, professional roles and functions, professionalism, community systems and mental health, identity, and diversity within clinical mental health counseling. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6691 Professional Issues in Clinical Mental Health Counseling (CMHC) 2 credits.** This course will provide current information and strategies for counseling issues specific to clinical mental health counseling. Topics include advocacy, public policy, administration and finance, and practice privileges. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6690 OR PERMISSION OF INSTRUCTOR.

**COUN 6692 Continuum of Care in Clinical Mental Health Counseling (CMHC) 2 credit.** The course will address philosophical and contextual elements of clinical mental health counseling. Topics include the wellness model, prevention, diagnosis in context, treatment modalities, delivery systems, and best practices for clinical mental health counselors. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6693 Supervision of Counselors 1 credit.** The study of current practices used in the clinical supervision of counselors. Current literature will be reviewed as well as standards for supervision which have been established by accrediting bodies and professional associations. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, OR THE ED.S. IN COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 6694 Psychodiagnosis and Psychotropic Drugs 3 credits.** Psychological classification systems, mental status evaluations, and the use of psychotropic drugs in treatment programs. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6621 AND COUN 6696, OR PERMISSION OF INSTRUCTOR.

**COUN 6696 Prepracticum Counseling Techniques 3 credits.** The study and practice of counseling techniques including micro-counseling and role-playing. May be repeated. PREREQ AND CO-REQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6621, COUN 6627 OR PERMISSION OF INSTRUCTOR.

**COUN 6697 Practicum in Counseling 2 credits.** Supervised counseling experience. A combination of fifty hours of experience and supervision equals one hour of academic credit. Each section limited to 5 students. May be repeated. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6696 OR PERMISSION OF INSTRUCTOR.

**COUN 6697L Practicum in Counseling Lab 0 credits.** Group supervision of students working in the field during their internship experience. Supervision is provided on a weekly basis and thus the units of instruction are devised as tutorial experience based on the student's developmental needs. Graded S/U. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, CO-REQ COUN 6697.

**COUN 6698 Internship in Counseling 1-18 credits.** A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated for a maximum of 17 credits. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6697.

**COUN 6698L Internship in Counseling Lab 0 credits.** Group supervision of students working in the field during their internship experience. Supervision is provided on a weekly basis and thus the units of instruction are devised as a tutorial experience based on the student's developmental needs. Graded S/U. PREREQ AND CO-REQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, COUN 6698.

**COUN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated. PREREQ: ADMISSION TO THE MASTER OF COUNSELING PROGRAM, THE ED.S. IN COUNSELING PROGRAM, OR THE PH.D. IN COUNSELOR EDUCATION & COUNSELING PROGRAM OR PERMISSION OF INSTRUCTOR.

**COUN 7701 Advanced Statistics 2 credits.** Statistical application appropriate for doctoral research and writing. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7702 Advanced Research and Experimental Design 2 credits.** Quantitative methods of conducting research in doctoral study. PREREQ: COUN 7701 AND ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

AND COUNSELING PROGRAM.

**COUN 7703 Qualitative Research 2 credits.** Explores and contrasts philosophical assumptions of qualitative and quantitative research. Various methodologies and approaches to qualitative research are reviewed and applications discussed. PREREQ: COUN 7701 AND ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7704 Qualitative Methodology & Analysis 2 credits.** Design, data collection, analysis and writing qualitative research. Practice using data collection procedures, traditional analytic methods and qualitative data processing programs for coding and matrix construction. Emphasizes grounded theory approach. PREREQ: COUN 7703 AND ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7705 Instructional Theory for Counselor Educators 3 credits.** Instructional theory and methods relevant to counselor education including models and methods of appraisal. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7710 Practicum in College Teaching 2 credits.** Observation of and assisting in the teaching and evaluation of a college course under the supervision of the course instructor. The student will prepare and deliver at least five lectures which will be observed by the instructor and will, in addition to observing the balance of the course, meet individually with the instructor for periodic discussions of procedure and methodology. PREREQ: COUN 7705, COMPLETION OF THE COURSE IN WHICH THE PRACTICUM WILL BE SERVED, ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7712 Advanced Psychological Testing and Assessment 2 credits.** Advanced psychological testing concepts, test administration, test construction and interpretation. Advanced information of standardized tests commonly used in the counselor education field. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7723 Advanced Vocational Theory 3 credits.** Theory of vocational development, sociological aspects of vocational choice and entry, development of interests and aspiration levels, and research relating to entry into work, satisfaction in work, dissatisfaction in topics. Course is structured around the major theories



of vocational development as they relate to individual development. Various approaches to vocational testing are included. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7724 Advanced Diversity Issues 3 credits.** Pedagogy relevant to current social and cultural issues. Role of diversity issues in counselor education, supervision, and counseling. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7727 Advanced Theories of Counseling 3 credits.** Analysis of various counseling theories and their relationships to specific philosophies concerning humanity. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7758 Independent Problems 1-4 credits.** Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 8 credits. PREREQ: PERMISSION OF INSTRUCTOR AND ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7759 Ed.S. Internship 1-9 credits.** Placement in a post-master's degree counseling setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated. PREREQ: ADMISSION AS AN ED.S. STUDENT AND PERMISSION OF INSTRUCTOR.

**COUN 7774 Advanced Group Procedures 3 credits.** Advanced group leadership theory and techniques. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7775 Advanced Practicum in Group Counseling 2 credits.** Fifty hours of group counseling as the group facilitator, plus a coordinating seminar. Includes the theoretical basis for group leaders and development of group leadership skills. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 7790 Supervision in Counselor Education 3 credits.** Analysis of systems for conducting supervision of counseling students including various models of supervision and their implementation in Practicum and Internship. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8800 Research and Professional Issues 1-3 credit.** Critical analysis of the literature in counselor education including topics such as program models, current research, and professional associations. May be repeated up to 3 credits. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8801 Doctoral Career Development 1 credit.** Implementation of career theory into professional development plans for advancement in Counselor Education. PREREQ: ADMISSION TO Ph.D. PROGRAM IN COUNSELOR EDUCATION AND COUNSELING.

**COUN 8802 Scholarship in Counselor Education 1 credit.** Developing a scholarly identity and research agenda within counselor education and supervision. Course will focus on creating and submitting publishable manuscripts; developing grant writing skills; navigating the academic publication process; and, enhancing writing quality and productivity. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8848 Doctoral Counseling Practicum 3 credits.** Counseling under supervision and an intensive examination of the students own counseling philosophy and its relationship to client behavioral and attitudinal change. A combination of fifty hours of experience and supervision equals one hour of academic credit. Each section limited to 5 students. PREREQ: COUN 7727 AND ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8848L Doctoral Counseling Practicum Lab 0 credits.** Group supervision of student working in the field during their doctoral practicum experience. Supervision is provided on a weekly basis and thus the units of instruction are devised as a tutorial experience based on the student's developmental needs. Graded S/U. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8849 Doctoral Internship 1-18 credits.** Placement in a doctoral level counseling or counselor education setting. May be repeated. A combination of fifty hours of experience and supervision equals one hour of academic credit. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8849L Doctoral Internship Lab 0 credits.** Group supervision of student working in the field during their doctoral internship experience. Supervision is provided on a weekly basis and thus the units of instruction

are devised as tutorial experience based on the student's developmental needs. Graded S/U. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

**COUN 8850 Dissertation 1-12 credits.** May be repeated. Graded S/U. PREREQ: ADMISSION TO Ph.D. IN COUNSELOR EDUCATION AND COUNSELING PROGRAM.

## Dietetic Programs

Director: McKnight

Assistant Professors: Blanton, Weeden

Clinical Faculty: Grim, McKnight, Schneider

Adjunct Faculty: Hilvers, Vance

Professor Emeritus: Dundas

The two Dietetic Programs at Idaho State University are undergraduate and post-baccalaureate. Though no graduate degree is offered in Nutrition nor Dietetics, there are several courses available to take for graduate credit once the prerequisites have been met. Dietetics has two graduate faculty who are available to work on theses with a nutrition focus.

## Nutrition and Dietetics Graduate Courses

### (No Graduate Degrees Offered)

**NTD 5509 Professional Readings 1-3 credits.** Identification and investigation of conceptual ideas about the relationship of programs, trends, legislation, and developments in food and nutrition. May be repeated. PREREQ: PERMISSION OF INSTRUCTOR.

**NTD 5539 Sports Nutrition 3 credits.** Nutrition recommendations for competitive and recreational athletic performance. Rationale for nutrition practices through an examination of individual nutrient metabolism. Controversies and misinformation addressed. Suggested prereq NTD 2239 or equivalent or permission of instructor.

**NTD 5557 Experimental Foods 3 credits.** Development of experimental methods and their application to cookery and food technology; preparation of student for independent investigation in foods; acquaintance with literature in the field. Two hours lecture/four hours laboratory. Suggested prereq NTD 1104 or equivalent or permission of instructor.

**NTD 5561 Nutritional Biochemistry I 3 credits.** Advanced study of nutrition science, including protein, carbohydrate, lipid, vitamin, and mineral metabolism. Introduction to research methodology and professional literature. Suggested prereq NTD 2239, CHEM 1101, CHEM 1102 and CHEM 1103 or higher

levels of chemistry including inorganic, organic, and biochemistry, or permission of instructor.

**NTD 5581 Special Problems in Nutrition and Dietetics 1-2 credits.** Students select problems on the basis of special needs, interests, or abilities and work on them independently in the laboratory, library, or community, with regular conferences with the advisor. PREREQ: Permission of instructor.

**NTD 5585 Nutritional Biochemistry II 3 credits.** Human metabolism in health and disease. Emphasizes interrelationships among hormones, carbohydrates, proteins, lipids, vitamins and minerals within tissues and organs. Suggested prereq NTD 4461 or NTD 5561 or permission of instructor.

**NTD 5591-5592 Special Problems in Nutrition and Dietetics I & II 1-2 credits.** Students select problems on the basis of special needs, interests or abilities, and work on them independently in the laboratory, library, or community with regular conferences with the advisor. May be repeated. PREREQ: - PERMISSION OF INSTRUCTOR.

**NTD 5595 Dental Nutrition 1 credit.** This course reviews the role of nutrition in attaining and maintaining optimal oral health. The course explores how the essential nutrients influence oral health. This course is only available to students in the Idaho Dental Education Program in the Department of Dental Science.

**NTD 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NTD 6620 Nutritional Epidemiology 2 credits.** Specialized study of epidemiology including nutritional assessment methods, interrelationships between disease, diet, and health status, and implications for public health policy.

**NTD 6622 Maternal, Infant, and Child Nutrition 2 credits.** Advanced study of nutrition in human growth and development during pregnancy, lactation, infancy, childhood, adolescence. Therapeutic nutritional management of diseases specific to pregnancy, infancy, and childhood are addressed.

**NTD 6624 Nutrition and Aging 2 credits.** Exploration of the physiological, psychosocial, and chronic degenerative conditions associated with aging and the nutritional implications of

each. Epidemiological basis for setting dietary goals and program development to support the nutritional needs of the elderly is addressed.

**NTD 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Health Care Administration Program

Program Director and Assistant Professor: Farnsworth

Associate Professor: Hermanson

### Health Care Administration Graduate Courses

#### (No Graduate Degrees Offered)

**HCA 5550 Special Topics in Healthcare 1-3 credits.** Topics relevant to health professionals. May be repeated for up to 9 credits with different titles or content. Graded S/U.

**HCA 5553 Healthcare Finance 3 credits.** The application of financial management principles, practices and techniques used in healthcare organizations. An understanding an analysis of how these financial tools are used in decision making and how they are integrated into the healthcare organization's planning process. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ACCT 2202 and FIN 3315 or equivalent.

**HCA 5565 Health Care Operations and Quality 3 credits.** This capstone course in health care administration addresses the application of managerial concepts and practices within various health care environments, including acute, ambulatory, mental health, and long term care organizations. Topics include issues/trends and best practices related to governance, leadership, management; planning and marketing; quality assessment/operations improvement; and maximizing human resources and financial performance. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**HCA 5573 Marketing for Health Care Organizations 3 credits.** Introduction to basic marketing management issues as they pertain to healthcare. Current marketing trends in the health care marketplace. Consumer orientation, healthcare marketing plans, and strategy development. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**HCA 5575 Health Law and Bioethics 3 credits.** This course develops a roadmap to facilitate risk management in the provision of healthcare services. Issues addressed include regulation and licensure, liability, selected aspects of public programs, and ethical issues regarding death, reproduction, and research. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**HCA 5595 Administrative Internship 4 credits.** During the internship experience, students work in a health or human services organization, performing various duties and being exposed to various aspects of managerial careers in health services management.\* PREREQ: HCA emphasis and permission of HCA department chair. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. \*Some facilities may require a background check. When required, this check will be conducted at the student's expense.

**HCA 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**HCA 6610 Industry in Transition 2 credits.** Current readings from the popular and academic literature are used to explore and to understand the critical aspects of access, cost, and quality health care delivery across all areas of the industry.

**HCA 6615 Health Services Management 3 credits.** Determination and fulfillment of mission, plans, and structure, motivating individuals, and managing activities to support people in their work and in the achievement of their goals.

**HCA 6620 Economics and Reimbursement 2 credits.** In-depth synthesis of the insurance and reimbursement practices in today's health care environment, and the economic foundations upon which they are based.

**HCA 6625 Healthcare Law and Bioethics 3 credits.** Comprehensive coverage of legal issues and the ethical implications of the law as applied to regulation and licensure, health care financing, Medicare and Medicaid, health care reform, and other relevant current issues.

**HCA 6630 Financial Management 3 credits.** The application of financial management principles, practices, and techniques used in health care organizations. Financial tools as decision making, strategy, and planning tools.

**HCA 6635 Healthcare IT and Quality 2 credits.** Healthcare IT management framework, hardware and software, project management, and the collection, use, security of health information, external accreditation processes, and internal quality improvement programs.

**HCA 6640 Healthcare Policy 2 credits.** The formulation of priorities, development of legislation, implementation of legislative provisions through administrative action, and their effect on population health.

**HCA 6645 Strategic Management 3 credits.** An integration of the principles of organization management, finance, and marketing. Market analysis and positioning including strategic planning and new program development. The leader's role in strategy formulation and implementation.

**HCA 6651 Master's Project 1-3 credits.** Under the guidance of a supervising committee, each student will conduct an in-depth project specific to a current issue or problem in health care management. Written documentation and an oral defense of the project are required. Must be taken for three credits the first time this course is taken. May be repeated for variable credit thereafter. Graded S/U.

**HCA 6660 Applied Research 3 credits.** Students will develop the knowledge and skills needed to investigate and address important issues in health organizations using the methods of health services research, as well as to effectively use and evaluate the published literature. How to identify and define a question that is researchable, appropriately use primary and secondary data, choose and execute appropriate research designs, and select and apply appropriate qualitative, quantitative, survey, and evaluation methods.

**HCA 6665 Health Insurance and Reimbursement 3 credits.** Introduction to, and analysis of, health insurance in the United States. Select topics include reimbursement systems, public and private health insurance; their impact on patients, organizations, society, care delivery modes, and clinical and managerial quality.

**HCA 6680 Applied Topics in Health Care 3 credits.** Advanced readings and analysis in the areas of health economics, health finance, social aspects of medicine, bioethics, public health and epidemiology.

**HCA 6682 US Health Systems and Policy 3 credits.** An examination of US health industry, systems, and organizations from the four-point perspective of access, quality, finance,

and policy.

**HCA 6691 Independent Problems in Health Care Administration 1 - 3 credits.** Individual work under faculty guidance may be repeated for up to 6 credits.

**HCA 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Health Education Program

Program Director and Professor: McAleese  
Professor: Rankin  
Assistant Professors: Batacan, Olsen

## Master of Health Education (MHE)

The master's degree program in Health Education is designed to prepare students to teach strategies in health promotion/disease prevention. Coursework emphasizes the acquisition of skills to assess, plan, implement, and evaluate health education programs in the school, community, or worksite setting.

### Admission Requirements

To be accepted as a applicant for the Master of Health Education degree, the student must apply to, and meet all criteria for, admission to the Graduate School. In addition, the Health Education Program may require: (1) the applicant to have necessary background in the related natural sciences, and (2) that the applicant have the necessary background in tests and measurements and basic statistical procedures. Both thesis and non-thesis options are available.

### Entrance Procedure

The Program Director will review MHE applications. Admission standards and application procedures are presented in the Graduate Catalog. The Program Director will admit prospective students who satisfy the MHE Program and Graduate School admission requirements. Applicants who do not completely satisfy requirements are referred to the Admissions Committee to determine recommended admission or denial.

For classified admission into the program, applicants must satisfy the following criteria:

1. The student must apply to, and meet all criteria for, admission to the Graduate

School.

2. Submit all previous college transcripts and have a cumulative undergraduate grade point average of at least 3.0 in upper division courses. An applicant who currently holds a graduate degree must submit transcripts, but the undergraduate GPA requirement will not be part of departmental consideration.
3. Submit two letters of recommendation from individuals (non-relatives) who are familiar with their abilities. The letters should be sent to the Health Education Program at the same time the application is sent to the Graduate School.
4. Applicants must submit a typed essay (one to two pages, single spaced) describing their interest in pursuing the MHE degree and their vision of how it will facilitate their career goals.

Applicants currently holding degrees at the doctoral level from an accredited institution will not be required to submit GRE general test scores, except for applicants who have a professional doctoral degree (e.g., PharmD and Juris Doctorate). Those holding degrees at the baccalaureate and master's level must submit GRE general test results to the Graduate School.

### Course Requirements

HE/MPH 6605 Leadership and Administration	3 cr
HE/MPH 6620 Health Program Planning and Evaluation	3 cr
HE 6639 Teaching Strategies in Health	3 cr
HE/MPH 6640 Research and Writing in Health	3 cr
HE/MPH 6660 Behavior Change Theory and Applications	3 cr

In addition, one of the following:

HE 6623 Curriculum and Supervision	3 cr
MPH 6604 Social and Cultural Perspectives in Public Health	3 cr

### Thesis Option

HE 6650 Thesis	6 cr
Approved Electives	6 cr
TOTAL	30 cr

### Non-Thesis Option

HE 6651 Master's Project in Health Education	6 cr
Approved Electives	6 cr
TOTAL	30 cr

## Health Education Graduate Courses

**HE 5501 Issues in Health and Wellness 1-3 credits.** Contemporary health and wellness issues emphasizing education interventions and application. Topics may include: death and dying, computer technology in health, healthy aging, motivation, emergency preparedness, alternative and complementary medicine, international health. May be repeated to 6 credits with different content. PREREQ: PERMISSION OF INSTRUCTOR.

**HE 5525 Patient Education Skills 2 credits.** Explores the foundations and application of organizational and communication skills which promote a positive atmosphere for patient education in clinical and worksite settings.

**HE 5542 Environmental Health and Health Education 3 credits.** Study of a variety of issues related to protecting and preserving the environment with an emphasis on school and community educational programs. PREREQ: ADMISSION TO HEALTH EDUCATION PROGRAM OR PERMISSION OF INSTRUCTOR.

**HE 5543 Substance Abuse and Health Education 3 credits.** Study of the physical, psychological, sociological, and environmental factors related to drug use with emphasis on school and community prevention programs. PREREQ: ADMISSION TO HEALTH EDUCATION PROGRAM OR PERMISSION OF INSTRUCTOR.

**HE 5545 Human Sexuality and Health Education 3 credits.** Study of the multifaceted nature of human sexuality with an emphasis on school and community-level educational programs. PREREQ: ADMISSION TO HEALTH EDUCATION PROGRAM OR PERMISSION OF INSTRUCTOR.

**HE 5585 Independent Problems in Health Education 1-3 credits.** Individual work under staff guidance. Field and/or library research on specific health education problems of interest to majors and minors. Permission of instructor. May be repeated up to 6 credits.

**HE 5591 Health Education Workshop 1-3 credits.** A critical analysis of one or more areas of health education. Limited enrollment. May be repeated up to 6 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**HE 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. Must be graded S/U.

**HE 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**HE 6605 Leadership Policy and Administration 3 credits.** Development of leadership and administrative skills which contribute to implementation of effective public health policies and programs. Students will learn strate-

gic planning, facilitation techniques, communication strategies, budget development, and management. Cross-listed with MPH 6605.

**HE 6620 Health Program Planning and Evaluation 3 credits.** Theory and processes of assessment, planning, implementing, and evaluating health education, promotion, and disease prevention programs. Principles taught in this course will be applied to community situations. Cross-listed as MPH 6620.

**HE 6623 Curriculum and Supervision 3 credits.** Consideration of the health education curriculum in public schools and in colleges and universities. Recent developments and current trends that influence the curriculum and supervision policies. Observation techniques, standards in judging instruction, the supervisory conference, cooperative supervision, basic foundation of curriculum construction, and lesson planning.

**HE 6639 Teaching Strategies in Health 3 credits.** An advanced study of strategies and innovative methods of teaching health education. Emphasis on application to a variety of educational levels.

**HE 6640 Research and Writing in Health 3 credits.** Application of principles of research design in the health sciences. Requires preparation of a thesis/project proposal. Cross-list with MPH 6640.

**HE 6648 Problems in Health Education 1-3 credits.** Individual and group study of problems in the area of health. May be repeated to 6 credit hours. PREREQ: APPROVAL OF ADVISOR AND/OR CHAIRPERSON. Graded S/U.

**HE 6650 Thesis 1-6 credits.** Graded S/U. May be repeated.

**HE 6651 Master's Project in Health Education 1-6 credits.** Graded S/U. May be repeated.

**HE 6655 Internship 1-3 credits.** Administration, supervision and operation of a community health program. Students work under the direction of a graduate faculty member and practicing administrator. May be repeated up to 3 credits. PREREQ: APPROVAL OF ADVISOR AND/OR CHAIR. Graded S/U.

**HE 6660 Behavior Change Theory and Applications 3 credits.** Provides a basic understanding of the social, emotional, and lifestyle factors related to health behavior. Strategies designed to identify barriers to behavior and to enhance the health of selected populations are examined. Cross-listed with MPH 6660.

**HE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Master of Science in Medical Laboratory Science

Program Director & Clinical Associate Professor: Nehr-Kanet  
Assistant Professor: Ma  
Clinical Associate Professors: Galindo  
Clinical Professor: Spiegel (Emeritus)

Medical laboratory scientists are vital healthcare detectives, uncovering and providing key medical information from laboratory analyses that assist physicians in patient diagnosis, treatment, as well as in disease monitoring or prevention.

Laboratory testing encompasses such disciplines as clinical chemistry, hematology, immunology, transfusion medicine, microbiology, and molecular biology.

The Medical Laboratory Science program is located in the Division of Health Sciences, Kasiska School of Health Professions in both Pocatello and Meridian Idaho.

The Master of Science in Medical Laboratory Science degree is designed for either the practicing medical laboratory scientist (certified lab professional) or those students who wish to become certified and then go into leadership positions in administration, education or specialize in a certain area of athology/laboratory medicine. Graduates are ideally suited for positions involving teaching, laboratory management, and research. Full-time and part-time options are available, and many courses are available online. A curriculum of course work and research project is designed and personalized for each student, depending on his/her area of interest and experience.

The M.S. program in Clinical Laboratory Science requires an original research project that culminates in a thesis, a minimum of 32 credits earned in graduate courses (including research and thesis), and expertise in core conceptual areas of Medical Laboratory -Science (scientific, administrative, or educational).

### Admission Requirements

Applicants must have a minimum 3.0 GPA for upper division credits taken at the undergraduate level. Graduate School Admission GPA is calculated based on the last 60± semester un-

dergraduate credits (90± quarter credits). The student must apply to, and meet all criteria for admission to the Graduate School.

In addition, admission into the M.S. program will require the student to meet one of the two following conditions:

1. Professionals already certified as Medical Laboratory Scientist (BOC) and completion of a B.S. or B.A. degree in a related science from an accredited university or college. Note: Certification as Medical Laboratory Scientist categorical does not wholly satisfy this requirement.

OR

2. Professional entry-level M.S. completing certification requirements while pursuing the M.S. degree. Completion of a B.S. or B.A. degree from an accredited institution and completion of the following requirements during the M.S. program of study:

- a. At least 16 semester hours of chemistry to include inorganic chemistry and some combination or organic, biochemistry and analytical chemistry;
- b. At least 16 semester hours of biology, to include at least one semester in microbiology, cell biology, genetics, immunology, anatomy and physiology and human pathophysiology.
- c. Successful completion of the ISU Medical Laboratory Science professional program, accredited by NAACLS (National Accrediting Agency for Clinical Laboratory Science). Successful completion qualifies the applicant to take the national credentialing examinations offered by Board of Certification (BOC) and this should be attempted within one year of finishing the MLS professional block and prior to completion of the MLS research thesis.

## Core Curriculum Areas

The three core areas for Medical Laboratory Science that all students could include in their programs of study are:

1. Scientific subject core area including pathology, hematology, transfusion medicine (immunohematology), clinical chemistry, genetics, microbiology or molecular biology.
2. Management core area including information management, statistics, Quality Assurance Programs (i.e. Westgard, 6 Sigma Lean) predictive value theory, personnel, financial, organizational or regulatory concepts.
3. Educational core area including educational design and adult learning for professionals within and outside the medical labora-

tory setting.

Students are expected to have significant exposure to these core areas by the time they complete their degree requirements. Students coming in with MLS credentials have already demonstrated mastery of the core scientific subject area and those who do not have these credentials will be expected to demonstrate mastery by an examination administered by the program before they finish their M.S. studies.

Students may opt to gain expertise through a variety of mechanisms including independent readings, formal course work, seminars or special projects. For those students who are not already credentialed, the 6 credits of the MLS Practicum are at the undergraduate level. This does not count toward the 32 graduate credit requirements.

Required Courses for the M.S. in MLS used to satisfy the core areas described below:

MLS 4490, MLS 4491, MLS 4492, MLS 4493 and MLS 4494 Practicum experiences 6 cr (does not count for graduate credit)

OR

BOC MLS certification (does not count for graduate credit)

MLS 6648 Graduate Problems (research)	4 cr
MLS 6650 Thesis	6 cr
and	
at least 3 cr of MLS graduate course work (MLS 6640, MLS 6641, MLS 6642, MLS 6643 and/or MLS 6644)	3 cr

The remaining credits are to be taken from graduate-level courses (a minimum of 16 at the 6600 level) in one or more of the core areas with the approval of the applicant's committee and MLS Program Director.

Three graduate level courses (6 to 9 credits) approved by the graduate student's committee may be taken from outside the department (to be taken at Boise State University, Idaho State University, or another approved university) and may include adult education, management, and/or medical informatics.

The thesis project may be in a core scientific subject, management or education or a combination thereof.

## Medical Laboratory Science Courses

**MLS 5512 Urinalysis and Body Fluids 1 credit.** Fundamental principles of urine and body fluid analysis with correlation of laboratory methods and practice. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5514 Hematology and Hemostasis 3 credits.** Theoretical and applied aspects of medical hematology and hemostasis with emphasis on recognition and correlation of abnormal laboratory observations with pathological conditions. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5516 Medical Microbiology I 3 credits.** Study and identification of medically important bacteria, viruses, fungi, chlamydiae, rickettsiae, and parasites as applicable to laboratory and infection control settings. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: BIOL 2235 OR 2221 OR EQUIVALENT. ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5518 Medical Chemistry and Instrumentation 3 credits.** Theoretical and applied aspects of medical chemistry with emphasis on test development, validation, and use in diagnosis and management of pathological conditions. Graduate students will prepare, conduct and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5520 Medical Immunology 2 credits.** Practical aspects of immunology with emphasis on pathological conditions and laboratory practice. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5522 Basic Concepts in Transfusion Medicine 2 credits.** Practical aspects and theoretical considerations of major blood groups with respect to transfusion therapy. Oral and written project presentation required for graduate credit. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5524 Medical Laboratory Fundamentals 1 credit.** Theory and application of basic techniques and instruments used in all areas of medical laboratories. Graduate students will evaluate laboratory methods and write standard operating procedures.. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE. LAB FEE.

**MLS 5531 Medical Microbiology II 3 credits.** Advanced topics in medical microbiology, including application of laboratory techniques to the identification and evaluation of medically important pathogens, and correlations with disease states. Graduate students will prepare, conduct and evaluate case study sessions. PREREQ: CLS 5516 MEDICAL MICROBI-

LOGY I, ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5533 MLS Management and Education 2 credits.** Advanced principles of current personnel, financial, regulatory issues, laboratory information systems, management, and education. Student presentations will be required. Students taking the course for graduate credit will prepare, conduct and evaluate a project. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5535 Molecular Diagnostics 3 credits.** A comprehensive overview of the fundamental principles of medical molecular diagnostics and use of molecular techniques in the diagnosis of disease. Topics include: nucleic acid structure and function, genetics, DNA chemistry, introduction to nucleic acid isolation, identification and amplification techniques. Graduate students will prepare, conduct, and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5537 Critical Analysis of Lab Information 3 credits.** Evaluation of clinical laboratory values with emphasis on advanced methods, specialized statistics, algorithm building, and clinical correlations. Graduate students will prepare, conduct and evaluate case study sessions. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5539 Advanced Concepts in Transfusion Medicine 2 credits.** Advanced topics in Immunohematology. Application of laboratory techniques to the identification and evaluation of antibodies and antigens. Emphasis on transfusion therapy. Graduate students will prepare, conduct and evaluate case study sessions. PREREQ: CLS 5522 BASIC CONCEPTS IN TRANSFUSION MEDICINE. ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5541 MLS Graduate Research 1-3 credits.** Individual theory and application of related topics associated with the medical laboratory. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE.

**MLS 5555 MLS Student Laboratory Practices 2 credits.** Directed practice in the advanced tests and techniques in common use in the medical laboratory (including molecular biology, microbiology, hematology, chemistry, blood bank). Graduate students will be responsible for higher complexity testing and advanced problem solving exercises. PREREQ: ACCEPTANCE INTO MLS PROGRAM. PROFESSIONAL FEE. LAB FEE.

**MLS 6640 Advanced Topics in Hematology 1-4 credits.** Current research and practice in hematology and hemostasis including molecular approaches to medical diagnosis and treatment. May be repeated for a maximum of 4 credits.

**MLS 6641 Advanced Topics in Immunology and Transfusion Medicine 1-4 credits.** Current research and practice in immunology and transfusion medicine including molecular approach to diagnosis and treatment. May be repeated for a maximum of 4 credits.

**MLS 6642 Advanced Topics in Medical Chemistry 1-4 credits.** Current research and practice in medical chemistry including innovative instrumentation and molecular diagnostics. May be repeated for a maximum of 4 credits.

**MLS 6643 Advanced Topics in Medical Laboratory Education 1-4 credits.** Curriculum design and evaluation in the Medical Laboratory setting. May be repeated for a maximum of 4 credits.

**MLS 6644 Advanced Topics in Medical Microbiology 1-4 credits.** Current research and in microbiology and molecular diagnostics including the molecular basis of important infectious diseases, microbial pathogenesis, and host-pathogen interactions. May be repeated for a maximum of 4 credits.

**MLS 6648 Graduate Problems 1-9 credits per semester (may be repeated).** Thesis related research. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR. GRADED S/U

**MLS 6650 Thesis 1-9 credits.** Thesis related research. May be repeated. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR. Graded S/U.

## Master of Public Health (MPH)

Program Director and Assistant Professor: Fore

Assistant Professor: Mispierita

Public health has as a basic goal to improve the health of populations through planning, implementing, and evaluating health promotion and disease prevention programs. Public health professionals design these intervention programs by using a combination of health education and related organizational, economic, legislative, and environmental supports to enhance the probability of creating a healthier populace.

The Master of Public Health Program curriculum prepares individuals to carry out the following core public health functions as defined by the American Public Health Association: assess both the health needs and the resources available in a community, assist in health policy development that supports programs in prevention, and assure that necessary, high quality, effective services including education are available to every citizen.

To meet this challenge, the MPH degree at Idaho State University is designed to meet the needs of two types of students: (1) those practicing health professionals who desire to augment their previous preparation so they may better implement health promotion strategies in their current work setting or community, and (2) those professionals who wish to train for careers in public health.

Core courses focus on the acquisition of requisite public health knowledge and skills in the disciplines of epidemiology, biostatistics, health policy management, social and behavioral sciences and environmental health. Elective courses allow the student to focus additional coursework in her/his chosen area of interest.

### Admission Requirements

For classified admission into the program, applicants must satisfy the following criteria:

1. The student must apply to, and meet all criteria for, admission to the Graduate School.
2. Have a cumulative undergraduate grade point of at least 3.0 in upper division (3000-4000 level) courses. Applicants who currently hold a graduate degree must submit their transcripts. All official college transcripts must be submitted to the ISU Graduate School.
3. Score an average of at least 40th percentile when considering both quantitative and verbal sections of the GRE general test but no lower than the 20th percentile in either section. No other instruments such as MCAT, LSAT, or GMAT may be substituted.
4. Applicants currently holding degrees at the doctoral level from an accredited institution will not be required to submit GRE general test scores (this includes professional doctoral degrees such as PharmD, Juris Doctorate, Medical Doctor, Doctor of Osteopathy, Doctor of Veterinary Medicine). Students who are admitted as Classified w/PR status without GRE scores must take the general test within their first semester of enrollment. Continuation in the program is contingent on the student meeting GRE score requirements. GRE scores must be submit-

ted to the Idaho State University Graduate School.

5. Have two letters of recommendation from non-relative individuals familiar with applicant's academic or professional abilities (no personal references) sent to the Department of Health and Nutrition Sciences at the same time application is sent to the Graduate School. The letters must be sealed with the signature of the recommender across the envelope flap.
6. Submit a typed essay (one to two pages, single spaced) describing applicant's interest in pursuing the MPH degree and vision of how it will facilitate the applicant's career goals.
7. International students who have not graduated from an accredited college or university in the United States, and whose native language is not English, must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL). Satisfactory TOEFL requirements for classified admission are described in the Idaho State University Graduate Catalog under "Admission of International Students." In addition, international student applicants who have not graduated from an accredited college or university in the United States must take the GRE and are required to score in the 40th percentile on at least one section of the GRE but no lower than the 20th percentile on the other section.

### General Requirements:

Applicants' transcripts will be evaluated by the Departmental Graduate Admissions Committee at the time of application to determine if deficiencies exist in the undergraduate coursework. Any deficiency that is identified must be made up prior to beginning the MPH program. Committee members will specify to the student courses that must be taken to rectify any deficiency.

Students pursuing the MPH degree must complete a minimum of 48 credits of coursework, including a 6-credit thesis and 9 credits of elective course work.

All students must maintain a satisfactory record of scholarship. A 3.0 grade point average (GPA) is required for any graduate degree or certification at Idaho State University. A grade below B is essentially failing at the graduate level. Students who earn a grade below a B in a core course will be required to retake that course. Students who earn grades below a B in two courses will be dismissed from the program.

### Course Requirements

The MPH curriculum includes 36 credit hours of core courses, 6 credit hours of approved, electives at the graduate level, and 6 credit hours of either a thesis or a project.

MPH 6601	Applications in Epidemiology	3 cr
MPH 6602	Biostatistics	3 cr
MPH 6604	Social and Cultural Perspective in Public Health	3 cr
MPH/HE 6605	Leadership, Policy and Administration	3 cr
MPH 6606	Environmental and Occupational Health	3 cr
MPH 6607	US and Global Health Systems	3 cr
MPH 6608	Technological Applications in Public Health	3 cr
MPH 6609	Seminar in Public and Community Health	3 cr
MPH/HE 6620	Health Program Planning and Evaluation	3 cr
MPH/HE 6640	Research and Writing in Health	3 cr
MPH 6655	Internship	3 cr
MPH/HE 6660	Behavior Change Theory and Applications	3 cr
<b>Core Total</b>		<b>36 cr</b>
<b>Thesis Option</b>		
MPH 6650	Thesis	6 cr
Approved Electives		3 cr
<b>Project Option</b>		
MPH 6651	Project	6 cr
Approved Electives		6 cr
<b>MPH Program Total</b>		<b>48 cr</b>

### Master of Public Health Graduate Courses

**MPH 5585 Independent Study in Public Health 1–3 credits.** Individual work under staff guidance. Field and/or library research on specific public health problems of interest to majors and minors. Permission of instructor. May be repeated up to 6 credits.

**MPH 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MPH 6601 Applications in Epidemiology 3 credits.** Facilitates an epidemiological approach to problem solving in the health sciences through practical application of field epidemiology concepts and methods. PREREQ: PERMISSION OF INSTRUCTOR IF STUDENT IS NOT IN THE MPH PROGRAM.

**MPH 6602 Biostatistics 3 credits.** This course will equip students with a conceptual understanding of the calculation and interpretation of inferential statistics in public health research. PREREQ: PERMISSION OF INSTRUCTOR IF STUDENT IS NOT IN THE MPH PROGRAM.

**MPH 6604 Social and Cultural Perspectives in Public Health 3 credits.** Exploration of multicultural health beliefs, health disparities and needs of our society focusing on local cultures to develop culturally competent interventions. Learn about ethical issues, social justice, community systems, coalition building, and development of community partnerships.

**MPH 6605 Leadership Policy and Administration 3 credits.** Development of leadership and administrative skills which contribute to implementation of effective public health policies and programs. Students will learn strategic planning, facilitation techniques, communication strategies, budget development, and management. Cross-listed with HE 6605.

**MPH 6606 Environmental and Occupational Health 3 credits.** Understanding the interaction of humans with their environment and the implications of human actions. Learn about assessment and control of health risks posed by chemical and biological contaminants and physical exposures (noise, heat, and radiation) in occupational and non-occupational environments.

**MPH 6607 U.S. and Global Health Systems 3 credits.** Explore the historical and contemporary multi-layered social, cultural, political, and economic determinants in the US and internationally that shape health status, health behavior, and health inequalities. Practical application of creating appropriate interventions specific to the target population.

**MPH 6608 Technological Applications in Public Health 3 credits.** Introduction and application of software programs utilized in public health practice. Examples include SPSS, MS Excel, GIS, EpiInfo, MS Publisher. PREREQ: MPH 6602.

**MPH 6609 Seminar in Public and Community Health 3 credits.** Study of topics, trends and challenges within public health.

**MPH 6620 Health Program Planning and Evaluation 3 credits.** Theory and processes of assessment, planning, implementing, and evaluating health education, promotion, and disease prevention programs. Principles taught in this course will be applied to community situations. Cross-listed as HE 6620.

**MPH 6632 Community Health 3 credits.** A study of the role of health education/health promotion in the community setting. Emphasis on methods to build coalitions to address community health concerns and on the role of needs assessment.

**MPH 6640 Research and Writing in Health 3 credits.** Application of principles of research design in the health sciences. Requires preparation of a thesis/project proposal. Cross-list with HE 6640.

**MPH 6650 Thesis 1-6 credits.** Completion of a thesis/manuscript. Practical application of knowledge/skills in a public health setting. Graded S/U. May be repeated. PREREQ: MPH 6601, 6602, 6603, 6620, AND 6640.

**MPH 6651 Public Health Project 1-6 credits.** Completion of a public health project. Practical application of knowledge/skills in a public health setting. May be repeated. Graded S/U. PREREQ: MPH 6601, MPH 6602, MPH 6603, MPH 6620, and MPH 6640.

**MPH 6655 Public Health Internship 3 credits.** Application of skills in a public health agency, organization or other entity to provide the student with practical experience in the field. Graded S/U. May be repeated.

**MPH 6660 Behavior Change Theory and Applications 3 credits.** Provides a basic understanding of the social, emotional, and lifestyle factors related to health behavior. Strategies designed to identify barriers to behavior and to enhance the health of selected populations are examined. Cross-listed with HE 6660. PREREQ: PERMISSION OF INSTRUCTOR.

**MPH 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## School of Nursing

Mary A. Nies, PhD, RN, FAAN, FAAHB  
Dean and Professor, School of Nursing  
Karen S. Neill, Ph.D., R.N., SANE-A  
Associate Director for Graduate and Undergraduate Studies and Clinical Assistant Professor:

Professors: Neill, Nies  
Associate Professor: Arvidson  
Assistant Professor: Tavernier,  
Clinical Associate Professor: Pesnell  
Clinical Assistant Professors: Adams, Baron,  
Belliston, Bledsoe, Ovitt, Reiland, Sabel,  
Jardine-Dickerson, Ro-cha  
Clinical Instructors: Moore, Omotowa

### Mission and Vision

#### Mission

The SON Mission is to prepare exemplary

nurse leaders who integrate education, service and research to enhance the quality of life for diverse and rural populations.

#### Vision

The SON Vision is to be an internationally renowned college of nursing sought out by those who are committed to lifelong inquiry for improving the health of diverse populations.

### Degree Programs

Degree programs offered by the School of Nursing include:

Doctor of Philosophy (Ph.D.) in Nursing  
Doctor of Nursing Practice (DNP)  
DNP specific options include: Family Nurse Practitioner (FNP), Adult Gerontology Clinical Nurse Specialist (ACNS) and Psychiatric Mental Health Nurse Practitioner (PMHNP)  
Master's in Nursing (M.S)  
M.S. specific options include: Education and Leadership

### Accreditation

The graduate and undergraduate programs in the School of Nursing are accredited by the American Association of College of Nursing, Commission on Collegiate Nursing Education (CCNE).

Note: The DNP program in the SON is scheduled for initial accreditation review in the fall of 2014. The Ph.D. in Nursing program not subject to CCNE accreditation.

### School of Nursing Fees:

The School of Nursing (SON) charges a student professional fee each semester of enrollment including summer session in any nursing program. Other fees may apply. Please see ISU School of Nursing Finance and Administration website at <http://www.isu.edu/finserv/costinfo.shtml> for further information.

Students may be required to enroll in Nursing Education Exchange (NEXus) courses as part of any graduate program/option in Nursing.

## Doctor of Philosophy (Ph.D.) in Nursing

The Ph.D. in Nursing degree program will prepare the candidate to conduct independent research, collaborate as a scholar and leader, and educate for improving health and health care globally. The Ph.D. program will admit students on full time status. The Ph.D. in Nursing program is delivered online.

### Goals

The Ph.D. in Nursing is designed with a research emphasis dedicated to extending nursing science and improving the delivery of

health care for rural and vulnerable individuals, families and communities within existing cultural, geographical, and health care context. An interprofessional research focus will provide an opportunity for students to learn by collaborating with other professionals, and prepare graduates for leading change and advancing health and health care systems.

### Ph.D. Degree Program Outcomes

Each student will complete a core curriculum and work closely with faculty to complete an individualized course of study that fulfills the student's goals and develops the foundation for a program of research using online technologies integrating an interprofessional approach to:

1. Communicate scientific knowledge through mentorship, collaboration, and dissemination.
2. Create original research that contributes to scientific nursing knowledge.
3. Contribute to the development of methodologies congruent with the broad concerns of the nursing discipline.
4. Contribute to the discovery, application and integration of nursing and interprofessional knowledge and leadership.

### Admission Requirements:

The student must apply to and meet all requirements for admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Earned Bachelor of Science (B.S. in Nursing or B.S.N.) from programs accredited the Commission on Collegiate Nursing Education (CCNE) for the accreditation commission or Education in Nursing (ACEN). Master's degree in Nursing from an accredited program will be considered.
2. Cumulative GPA of 3.5 or higher from a Bachelor of Science in Nursing (B.S. or B.S.N.) program of study or  $\geq 3.5$  GPA based on previous 60 credits of undergraduate coursework.
3. English Proficiency Exams: Students whose native language is not English must provide evidence of satisfactory scores on the English Foreign Language (TOEFL) or on the International English Language Testing System (IELTS). (See Graduate Catalog for details).
  - a. Satisfactory TOEFL requirements for admission include: 1) Internet-based total test score of 80 with a score of at least 20 on each Section and 23 or above on the Speaking Section; or 2) Computer-based total test score of 213 with a score of at



least 21 on Section 1 (Listening Comprehension); or 3) Paper-based total test score of 550 with a score of at least 55 on section 1 (Listening Comprehension).

- b. Satisfactory IELTS requirement for admission include scoring 6.5 or higher on the total band and 6.5 on the speaking test component. Completed application to the SON by established deadline
5. Verification of valid and current unencumbered Registered Nursing license.
6. Completion of a preadmission interview by the SON Ph.D. Admissions Committee. If the applicant resides at a distance over 100 miles, an interview by video conference may be provided for at the student's expense.
7. Mandatory attendance at the orientation for the Ph.D. program to be held on the ISU campus in the summer session following admission.

The SON Ph.D. Admissions committee will make the final recommendation regarding admission. This decision will be based on evaluation of established application and admission requirements.

### Application Requirements

The student must apply to and meet all requirements for admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Application to the Graduate School AND to the School of Nursing with payment of appropriate fees (separate application process).
2. Submission of official transcripts of all degrees including the completion of BS in Nursing or BSN from an accredited nursing program.
3. Evidence of completing descriptive or inferential statistics course with a C grade or higher prior to admission to the program.
4. Submission of a professional essay (3-4 pages).
5. Submission of a writing sample (professional paper).
6. Three professional references attesting to the applicant's capacity and potential for doctoral study. Two references should be from academic sources and one from a recent employer.
7. Submission of professional vitae or resume.

### Selection Schedule for Ph.D. Program

Application for the Ph.D. program will open in September of any academic year. Preference

will be given to applications submitted by February 1 of any year. Applications are accepted on a rolling basis until class filled. Notification of applicants selected for admission and alternates will be announced by April 14 of any year.

### Dissertation Preparation and Advancement to Candidacy

#### Comprehensive Examination

The student must complete designated required and elective courses in order to complete the comprehensive qualifying examination requirements. If the student fails any component of the comprehensive examination, the student may retake the examination one time within established ISU SON guidelines, Ph.D. Handbook.

#### Admission to Candidacy

Each student that has successfully completed the comprehensive examination may apply for degree candidacy.

#### Dissertation

Once the student has been admitted to degree candidacy, the student enrolls in NURS 8890 for completion of the dissertation until completed.

### Continuous Enrollment

Students must maintain continuous enrollment in dissertation (NURS 8890) credit while in the process of research and writing the dissertation.

\*Upon admission to the Ph.D. program the student will be provided access to a SON Ph.D. Handbook which will include further information, program specific policies and procedures.

#### Required Courses and Electives

NURS8805 Philosophy of Inquiry	3 cr
NURS8808 Theoretical and Conceptual Analysis in Nursing Science	3 cr
NURS8809 Rural/Global Communities in Society	2 cr
NURS8813 Advanced Qualitative Analysis	3 cr
NURS8814 Advanced Statistics: Multivariate	3 cr
NURS8815 Advanced Quantitative Analysis	3 cr
NURS8816 Advanced Statistical Methods	3 cr
NURS8825 Grant and Scholarly Writing	2 cr
NURS8826 Advanced Scientific Writing	2 cr
NURS8830 Mixed Methods in Health Care Research	3 cr
NURS8835 Mentored Research Project	4 cr
NURS8840 Health Policy	3 cr
NURS8890 Dissertation	1-12 cr
Electives	9 cr
NURS 8880/8881/8882/8883 Research Seminar	1 cr each
Total	59 cr

## Curriculum for the Bachelor of Science in Nursing to Doctor of Philosophy in Nursing Program

#### Fall Semester

NURS 8805 Philosophy of Inquiry	3 cr
NURS 8809 Rural/Global Communities in Society	2 cr
NURS 8813 Advanced Qualitative Analysis	3 cr
NURS 8814 Advanced Statistics: Multivariate	3 cr
NURS 8880 Research Seminar	1 cr
Total	12 cr

#### Spring Semester

NURS 8815 Advanced Quantitative Analysis	3 cr
NURS 8840 Healthy Policy	3 cr
NURS 8825 Grant and Scholarly Writing	2 cr
NURS 8881 Research Seminar	1 cr
Elective	3 cr
Total	12 cr

#### Year 2

##### Fall Semester

NURS 8808 Theoretical and Conceptual Analysis in Nursing Science	3 cr
NURS 8826 Advanced Scientific Writing	2 cr
NURS 8830 Mixed Methods in Health Care Research	3 cr
NURS 8882 Research Seminar	1 cr
Elective	3 cr
Total	12 cr

##### Spring Semester

NURS 8835 Mentor Research Project	4 cr
NURS 8816 Advanced Statistical Methods	3 cr
NURS 8883 Research Seminar	1 cr
Elective	3 cr
Oral Examination	
Total	11 cr

#### Year 3

##### Fall/Spring Semester

NURS 8890 Dissertation	12 cr
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## Doctor of Nursing Practice (DNP)

### DNP Degree Program

The primary objective of the DNP degree program is to prepare clinical leaders who can effectively evaluate clinical outcomes, identify and manage health care needs of individuals, families, and populations, use technology and information to transform health care systems, and participate in interprofessional collaboration to develop efficient and effective models of health care delivery. The graduate of the DNP program will be prepared for specific national certification examination.

The DNP program options are delivered online. The DNP program will enroll students on full time, part time or Post Master's status. Admission to any option on full time, part time or Post Masters status is contingent on sufficient enrollment as defined by the SON. Three specific options are open for enrollment in the DNP program. These options include: Family Nurse Practitioner (FNP), Adult Gerontology Clinical Nurse Specialist (ACNS), and Psychiatric Mental Health Nurse Practitioner (PMHNP).

In order to be eligible for Post Master's DNP

degree program, the applicant must hold national certification as a Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP) or Adult-Gerontology Clinical Nurse Specialist (ACNS).

#### Option Descriptions for the DNP degree program:

**Family Nurse Practitioner (FNP):** The Family Nurse Practitioner (FNP) is prepared to be a leader in primary care, combining the roles of provider, mentor, educator and administrator. The FNP is prepared to practice autonomously and in collaboration with other healthcare professionals to provide evidence-based care to individuals, families, and populations across the lifespan in a variety of settings.

**Adult-Gerontology Clinical Nurse Specialist (ACNS):** The Adult-Gerontology Clinical Nurse Specialist (ACNS) demonstrates expert knowledge and ability to advance health care in adult and geriatric populations. The ACNS functions in collaboration with health care professionals for continuous improvement of patient outcomes and nursing care through three spheres of influence including the patient, nurse and system.

**Psychiatric Mental Health Nurse Practitioner (PMHNP):** The Psychiatric Mental Health Nurse Practitioner is prepared to provide psychiatric mental health care along the wellness-illness continuum, effectively evaluate clinical outcomes, and identify and manage primary and acute mental health care needs of individuals and families.

#### DNP Program Outcomes

Upon completion of the DNP degree program, the graduate will:

1. Assume interprofessional leadership to advance clinical practice and health care delivery to rural and diverse populations.
2. Integrate nursing science into evidence based care for individuals, families, and communities to improve outcomes.
3. Incorporate practice initiatives to improve systems of health care delivery.
4. Advocate policy for health care.

#### Admission Requirements:

The student must apply to and meet all requirements for admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Earned Bachelor of Science (B.S. in Nursing or B.S.N.) from programs accredited by the commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
2. Cumulative GPA of 3.0 or higher

(calculated based on previous 60 credits of undergraduate coursework) from a Bachelor of Science degree (B.S. in Nursing or BSN).

3. English Proficiency Exams: Students whose native language is not English must provide evidence of satisfactory scores on the English Foreign Language (TOEFL) or on the International English Language Testing System (IELTS). (See Graduate Catalog for details).
  - a. Satisfactory TOEFL requirements for admission include: 1) Internet-based total test score of 80 with a score of at least 20 on each Section and 23 or above on the Speaking Section; or 2) Computer-based total test score of 213 with a score of at least 21 on Section 1 (Listening Comprehension); or 3) Paper-based total test score of 550 with a score of at least 55 on section 1 (Listening Comprehension).
  - b. Satisfactory IELTS requirement for admission include scoring 6.5 or higher on the total band and 6.5 on the speaking test component.
5. Completed application to the SON by established deadline. Verification of valid and current unencumbered Registered Nursing license.
6. Completion of a preadmission interview by the SON DNP Admissions committee. If the applicant resides at a distance over 100 miles, an interview by videoconference may be provided for at the student's expense.

Two years of documented previous healthcare or nursing experience before admission is preferred, but not required.

The SON DNP Admissions committee will make the final recommendation regarding admission. This decision will be based on evaluation of established application and admission requirements.

Admission to the FNP, or ACNS or PMHNP DNP degree option is contingent on sufficient enrollment as defined by the SON.

#### Application Requirements:

The student must apply to and meet all requirements for admission to the Graduate School. In addition, the following must be complied with:

1. Application to the Graduate School AND to the School of Nursing with payment of appropriate fees (separate application process).
2. Submission of official transcripts of all degrees including the completion of the Bachelor of Science in Nursing (B.S.N. or B.S. in Nursing) from an accredited

nursing program. Official transcripts must be sent directly to the Graduate School from the Registrar's office of the applicant's previous institution(s) of study.

3. Evidence of completing prerequisite descriptive or inferential statistics course with a C grade or higher prior to admission to the program.
4. Submission of professional essay.
5. Three professional references attesting to the applicant's capacity and potential for clinical doctoral study.
6. Submission of professional vitae or resume.

#### Selection Schedule for DNP Program

Application for the DNP program will open in October of any academic year. Preference will be given to applications submitted by February 1 of any year. Applications are accepted on a rolling basis until class filled. Notification of applicants selected for admission and alternates will be announced by April 14th of any year.

#### Graduation Criteria

1. Successfully complete a scholarly project.
2. Successfully pass an oral examination.
3. Meet all requirements established by ISU, the Graduate School and the School of Nursing for graduation with the DNP degree.

#### Scholarly Project

The scholarly project includes synthesis of scientific evidence and theoretical principles within a practice environment(s) to improve healthcare outcomes. The Scholarly Project involves the incorporation of knowledge of current and emerging healthcare technologies to improve care delivery and organizational systems for groups and populations. Requires a minimum of eight credit hours.

#### Continuous Enrollment

Following admission to doctoral study, and enrolling in credits for scholarly project (NURS 7790) the student must maintain continuous enrollment until graduation.

#### Doctorate of Nursing Practice (DNP) Programs of Study

##### Core Courses (required for all DNP options)

Advanced Human Pathophysiology (Or NEXus course OR equivalent)	3 cr
NURS6611 Advanced Health Assessment	2 cr
NURS6611L Advanced Health Assessment Lab	2 cr
(96 clinical hours)	
PHAR6645 Pharmacotherapeutics for APN	3 cr
NURS5580 Genetics for the Health Care Professional	2 cr
NURS6600 Theoretical Foundations	3 cr
NURS6610 Advance Evidence Application	3 cr
NURS6655 Advanced Leadership	3 cr
NURS7720 Professional Issues of the DNP I	3 cr
NURS7723 Health Promotion for APN	3 cr
NURS7725 Informational Technology in	

Health Care	2 cr
NURS7735 Statistical Analysis in Evidence Based Practice	3 cr
NURS7760 Professional Issues of the DNP II	3 cr
NURS8809 Rural/Global Communities in Society	2 cr
NURS8826 Advanced Scientific Writing	2 cr
NURS8840 Health Policy Elective	3 cr 2 cr
NURS7790 Scholarly Project (384 project hours)	8 cr
TOTAL HOURS	Core Theory and Scholarly Project 52 cr

**Adult-Geriatric Clinical Nurse Specialist**

NURS6657 Advanced Adult-Gerontology Health	3 cr
NURS6657L Advanced Adult Gerontology Health Lab (96 clinical hours)	2 cr
NURS6658 Advanced Adult Gerontology Health	3 cr
NURS6658L Advanced Adult Gerontology Health Lab (96 clinical hours)	2 cr
NURS7750 Advanced Adult-Geriatric Health Concepts	2 cr
NURS7750L Advanced Adult-Geriatric Health Concepts Lab (144 clinical hours)	3 cr
NURS7785 Advanced Adult-Geriatric Practicum Lab (192 clinical hours)	4 cr
Elective	3 cr
Total Option Specific Credits	22 cr
Total Clinical Hours	13 cr 624

**Family Nurse Practitioner**

NURS6642 Primary Care of the Young Adult	3 cr
NURS6642L Primary Care of the Young Adult Lab (96 clinical hours)	2 cr
NURS6643 Primary Care of Child & Adolescents	3 cr
NURS6643L Primary Care of Child & Adolescents Lab (96 clinical hours)	2 cr
NURS6644 Primary Care of the Older Adult	3 cr
NURS6644L Primary Care of the Older Adult Lab (96 clinical hours)	2 cr
NURS7740 Primary Care Throughout the Lifespan	1 cr
NURS7740L Primary Care Throughout the Lifespan Lab (192 clinical hours)	4 cr
NURS7780 FNP Practicum (192 clinical hours)	4 cr
Total Option Specific Credits	24 cr
Total Clinical Hours	16 cr 768

**DNP Degree Program**

	FNP	ACNS
Total Core Credits	52	52
Total Option specific credits	24	22
Total Clinical credits (hrs)	16 (768hrs)	13 (624hrs)
Total Scholarly Project Credits (hrs)	8 (384hrs)	8 (384hrs)
<b>Total Credit (hrs)</b>	<b>76 (1152hrs)</b>	<b>74(1008hrs)</b>

**Psychiatric Mental Health Nurse Practitioner**

NURS7745 Adult Psychiatric Mental Health	3 cr
NURS7745L Adult Psychiatric Mental Health Practicum (96 clinical hours)	2 cr
NURS7755 Child/Adolescent Psychiatric Mental Health	3 cr
NURS7755L Child/Adolescent Psychiatric Mental Health Practicum (96 clinical hours)	2 cr
NURS 7795 Individual, Group, and Brief Therapies (192 clinical hours)	4 cr
NURS 7798 Psychiatric Mental Health NP Advanced Practicum (192 clinical hours)	4 cr
Total Option Specific Credits	18 cr
Total Clinical Hours	14 cr 672

**DNP Degree Program FNP, ACNS, PMHNP**

Total Core Credits	52
Total Option Specific Credits	24, 22, 18
Total Clinical credits (hrs)	16 (768 hrs) 13 (624 hrs) 14 (672 hrs)
Total Scholarly Project Credits (hrs)	8 (384 hrs)
<b>Total Credits (hrs)</b>	<b>76 (1152 hrs) 74 (1008 hrs) 73 (1056)</b>

## Master of Science in Nursing

The Master of Science in Nursing (M.S.) program is offered online and requires 40-43 credits depending upon the option in which the student is enrolled. Full time options are available in Leadership or Education options. Delivery of a Master's degree program option in any academic year is based on number of total applicants and ability to establish a full cohort at the time of the admission process as determined by SON.

**Pathways to the M.S. degree:**

Bachelor of Science (B.S.) to Master of Science (M.S.). Students enrolled in the Nursing Education option will be prepared to teach in an academic nursing program as well as in other settings. Students enrolled in the Nursing Leadership option will be prepared to assume leadership roles within acute, ambulatory care, or community based settings.

Application for the Master of Science degree options open in October of any academic year. Notification of applicants selected for admission and alternates will be announced by April 14th of any year.

**Admission Requirements**

The student must apply to and meet all requirements for admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Earned Bachelor of Science (B.S. in Nursing or BSN) from program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
2. Cumulative GPA of 3.0 or higher (calculated based on previous 60 credits of undergraduate coursework).
3. English Proficiency Exams: Students whose native language is not English must provide evidence of satisfactory scores on the English Foreign Language (TOEFL) or on the International English Language Testing System (IELTS). (See Graduate Catalog for details).
  - a. Satisfactory TOEFL requirements for admission include: 1) Internet-based total test score of 80 with a score of at least 20 on each Section and 23 or above on the Speaking Section; or 2) Computer-based total test score of 213 with a score of at least 21 on Section 1 (Listening Comprehension); or 3) Paper-based total test score of 550 with a score of at least 55 on section 1 (Listening

Comprehension).

- b. Satisfactory IELTS requirement for admission include scoring 6.5 or higher on the total band and 6.5 on the speaking test component.
5. Completed application to the SON by established deadline.
  6. Verification of valid and current unencumbered Registered Nursing license.

**Application Requirements**

The student must apply to and meet all requirements for admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following:

1. Application to the Graduate School AND to the School of Nursing with payment of appropriate fees (separate application process).
2. Submission of official transcripts of all degrees including completion of the Bachelor of Science in Nursing (BSN or B.S. in Nursing) degree from an accredited nursing program. Official transcripts must be sent directly to the Graduate School from the Registrar's Office of the applicant's previous institution(s) of study.
3. Evidence of completing prerequisite descriptive or inferential statistics course with a C grade or higher prior to admission to the program.
4. Submission of a professional essay (2-3 pages)
5. Three professional reference forms attesting to the applicant's capacity and potential for Master's study. (It is recommended two references be from academic sources and one from a recent employer.
6. Submission of professional vitae or resume.

**Master of Science (MS) Options of Study Required Coursework Nursing Education**

Advanced Human Pathophysiology (Or NEXus course OR equivalent)	3 cr
NURS 6600 Theoretical Foundations for Nursing Practice	3 cr
NURS 6602 Health Policy	3 cr
NURS 6610 Advanced Evidence Application	3 cr
NURS 6612 Health Care of Rural Communities	2 cr
NURS 6613 Health Assessment for Clinical Practice	2 cr
NURS 6613L Health Assessment for Clinical Practice Lab	1 cr
NURS 6621 Advanced Nursing Roles	2 cr
NURS 6633 Rethinking Nursing Education	3 cr
NURS 6635 Curriculum Issues and Development	3 cr
NURS 6640 Evaluation Issues and Strategies	3 cr
NURS 6639 Teaching and Learning Strategies	3 cr
NURS 6647 Advanced Practicum in Nursing Education (288 Practicum Hours)	6 cr
Electives	3-6 cr
Total Practicum Hours	336
Total Option Credits:	40-43

## Required Coursework Nursing Leadership

NURS6602 Health Policy	3 cr
NURS6600 Theoretical Foundations for Nursing Practice	3 cr
NURS6610 Advanced Evidence Application	3 cr
NURS6612 Health Care of Rural Communities	2 cr
NURS6621 Advanced Nursing Roles	2 cr
NURS6652 Administrative Approaches to Nursing Leadership	3 cr
NURS6653 Organizational Behavior in a Changing Health Care System	3 cr
NURS6654 Financial Management	3 cr
NURS6655 Advanced Leadership	3 cr
NURS6655L Advanced Leadership Lab (96 Hours)	2 cr
NURS6656 Advanced Leadership Practicum (192 Practicum Hours)	4 cr
Electives (3)	9 cr
Total Practicum Hours	288
Total Option Credits	40

The SON Admissions Committee will make the final recommendation regarding admissions. This decision will be based on evaluation of established admission and application requirements for any program.

Individuals who do not meet these admissions requirements may be considered from admission as a classified student with program restrictions until all requirements are met, or candidate is evaluated for progress based on establish SON guidelines, policies and/or Procedures.

## Progression of Graduate Students:

1. Progression criteria established by the SON and Graduate School. Each degree program or option have specific progression requirements established within the SON. These policies are made available in specific program option Student Handbooks provided upon admission. Students are admitted and enter into an established curricular plan of study and must maintain that plan of study in order to progress.
2. Maintenance of a cumulative minimum GPA of 3.0.

## Graduation Criteria

To qualify for graduation with a graduate degree (M.S., D.N.P., or Ph.D.) from the School of Nursing, the student must:

1. Successfully pass a written and oral comprehensive examination or equivalent as established by the School of Nursing.
2. Meet all requirements established by ISU, the Graduate School and the School of Nursing specific to the degree program in which the student is enrolled.

**NURS 5517 Interdisciplinary Evaluation Team 1 credit.** Introduction to the principles and techniques associated with interdisciplinary evaluation. Disciplines emphasized: Au-

diology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Cross-listed as PSYC 5517, SOWK 5517, CSD 5517.

**NURS 5580 Genetics for Health Care Professionals 2 credits.** An in depth interprofessional review of the impact of genetics on patients and patient care and biological, social, ethical, and legal issues surrounding genetics and genomics. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**NURS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NURS 6600 Theoretical Foundations for Nursing Practice 3 credits.** Critical examination of the development of nursing knowledge; critique, evaluate and apply a variety of theories from nursing, family and related disciplines as a base for advanced nursing practice.

**NURS 6602 Health Policy 3 credits.** Analysis of policy research relevant to health care. Evaluate effects of local, regional, national and international health policy and trends on delivery systems and care of rural and diverse populations. PREREQ: NURS 6600.

**NURS 6610 Advanced Evidence Application 3 credits.** Analysis of current evidence to nursing practice. Includes question formulation, comprehensive review of evidence related to clinical issues, evidence appraisal, and application for research informed practice.

**NURS 6611 Advanced Health Assessment 2 credits.** Concepts of advanced health assessment required for advanced nursing practice in various settings and diverse populations. Introduction to differential diagnosis and clinical reasoning skills.

**NURS 6611L Advanced Health Assessment Lab 2 credits.** Acquisition and application of advanced health assessment, skills in diverse populations. Skills include health history, physical assessment and health promotion. COREQ: NURS 6611. Graded S/U

**NURS 6612 Health Care of Rural Communities 2 credits.** Explores rural culture using theories, frameworks and methodologies from various disciplines. Focus on culturally responsive care systems at the community level. Rural life analyzed to identify factors related to health systems and health care practice needs.

**NURS 6613 Health Assessment 2 credits.** Concepts of health assessment for practice in various settings and with diverse populations. COREQ: NURS 6613L.

**NURS 6613L Health Assessment Lab 1 credits.** Acquisition and application of advanced health assessment skills in diverse populations. Skills include health history, physical assessment, health promotion, and pharmacological evaluation in practice. Graded S/U COREQ: NURS 6613.

**NURS 6621 Advanced Nursing Roles 2 credits.** Integration of theory and research related to role development, transition and ambiguity in nursing practice. PREREQ: NURS 6600.

**NURS 6633 Rethinking Nursing Education 3 credits.** Theoretical perspective on teaching and learning in nursing education, creating a theoretical base for the education curriculum. The learners will examine theories of learning and adult learning and explore their application to nursing education.

**NURS 6635 Curriculum Issues and Development 3 credits.** Examination of various external and internal issues influencing nursing curriculum. Curriculum components and designs will be explored and a model curriculum developed. PREREQ: NURS 6633.

**NURS 6636 Special Problems 1-3 credits.** Independent study under faculty guidance. May be repeated up to 6 credits. PREREQ: - PERMISSION OF INSTRUCTOR.

**NURS 6639 Teaching and Learning Strategies in Nursing Education 3 credits.** Exploration of a variety of strategies to facilitate achievement of curriculum outcomes. The use of current technology and learner-centered strategies are emphasized. PREREQ: NURS 6633.

**NURS 6640 Evaluation Issues and Strategies in Nursing Education 3 credits.** Examination of issues surrounding program and student evaluation. Plans for formative and summative evaluation will be developed.

**NURS 6642 Primary Care of the Young Adult 3 credits.** Management and evaluation of primary care problems in the young adult. Provides the student with knowledge to assist individuals with common health problems, while integrating the concepts of health promotion. PREREQ: NURS 6611, 6611L, PHAR 6645; COREQ: 6642L.

**NURS 6642L Primary Care of the Young Adult Lab 2 credits.** Delivery of advanced nursing care to young adults and their families. Clinical application of theoretical knowledge with ongoing refinement of essential skills used by nurse practitioners in primary health care. Identification and management of a broad range of common health problems including health promotion in various clinical settings. PREREQ: NURS 6611, 6611L, PHAR 6645; COREQ: NURS 6642. Graded S/U.

**NURS 6643 Primary Care of the Child and Adolescent 3 credits.** Management and evaluation of primary care problems of children, adolescents and their families in a variety of ambulatory settings. The initiation of health promotion and health maintenance activities is stressed. PREREQ: NURS 6642, 6642L; COREQ: NURS 6643L.

**NURS 6643L Primary Care of the Child and Adolescent Lab 2 credits.** Delivery of advanced nursing care to children and adolescents and their families. Clinical application of theoretical knowledge with ongoing refinement of essential skills used by nurse practitioners in primary health care. Identification and management of a broad range of common health problems including health promotion in various clinical settings. PREREQ: NURS 6642, 6642L; COREQ: NURS 6643. Graded S/U.

**NURS 6644 Primary Care of the Middle and Older Adult 3 credits.** Management and evaluation of primary care problems of middle and older adults, including acute episodic and chronic illnesses. The initiation of health promotion and maintenance activities is stressed. PREREQ: NURS 6642, 6642L; COREQ: NURS 6644L.

**NURS 6644L Primary Care of the Middle and Older Adult Lab 2 credits.** Delivery of advanced nursing care to middle and older adults and their families. Clinical application of theoretical knowledge with ongoing refinement of essential skills used by nurse practitioners in primary health care. Identification and management of a broad range of common health problems including health promotion in various clinical settings. PREREQ: NURS 6642, 6642L; COREQ: NURS 6644. Graded S/U.

**NURS 6647 Advanced Practicum in Nursing Education 6 credits.** Application of learning theories, strategies and evaluation in a nursing program. The learners will explore and practice various facets of the faculty role. PREREQ: NURS 6633, 6635, 6639, 6640. Graded S/U.

**NURS 6652 Administrative Approaches to Nursing Leadership 3 credits.** Synthesis and evaluation of organizational theory in leadership and management of health care organizations. Emphasis on system-wide structures, processes, and outcomes.

**NURS 6653 Organizational Behavior in a Changing Health Care System 3 credits.** Examination of administration and organizational behavior in relation to population-based needs. Includes examination of organization and management theory in relation to strategic planning, management of the changing health care delivery system, program planning and evaluation, decision-making, and change. PREREQ: NURS 6600, 6652.

**NURS 6654 Financial Management 3 credits.** Application of basic strategies for evaluating financial resources for health care systems; models of forecasting, prediction, and politics of budgeting and health care finances.

**NURS 6655 Advanced Leadership 3 credits.** Examination of nursing leadership in health care delivery systems. Theoretical knowledge required for program management and interprofessional collaboration. Examination of quality and risk management, legal and ethical implications, shared governance, and conflict management. PREREQ: NURS 6600, 6610, 6653

**NURS 6655L Advanced Leadership Lab 2 credits.** Application of knowledge and practice of skills required for program management and interprofessional collaboration. Application of quality and risk management, legal and ethical implications, shared governance, and conflict management. PREREQ: NURS 6600, 6610, 6653; Graded S/U.

**NURS 6656 Advanced Leadership Practicum 4 credits.** Critical examination and application of leadership in health care delivery systems with an emphasis on individualized leadership experiences. PREREQ: NURS 6655, 6655L. Graded S/U.

**NURS 6657 Advanced Adult Gerontology Health Nursing I 3 credits.** Physiological concepts of health and illness and the role of the Clinical Nurse Specialist in assisting patients, families, and caregivers to manage simple health situations in adult and geriatric populations. PREREQ: NURS 6611, 6611L; COREQ: 6657L.

**NURS 6657L Advanced Adult Gerontology Health Nursing I Lab 2 credit.** Delivery of advanced nursing care to adult and geriatric populations and their families. Clinical application of theoretical knowledge with ongoing refinement of essential skills used by clinical

nurse specialists. Management of simple health situations in various clinical settings. PREREQ: NURS 6611, 6611L COREQ: NURS 6657. Graded S/U.

**NURS 6658 Advanced Adult-Gerontology Health Nursing II 3 credits.** Physiological concepts of health and illness and the role of the Clinical Nurse Specialist in assisting patients, families, and caregivers to manage complex health situations in specialty adult and geriatric populations. PREREQ: NURS 6657, 6657L; COREQ: NURS 6658L.

**NURS 6658L Advanced Adult-Gerontology Health Nursing II Lab 2 credits.** Delivery of advanced nursing care to adult and geriatric population and their families. Clinical application of theoretical knowledge with ongoing refinement of essential skills used by clinical nurse specialists. Management of complex health situations in various clinical settings. PREREQ: NURS 6657, 6657L; COREQ: NURS 6658. Graded S/U.

**NURS 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NURS 7720 Professional Issues of the DNP I 3 credits.** Introduction to DNP related professional issues including DNP background, APRN role development, and interprofessional practice. Exploration of current and emerging healthcare issues.

**NURS 7723 Health Promotion for Advanced Practice Nurses 3 credits.** Critical examination of and implementation of therapeutic interventions employed in disease prevention and health maintenance, protection, promotion, and resonation across age and culture in various populations, with focus on the role o the advanced practice nurse in primary care. PREREQ: NURS 6600, NURS 6611 NURS 6611L, PHAR 6645

**NURS 7725 Informational Technology in Health Care 2 credits.** Application of technologies and information systems to evaluate and improve health care outcomes. Exploration of information technologies in clinical practice, education, research, and administration will be emphasized with a focus on transformation of data into information.

**NURS 7735 Statistical Analysis in Evidence Based Practice 3 credits.** Exploration of biostatistical methods used in implementing and evaluating health care related research and evidence based practice. Legal and ethical

issues in research are addressed. PREREQ: NURS 6610.

**NURS 7740 Primary Care Throughout the Life Span (FNP) 1 credit.** Integration of advanced nursing care for patients and families across the lifespan. Application and evaluation of primary care management of complex diagnoses and system foci. PREREQ: NURS 6642 and NURS 6642L, NURS 6643 and NURS 6643L, NURS 6644 and NURS 6644L, NURS 7723. COREQ: NURS 7740L.

**NURS 7740L Primary Care Throughout the Life Span Lab (FNP) 4 credit.** Delivery of advanced nursing care to patients and families across the lifespan. Clinical application and evaluation of theoretical knowledge and skills used by the nurse practitioner in primary health care at a more complex level. Includes focus on systems individualized by each student. PREREQ: NURS 6642 and NURS 6642L, NURS 6643 and NURS 6643L, NURS 6644 and NURS 6644L, NURS 7723. COREQ: NURS 7740. Graded S/U

**NURS 7745 Adult Psychiatric Mental Health 3 credits.** Assessment, diagnosis, treatment planning, evaluation, and documentation of common mental health problems and major psychiatric disorders of adulthood. PREREQ: NURS 6611/6611L NURS 6645; COREQ: NURS 7745L

**NURS 7745L Adult Psychiatric Mental Health Practicum 2 credits.** Clinical application and evaluation of theoretical knowledge, evidence, and skills used by the PMHNP in caring for the adult in varied care settings. PREREQ: NURS 6611/6611L NURS 6645; COREQ: NURS 7745

**NURS 7750 Advanced Adult and Geriatric Health Concepts (ACNS) 2 credits.** Exploration of advanced health care concepts relating to adult and geriatric populations for the Adult/Geriatric Clinical Nurse Specialist (ACNS).

**NURS 7750L Advanced Adult and Geriatric Health Concepts Lab (ACNS) 3 credits.** Implementation of advanced nursing care concepts to adult and geriatric population in various clinical settings. PREREQ: NURS 6657 and NURS 6657L, NURS 6658 and NURS 6658L, NURS 7723 COREQ: NURS 7750.

**NURS 7755 Child/Adol Psych Mental Health 3 credits.** Assessment, diagnosis, treatment, planning, evaluation, and documentation of common mental health problems and major psychiatric disorders of the child and adolescent. PREREQ: NURS 6611/6611L NURS 6645 NURS 7723 NURS 7745 AND

NURS 7745L; COREQ: NURS 7755L

**NURS 7755L Child/Adol Psych Mental Health 2 credits.** Clinical application and evaluation of theoretical knowledge, evidence, and skills used by the PMHNP in primary health care for the child/adolescent population. PREREQ: NURS 6611/6611L NURS 6645 NURS 7723 NURS 7745 AND NURS 7745L; COREQ: NURS 7755

**NURS 7760 Professional Issues of the DNP II 3 credits.** Integration of DNP related professional issues including the APRN's role in the initiation and evaluation of change in patient care, interprofessional practice and current and emerging health care issues. Transition into the APRN role is emphasized. PREREQ: NURS 7720.

**NURS 7780 FNP Practicum 4 credits.** Application of theoretical content, research findings and intervention strategies to advanced nursing practice in both rural and non-rural settings. PREREQ: NURS 7723, NURS 6642 and NURS 6642L, NURS 6643 and NURS 6643L, and NURS 6644 and NURS 6644L, NURS 8809.

**NURS 7785 Advanced ACNS Practicum 4 credits.** Synthesis and application of clinical specialty and ACNS role knowledge and skills in adult-geriatric populations. PREREQ: NURS 6657 and NURS 6657L, NURS 6658 and NURS 6658L, NURS 7750 and NURS 7750L NURS 8809.

**NURS 7790 DNP Scholarly Project 1-3 credits.** Synthesis of scientific evidence and theoretical principles within a practice environment to improve health care outcomes. Incorporation of knowledge of current and emerging health care technologies to improve care delivery and organizational systems for groups and populations. Requires a minimum of eight credit hours over three semesters. May be repeated.

**NURS 7795 Individual, Group, and Brief Therapies 4 credits.** Survey of current, brief psychodynamic, cognitive behavioral, and interpersonal therapy models applied to individuals and groups. Developing a therapeutic alliance, and viewing the patient from a developmental and sociocultural context will be examined. PREREQ: NURS 6611/6611L NURS PHAR 6645 NURS 723 NURS 7745/7745L NURS 7755/7755L

**NURS 7798 PMHNP Advanced Practicum 4 credits.** Synthesis and application of clinical specialty and PMHNP/DNP role, knowledge, and skills in select areas of family psychiatric mental health practice. PREREQ: NURS 6611/6611L PHAR 6645 NURS 7723 NURS

7745 NURS 7745L NURS 7755 NURS 7755L

**NURS 8805 Philosophy of Inquiry 3 credits.** Discusses the nature and characteristics of philosophical inquiry for researchers. This course will include conceptual clarification, analysis of arguments and problems related to the ontology, epistemology and ethics of health care and nursing.

**NURS 8808 Theoretical Analysis Nursing Science 3 credits.** This course focuses on the relationship of theory to research with an emphasis on applying theory in the design, implementation and interpretation of research. Students will develop an understanding of the evaluation of theory, utility in research and ability to compare research strategies from different theoretical perspectives. Emphasis will be placed on multidisciplinary midrange theories that are relevant to clinical research. The course will provide the foundation for learners to create new approaches and paradigms of advanced nursing science. Prerequisite: NURS 8805.

**NURS 8809 Rural and Global Communities in Society 2 credits.** Explores rural culture using theories, frameworks and methodologies from various disciplines. Focus on culturally responsive methodologies. Rural life analyzed to identify factors related to health systems and health care practice needs. Students critique rural research articles for use of conceptual frameworks and generate researchable questions related to rural/global nursing practice issues.

**NURS 8813 Advanced Qualitative Analysis 3 credits.** This course focuses on the study of research that guides the collection and analysis of qualitative data. The course provides an overview of qualitative methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. Emphasis is placed on the appropriateness of each approach for description and explanation of phenomena encountered in clinical, organizational, and educational settings. Experience is provided in problem formulation and development of the qualitative research proposal.

**NURS 8814 Advanced Statistics: Multivariate 3 credits.** This course provides an understanding of how to interpret multivariate analysis and their associated techniques including (1) data reduction (principal components, factor analysis, and cluster analysis), (2) discrimination and classification (cluster analysis, discriminant analysis), and (3) hypothesis testing (multivariate regression, multivariate analysis of variance, logistic regression).

**NURS 8815 Advanced Quantitative Analysis 3 credits.** This course focuses on quantitative research methods with an emphasis on research designs appropriate for studying health care phenomena. Some of the methods include descriptive, comparative, correlational, survey, methodological, epidemiological, experimental and quasi-experimental designs, clinical trials, longitudinal and secondary analysis. Research designs and related statistical analyses are explored with respect to appropriateness for addressing rural and global health care relative to individuals, families and communities in society. Pre-requisite: NURS 8814.

**NURS 8816 Advanced Statistical Methods 3 credits.** The focus of the this course will be on developing a conceptual understanding of the uses and interpretation of statistics involving the differences between and among populations (groups) including t-tests, one way ANOVA, multifactorial ANOVA and MANOVA, analysis of Covariance, (ANCOVA and MANCOVA) and repeated measures ANOVA. Computer applications such as SPSS will be utilized. Prerequisites: NURS 8814 and 8815.

**NURS 8825 Grant and Scholarly Writing 2 credits.** This course provides the foundation upon which to build skills for grant writing and grant applications. From seeking appropriate mechanisms for accomplishing the dissertation through the completion of a grant application. Students will use this course to develop a pre-doctoral proposal.

**NURS 8826 Advanced Scientific Writing 2 credits.** Using a workshop approach students will learn how to present and publish their research findings in scholarly journals and books. Students will critique their classmates work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare one paper for publication in a peer reviewed journal.

**NURS 8830 Mixed Methods Health Care Research 3 credits.** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS 8814, NURS 8815, NURS 8816

**NURS 8835 Mentored Research Project 4 credits.** This course is designed to give the student actual research experience in research outside the dissertation. Interprofessional

teamwork and collaboration are encouraged. Students may participate as a team member in their mentor's research. Activities may include developing a research proposal, preparing a protocol for Human Subjects' committee submission, assisting with recruitment or data collection, learning data management skills, conducting literature searches and participating in team meetings.

**NURS 8840 Health Policy 3 credits.** Analysis of policy research relevant to health care access, affordability, delivery, finance and integrated care systems. Students will evaluate effects of local, regional, national and international health policy and trends that impact research funding agencies and agendas, and national and international systems of health care delivery.

**NURS 8880 Research Seminar I 1 credit.** Seminar to examine research, conduct a literature review, and critically appraise current evidence around a research idea with development of initial research question. Introduction of interprofessional and translational research, and the process of building a program of scholarship.

**NURS 8881 Research Seminar II 1 credit.** Beginning development of research proposal with further refinement of questions for investigation and inquiry. PREREQ: NURS 8800

**NURS 8882 Research Seminar III 1 credit.** Continued development of the research proposal and plan for implementation process. PREREQ: NURS 8881

**NURS 8883 Research Seminar IV 1 credit.** Final development of the research proposal with preparation for written comprehensive examination and oral defense. PREREQ: NURS 8882

**NURS 8890 Dissertation 1-12 credits.** Completion of original research.

**NURS 8899 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Office of Medical and Oral Health Department of Dental Hygiene

Interim Director and Professor: Gurenlian  
Emerti Professors: Bowen, Herzog, Paarmann  
Professor: Hodges  
Associate Professors: Calley, Freudenthal, Rogo  
Assistant Professor: Johnson

### Master of Science in Dental Hygiene

The Master of Science degree in Dental Hygiene is an advanced degree; therefore, the program is designed for students who are licensed dental hygienists with baccalaureate degrees. Graduates will be prepared for various career opportunities within the health care arena.

#### Goals

Program goals of this graduate level dental hygiene program are to prepare professional dental hygienists to:

1. Assume leadership roles in academics, rural and community health settings, research, professional associations or commercial industry.
2. Develop advanced clinical abilities that improve oral health and access to dental hygiene care.
3. Acquire research abilities that contribute to the scientific dental hygiene body of knowledge.
4. Assume responsibility for professional development through life-long learning capability.
5. Provide a foundation for future doctoral education.

#### Admission Requirements

The student must fulfill the following requirements:

- Graduation from an accredited entry level dental hygiene program
- Bachelor's degree in dental hygiene or a related field
- Minimum grade point average of 3.0 in upper division and dental hygiene coursework
- Current dental hygiene licensure in good standing

1. The student must apply to, and meet all criteria for, admission to the Graduate School, and submit a completed application, residency form, fee payment, and transcripts. International students should

refer to the "Admission of International Students" section of this Catalog for TOEFL and other requirements. Information is online at [www.isu.edu/departments/graduate](http://www.isu.edu/departments/graduate). Send results of the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) to the Graduate School.

2. Complete the Dental Hygiene Department application form for the Master of Science degree program (available at [www.isu.edu/departments/dentahy/dhmasters/msadmissions.shtml](http://www.isu.edu/departments/dentahy/dhmasters/msadmissions.shtml)).
3. Submit two recommendation forms provided by the department. One recommendation must be completed by an individual who has personal knowledge of the applicant's clinical skills such as a faculty member from a dental hygiene program, employer, or colleague. The second recommendation must be completed by an individual who has personal knowledge of the applicant's academic and professional qualifications for graduate study such as a faculty member, officer of a professional association, or colleague.
4. Submit to the Graduate School official transcripts to provide evidence of:
  - Graduation from an accredited entry level dental hygiene program
  - Bachelor's degree in dental hygiene or a related field
  - Minimum grade point average of 3.0 in upper division courses and a 3.0 in dental hygiene coursework.
5. Previous education in local anesthesia and nitrous oxide administration is not a requirement for admissions; however, it is preferred. If previous education in these pain control methods was completed, provide evidence of successful completion of classroom and clinical experiences in local anesthesia and nitrous oxide administration. Evidence could include transcripts, course descriptions, expanded functions or continuing education certificates.
6. Send a photocopy of a license to provide evidence of current dental hygiene licensure in good standing.
7. Complete a telephone or personal interview.

Applicants can contact the Department at the following address:  
 Graduate Program Director  
 Department of Dental Hygiene  
 Division of Graduate Studies  
 921 South 8th Avenue, STOP 8048  
 Pocatello, Idaho 83209-8048  
 E-mail address: [msdh@isu.edu](mailto:msdh@isu.edu)  
 Telephone: (208) 282-2482

## General Requirements

A total of 37 credits, including a thesis (minimum of 6 credits), will be required for degree completion. Requirements include 7 courses (22-23 credits) in the core curriculum, 4 courses (a minimum of 11 credits) in an area of emphasis, and 3 credits of electives.

The core courses advance the theory and practice of dental hygiene and prepare students in research methodology to apply during the thesis process. A thesis is required because the Master of Science degree in Dental Hygiene is the terminal degree in the discipline and a research foundation is imperative to advance the theoretical knowledge base of the profession. In addition to the core curriculum, graduates complete an area of emphasis in dental hygiene education or rural and community health. Two required dental hygiene courses in the emphasis area, coupled with a practicum experience and a related elective course, provide a strong basis for advanced study and thesis work. To enhance the breadth of knowledge, students are required to complete a minimum of 3 credits of electives selected from related graduate coursework offered outside the Department of Dental Hygiene.

The program is an online graduate curriculum with on-campus visitations required for orientation, DENT 6619, and oral examination for thesis defense. The advanced clinical course will be offered in Pocatello at the on-campus clinical facility during the Summer Semester. A maximum of 9 credits may be transferred officially to Idaho State University.

## Core Course Requirements

DENT 5596 Graduate Seminar I	1 cr
DENT 6605 Program Development and Evaluation	3 cr
DENT 6610 Special Care Populations	2 cr
DENT 6615 Progressive Dental Hygiene Theory	3 cr
DENT 6618 Leadership Strategies to Improve Health Care	3 cr
DENT 6619 Graduate Seminar II	1 cr
DENT 6646 Health Research*	3 cr
DENT 6650 Thesis	minimum 6 cr
<b>TOTAL</b>	<b>37 cr</b>

\*Undergraduate statistics or biostatistics must be taken as a prerequisite. A minimum grade of "C" or better is required.

## Dental Hygiene Education Emphasis

DENT 6620 Advanced Educational Theory and Methods	3 cr
DENT 6621 Dental Hygiene Clinical Instruction and Administration	3 cr
DENT 6625 Dental Hygiene Education Practicum	2-4 cr
Elective course in emphasis area (Program Director approval required)	3 cr
<b>TOTAL</b>	<b>11-13 cr</b>

## Rural and Community Health Emphasis

DENT 6630 or MPH/HE 6626 Rural and Community Health Programs	3 cr
DENT 6631 Management Strategies for Health Care	3 cr
DENT 6635 Rural and Community Health Practicum	2-4 cr
Elective course in emphasis area (Program Director approval required)	3 cr
<b>TOTAL</b>	<b>11-13 cr</b>
Elective course requirements (Program Director approval required)	3 cr
<b>TOTAL DEGREE CREDITS:</b>	<b>36 cr</b>

## Academic Requirements

1. Once admitted, students must complete a plan of graduate study with their dental hygiene graduate advisor no later than the end of the first semester after enrollment. This plan must be approved by the Program Director.
2. Any student who, after admission to the Master of Science program, falls below a 3.0 GPA, or who receives a grade of C+ or below in two graduate courses during his or her program of study will be deemed to be performing at an unsatisfactory level and will be dismissed.
3. Any student who, after admission to the Master of Science program, receives a C-, C-, D, F, or grade in any graduate course in his or her program of study will be dismissed. Courses with grades of C or lower may not be used to satisfy graduation requirements.
4. Current CPR, related screenings and/or immunizations are required prior to attending the on-campus orientation.

## Graduation Requirements

1. Successfully conduct and defend a thesis as outlined in the Department of Dental Hygiene, Division of Graduate Studies, Graduate Student Handbook.
2. Complete the coursework on the study plan approved by the Program Director, Department of Dental Hygiene, Division of Graduate Studies, and by the ISU Graduate School.

## Dental Hygiene Graduate Courses

**DENT 5596 Graduate Seminar I 1 credit.** This seminar uses web based activities and on-site campus activities to assist students in developing skills and abilities essential for successful participation in the MSDH Program. Graded S/U.

**DENT 5598P Professional Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills.



May be applied to graduate degrees under special circumstances. Graded S/U.

**DENT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**DENT 6605 Program Development and Evaluation 3 credits.** An overview of general principles of teaching, learning and evaluation in academic and community oral health programs. Emphasis on assessment, planning, implementation and evaluation of programs.

**DENT 6610 Special Care Populations 3 credits.** Concepts related to providing oral health care for special care populations. Emphasis on assessment, planning, implementation and evaluation of care for individuals with transient or lifelong physical, mental, medical or social health needs.

**DENT 6615 Progressive Dental Hygiene Theory 3 credits.** Critical analysis of the dental hygiene process of care related to advanced preventive and therapeutic interventions to various population groups, technology and outcomes.

**DENT 6618 Leadership Strategies to Improve Health Care 3 credits.** Application of leadership theory and models to professional issues, policy development, advocacy, coalition building, strategic planning, communication, conflict resolution and professional advancement.

**DENT 6619 Graduate Seminar II 1 credit.** This course provides students with experiential learning in dental hygiene practice, research, education, and innovations in technology. The course will culminate in an updated portfolio that addresses career goals within and beyond graduate education. PREREQ: DENT6625 or PERMISSION OF INSTRUCTOR. Graded S/U.

**DENT 6620 Advanced Educational Theory and Methods 3 credits.** Study of theory, principles, and research related to the faculty role in active teaching and learning, development of ethical reasoning, critical thinking and reflective judgment, development of curricular frameworks, outcomes and competencies, and course delivery methods. PREREQ: DENT 6605 OR DEPARTMENTAL APPROVAL.

**DENT 6621 Dental Hygiene Clinical Instruction and Administration 3 credits.** Theory and practices of clinical instruction and supervision, related to psychomotor skill

development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation, and evaluation based on accreditation standards. PREREQ: DENT 6620 OR DEPARTMENTAL APPROVAL.

**DENT 6625 Dental Hygiene Education Practicum 2-4 credits.** Individualized experience to apply principles and theories in dental hygiene education. Approval required for practicum sites. May be repeated for a maximum of 6 credits. PREREQ: DENT 6616 and 6620, OR DEPARTMENTAL APPROVAL. Graded S/U.

**DENT 6630 Rural and Community Health Programs 3 credits.** Study of theories, epidemiology, cultural competence, and trends impacting rural and community health care programs. Emphasizes needs assessment, planning, implementation, and evaluation of health promotion/disease prevention programs and service-learning opportunities. Cross-listed as MPH 6620 or HE 6620. PREREQ OR COREQ: DENT 6605 OR DEPARTMENTAL APPROVAL.

**DENT 6631 Management Strategies for Health Care 3 credits.** Study of organizational leadership and management theory in a variety of health care delivery settings. Includes planning, organization, decision making, financial management, delivery of care, insurance and reimbursement practices. PREREQ: DENT 6605 OR DEPARTMENTAL APPROVAL.

**DENT 6635 Rural and Community Health Practicum 2-4 credits.** Individualized service-learning experience designed to apply theories in rural and community health to improve access to care. Approval required for practicum sites. May be repeated for a maximum of 6 credits. PREREQ: DENT 6616 AND 6630 OR DEPARTMENTAL APPROVAL. Graded S/U.

**DENT 6640 Independent Study in Dental Hygiene 2-3 credits.** Specific problems selected on the basis of interest and preparation. Individualized student effort under the guidance of the instructor. May be repeated up to 6 credits.

**DENT 6646 Health Research 3 credits.** Development of foundations in health research and design. The focus will be on effective literature searching with critical analysis and synthesis of evidence-based literature leading to identification of problems for research. PREREQ: UNDERGRADUATE STATISTICS OR BIostatISTICS.

**DENT 6650 Thesis 1-9 credits.** Research project under supervision of academic faculty member. May be repeated. Minimum of 6 credits required. PREREQ DENT 6646 or PERMISSION OF PROGRAM DIRECTOR. Graded S/U.

**DENT 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Department of Dental Science

Chair, IAGD Director, and Associate Professor: Crawford

IDEP Director and Assistant Professor: Ybarguen

Adjunct Faculty: Nielsen

### Certificate in Idaho Dental Education Program (IDEP)

The Department of Dental Science administers the Idaho Dental Education Program (IDEP) for predoctoral dental students, and the Idaho Advanced General Dentistry Residency (IAGD) as a postdoctoral program.

The Idaho Dental Education Program is designed to provide residents of Idaho with access to a high quality dental education as if Idaho had its own dental school. The IDEP program is fully accredited as a Satellite Program of Creighton University School of Dentistry by the American Dental Association. The program involves a first year curriculum at Idaho State University in Pocatello, followed by completion of the second through fourth years at Creighton University in Omaha, Nebraska. Students completing the four year program receive the Doctor of Dental Surgery (D.D.S.) degree and are eligible to take the licensure examinations necessary to become a practicing dentist. Students may also elect to pursue advanced training through residencies or specialty programs, eventually becoming board certified in one of the recognized dental specialties.

There are eight positions available for Idaho residents. Applicants to the program must have completed the necessary prerequisites in English, Biology, Inorganic Chemistry, Organic Chemistry, Physics and other requirements as outlined in the Department of Dental Science Bulletin. In addition to fulfilling the minimal prerequisites, most students accepted into the program will have a bachelor's degree at the time of entry into IDEP. Occasionally,

some exceptional students who have completed the junior level (upper division) of college course work are admitted into the program.

Students are encouraged to work closely with their pre-dental academic advisor in making course selections which fulfill dental school and degree completion requirements.

Formal application for admission to the IDEP program follows the guidelines printed in the Department of Dental Science Bulletin and the Creighton University School of Dentistry Bulletin. The application process involves: taking the Dental Aptitude Test (DAT), completion of the American Dental Education Association Application Service centralized application, the Creighton Supplemental Application and the IDEP Residency Certification Form. Although the application process can be completed as late as January 1 of the year the student plans to enter the program, earlier application is strongly encouraged to allow adequate time for completion of admission requirements and consideration by the admission committee.

Further information concerning the program, admission requirements, Bulletins and Residency Certification forms can be obtained by contacting the program at the following address:

Brian R. Crawford, D.D.S  
Department of Dental Science  
Box 8088  
Idaho State University  
Pocatello ID 83209-8088  
Phone: (208) 282-3289  
Email: larsjeri@isu.edu  
Website: www.isu.edu/departments/dentsci

### Required Basic Science Courses

BIOL 5500 Oral History and Embryology	3 cr
BIOL 5500L Oral Histology and Embryology Lab	0 cr
BIOL 5519 Mammalian Histology	4 cr
BIOL 5519L Mammalian Histology Lab	0 cr
BIOL 5532 Biochemistry	3 cr
BIOL 5540 Human Gross Anatomy	4 cr
BIOL 5540L Human Gross Anatomy Lab	0 cr
BIOL 5546 Selected Topics in Physiology	1 cr
BIOL 5550 Head and Neck Anatomy	3 cr
BIOL 5550L Head and Neck Anatomy Lab	0 cr
BIOL 5555 Pathogenic Microbiology	3 cr
BIOL 5560 Neuroanatomy	2 cr
BIOL 5568 Oral Microbiology	1 cr

### Required Dental Science Courses

IDEP 5513 Dental Anatomy Lecture I	1 cr
IDEP 5514 Dental Anatomy Laboratory	3 cr
IDEP 5515 Dental Materials Science I	2 cr
IDEP 5517 Interpersonal Relationships and Communication	1 cr
IDEP 5523 Preventive Dentistry	2 cr
IDEP 5525 History of Dentistry	1 cr
IDEP 5526 Dentistry Field Experience	1 cr
IDEP 5533 Oral Hygiene Technique	1 cr
IDEP 5534 Dental Materials Science II	3 cr
IDEP 5535 Occlusion Laboratory	1 cr
IDEP 5544 Values and Ethics	1 cr

IDEP 5554 Occlusion Lecture	1 cr
IDEP 5563 Dental Radiology I	1 cr
IDEP 5564 Dental Radiology Technique	1 cr
NTD 5595 Dental Nutrition	1 cr

### Optional Dental Science Courses

IDEP 6617 Education Program	2 cr
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## Idaho Advanced General Dentistry Residency Program (IAGD)

The Department of Dental Sciences sponsors the Idaho Advanced General Dentistry Residency. The goal of the program includes increasing the knowledge and clinical skills of the general dentist beyond that achieved in the predoctoral education. Through an integrated multidisciplinary learning environment, residents are able to increase their competence in the application of modern standards of care and practice management.

This one-year residency focuses on providing comprehensive care in a variety of clinical settings, emphasizing rural, underserved, and at-risk populations. Residents also receive training with patients who have emergency or episodic needs. A certificate is awarded upon the successful completion of the program.

The IAGD is fully accredited by the American Dental Association Commission on Dental Accreditation until 2015.

Further information concerning this program, e.g., admission requirements, forms, etc., can be obtained by contacting the Program Director.

### Idaho Advanced General Dentistry Courses

**IAGD 5599 1-6 credits.** This is an experiential course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**IAGD 6610 General Dentistry Practicum I 12 credits.** Supervised provision of general dental services with emphasis on increasing skills in routine general dental procedures and introduction to selected specialty procedures. Course may include periodic lectures on selected topics. PREREQ: ACCEPTANCE INTO IAGD PROGRAM.

**IAGD 6620 General Dentistry Practicum II 12 credits.** Continued provision of general dental services with emphasis on increasing skills in advanced general dental procedures and completion of selected specialty procedures. Course may include periodic lectures on selected topics. PREREQ: IAGD 6610.

**IAGD 6624 Dental Practice Management I 1 credit.** An experiential course in dental practice management. Enrollees will participate in aspects of the management of the AEGD program's dental clinic. PREREQ: ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6625 Dental Practice Management II 1 credit.** Continuing experiential course in dental practice management. Enrollees will participate in aspects of the management of the AEGD program's dental clinic. PREREQ: IAGD 6624.

**IAGD 6626 Dental Practice Management III 1 credit.** Advanced course in dental practice management. Enrollees will participate in all aspects of the management of the AEGD program's dental clinic. PREREQ: IAGD 6625.

**IAGD 6630 Dental Implantology I 1 credit.** A coordinated lecture, laboratory and clinical experience in treatment planning, placement and restoration of dental implants. This course emphasizes the theory and basic biology of dental implants. PREREQ: ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6631 Dental Implantology II 1 credit.** Continuing lecture, laboratory and clinical experience in treatment planning, placement, restoration and maintenance of dental implants. This course emphasizes problem solving and incorporation of implants in general dental practice. PREREQ: IAGD 6630.

**IAGD 6632 Dental Implantology III 1 credit.** Continuing lecture, laboratory and clinical experience in treatment planning, placement, restoration and maintenance of dental implants. This course emphasizes problem solving and incorporation of implants in general dental practice. PREREQ: IAGD 6631.

**IAGD 6635 Dental Medicine Seminar I 1 credit.** Participation in the ISU Family Medicine residents' seminar series covering topics of internal and specialty medicine. PREREQ: -ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6636 Dental Medicine Seminar II 1 credit.** Continuing participation in the ISU Family Medicine residents' seminar series covering topics of internal and specialty medicine. PREREQ: IAGD 6635.

**IAGD 6637 Dental Medicine Seminar III 1 credit.** Continuing participation in the ISU Family Medicine residents' seminar series covering topics of internal and specialty medicine. PREREQ: IAGD 6636.

**IAGD 6640 Dental Conscious Sedation I 2 credits.** Integrated lecture and clinical experience in safe and efficacious delivery of conscious sedation. The two-semester experience is designed to fulfill the ADA guidelines. PREREQ: ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6641 Dental Conscious Sedation II 2 credits.** Continuing lecture and clinical experience in safe and efficacious delivery of -conscious sedation. PREREQ: IAGD 6640

**IAGD 6645 General Dentistry Videoteleconference I 4 credits.** Participation in the weekly two-way videoteleconference general dentistry series originating from Lutheran Medical Center in Brooklyn, NY, designed for AEGD programs. PREREQ: ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6646 General Dentistry Video teleconference II 4 credits.** Continuing participation in the weekly two-way video- teleconference general dentistry series originating from Lutheran Medical Center in Brooklyn, NY, designed for AEGD programs. PREREQ: IAGD 6645.

**IAGD 6647 General Dentistry Video teleconference III 3 credits.** Continuing participation in and presentation for the weekly two-way video teleconference general dentistry series originating from Lutheran Medical Center in Brooklyn, NY, designed for AEGD - programs. PREREQ: IAGD 6646.

**IAGD 6650 Dental Literature Review I 1 credit.** Critical review of current and historical dental literature in general dentistry and selected recognized specialty areas of dentistry. PREREQ: ACCEPTANCE INTO THE IAGD PROGRAM.

**IAGD 6651 Dental Literature Review II 1 credit.** Continuing review of current and historical dental literature in general dentistry and selected recognized specialty areas of dentistry emphasizing outcomes and parameters of care. PREREQ: IAGD 6650.

**IAGD 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Idaho Dental Education Program Courses

**IDEP 5513 Dental Anatomy Lecture I 1 credit.** Nomenclature, chronology and methods of designation of human teeth. Form, size and contour of the teeth, including external and internal anatomy of the permanent and deciduous dentitions, intertooth relations and occlusion. COREQ: IDEP 5514

**IDEP 5514 Dental Anatomy Laboratory 3 credits.** Carving of plaster teeth larger than average measurements and carving of wax teeth to natural size. Mounting of study casts on a functional articulator and waxing of teeth in occlusion. COREQ: IDEP 5513

**IDEP 5515 Dental Materials Science I 2 credits.** Composition, properties and application of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials.

**IDEP 5517 Interpersonal Relationships and Communication 1 credits.** To assist their orientation and adjustment to professional education, freshmen will participate in group introductions followed by a discussion on interpersonal relationships with classmates, administrators, faculty, and staff; dealing with stress; and establishing study habits.

**IDEP 5523 Preventive Dentistry 2 credits.** Introducing the philosophy and need for preventive dentistry by developing the student's knowledge of and skills for effective oral hygiene. Concepts of self motivation, knowledge of dental diseases and abnormalities; application of the principles of flouridation, nutrition, patient motivation, and home care.

**IDEP 5525 History of Dentistry 1 credit.** To acquaint the student with the history of dentistry from ancient times to present, emphasis is placed upon contributions by individuals and groups of individuals leading to the current status of dentistry in the United States.

**IDEP 5526 Community Dentistry Field Experience 1 credit.** Designed to acquaint students with area health problems and with area health services and agencies. Field experience is gained during dental health and/or career presentations in public schools. To provide a variety of experiences, visits are made, for example, to the chronically ill, aged, or handicapped; to water purification facilities; to Indian groups.

**IDEP 5533 Oral Hygiene Technique 1 cred-**

**it.** Introduction to the instruments and their usage in performing a complete scaling prophylaxis of the teeth. Perodontal charting and instrument sharpening techniques are also performed. Didactic, laboratory, and clinical introduction.

**IDEP 5534 Dental Materials Science II 3 credits.** Continuation of ISU DENT 5515. PREREQ: ISU DENT 5515.

**IDEP 5535 Occlusion Laboratory 1 credit.** Various exercises simulating clinical diagnostic and treatment procedures are employed to - exemplify principles of maxillomandibular - relationships. COREQ: IDEP 5554

**IDEP 5544 Values and Ethics 1 credit.** Designed to identify and understand one's own ethical decision-making processes and the relationship of religion with values and ethics. Students will discuss the areas of value of care for people as individuals, challenges of personal and professional opportunities, code of ethics of the ADA and dental care delivery systems.

**IDEP 5554 Occlusion Lecture 1 credit.** Basic principles of maxillomandibular relationships, static and functional, as related to the occlusal surfaces of the teeth. COREQ: IDEP 5535

**IDEP 5563 Dental Radiology I 1 credit.** History, theory and application of ionizing radiation resulting in radiography of the oral structures; including exposure and developing parameters along with basic interpretation. COREQ: IDEP 5564.

**IDEP 5564 Dental Radiology Technique 1 credit.** Practical experience in exposing and developing dental radiographs. The course will include techniques required to complete a diagnostic full mouth series, bitewing films and panoramic radiographs. COREQ: IDEP 5563.

**IDEP 5565 Dental Radiology II 1 credit.** History, theory, and application of radiographic methods in dentistry including cephalometric, panoramic, and digital modalities. COREQ: IDEP 5563 and IDEP 5564.

**IDEP 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**IDEP 6617 Extramural Dental Education Program 2 credits.** Community clinical experience at the ISU dental clinic. Under direct

supervision, dental students observe and participate in total patient care and office management while serving Idaho residents who would not normally receive dental care.

**IDEP 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Department of Physician Assistant Studies

[www.isu.edu/paprog](http://www.isu.edu/paprog)

Chair and Program Director: Phelps  
Medical Director: D'Souza, McClusky  
Associate Professors: Phelps  
Assistant Professors: Forbes, Johnson, Martin, Mirly, Papa, Smetanka, Smith, Talford, Whitaker

### Master of Physician Assistant Studies (MPAS)

Physician Assistants (PAs) are highly skilled health practitioners who work under physician supervision to provide patient care services. PAs take complete medical histories, perform physical examinations, order and interpret diagnostic studies, such as laboratory tests and x-rays, diagnose and treat patients. Physician Assistants improve the accessibility of health care of underserved individuals in both urban and rural settings. The Physician Assistant Program at Idaho State University is the only PA Program in the state of Idaho.

### The Program

The Physician Assistant (PA) Program at Idaho State University awards the Master's of Physician Assistant Studies (MPAS) degree and a PA certificate upon successful completion of its 24 month graduate curriculum. A class of 72 students is enrolled each fall semester with 30 seats located at the Pocatello campus and 30 seats located at the Meridian campus and 12 seats located at the College of Idaho campus in Caldwell.

The program maintains continued accreditation by the Accreditation Review Commission on Education for the Physician Assistant, Inc., (ARC-PA).

Graduates of the program are eligible to take the Physician Assistant National Certification

Examination (PANCE) which is administered by the National Commission for Certification of Physician Assistants (NCCPA).

### Vision & Mission

Idaho State University Department of Physician Assistant Studies is the preferred educational destination for individuals who desire to be trained in a student-centered, service oriented environment.

The mission of the Idaho State Physician Assistant program is to train PAs through service-oriented, multimodal, innovative learning. Graduates from ISU's PA Program will be highly competent, compassionate health care providers dedicated to serving individuals and their communities.

### Admission Requirements

1. Baccalaureate Degree: A Baccalaureate degree needs to be completed by June 30th of the year you plan to enter the PA Studies program. It must be from a regionally accredited U.S. institute of higher learning.

2. Prerequisite Courses

Required courses must also be completed at a regionally accredited U.S. institute of higher learning. The required prerequisite courses are:

Microbiology  
Biochemistry  
Human Anatomy (as a single course or as part of a two semester combined anatomy and physiology course)  
Human Physiology (as a single course or as part of a two semester combined anatomy and physiology course)  
Statistics  
Abnormal Psychology (or Developmental Psychology throughout the Lifespan)

Applicants must have a minimum cumulative prerequisite grade point average of 3.0 as well as a minimum grade of C in all prerequisite courses (listed above). Course work ten years or older is not accepted as prerequisite coursework. Applicants may have up to two prerequisite courses in progress during spring of the year they plan to enter the program. This course work and any degree work must be completed by June 30 of the year of admission.

Highly Recommended Courses:

(Please note: This list is not meant to be all inclusive and includes suggestions only!)

- Upper level biology courses such as:
  - Advanced Anatomy (BIOL 4420 Musculo-Skeletal Anatomy, BIOL 4470 Cross-Sectional Anatomy)

- Advanced Human Physiology (BIOL 3304 Comparative Functional Morphology and Physiology, BIOL 4449 - Human Physiology I, BIOL 4456 Human Physiology II, BIOL 4464 Lectures in Human Physiology, BIOL 4486 Human Systemic Physiology)
- Immunology (BIOL 4451 Immunology, BIOL 4454 Advanced Immunology)
- Genetics (BIOL 3358 Genetics, BIOL 4461 Advanced Genetics)
- Endocrinology (BIOL 4443 Endocrinology)
- Other health-related courses from departments such as Psychology, Sociology, Anthropology, Health Education, and Gender Studies.
- Proficiency in a foreign language, especially Spanish

Additional considerations for admission include:

- Maturity
- Work and health care experience
- Evidence of the ability to achieve academic success in a rigorous academic program
- Interpersonal skills and the ability to relate effectively with patients, peers and at a professional level
- Evidence of a desire to practice primary care in Idaho, particularly among the medically underserved

Required Applications:

3. Central Application Services for Physician Assistants ([www.caspaonline.org](http://www.caspaonline.org))

The **CASPA application** must be completed by the PA program application deadline of November 1. As part of the CASPA application process you will be required to submit three letters of recommendations and official transcripts.

4. Graduate Record Exam (GRE)  
([www.ets.org](http://www.ets.org))

The **GRE** is an important admission requirement as the scores are used for ranking applicants. Please go to ETS website for information about testing locations and scheduling the exam.

The GRE must be taken by November 1. The ISU GRE School Code is 4355 and the Department Code is 0634.

5. ISU Graduate School Application  
([www.isu.edu/graduate](http://www.isu.edu/graduate))

The **ISU Graduate School application** (also called the "Supplemental Application") is required for admission to the PA program. When applying to the Graduate School, select the Fall semester. Please refer to the ISU

Graduate School for information regarding the application, requirements, and fees.

CASPA DOES NOT forward transcripts to the Graduate School or the PA program. A separate set of official transcripts must be requested for ISU's Graduate School.

Official transcripts are to be sent directly to the Graduate School at the following address:

ISU Graduate School  
921 S 8th Ave, Stop 8075  
Pocatello, ID 83209-8075

The Graduate School application deadline is November 1.

#### 6. Technical Standards

All entering students must meet the required list of Technical Standards. A complete list of technical standards covering essential capacities for observation, communication, sensory and motor function, intellectual, conceptual, integrative and quantitative abilities, behavioral and social attributes, and other student performance requirements is available from the program or on the program's website at <http://www.isu.edu/paprog/technical-standards.shtml>

## Curriculum

The ISU PA Program Graduate Curriculum is twenty-four (24) months in length, divided into twelve (12) months of didactic (3 semesters) and twelve (12) months of clinical education (3 semesters).

The Didactic Curriculum is comprised of foundation courses in the fall semester, followed in the spring and summer semesters by modules that provide an immersion experience in the diagnosis and treatment of diseases commonly encountered in primary care medicine.

Elective course work in Medical Spanish is available to Physician Assistant students. The Department of Languages & Literatures offers a graduate certificate in Spanish for Health Professions along with other elective courses. This is an excellent opportunity for students as well as graduates to enhance their credentials.

Clinical Year Rotation goals are designed to meet the needs of the student and to address the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) accreditation standards. The Clinical Year staff places students in eight rotations which best address PA student educational objectives and at sites which promote continued, quality, preceptor relations with the ISU PA Program. There are seven required content areas which include Inpatient Medicine, Out-

patient Medicine, Obstetrics and Gynecology, Pediatrics, Emergency Medicine, Surgery and Psychiatry. One rotation will be an elective. Students are expected to travel during the clinical year and will pay for the expenses incurred for this travel.

## Course Sequence Didactic Year

Fall Semester	
BIOL 5529 Regional Anatomy and Histology	4 cr
BIOL 5563 Human Pathophysiology	4 cr
BIOL 5564 Lectures in Human Physiology	4 cr
PAS 6601 Intro to Physician Assistant	7 cr
PAS 6602 Evidence-based Medicine	3 cr
PAS 6603 Clinical Assessment	6 cr
PAS 6604 Pharmacology	2cr
<b>Total Credits</b>	<b>30 cr</b>

Spring Semester	
PAS 6630 Allergy/Immunology Module	1 cr
PAS 6631 Infectious Disease Module	2 cr
PAS 6632 Hematology/Oncology	2 cr
PAS 6633 Endocrinology Module	2 cr
PAS 6634 Renal Module	2 cr
PAS 6635 Pulmonary Module	3 cr
PAS 6636 Cardiology Module	4 cr
PAS 6637 Gastroenterology Module	4 cr
PAS 6638 ENT Module	2 cr
PAS 6640 Rheumatology Module	2 cr
PAS 6641 Orthopedics Module	2 cr
PAS 6642 Psychiatry Module	3 cr
PAS 6645 Ophthalmology Module	1 cr
PAS 6656 Alternative/Occupational Medicine Module	1 cr
<b>Total Credits</b>	<b>31 cr</b>

Summer Semester	
PAS 6639 Dermatology Module	2 cr
PAS 6643 Genitourinary Module	4 cr
PAS 6646 Neurology Module	2 cr
PAS 6650 Obstetrics/Perinatology Module	1 cr
PAS 6561 Pediatrics Module	2 cr
PAS 6652 Geriatrics Module	1 cr
PAS 6653 Surgery Module	2 cr
PAS 6654 Emergency Medicine Module	8 cr
PAS 6657 Comprehensive Evaluation	1 cr
<b>Total Credits</b>	<b>23 cr</b>

Clinical Year	
Fall, Spring, Summer Semesters	
PAS 6661 Clinical Rotation I	4cr
PAS 6662 Clinical Rotation II	4cr
PAS 6663 Clinical Rotation III	4cr
PAS 6664 Clinical Rotation IV	4cr
PAS 6665 Clinical Rotation V	4cr
PAS 6666 Clinical Rotation VI	4cr
PAS 6667 Clinical Rotation VII	4cr
PAS 6668 Clinical Rotation VIII	4cr
PAS 6671 Capstone Assessment I	1cr
PAS 6672 Capstone Assessment II	2cr
PAS 6673 Capstone Assessment III	1cr

## Physician Assistant Studies Graduate Courses

**PAS 5587 Individual Problems in Physician Assistant Studies 1-3 credits.** Assigned on the basis of interest, preparation, and faculty availability. Participation in this course in no way influences opportunity to be accepted into the PA Program. May be repeated for up to 3 credits. PREREQ: APPROVAL OF PA DIRECTOR.

**PAS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PAS 6601 Introduction to Physician Assistant 2 credits.** Provides an introduction to the physician assistant profession, health promotion/ disease prevention, medical ethics, medical imaging, laboratory medicine, and medical decision-making.

**PAS 6602 Evidence-based Medicine 2 credits.** Emphasizes use of current research evidence in medical decision making, a practice known as evidence-based medicine. Topics include critical analysis of the medical literature, biostatistics, and application of EBM to patient care.

**PAS 6603 Clinical Assessment 3 credits.** Provides an introduction to medical interviewing and techniques for performing and recording a complete medical history and physical examination.

**PAS 6604 Pharmacology 1 credit.** An introduction to foundational concepts of therapeutic pharmacology, with emphasis on pharmacokinetics and pharmacodynamics.

**PAS 6630 - 6566 Module Course Descriptions. Credit varies for each module.** Lectures, laboratory practicum, problem-based learning, small group discussions, research methods, evidence-based medicine, and service learning are integrated to provide an immersion experience in the diagnosis and treatment of diseases commonly encountered in primary care medicine. May be graded S/U .

Modules have the following content areas which are tailored to the specific module:

Case-Based Learning
Clinical Anatomy
Clinical Medicine
Clinical Physiology
Diagnostic Procedures
Ethics and Law
Health Promotion/Disease Prevention
Laboratory Medicine
PA Role and Issues
Pathophysiology
Physical Diagnosis
Research/Evidence-Based Medicine
Service Learning
Therapeutics

**PAS 6657 Comprehensive Evaluation 1 credit.** An end-of-didactic-year comprehensive evaluation of the physician assistant student's knowledge, skills, abilities, and profes-

sional behavior. The student must receive a grade of "satisfactory" in order to progress to the clinical year of the program.

**PAS 6661 Clinical Rotation I 4 credits.** Supervised clinical practicum in primary care or specialty care in medical practice settings. PREREQ: Successful completion of all PAS Didactic Year Requirements. Graded S/U.

**PAS 6662 Clinical Rotation II 4 credits.** Supervised clinical practicum in primary care or specialty care in medical practice settings. PREREQ: PAS 6661. Graded S/U.

**PAS 6663 Clinical Rotation III 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6662. Graded S/U.

**PAS 6664 Clinical Rotation IV 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6663. Graded S/U.

**PAS 6665 Clinical Rotation V 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6664. Graded S/U.

**PAS 6666 Clinical Rotation VI 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6665. Graded S/U.

**PAS 6667 Clinical Rotation VII 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6666. Graded S/U.

**PAS 6668 Clinical Rotation VIII 4 credits.** Supervised clinical practicum in primary care and/or specialty care in medical practice settings. PREREQ: PAS 6667. Graded S/U.

**PAS 6671 Capstone Assessment I 1 credit.** There are three Capstone Assessment Courses in the second year of the PA Program. Together they represent a comprehensive assessment of the students. Capstone Assessment I course is the first of the series. Students are required to study for and pass multiple objective examinations.

**PAS 6672 Capstone Assessment II 2 credits.** There are three Capstone Assessment Courses in the second year of the PA Program. Together they represent a comprehensive assessment of the students. The Capstone Assessment II course is the second of the series. Students are required to study for and pass multiple objective examinations, additionally they are required to complete and present a medical case study, under the direction of the PA Program faculty.

**PAS 6673 Capstone Assessment III 1 credit.** There are three Capstone Assessment Courses in the second year of the PA Program. Together they represent a comprehensive assessment of the students. The Capstone Assessment III course is the third one in the series and students are required to study for and pass multiple objective examinations.

**PAS 6689 Graduate Special Topics 1-4 credits.** Special topics in specific areas of physician assistant studies which may include didactic and/or clinical studies. May be repeated up to 14 credits.

**PAS 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

## Family Medicine Residency Program

The Idaho State University Family Practice Residency is a postgraduate training program for physicians who have an M.D. or D.O. degree. The program is affiliated with the medical schools of the University of Washington and the University of Utah and is accredited by the Accreditation Council for Graduate Medical Education. The Pocatello Family Medicine Clinic, located on the Idaho State University campus, is the outpatient training site; hospital rotations are scheduled at Portneuf Medical Center.

Accepting seven residents per year, the program trains Family Physicians to practice in rural Idaho. The curriculum includes family medicine, obstetrics/gynecology, surgery, internal medicine, pediatrics, geriatrics, emergency medicine, community medicine, behavioral science, rural medicine, orthopedics, and other subspecialties.

For more information, please contact:  
Family Medicine Residency Program  
465 Memorial Drive  
Idaho State University  
Pocatello, Idaho 83201  
(208) 282-4507  
Internet: [www.fmed.isu.edu](http://www.fmed.isu.edu)  
Email: [fammed@fmed.isu.edu](mailto:fammed@fmed.isu.edu)

## Curriculum Overview

### First Year

4 weeks Community Medicine  
4 weeks Psychology  
12 weeks Internal Medicine  
8 weeks Pediatrics (Inpatient)  
8 weeks Obstetrics

8 weeks General Surgery  
8 weeks Emergency Medicine

### Second Year

8 weeks Internal Medicine  
8 weeks Pediatrics  
4 weeks Cardiology  
4 weeks Pulmonary/ICU  
4 weeks Medicine Subspecialty  
4 weeks Rural Rotations  
4 weeks Electives  
4 weeks Obstetrics  
4 weeks Orthopedic/Sports Medicine  
4 weeks Family Medicine Center Chief

### Third Year

8 weeks Internal Medicine  
2 weeks ENT (Longitudinal)  
2 weeks Urology  
4 weeks Ophthalmology (longitudinal)  
2 weeks Dermatology (longitudinal)  
4 weeks Orthopedics/Sports Medicine/  
Rheumatology  
4 weeks Family Medicine Center Chief  
4 weeks Rural Rotations  
4 weeks Gynecology  
12 weeks Electives/Obstetrics  
2 weeks Hospitalist  
2 weeks Pediatrics

# School of Rehabilitation and Communication Sciences

Associate Dean and Director: Devine

## Departments

The School of Rehabilitation and Communication Sciences (SRCS) is composed of 2 departments with 2 Doctoral degrees and 2 Master's degrees. The department of Communication Sciences and Disorders (CSD) consists of graduate-level programs in Audiology and Speech-Language Pathology. The department of Physical and Occupational Therapy (DPOT) includes graduate programs in Occupational Therapy and in Physical Therapy. The programs within the School reflect the organization found in many rehabilitation facilities, acknowledging the strong relationships found among these disciplines.

## Degree Programs

The School of Rehabilitation and Communication Sciences is home to 2 Doctoral degrees: The Doctor of Audiology (AuD) and the Doctor of Physical Therapy (DPT). The School is also home to two Master's degrees: The Master's of Science in Occupational Therapy (MS

OT) and the Master's of Science in Speech-Language Pathology (MS SLP).

# Department of Communication Sciences and Disorders

Chair and Professor: Kangas  
 Associate Chair and Professor: Johnson  
 Professors: Seikel  
 Associate Professors: Brockett  
 Assistant Professors: Altieri, Barga, Hudock, Ogiela, Ramsdell, Sanford  
 Clinical Professor: Loftin, Whitaker  
 Clinical Associate Professors: Bishop, Guryan, Knudson, Holst, Turner, Wallbe  
 Clinical Assistant Professors: Ament, Hansen, Hardy, Melton, Miller, E. Morgan, W. Morgan  
 O'Donnell, Smith, Stone  
 Clinical Instructors: Tucker

## Doctor of Audiology (Au.D.)

### Accreditation

The Doctor of Audiology (Au.D.) is accredited by the Council on Academic Accreditation (CAA) in Audiology and speech-Language Pathology (<http://professional.asha.org/academic/>)

### Admission Requirements

For admission to the Au.D. degree program in audiology, an applicant is expected to meet the stated (Masters') admission criteria to ISU Graduate School, and, in addition, provide three (3) letters of recommendation from those who can speak to the applicant's academic qualifications to pursue graduate education.

The Graduate School criteria include:	
GPA	Standardized Test
(last 60 credits)	
3.5 to 4.000	No standardized test
3.0 to 3.499	(GRE/MAT) required
	40th Percentile on at least
40th	one area of the GRE or
	Percentile on the MAT
2.5 to 2.999	Combined Verbal and
	Quantitative (V+Q) score
of	1000 on GRE or 45th
	Percentile on the MAT
below 2.499	No admission

### International Students

Students whose native language is not English must achieve at least the 50th percentile on the Verbal section of the GRE. Applicants whose first language is not English need to meet the following TOEFL requirements for Classified admission: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test or a score of 84 on the MTELP, or a score of 6.5 on the IELTS. Once admitted, non-native English-speaking students must also receive a passing score on a test of spoken English to participate in clinic.

### Program Capacity

A total of 24 students are admitted to the program. The number of seats available for new admissions will vary. Classes begin in the Fall Semester of each year. Meeting entry-level requirements for admission does not guarantee a seat in the program.

### Curriculum

The curriculum is four years in duration, and includes one year (fourth year) of full-time clinical practicum. There are eight regular (fall and spring) semesters and three summer semesters. For the third year, students will be required to relocate to the ISU Meridian campus to continue their academic and clinical instruction in a robust audiology community. Students will assume the financial, housing, and logistical responsibilities of the relocation.

### Doctor of Audiology (Au.D.)

#### Course List (Regular 4 year)

CSD 5517	Interdisciplinary Evaluation Team (or CSD 6691 Topical Seminar if IET was taken as an undergraduate)	3 cr
CSD 5560	Educational Audiology (or Elective if Educational Audiology was taken as an undergraduate)	3 cr
CSD 6600	Principles of Research in Communication Disorders	3 cr
CSD 6603	Clinic Practicum-Audiology	9 cr
CSD 6603L	Clinic Practicum- Audiology Lab	
CSD 6605	Externship in Audiology	1-8 cr
CSD 6611	Auditory Assessment and Speech Audiometry	4 cr
CSD 6621	Aud Rehab and Amplification I	3 cr
CSD 6623	Pediatric Audiology	3 cr
CSD 6631	Immittance/Special Assessment	2 cr
CSD 6633	Introduction to Evoked Potential Audiometry and Balance Assessment	3 cr
CSD 6633L	Introduction to Evoked Potential Audiometry and Balance Assessment Lab	1 cr
CSD 6641	Aud Rehab and Amplification II	2 cr
CSD 6641L	Aud Rehab and Amp II Lab	1 cr
CSD 6645	Auditory Anatomy and Physiology	2 cr
CSD 6647	Auditory Physiology of Speech and	

	Non-speech Signals	2 cr
CSD 6675	Hearing Conservation and Noise	2 cr
CSD 6670	Auditory Pathologies	2 cr
CSD 6673	Instrumentation and Calibration	1 cr
CSD 6680	Counseling in Audiology	3 cr
CSD 6691	Topical Seminar (Note 1)	3 cr
CSD 7705	Off-campus Clinical Practicum	1-4 cr
CSD 7705L	Off-campus Clinical Practicum Lab	1-4 cr
CSD 7710	Adv Topics in Aud Rehab	3 cr
CSD 7720	Audiology Practice Management and Dispensing	3 cr
CSD 7730	Auditory Evoked Potential Audiometry & Early Identification	3 cr
CSD 7740	Advanced Vestibular Assessment	3 cr
CSD 8805	Fourth Year Externship	1-8 cr
CSD 8810	Clinical Project	6 cr
	Advanced Electives	6 cr

Note 1: If a student has not taken IET she/he may take it as a graduate student and substitute it for one of the 3 required topical seminars.

### General Requirements

Students receiving the degree of Doctor of Audiology must have satisfactorily completed all courses in the curriculum and passed all clinical practicum assignments. In addition, in spring semester of the third year, the student must pass the written comprehensive examination, and an oral comprehensive examination that includes defense of the doctoral project. According to university regulations, no student may be granted a graduate degree who does not have a 3.0 grade point average for courses listed on the Program of Study upon completion of all academic work. The Department of Communication Sciences and Disorders will terminate the graduate program of any student who has received grades of C+ or lower in two or more departmental courses, or if the cumulative GPA falls below 2.7 in the first year of study, or 3.0 by the completion of graduate studies. If a student's graduate education is terminated for reasons of poor academic performance, the student may reapply for admission no sooner than one full semester following the semester of dismissal.

Additionally, graduate students deemed by the faculty not to have made satisfactory progress in the acquisition of clinical skills may be required to enroll for further credits in clinical practicum in addition to the minimum required of all students. Students may be dismissed for failure to make satisfactory progress in clinical practicum.

## Master of Science in Speech-Language Pathology

### Admission Requirements

For admission to the M.S. degree program in Speech-Language Pathology the applicant must:

1. Have an earned Baccalaureate degree

with a major in communication sciences and disorders, or a Baccalaureate degree in any major with equivalent Post-Baccalaureate coursework in communication sciences and disorders.

2. Possess a 3.0 or higher GPA . The method of calculating an Admission GPA is based on the last 60± semester undergraduate credits (90± quarter credits) for coursework taken during the last two years of undergraduate training. Post-Baccalaureate coursework in communication sciences and disorders will be considered in computing GPA.
3. Obtain score of 40th Percentile or better on at least one area of the GRE.
4. Submit three letters of recommendation.
5. Apply through Communication Sciences and Disorders Centralized Application Service at [www.csdcas.org](http://www.csdcas.org).
6. Apply to, and meet all criteria for, admission to Graduate School.

### International Students

International students whose native language is not English must achieve at least the 50th percentile on the Verbal section of the GRE. Applicants whose first language is not English need to meet the following TOEFL requirements for Classified admission: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2 ) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test or a score of 84 on the MTELP, or a score of 6.5 on the IELTS. Once admitted, non-native English-speaking students must also receive a passing score on a test of spoken English to participate in clinic.

### Required Courses for Speech-Language Pathology Emphasis

CSD 6600 Principles of Research in Communication Disorders	3 cr
Clinical Practicum (combined credits of CSD 602 and CSD 604)	11 cr
CSD 6602 Clinical Practicum: Speech-Language Pathology	
CSD 6602L Clinical Practicum: Speech-Language Pathology Lab	
CSD 6604 Off-Campus Clinical Practicum	
CSD 6606 Extenship in Speech-Language Pathology	8 cr
CSD 6614 School-age Language Development and Disorders	3 cr
CSD 6616 Augmentative and Alternative Communication	3 cr
CSD 6620 Early Language Development and Disorders	3 cr
CSD 6622 Speech Sound Disorders	3 cr

CSD 6624 Disorders of Swallowing	2 cr
CSD 6625 Advanced Issues in Language Disorders	3 cr
CSD 6629 Neuropathologies 1	3 cr
CSD 6630 Fluency Disorders in Children and Adults	3 cr
CSD 6632 Craniofacial Anomalies	2 cr
CSD 6634 Voice Disorders	2 cr
CSD 6639 Neuropathologies of Language and Cognition	3 cr
CSD 6648 Professional Issues	3 cr
CSD 6650 Thesis (optional)	6 cr
Electives Non-thesis option	3 cr
Total 58-61 cr	

### Non-Thesis students are required to complete three credits from the following courses:

CSD 6636 Medical/School Practice in Speech-Language Pathology	3 cr
CSD 6651 Master's Paper	3 cr
CSD 6691 Topical Seminar	3 cr
CSD 6651 Master's Paper	3 cr
CSD 6691 Topical Seminar	3 cr

Note that an adequate undergraduate background is assumed for entry to the graduate curriculum in speech-language pathology. When meeting with an advisor, if deficiencies are found, such as lack of a basic course, the student may be required to make up the course. An advisor must be consulted during registration week. Note also that an undergraduate or graduate course in statistics or experimental design is required if not previously taken in an undergraduate program, as is 136 Graduate School 2012-2013 Catalog CSD 5517, Interdisciplinary Evaluation Team.

Students in the Graduate Program in Speech-Language Pathology must have the following ISU courses or their equivalents from another institution, or provide evidence from course syllabi that the basic information was covered in their undergraduate program. Certain of these courses may be taken during the graduate program.

CSD 4435 Speech Science	4 cr
CSD 3315 Clinical Processes: Management	3 cr
CSD 3321 Clinical Phonology	4 cr
CSD 3325 Speech Sound Disorders	3 cr
CSD 3330 Language Development	3 cr
CSD 3335 Language Disorders	3 cr
CSD 3341 Audiology I: Hearing Sciences and Audiometry	3 cr
CSD 4405 Neurological Bases of Communication Disorders	3 cr
CSD 4417 Interdisciplinary Evaluation Team	1 cr
CSD 3345 Aural Rehabilitation OR	
CSD 4460 Educational Audiology	3 cr
CSD 4420 Clinical Processes: Assessment	3 cr
MATH 2253 Introduction to Statistics	3 cr

### General Requirements

Students must pass written and oral comprehensive examinations. For the Master of Science in Speech-Language Pathology the written exam may be fulfilled by either a portfolio or a thesis.

According to the university regulations, no student may be granted a graduate degree who does not have a 3.0 grade point average for courses listed on the program of study upon completion of all academic work. In addition, the Department of Communication Sciences & Disorders will terminate the graduate program of any student who has received grades of C+, or lower, in two or more departmental courses, or if the cumulative GPA falls below 2.7 in the first year of study and 3.0 by the completion of graduate studies. If a student's graduate education is terminated for reasons of poor academic performance, he/she may reapply for admission no sooner than one full semester following the semester of -dismissal.

Students with inadequate backgrounds in speech pathology and audiology may be required to take up to one year of undergraduate course work in addition to the above courses. In addition to the required graduate courses, students may have to take other courses in the department and related areas such as psychology and statistics. In addition to taking clinical practice (CSD 6602, 6603, or 6604) in the department, all graduate -students must complete a minimum of an -eight-week, full-time externship in some professional program or agency. Exceptions may be made depending on the student's background. Graduate students deemed by the faculty not to have made satisfactory progress in the acquisition of clinical skills may be required to enroll for further credits in clinical practicum in addition to the minimum required of all students. Students may be dismissed for failure to make satisfactory progress in clinical practicum.

### Speech-Language Pathology and Audiology Graduate Courses

**CSD 5505 Neurological Bases of Communication Disorders 3 credits.** Provides fundamental knowledge of neuroanatomy and physiology as related to speech, language and hearing disorders. Introduction to communication disorders related to neurological damage (e.g., dysarthria, apraxia, aphasia).

**CSD 5517 Interdisciplinary Evaluation Team 1 credit.** An introduction to the principles and techniques associated with interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Occupational Therapy, Dietetics, Social Work, Psychology, Special Education, Speech-Language Pathology. Cross-listed as PSYC 5517, SOWK, 5517, NURS 5517.

**CSD 5520 Clinical Processes: Assessment 3 credits.** Diagnostic principles, procedures, tests and clinical examination in the evaluation of speech, language and hearing disorders.



Covers norms, reliability and validity. PREREQ: PSYCH 4445, CSD 3315, AND STATISTICS, AND/OR APPROVAL OF INSTRUCTOR.

**CSD 5540 Special Topics Workshop 1-3 credits.** Presentation of professionally related topics in workshop format. Meets for a minimum of 16 contact hours per credit with appropriate outside assignments, readings, or papers. May be -repeated for up to 6 credits. Graded S/U.

**CSD 5560 Educational -Audiology 3 credits.** Overview of school-based audiology services and the educational audiology model of service provision including working within the public school system, legal issues, and options for providing comprehensive services to children with hearing loss and their families.

**CSD 5580 Genetics for Health Care Professionals 2 credits.** An in depth interdisciplinary review of the impact of genetics on patients and patient care and the biological, social, ethical and legal issues surrounding genetics and genomics. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. Cross listed as NURS 5580.

**CSD 5582 Independent Study 1-4 credits.** Study of problems selected by students and faculty. May be repeated up to 8 credits.

**CSD 5591 Seminar 1-4 credits.** Reading, preparation, and discussion of reports and projects in all areas of speech and hearing science, speech -pathology and audiology. May be repeated up to 12 credits.

**CSD 5597 Professional Education Development Topics. Variable credit.** May be repeated. A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be graded S/U.

**CSD 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CSD 6600 Principles of Research in Communication Disorders 3 credits.** Methodology including quantitative and qualitative approaches to research and use of evidence-based practice. Use of informational resources to develop a research proposal. PREREQ: STATISTICS OR PERMISSION OF INSTRUCTOR.

**CSD 6602 Clinical Practicum: Speech-Language 1 credit.** Students, under supervision, gain experience in the diagnosing, staffing, programming, and counseling of cases with speech and language disorders. May be repeated up to 16 credits. Approval of Clinic Director required.

**CSD 6602L Clinical Practicum: Speech-Language Lab** Weekly staffing, grand rounds discussion, and professional presentations of new trends in audiology. COREQ: CSED 6602

**CSD 6603 Clinical Practicum: Audiology 1-4 credits.** Students gain experience in diagnosing, programming, and counseling cases with hearing disorders, and implementing rehabilitation programs for persons with hearing losses. May be repeated up to 13 credits. PREREQ: APPROVAL OF -ADVISOR AND AUDIOLOGY CLINIC -COORDINATOR.

**CSD 6603L Clinical Practicum: Audiology Lab** Weekly staffing, grand rounds discussion, and professional presentations of new trends in audiology.

**CSD 6604 Off-Campus Practicum 1-4 -credits.** Designed to provide clinical experience under -supervision of speech-language pathologist within placement setting. Placements include private -clinics, hospitals, residential care facilities, developmental centers, and schools. May be repeated up to 16 credits. PREREQ: CLINIC DIRECTOR APPROVAL. Graded S/U.

**CSD 6605 Externship in Audiology 4-8 credits.** Eight week off-campus placement that can be split between two summers. Final approval is the responsibility of the clinic director. Each student should obtain a minimum of 100 clock hours of clinical experience per eight week externship. PREREQ: CLINICAL DIRECTOR APPROVAL. COREQ: CSD 7705L. May be repeated. Graded S/U.

**CSD 6606 Externship in Speech-Language Pathology 4-9 credits.** Designed to give Speech-Language Pathology students full-time practical experience in a professional setting, i.e., schools, hospitals, clinics, and private practices. PREREQ: COMPLETION OF ACADEMIC -PROGRAM. May be repeated up to 18 credits. Graded S/U.

**CSD 6611 Advanced Auditory Assessment and Speech Audiometry 4 credits.** Thorough study in the historical, theoretical, and clinical aspects of fundamental audiological procedures such as pure-tone air- and bone-conduction testing, speech audiometry, and masking.

**CSD 6614 School-Age Language Development and Disorders 3 credits.** Advanced study of language development and disorders in school-age children and youth. Methods of assessing later language disorders in educational settings. PREREQ: CSD 6620.

**CSD 6616 Augmentative and Alternative Communication 3 credits.** Functional approaches to enhancing communication for people with severe disabilities. Includes introduction to electronic communication devices, low technology strategies, empowering clients, and inclusive practices. PREREQ: CSD 6620, OR EQUIVALENT.

**CSD 6620 Early Language Development and Disorders 3 credits.** Study of language development and disorders in children (0-5 years of age). Includes theories of development and disorders, assessment and intervention of child and environment. PREREQ: CSD 3330, CSD 3335, OR EQUIVALENT.

**CSD 6621 Aud Rehab and Amplification I 3 credits.** Introduction to practice of audiologic rehabilitative patient care with an emphasis on acoustic hearing aids. Basic instrument design, components, and coupling features of various wearable amplification devices will be included. Assessment of patient candidacy, fitting protocols, and outcome measures.

**CSD 6622 Speech Sound Disorders 3 credits.** Characteristics of children with speech sound disorders. Current approaches to assessment and theoretically-based treatment of speech sound errors, including multicultural applications. PREREQ: CSD 3325, OR PERMISSION OF INSTRUCTOR.

**CSD 6623 Pediatric Audiology 3 credits.** Advanced study of hearing disorders and hearing test procedures in children. Topics include development of the auditory mechanism, auditory pathologies, developmental milestones, auditory testing, differential diagnosis, and management.

**CSD 6624 Disorders of Swallowing 3 credits.** Assessment and treatment of disorders associated with all stages of swallowing in adults and children. Includes oromyofunctional, oral preparatory, oral, pharyngeal, and esophageal swallowing disorders. PREREQ: CSD 4435, OR PERMISSION OF INSTRUCTOR.

**CSD 6625 Advanced Issues in Language Disorders 3 credits.** Critical issues in childhood language disorders including linguistic and cultural diversity, classroom-based strategies, and children with mental retardation, autism, learning disability and deafness. PRE-

REQ: CSD 614 OR EQUIVALENT.

**CSD 6629 Neuropathologies of Speech 3 credits.** Examines etiologies, characteristics, assessment and treatment of dysarthria, apraxia, and right-hemisphere dysfunction.

**CSD 6630 Fluency Disorders in Children and Adults 3 credits.** Advanced study of assessment and treatment for fluency disorders in adults and children. Includes theory, developmental issues, cluttering, and specific treatment for adults and children.

**CSD 6631 Immittance/Special Assessment 3 credits.** Study of immittance and other special audiological tests used in site of lesion (differential) diagnostic workshops. Background, rationale, administration, and interpretations of immittance and other special tests will be considered along with the concept of Clinical Decision Analysis (CDA).

**CSD 6632 Craniofacial Anomalies 2 credits.** Consideration of the speech-language pathologist's role in the habilitation of patients with craniofacial anomalies. Clefts of the lip and palate are discussed. Team approaches to assessment and management are presented.

**CSD 6633 Introduction to Evoked Potential Audiometry and Balance Function Assessment 3 credits.** Introduction to the study of evoked potential audiometry, balance function testing, and otoacoustic emissions. Emphasis will be on the physiologic processes and instrumentation. COREQ: CSD 6633L.

**CSD 6633L Introduction to Evoked Potential Audiometry and Balance Function Assessment Laboratory 1 credit.** An introductory course designed to provide the hands-on study and clinical practice of ABR, ENG/VNG, and OAE tests. Emphasis on clinical protocol, interpretation of test findings, and methods of reporting interpretations to referring sources. COREQ: CSD 6633.

**CSD 6634 Voice Disorders 2 credits.** Study of the anatomical, physiological, and behavioral aspects of voice production. Consideration of voice disorders by the speech-language pathologist. Principles of assessment and treatment will be discussed. PREREQ: CSD 6614 OR EQUIVALENT

**CSD 6635 Speech Audiometry 1 credit.** Review of basic and advanced audiometric tests which utilize speech as an approach to hearing assessment. Course treatment includes historic development of speech tests and description of psychophysical principles which underlie speech audiometry.

**CSD 6636 Medical/School Practice in Speech-Language Pathology 3 credits.** Examines methods and practices specific to medical and school settings. Includes billing procedures, record keeping, referral procedures, ethics, treatment models related to settings, caseload management, Interdisciplinary Education program requirements, legal mandates, collaborative strategies, and inclusive practices. PREREQ: CSD 6614 AND/OR EQUIVALENT.

**CSD 6639 Neurogenic Disorders of Language and Cognition 3 credits.** Etiologies, characteristics, assessments, and treatment of aphasia, traumatic brain injury, and dementia.

**CSD 6641 Aud Rehab and Amplification II 2 credit.** Continuation of wearable amplification technology with focus on advanced signal processing, prescriptive fitting rationales, and programming software. Objective and subjective verification and validation methodologies as well as patient orientation, adjustment, and care of devices will be included. PREREQ: CSD 6621. COREQ: CSD 6641L.

**CSD 6641L Aud Rehab and Amplification II Laboratory 1 credit.** Experimental learning activities with hearing aid programming software, ANSI test measures, Real Ear Measurements (REM), and hearing aid repair. PREREQ: CSD 6621. COREQ: CSD 6641.

**CSD 6643 Aud Rehab and Implants 3 credits.** Patient candidacy evaluations, surgical procedures, fitting, and programming of FDA approved implantable technologies for the hearing impaired patient. Patient orientation, troubleshooting, and operation of devices as well as validation and verification of outcomes will be included. PREREQ: CSD 6621, 6641.

**CSD 6645 Auditory Anatomy and Physiology 2 credits.** Comprehensive treatment of the anatomy, physiology, and neuroanatomy of the auditory system from the outer ear to the auditory cortex.

**CSD 6647 Auditory Physiology of Speech and Non-Speech Signals 2 credits.** Continuation of advanced study of the auditory system, including central pathways, auditory perception of speech and non-speech signals, and psychoacoustics, with focus on pitch and loudness phenomenon, masking, and binaural effect. PREREQ: CSD 6645.

**CSD 6648 Professional Issues: Speech-Language Pathology 3 credits.** Advanced preparation for professional practice in speech-language pathology. Includes study of policies and practices in employment settings, service delivery models, ethics, counseling, supervision. PREREQ: TWO SEMESTERS OF CSD

6602.

**CSD 6650 Thesis 1-9 credits.** Research project under supervision of academic faculty member. PREREQ: ABILITY TO DEAL WITH TECHNICAL LITERATURE, PROVEN WRITING -ABILITY. APPROVAL OF ADVISOR AND INSTRUCTOR. May be repeated. Graded S/U.

**CSD 6651 Master's Paper 1-3 credits.** Major paper or project synthesizing aspects of a specialized area of speech-language pathology, audiology. A large component of the paper must reflect the student's own original thinking. May be repeated. Graded S/U.

**CSD 6652 Auditory Language Learning 3 credits.** This course examines the development of speech and hearing in children who are hard or deaf. Focus is placed on how children with hearing impairments differ in their learning of language compared to children with normal hearing. Language strategies for use by professionals serving deaf and hard of hearing children to promote language learning will also be discussed.

**CSD 6670 Auditory Pathologies 2 -credits.** Study and discussion of a wide range of auditory pathologies. Emphasis will be placed on the relationship between the pathology and the corresponding audiometric findings.

**CSD 6673 Instrumentation and Calibration 1 -credit.** The basic study of electronics, sound, acoustics, instrumentation, and hands on activity using a wide variety of audiometric equipment.

**CSD 6675 Hearing Conservation in Noise 2 credits.** Hearing conservation programs from historical and current-model perspectives. Additionally, measurement of sound, OSHA and other applicable regulations, and the effects of noise on human hearing will be discussed.

**CSD 6680 Counseling in Audiology 2 credits.** Examination of the role of personal adjustment counseling in audiology. Students review counseling theory and the application of counseling techniques to patient interactions.

**CSD 6691 Topical Seminar 1-4 credits.** Reading and discussions involving subjects of concern. May be repeated up to 12 credits.

**CSD 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be re-

peated.

**CSD 7705 Off-Campus Clinical Practicum 1-4 -credits.** These externships, referred to as 3rd year rotations, are for the two semesters of the third year. Students will rotate through one experience every eight weeks or two per semester. Affiliation agreements and placement decisions are arranged by the externship coordinator. COREQ: CSD 7705L. May be repeated. Graded S/U.

**CSD 7705L Off-Campus Clinical Practicum Laboratory 1 -credit.** Staffing seminar conducted online with students in clinical experience settings. May be repeated. Graded S/U. PREREQ: CSD 6603.

**CSD 7710 Adv Topics in Aud Rehab 3 credits.** Advanced topics include rehabilitation issues in central auditory processing disorders, tinnitus, and pharmacology. Audiologic rehabilitation outcome measures and efficacy will be included. PREREQ: CSD 6621, 6641, 6643.

**CSD 7720 Audiology Practice Management and Dispensing 3 -credits.** Ethics and professional issues in various practice settings, including multicultural considerations, licensure certification, best practice, outcome measures, hearing aid dispensing, liability, malpractice, marketing, and practice/business management. PREREQ: CSD 6641, 6643.

**CSD 7730 Advanced Electrophysiology 3 -credits.** Comprehensive discussion of advanced evoked potentials including test protocols, measurement, and interpretation. Topics in early identification of individuals with hearing loss will also be covered. PREREQ: CSD 6633.

**CSD 7740 Advanced Vestibular and Balance Function Assessment 3 -credits.** Advanced vestibular and balance function assessment including underlying causes of balance disorders, rotary chair, computerized posturography, VEMP, advances in VNG/ENG technology, and collaborative approaches to vestibular rehabilitation. PREREQ: CSD 6633.

**CSD 8805 Fourth Year Externship 1-8 credits.** Full time placement designed to provide the student with a breadth and depth of clinical experience equivalent to one year of full-time work (approximately 2,000 hours). Students must enroll for three semesters minimum. Students are responsible for identifying potential sites and working with externship coordinator to arrange affiliations agreements. Final approval is the responsibility of the clinical director. COREQ: CSD 7705L. May be repeated. Graded S/U.

**CSD 8810 Clinical Project 1-6 -credits.** Clinically-based scholarly project completed under the supervision of the audiology faculty. May be repeated for a total of 6 credits. Graded S/U.

## Department of Physical and Occupational Therapy

Chair and Associate Professor: Creelman  
Occupational Therapy Program Director and Associate Professor: Gee  
Professor:

Associate Professors: Creelman, Devine, Dye, Gee, Seiger, Thompson  
Assistant Professors: Alexander, Jackman, Kendall, Lloyd, Peterson, Ralphs

### Program Mission

The primary mission of the Doctor of Physical Therapy Program is to provide entry-level education in a supportive learning environment fostering diverse and interdisciplinary didactic and clinical experiences, clinical skills acquisition, and a desire for lifelong learning to enhance the delivery of physical therapy services and the profession. Further, the program emphasizes faculty and student enrichment through scholarly endeavors, teaching, service, and clinical practice contributions within their areas of expertise.

## Doctor of Physical Therapy

The graduate entry level program in Physical Therapy is a professional entry level program designed to prepare students for licensure to practice as physical therapists. The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

The Doctor of Physical Therapy program (DPT) was granted re-accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE) in October 2006. Prospective students having questions about the program's accreditation status should contact the Commission on Accreditation of Physical Therapy Education, 111 North Fairfax Street, Alexandria, VA 22314; accreditation@apta.org; (703)684-2782 or (703)706-3245.

### Admission Requirements

The student must apply to, and meet all criteria for admission to the Graduate School. In addition,

the following conditions must be met:

1. Completion of bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country. (Must complete degree before onset of classes in PT Program of the Fall Semester in year of acceptance.)
2. Grade point average of 3.0 or above on the equivalent of the most recent four full-time semesters of academic work. GPA is calculated on upper division courses only.
3. Grade point average of 3.0 or above in each prerequisite set of science courses. Please contact the Department of Physical Therapy for clarification.
4. Applicants must take the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
  - a. GRE must meet the following requirements to be competitive: A total combined score of at least 950 in the verbal and quantitative portions. Verbal must be at least 400. Minimum of 4.0 on the analytical portion.
  - b. MAT must meet the following requirements to be competitive: A total score of 390.
  - c. Applicants whose first language is not English need to meet the following TOEFL requirements for Classified admission: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test or a score of 84 on the MTEFL, or a score of 6 on the IELTS.
  - d. Applicants with scores lower than the requirements may not be considered.
  - e. The scores of the GRE/MAT/TOEFL must be received by the Graduate School by the application deadline (November 15) for an application to be considered. The ISU code for these three tests is: 4355.
5. At least 80 hours of salaried or voluntary experience in two or more physical therapy practice settings. Experience must be supervised and documented by licensed physical therapists. This experience must have occurred within the last five years.
6. Three letters of recommendation. Two

letters must be from licensed physical therapists under whom the student has obtained hours of experience. One letter must be from a professor.

The admissions committee reviews all applicants on a competitive case-by-case basis during any admissions cycle.

Qualified applicants may be invited for a personal interview with physical therapy admissions committee.

Prospective applicants should contact the department for specific descriptions of the above general requirements.

A maximum of 28 students are admitted to the program each year. Classes begin in the Fall Semester of each year. Meeting entry level requirements for admission does not guarantee a seat in the program. Admission is on a competitive basis, and a majority of the seats are offered to Idaho residents. Please contact the Department of Physical Therapy for details.

## General Requirements

The curriculum is 3 years in duration and includes 5 clinical affiliations. There are 8 semesters and 2 full-time summer sessions encompassing a total of 101 credits. The clinical affiliations mandate student travel and housing with the usual expenses borne by the student. Out-of-state travel for affiliations is required.

## Doctor of Physical Therapy Curriculum\*

### Fall - Semester 1

PTOT 5512 Professional Communication	2 cr
PTOT 5513 Physical Therapy Profession	2 cr
BIOL 5574/5574L Human Anatomy - PT emphasis	5 cr
BIOL 5586/5586L Human Systemic Physiology	5 cr
PTOT 6623 Physical Agents	3 cr
PTOT 6643 Physical Agents Lab	1 cr
Total	18 cr

### Spring - Semester 2

PTOT 5501 Clinical Kinesiology	4 cr
PTOT 5502 Clinical Neuroscience	5 cr
PTOT 6606 Clinical Therapeutic Exercise	3 cr
PTOT 6620 Clinical Procedures	2 cr
PTOT 6640 Clinical Procedures Lab	1 cr
PTOT 6621 Manual Evaluation and Treatment	2 cr
PTOT 6641 Manual Evaluation and Treatment Lab	1 cr
PTOT 6618 Practicum	1 cr
Total	19 cr

### Summer - Semester 3

PTOT 5514 Research Methodology	4 cr
PTOT 6608 Pharmacology for Physical and Occupational Therapists	3 cr
PTOT 6631 Clinical Affiliation I	3 cr
Total	10 cr

### Fall - Semester 4

PTOT 6616 Professional Project	1 cr
PROR 667 Research Practicum	1-2 cr

PTOT 6618 Practicum	1 cr
PTOT 6622 Musculo-Skeletal System Management	4 cr
PTOT 6642L Musculo-Skeletal System Management Lab	1 cr
PTOT 6624 Cardiac and Pulmonary System Management	5 cr
PTOT 6632 Clinical Affiliation II	3 cr
Total	18 cr

### Spring - Semester 5

PTOT 6616 Professional Project	1 cr
PTOT 6619 Practicum	1 cr
PTOT 6626 Neurological Systems Management	5 cr
PTOT 6646L Neurological Systems Mgmt Lab	1 cr
PTOT 7715 Resource Management	3 cr
Total	11 cr

### Summer - Semester 6

PTOT 7733 Clinical Affiliation III	5 cr
PTOT 6616 Professional Project	1 cr
Total	6 cr

### Fall - Semester 7

Oral & Comprehensive Exams	
PTOT 6616 Professional Project (elective)	1 cr
PTOT 6619 Practicum	1 cr
PTOT 7725 Multi-Systems Management	4 cr
PTOT 7727 Geriatric Management	1 cr
PTOT 7728 Lifespan Development	4 cr
Total	11 cr

### Spring - Semester 8

PTOT 7734 Clinical Affiliation IV	5 cr
PTOT 7735 Clinical Externship	5 cr
PTOT 6648 Graduate Special Topics (Elective)	1 cr
Total	10 cr

## TOTAL CREDITS

**101**

\*Minor curriculum changes and progression alteration may occur without notice in line with accreditation standards.

## Degree and Licensure Requirements

Students receiving the degree of Doctor of Physical Therapy must satisfactorily complete all courses in the curriculum, prepare and present study papers on a regular basis, prepare and present a professional project, attend and successfully complete all clinical affiliations, and satisfactorily pass comprehensive oral and written departmental examinations. For state licensure, students must have met the degree requirements and pass the National Board Examinations for Physical Therapy.

NOTE: Admitted students should be aware that some required external clinical rotation sites will require criminal background and drug checks. In addition, students who have a record of criminal activity may have difficulty procuring a license to practice in some states after completing the program.

## Grade Requirements

The Graduate School and the Department of Physical and Occupational Therapy requires that an overall GPA of 3.0 be maintained in all graduate course work and all clinical affiliations must be completed with an S

(satisfactory) grade. In addition, the Department of Physical and Occupational Therapy will terminate the graduate program of any student who has received grades of "B- or lower" in more than 6 credits or a maximum of two program courses. Students should consult specific departmental grading policies for specific information.

# Master of Occupational Therapy

The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. The following information provides the specific requirements for applying to the Idaho State University Occupational Therapy (OT) Program.

Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities. Occupations are goal-directed, meaningful pursuits that occupy a person's time each day. Occupations include work and productive activities, self care or care of others, and leisure/recreational activities. Occupational therapists adapt the environment, tasks, or techniques to meet individual needs while helping each client develop new skills necessary to function productively. Occupational therapists view every aspect of a client's life as important to his/her health.

Occupational therapy seeks to improve the quality of life for individuals who are at risk for physical, cognitive, mental or psychosocial impairments. Demand for occupational therapy will increase to address the needs of a growing population of aging adults, children with developmental disabilities and those who struggle with traumatic injuries and illness. When one experiences physical or mental illness or injury, it is the job of the occupational therapist to help the individual return to work, family roles and satisfying life.

The curative nature of occupational therapy is extremely broad and requires individuals with an interest in the complexity of humanity and occupations. One also needs an ability to think critically and creatively and be able to address occupational performance problems resulting from disease, trauma and mental illness. To be well prepared, a student must enter the profession with a foundation in the liberal arts, biological, physical, and social sciences.

## Admission Requirements

Students can be admitted into the Master of Occupational Therapy (MOT) program by applying to, and meeting all criteria for, admission to the Graduate School. They must also meet the prescribed prerequisite course requirements. Students may also have the option of early pre-professional entry into the program through the established guidelines of the Bachelors of University Studies (BUS) program. The BUS is an interdisciplinary degree designed for students whose career and educational goals are not met by traditional degrees offered at Idaho State University.

During the first three years, the student develops a course of study that will meet the student's interests, university degree requirements and Occupational Therapy Program prerequisites admission requirements. The student can apply to the BUS program during his/her junior year. With successful completion of the first professional year in the OT program, the student will receive a Bachelor of University Studies and will continue directly into the MOT program over the next two years. The combination of the BUS degree with the MOT degree program creates a seamless entry into the occupational therapy profession, ensuring that all prerequisites in social, physical and biological sciences are completed in a timely manner. For further information on the BUS and Occupational Therapy program, contact the Department of Physical and Occupational Therapy at (208)282-4095.

1. Applicants must complete a bachelor's degree from a college or university accredited in the U.S. or its equivalent from a school in another country. This degree may be in progress during the application process but must be completed prior to beginning OT courses in the Fall semester.
2. All applicants applying to the OT Program must also apply for admission to ISU through the Graduate School. General admissions requirements are explained in the Admissions section of the Graduate Catalog. PLEASE NOTE: Some of the requirements for admission into the OT Program are higher than the general requirements for admission to Graduate School.
3. Applicants must have a minimum of an earned grade point average (GPA) of at least 3.0 over all upper division course work to apply to the OT Program. A minimum of 25 upper division credits must be completed, or in progress, by January of the year of admission for applications to be considered. Applicants with advanced degrees may use the most recent upper division or graduate credits completed.
4. Applicants must take the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
  - a. GRE must meet the following requirements to be competitive: A total combined score of at least 950 in the verbal and quantitative portions. Verbal must be at least 400. Minimum of 4.5 on the analytical portion.
  - b. MAT must meet the following requirements to be competitive: A total score of 390.
  - c. Applicants whose first language is not English need to meet the following TOEFL requirements for Classified admission: (1) Internet-based test (iBT): a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or (2 ) Computer-based test: a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or (3) Paper-based test: a total score of 550 with a score of at least 55 on Section 1 (Listening Comprehension) on the paper test, or a score of 84 on the MTELP, or a score of 6 on the IELTS.
  - d. Applicants with scores lower than the requirements may not be considered.
  - e. The scores of the GRE/MAT/TOEFL must be received by the Graduate School by the application deadline (December 15) for an application to be considered. The Idaho State University code for these three tests is: 4355.
5. Applicants must complete specific prerequisites courses with a GPA of 3.0 in each of the specified categories. Prerequisite course work in anatomy and physiology must be completed within the last five (5) years. Prerequisite course work that is ten (10) years or older may not be acceptable for admission unless approved by the Department Admissions Committee prior to application. An applicant with more than four (4) prerequisite courses in progress or planned for the spring/summer semesters may not be considered for admission. Please contact the Department of Physical and Occupational Therapy for specific information on the prerequisite course work.
6. Applicants must demonstrate knowledge and exposure to the occupational therapy profession. All of the required experience must be completed PRIOR to admission to the Idaho State University OT Program. All of the experience must be completed under the direct supervision of a practicing occupational therapist and must have occurred within the last FIVE years. A total of 40 hours of experience is required and must be completed in a minimum of two different occupational therapy practices.
7. Each applicant must submit three letters of reference with the application. One of the letters must be from the Occupational Therapist who directly supervised the volunteer or aide experience(s). Please contact the Idaho State University OT Program for additional information.
8. Applicants meeting all of the above requirements will be given preference for admission into the program, and have been more successful in gaining entry. The admissions committee reviews all applicants on a competitive case-by-case basis during any admissions cycle.

## Program Accreditation

The Idaho State University Master of Occupational Therapy Program received accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in December 2000. ACOTE can be contacted at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220 or by telephone at (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. In addition, the OT program requires that all occupational therapy students complete Level II Fieldwork within 12 months following the completion of academic component of the program.

## General Requirements

The curriculum is 33 months in duration and includes 4 clinical affiliations. There are 6 semesters and 2 full-time summer sessions encompassing a total of at least 83 credits. Please contact the Department of Physical and Occupational Therapy for additional information regarding clinical affiliations.

### Fall I- Semester 1

BIOL 5574 Human Anatomy	5 cr
BIOL 5586 Human Systemic Physiology	5 cr
PTOT 5512 Professional Communication	2 cr
PTOT 5513 Occupational Therapy Profession	3 cr
Total	15 cr

**Spring I - Semester 2**

PTOT 5501 Clinical Kinesiology & Biomechanics	4 cr
PTOT 5502 Clinical Neuroscience	5 cr
PTOT 5521 Self-Exploration in OT	3 cr
PTOT 5522 Occupational Performance	3 cr
PTOT 5542 Occupational Performance Lab	1 cr
<b>Total</b>	<b>16 cr</b>

**Summer I - Semester 3**

PTOT 5514 Research Methodology	4 cr
PTOT 5531 Clinical Affiliation I (6 weeks)	1 cr
<b>Total</b>	<b>5 cr</b>

**Fall II - Semester 4**

PTOT 6616 Professional Project	1 cr
PTOT 5532 Clinical Affiliation II (2 weeks)	1 cr
PTOT 5525 Psychosocial Function in OT	3 cr
PTOT 5545 Psychosocial Function in OT Lab	1 cr
PTOT 5524 Physical Function in OT	4 cr
PTOT 5544 Physical Function in OT Lab	1 cr
<b>Total</b>	<b>11 cr</b>

**Spring II - Semester 5**

PTOT 5515 Service Delivery of OT	3 cr
PTOT 6616 Professional Project	1 cr
PTOT 5518 Practicum	1 cr
PTOT 5523 Therapeutic Use of Self	2 cr
PTOT 5526 Neurological Function in OT	5 cr
PTOT 5546 Neurological Function in OT Lab	1 cr
<b>Total</b>	<b>13 cr</b>

**Summer II - Semester 6**

PTOT 5533 Clinical Affiliation III	7 cr
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**Fall III - Semester 7**

PTOT 6616 Professional Project	1 cr
PTOT 5528 Occupation Children and Adolescents	4 cr
PTOT 5548 Occupation Children and Adolescents Lab	1 cr
PTOT 5519 Practicum	1 cr
PTOT 5527 OT & Environmental Management	3 cr
PTOT 5547 OT & Environmental Management Lab	1 cr
<b>Total</b>	<b>11 cr</b>

**Spring III - Semester 8**

PTOT 6616 Professional Project	1 cr
PTOT 5534 Clinical Affiliation IV	7 cr
PTOT 6648 Graduate Special Topics	2 cr
<b>Total</b>	<b>10 cr</b>
<b>TOTAL</b>	<b>89 cr</b>

**Graduation Requirements**

Students receiving the Master of Occupational Therapy (MOT) degree must satisfactorily complete all courses in the curriculum with a minimum of 3.0 GPA, prepare and present academic study papers on a regular basis, prepare and present a professional project or case study, successfully complete all Fieldwork I and II clinical affiliations, and satisfactorily pass both oral and written comprehensive examinations.

Once the student has completed the degree requirements, he/she is eligible to sit for the NBCOT Certification Examination. Students are required to complete Level II Fieldwork within 12 months of completing the academic component of the program. Students convicted of a felony may not be able to sit for the NBCOT certification examination or attain state licensure.

NOTE: Admitted students should be aware that some required external clinical rotation sites will require criminal background and drug checks. In addition, students who have a record of criminal activity may have difficulty procuring a license to practice in some states after completing the program.

**Physical Therapy and Occupational Therapy Graduate Courses**

**PTOT 5501 Clinical Kinesiology and Biomechanics 4 credits.** Analysis of normal and pathological human movement in joints, posture, gait, and the vertebral column. Application of movements to therapeutic interventions is emphasized. PREREQ: BIOL 5574.

**PTOT 5502 Clinical Neuroscience 5 credits.** Study of structure and function of the human nervous system at the cellular and systemic levels. Specific application to clinical management of neurological problems and pathology. PREREQ: BIOL 5574, BIOL 5586.

**PTOT 5512 Professional Communication 2 credits.** Introduction to standard forms of professional communication in physical and occupational therapy and among other health care professions. Medical record-keeping and interdisciplinary communication are emphasized.

**PTOT 5513 Occupational Therapy Profession 3 credits.** Historical overview of occupational therapy in health care, education and psychosocial settings. Occupational therapy process, rural human service delivery system, professionalism, ethics, and legal issues will be examined.

**PTOT 5514 Research Methodology 4 credits.** Application of principles of research design in the biological, psychological and social sciences. Clinical and laboratory research in occupational and physical therapy are emphasized. Preparation for professional project. PREREQ: PTOT 5513, PTOT 5522, PTOT 6613.

**PTOT 5515 Service Delivery of Occupational Therapy 3 credits.** Application of theoretical concepts of management to the delivery of occupational therapy services. Development, implementation and outcome evaluation of community-based service delivery systems will be emphasized. PREREQ: PTOT 5522, PTOT 5532.

**PTOT 5518 Practicum 1-3 credits.** Clinical experience in the on-campus clinic or in the community under the direction and supervision of faculty. Current issues in management and administration of practice within interdisciplinary

teams are discussed. PREREQ: PTOT 5532. Graded S/U.

**PTOT 5519 Practicum 1-3 credits.** Advanced experience in the on-campus clinic or community practice under the direction and supervision of faculty. Current issues in management and administration of clinical practice within interdisciplinary teams are discussed. PREREQ: PTOT 5533. Graded S/U.

**PTOT 5521 Self-exploration in Occupation 3 credits.** Focus on self-exploration in occupation and purposeful activity. Self-evaluation in occupational performance areas, components, and context. The student will complete a self-development plan in occupation.

**PTOT 5522 Occupational Performance 3 credits.** Person/occupation/environment interactions are examined from the perspective of multiple theories and models that analyze typical occupations and address performance dysfunctions. PREREQ: PTOT 5513, PTOT 5521. COREQ: PTOT 5542.

**PTOT 5523 Therapeutic Use of Self in Occupation 2 credits.** Survey of historical and philosophical perspective of the therapeutic relationship and its development and implementation with individuals and groups with psychosocial dysfunction. PREREQ: PTOT 5521.

**PTOT 5524 Physical Function in Occupation Performance 4 credits.** The study of theory and application of occupational performance addressing function. Overview of evaluation and treatment of physical and psychosocial function in rehabilitation and orthopedic management. PREREQ: PTOT 5501, PTOT 5502. COREQ: PTOT 5544

**PTOT 5525 Psychosocial Function in Occupation 4 credits.** Theory, evaluation and intervention techniques in occupational therapy across the lifespan for persons with psychosocial dysfunction in different treatment settings. PREREQ: PTOT 5522. COREQ: PTOT 5545.

**PTOT 5526 Neurological Function in Occupation 5 credits.** Occupational therapy management of clients with neurological trauma, degenerative disorders, central and peripheral neural and neuromuscular dysfunction. Overview of rehabilitation approach to evaluation and treatment. PREREQ: PTOT 5502, PTOT 5524. COREQ: PTOT 5546.

**PTOT 5527 Occupation and Environmental Management 3 credits.** The study and application of occupational therapy in managing environmental factors that restore func-

tion and decrease disability. PREREQ: PTOT 5522, PTOT 5526. COREQ: PTOT 5547.

**PTOT 5528 Occupation with Children and Adolescents 4 credits.** Study of occupational therapy evaluations and interventions for children and adolescents who have disabling conditions that cause occupational performance problems. PREREQ: PTOT 5526. COREQ: PTOT 5548.

**PTOT 5531 Clinical Affiliation I (Fieldwork I) 1 credit.** Fieldwork opportunities to observe occupational performance of persons served by local institutional or community-based health, education, and human service organizations. PREREQ: PTOT 5522, PTOT 5542. Graded S/U.

**PTOT 5532 Clinical Affiliation II (Fieldwork I) 1 credit.** Fieldwork experiences focusing on evaluation of occupational performance dysfunction and interventions with persons served by local institutional or community-based health, educational, and human service organizations. PREREQ: PTOT 5531. Graded S/U.

**PTOT 5533 Clinical Affiliation III (Fieldwork II) 7 credits.** An in-depth clinical fieldwork with clients having physical, psychosocial, neurological, and/or multisystem impairments/disabilities in a facility-based setting such as a hospital or rehabilitation center. PREREQ: PTOT 5532. Graded S/U.

**PTOT 5534 Clinical Affiliation IV (Fieldwork II) 7 credits.** An in-depth clinical fieldwork with clients having physical, psychosocial, neurological, educational or health impairments/disabilities in community-based settings. PREREQ: PTOT 5533. Graded S/U.

**PTOT 5542 Occupational Performance Laboratory 1 credit.** Introduction to and practice using occupation focused evaluation tools and methodologies used in analyzing, evaluating, and categorizing occupational performance. COREQ: PTOT 5522.

**PTOT 5544 Physical Function in Occupation Laboratory 1 credit.** Laboratory exercise designed to apply evaluation and treatment techniques used in physical and psychosocial occupational performance approach. COREQ: PTOT 5524.

**PTOT 5545 Psychosocial Function in Occupation Laboratory 1 credit.** Laboratory exercise designed to apply evaluation and treatment techniques in the management of psychosocial dysfunction to optimal func-

tion. The laboratory develops preclinical competency in psychosocial function across the lifespan. COREQ: PTOT 5525.

**PTOT 5546 Neurological Function in Occupation Laboratory 1 credit.** Designed to apply evaluation and treatment techniques to promote adaptation and optimal function. The laboratory serves to develop preclinical competency in the management of neurological disorders. COREQ: PTOT 5526.

**PTOT 5547 Occupation and Environmental Management Laboratory 1 credit.** Application of environmental modifications and adaptations within work, self care and recreational environments. Development, implementation and evaluation of environmental modifications to improve occupational performance. COREQ: PTOT 5527.

**PTOT 5548 Occupation with Children and Adolescents Laboratory 1 credit.** Laboratory exercise designed to apply evaluation and treatment techniques for children and adolescents specific to occupational performance dysfunction, adaptation and optimal function. COREQ: PTOT 5528.

**PTOT 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PTOT 6606 Clinical Therapeutic Exercise 3 credits.** Theoretical and evidence-based application of exercise for various pathological conditions. Aerobic conditioning, muscular strengthening, flexibility, balance, coordination, power and agility are discussed, demonstrated and evaluated. Specific exercise prescription, modes of exercise, and application for desired outcomes are emphasized. PREREQ: BIOL 5574 and 5586.

**PTOT 6608 Applied Pharmacology for Physical and Occupational Therapists 3 credits.** Study of the major drug groups, therapeutic implications and side effects. Musculoskeletal, cardiovascular, connective tissue and nervous system disorders are emphasized. PREREQ: BIOL 5574, BIOL 5586, PTOT 5502

**PTOT 6613 Physical Therapy Profession 2 credits.** Survey of current status of the physical therapy profession in health care systems. Professionalism, ethics, legal issues, validation of practice. Future projections and historical perspective.

**PTOT 6616 Professional Project 1-2 credits.**

Individual in-depth study of treatment, administrative or education problem in physical or occupational therapy. Preparation and public presentation of a publishable is required. Repeatable to 6 credits. PREREQ: PTOT 5514. Graded S/U.

**PTOT 6617 Research Practicum 1-2 credits.** Faculty supervised clinical, basic or applied research project which may include review of literature preparation, proposal development, data collection and manuscript preparation. PREREQ: PTOT 5514. May be repeated up to 4 credits. Graded S/U.

**PTOT 6618 Practicum I 1-2 credits.** Supervised clinical experience in physical therapy (may be repeated up to four credits). PREREQ: PTOT 621, PTOT 641. Graded S/U.

**PTOT 6619 Practicum II 1-2 credits.** Supervised clinical experience in physical therapy (may be repeated up to four credits). PREREQ: PTOT 6618. Graded S/U.

**PTOT 6620 Clinical Procedures 2 credits.** Study and practice of theory and application of basic techniques of patient evaluation, handling, and treatment in physical therapy. COREQ: PTOT 5501 or PTOT 6640.

**PTOT 6621 Manual Evaluation and Treatment 2 credits.** Study and practice of theory and application of basic manual techniques of patient evaluation, handling and treatment in physical therapy. PREREQ: PTOT 6620. COREQ: PTOT 6641.

**PTOT 6622 Musculo-Skeletal System Management I 4 credits.** Physical therapy evaluation, treatment, and management of patients with muscle, skeletal, and connective tissue problems. Overview of orthopedic pathology. PREREQ: BIOL 5574, BIOL 5586, PTOT 6601, PTOT 6621. COREQ: PTOT 6642.

**PTOT 6623 Physical Agents 3 credits.** Study and practice of theory and application of the therapeutic uses of physical agents and electromagnetic energy in physical therapy. PREREQ: PTOT 6620, PTOT 6640. COREQ: PTOT 6643.

**PTOT 6624 Cardiac and Pulmonary Systems Management 5 credits.** Physical therapy management of persons with dysfunction of the cardiac and/or pulmonary systems and related pathologies. Management by other health professional team members. PREREQ: BIOL 5586.

**PTOT 6626 Neurological Systems Management 5 credits.** Physical therapy manage-

ment of patients with central and peripheral neural and neuromuscular dysfunction. Survey of management by other health professionals. PREREQ: PTOT 5502, PTOT 6605. COREQ: PTOT 6646.

**PTOT 6631 Clinical Affiliation I 3 credits.**

Application of physical therapy manual evaluation and treatment skills in acute and rehabilitation settings. PREREQ: BIOL 5574, BIOL 5586, PTOT 6621. Graded S/U.

**PTOT 6632 Clinical Affiliation II 3 credits.**

Clinical management practicum related to orthopedics, sports medicine, and/or cardiopulmonary problems. PREREQ: PTOT 6622, PTOT 6623, PTOT 6624, PTOT 6631. Graded S/U.6

**PTOT 6640 Clinical Procedures Lab 1 credit.**

Laboratory exercises designed to practice and enhance overall skills in the initial evaluation and treatment of patients. COREQ: PTOT 6620.

**PTOT 6641 Manual Evaluation and Treatment Lab 1 credit.**

Laboratory exercises designed to introduce basic theoretic and applied concepts and skills of patient handling, evaluation and modalities. COREQ: PTOT 6621.

**PTOT 6642 Musculo-Skeletal System Management Lab 1 credit.**

Designed to develop preclinical competency in the evaluation, treatment, and management of disorders of the musculoskeletal system. Emphasis on the trunk and lower extremities. COREQ: PTOT 6622.

**PTOT 6643 Physical Agents Laboratory 1 credit.**

Designed to develop clinical competence in the use of physical agents in the treatment of patients with specific pathologies. PREREQ: PTOT 6620, PTOT 6640. COREQ: PTOT 6623.

**PTOT 6646 Neurological Systems Management Lab 1 credit.**

Designed to develop preclinical competency in the evaluation, treatment, and management of the patient with neurological disorders including stroke, spinal cord injury, degenerative disease. COREQ: PTOT 6626.

**PTOT 6648 Graduate Special Topics 1-3 credits.**

Individual or group critical analysis and study of a specific area of physical therapy patient management, administration, or research. PREREQ: 2ND-YEAR STUDENTS, AND/OR PERMISSION OF INSTRUCTOR. May be repeated.

**PTOT 6681 Theories and Resources to**

**Guide Clinical Decision Making in Physical Therapy 3 credits.** Study and application of applying evidence in physical therapy practice. The Guide to PT Practice, Physical Therapy differential diagnosis, and legal and ethical considerations will be addressed.

**PTOT 6682 Promoting Behavioral Change in Physical Therapist Practice 2 credits.**

Study of the theories of learning, compliance, and behavior modification as related to the application of prevention and wellness in physical therapy practice. PREREQ: PTOT 6681.

**PTOT 6693 Contemporary Musculoskeletal System Management for Physical Therapists 2 credits.**

Applying evidence and elements of accepted practice to PT management of patients across the lifespan with musculoskeletal diagnoses. PREREQ: PTOT 6682.

**PTOT 6694 Contemporary Cardiopulmonary System Management for Physical Therapists 2 credits.**

Applying evidence and elements of accepted practice to PT management of patients across the lifespan with cardiac and/or pulmonary diagnoses. PREREQ: PTOT 6693.

**PTOT 6695 Contemporary Neurological System Management for Physical Therapists 2 credits.**

Applying evidence and elements of accepted practice to PT management of patients across the lifespan with neurological diagnoses. PREREQ: PTOT 6694.

**PTOT 6696 Patient Case Seminar 2 credits.**

Selection and development of a patient case with which the student has worked to demonstrate application of evidence and the Guide to Physical Therapist Practice to Physical Therapy practice. PREREQ: PTOT 6695. Graded S/U.

**PTOT 6699 1-6 credits.**

This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PTOT 7701 Contemporary Multiple System Management for Physical Therapists 2 credits.**

Applying evidence and accepted clinical practice to PT management of patients across the lifespan with diagnoses affecting multiple systems. PREREQ: PTOT 6696.

**PTOT 7705 Clinical Case Management 3 credits.**

Advisor guided development and completion of a patient case study demonstrating the application of evidence for PT examination, diagnoses, medical management, treatment and discharge. Oral presentation required. PREREQ: PTOT 7701. Graded S/U.

**PTOT 7715 Physical Therapy Resource Management 3 credits.**

Application of business and health care administration principles to the practice of physical therapy; resource management strategies with an emphasis on community service delivery. PREREQ: PTOT 6612, PTOT 6163, PTOT 6621, PTOT 6632.

**PTOT 7725 Multi-Systems Management 4 credits.**

Physical therapy management of persons with problems affecting multiple systems; burns, wounds, amputations, neoplasms, metabolic disorders. PREREQ: PTOT 6621, PTOT 6622, PTOT 6623, PTOT 6624.

**PTOT 7727 Geriatric Management 1 credit.**

Examination, evaluation and treatment of the elderly population with emphasis on the management of normal and pathological conditions. PREREQ: PTOT 6626, PTOT 6646. COREQ: PTOT 7728.

**PTOT 7728 Lifespan Development 4 credits.**

Normal and abnormal development of neuromuscular, musculoskeletal, cardiopulmonary systems; cognitive/perceptual and psychosocial behavior associated with life through adolescence. Evaluation, program planning and treatment strategies are introduced. PREREQ: BIOL 5574, BIOL 5856. COREQ: PTOT 7727.

**PTOT 7733 Clinical Affiliation III 5 credits.**

Clinical management practicum related to patients with orthopedic, neurological, and multisystem problems. PREREQ: PTOT 6626/PTOT 6646, AND PTOT 6632. Graded S/U.

**PTOT 7734 Clinical Affiliation IV 5 credits.**

Clinical management practicum related to patients with orthopedic, neurological, cardiopulmonary, pediatric, and multisystem problems. PREREQ: PTOT 7733. Graded S/U.

**PTOT 7735 Clinical Externship 5 credits.**

Clinical management experiences related to patient care, administration, or research in a variety of practice environments. PREREQ: PTOT 7734. Graded S/U.





# College of Science and Engineering

Richard R. Brey, Ph.D., CHP, Dean and Professor  
David Rodgers, Associate Dean and Professor

## Department of Biological Sciences

Chair and Professor: Austin

Professors: Anderson, Bowyer, Delehanty, Finney, Keeley, Meldrum, C. Peterson, Rodnick, Rose, Scalarone, Sheridan, R. Smith, Winston

Associate Professors: Baxter, Bearden, Evilia, Groome, Hill, Kelchner, Magnuson, Pfau, Thomas, Williams

Assistant Professors: Aho, Benson, Cretekos, Lohse, Loxterman, Pilarski, Reinhardt, Weber, Yang

Lecturers: Abbruzzese, Black, Crandall, Frank, Shurley

## Doctor of Philosophy (Ph.D.) in Biology

The Doctor of Philosophy is a research degree granted for proven ability, independent investigation, and scholarly contribution in a specialized field. It is not granted solely on the completion of a certain number of credits, and there is no set credit requirement for this degree. The dissertation research must involve original and creative work. Credits for the dissertation and the research on which it is based should comprise a substantial portion of the program.

### Admission Requirements

For applicants who hold a M.S. degree, entrance into the Ph.D. program requires a minimum GPA of 3.0 for courses taken in the previous degree program, and scores in the 35th percentile or higher on the verbal and quantitative sections of the GRE.

For applicants who hold only a Bachelor's degree in biological sciences or a closely related discipline, entrance into the Ph.D. program requires a GPA of 3.0 or higher for all undergraduate work and scores in the 50th percentile or higher on the verbal and quantitative sections of the GRE.

Students for whom English is a second language who do not meet the minimum verbal GRE score must meet the Graduate School

minimal TOEFL score. Other exceptions to the verbal and quantitative GRE requirements will be granted only in exceptional circumstances.

All applicants must also submit scores for the GRE subject area test in Biology or in Biochemistry/Cell/Molecular Biology.

The application must be approved by a majority vote of the Graduate Programs Committee prior to formal acceptance by the Department. No student in the Department's Master's program will be permitted to advance to the Ph.D. program without approval of the Graduate Programs Committee. Application for advancement must include (1) a letter from the student that provides a rationale for the status change and (2) a letter of support from the major professor.

## Progressing Through the Ph.D. Program (10 Easy Steps)

### 1. Initial Evaluation

The purpose of this evaluation is to provide incoming students with guidance regarding coursework and other studies that will help them to be successful in their degree programs. The evaluation should take place by the end of the second full month in residence (October, for students entering in the fall).

The Evaluation Committee should consist of the major advisor and two other faculty members, at least one of whom is also a regular (i.e., tenure track or research) faculty member in the Department of Biological Sciences. Members of the Evaluation Committee should be chosen by the advisor and student, and may become part of the student's Advisory Committee.

The result of the Initial Evaluation should be the creation of an Initial Program of Study.

### 2. Initial Program of Study

Based on the results of the GRE Subject test, the student's transcripts, and the student's research interests, the Evaluation Committee should help the student draft an Initial Program of Study that lists coursework the student will take to meet the program requirements and support the student's research. The Initial Program of Study should indicate how the student will meet the requirement for exposure to three Core Areas (Cellular and Molecular Biology, Organismal Biology, and Ecology & Evolution). A copy of the Initial Program of

Study should be given to the Chair of the Graduate Programs Committee and then filed in the student's permanent file.

### 3. Core Areas

Students in the Ph.D. program are required to have some exposure to each of the following core areas:

- Cellular and Molecular Biology which can include cellular structure and function, genetics, and molecular biology
- Organismal Biology - which can include any of the '-ologies', organismal structure, function, development, growth, and diversity
- Ecology and Evolution - which can include population biology, conservation biology, evolutionary ecology, community ecology, population ecology, and behavior

Exposure to these areas can include undergraduate coursework, graduate coursework, or directed readings. The taxonomic focus of coursework may reflect the student's research focus. For example, a microbiologist could satisfy the first core area with coursework in microbial genetics, the second core area with coursework in microbiology, and the third core area with coursework in microbial evolution, whereas a mammalian physiologist could satisfy the first core area with coursework in population genetics, the second core area with coursework in comparative anatomy, and the third core area with coursework in vertebrate paleontology.

### 4. Advisory Committee

Ph.D. students should establish an advisory committee no later than the end of their second semester in residence. The Advisory Committee will consist of the major professor, at least three other members of the graduate faculty, and a Graduate Faculty Representative (GFR). The GFR is officially appointed by the Dean of the Graduate School, however, recommendations made by the Department are typically honored by the Graduate Dean. Because the primary role for GFR is to serve as a representative of the Graduate Faculty, the GFR does not have to be identified during the first year of the student's program. The Advisory Committee may include individuals from other departments or persons from outside the University who hold affiliate rank in the Department, but the majority of any committee must consist of regular departmental faculty.

Within the broad guidelines outlined in this document and the General Graduate Program Requirements, it is the responsibility of the

Advisory Committee to monitor and direct the student's progress and:

1. identify how the student will satisfy the requirement to have some background in each of the three core areas;
2. review the student's research proposal, conduct an oral examination following a public presentation of the research proposal, and determine if the student has passed that examination;
3. review and sign the student's Program of Study, ensuring that it meets the Graduate School requirements (i.e., total number of credits, number of 600-level credits, number of credits if a minor is part of the student's program);
4. conduct a comprehensive examination after the student has completed the majority of the coursework on the Program of Study; and
5. review the dissertation and conduct a rigorous examination of the candidate's research before approving and signing the dissertation.

### **5. Research Proposal**

All Ph.D. students are required to develop a research proposal that details how they will develop the research that will form the basis of their dissertation. The proposal should follow the guidelines for an NSF dissertation improvement grant or proposal to a comparable national funding source. The proposal will include: (1) a survey of the literature to develop a rationale for the research, (2) a statement of the problem(s) or hypothesis(es) to be addressed, (3) detailed descriptions of methods including the experimental design and planned statistical analyses, (4) preliminary data (optional, but strongly encouraged), (5) a time line, (6) a bibliography, and (7) a budget.

The student must present the proposal to the department during a one-hour seminar to be scheduled no later than the end of the third semester of residency. The proposal must be provided to all members of the Advisory Committee at least seven days before the seminar. After the seminar, the student will meet with the Advisory Committee for an oral defense of the proposal. The committee may ask to re-examine the student upon revision of the proposal if significant shortcomings are identified.

If the committee decides that the student is not able to demonstrate sufficient mastery of the research area, the committee may recommend that the student not complete the Ph.D. program, but consider alternative possibilities, such as switching to the M.S. program. Following approval of the proposal by the Advisory Committee, the proposal should be submitted to an appropriate agency for funding.

Once the student has successfully defended the research proposal, the student is advanced to candidacy.

### **6. Revised Program of Study**

Following the successful proposal defense, the student should submit to the Assistant Chair for Graduate Programs a Program of Study that has been approved and signed by the Advisory Committee. This form should indicate how the student will satisfy all of the degree coursework requirements. Subsequent substitutions for any courses on this Program of Study must be approved by the student's Advisory Committee.

### **7. Minor**

There is no requirement for Ph.D. candidates to have a minor, however a candidate may identify a minor that develops expertise in an area outside the major research focus. Courses to be applied to a minor must appear on the Final Program of Study for the minor to be noted on the transcript. The minor should consist of 9 or more credit hours that address a common theme. That theme may be in a subject area outside of Biology (e.g., Geosciences), or it may be an area within the Biological Sciences that is distinct from the candidate's primary research topic. For example, a microbiologist might develop a minor in ecology, a physiologist might develop a minor in environmental science, an ecologist might develop a minor in microbiology. In addition, any candidate may develop a minor in Biology Education by taking advantage of the existing Doctor of Arts in Biology curriculum. The minor in biology Education will normally consist of 4 credits of seminars (BIOS 6693 - Seminar in College Teaching and/or BIOS 6694 - Advanced Studies in College Teaching) and 5 credits of Supervised Teaching Internship (BIOS 7700). Students who pursue the minor in Biology Education are eligible for one year of D.A. Fellowship support.

### **8. Comprehensive Examination**

The student must pass a Comprehensive Examination intended to test his/her preparation for completing the Ph.D. degree program. The Comprehensive Examination should address at least two of the three core areas (see above). The extent to which these areas are addressed in the Comprehensive Examination will be determined by the Advisory Committee, and should reflect the student's area of research specialization. In addition to the core areas, the Comprehensive Examination should address the specific knowledge the Advisory Committee feels the student will need to successfully address the research that is the focus of the dissertation.

The Comprehensive Examination should be

scheduled after the student has completed the majority (i.e., all but one or two classes) of the coursework for the degree program. At least three months prior to the examination, the student should meet with the Advisory Committee to identify the specific areas that will be covered and the committee member who will be responsible for writing questions for each area. If the student has a minor, then a portion of the comprehensive examination should focus on that minor. Students should meet individually with committee members to determine how best to prepare for the specific topics that will be covered by the examination. The examination must be partly written and partly oral. Both portions must be passed satisfactorily in order to complete the Comprehensive Examination requirements.

The written portion of the Comprehensive Examination generally will consist of eight sections (each meant to be completed in 3-4 hours). The form of the written portion is flexible. If it is of a 'closed book' type, it should not be less than the equivalent of three (8 hour-long) days nor more than five (8 hour-long) days of actual writing time. Normally the written exams will be completed within the span of one week. Evaluation of each section of the written examination is on a pass/fail basis. The student must earn a passing evaluation on at least 75% of the sections to pass the written portion of the comprehensive examination. Failed sections may be repeated once, at a time designated by the student's Advisory Committee, but within a year of the original examination. The completed and graded written portion of the Comprehensive Examination is to be placed in the student's departmental file.

The purpose of the oral portion of the examination is to provide an opportunity to clarify and explore further implications of the written examination as well as to present the student with new questions in the same general subject areas as those covered by the written exams. The oral portion should not be given until after the written examination has been evaluated by all of the committee members, but no later than two weeks after completion of the written portion. The orals must be passed by simple majority vote of the advisory committee. In case of failure, the student may be allowed to retake all or part of the oral examination at the discretion of his/her advisory committee. If the Graduate Faculty Representative (GFR) was chosen to provide specific expertise to support the student's graduate program, the GFR should participate in both the written and oral portions of the Comprehensive Examination.

### **9. Dissertation**

Every student working toward the Ph.D. degree must submit a dissertation embodying the

results of original and creative research. The dissertation must demonstrate the student's ability in independent investigation and must be an original contribution to scientific knowledge. It must display mastery of the literature of the subject field and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and creative discussion of the conclusions.

The form and style of the dissertation should comply with the format prescribed by the national- or international-level journal(s) in which the student intends to publish the material and must meet the requirements of "Instructions for Preparing Theses, Dissertations, D.A. Papers, and Professional Projects," which is available from the Graduate School. Within the framework of these constraints, however, the format of the dissertation can vary, ranging from a series of stand-alone chapters to a single, comprehensive unit. In the former case, a preface that explains the overall layout should be included. After the dissertation has been approved for format and content by the major professor, and at least two weeks before the date of the final examination, the student must deliver a copy of the dissertation to each member of the Advisory Committee.

#### **10. Dissertation Defense**

The student's Advisory Committee, including the GFR, will conduct the final examination of the dissertation. The final defense must be completed at least two weeks before the date set for the commencement exercises at which the student expects to obtain a degree. Students are required to give a departmental seminar on the dissertation immediately preceding the final defense, and the student is required to publicize the seminar at least one week in advance (i.e., notice in the Departmental Newsletter and notices posted in the Life Sciences Building).

The examination is concerned primarily with the student's research as embodied in the dissertation, but it may be broader and extend over fields of study related to the dissertation. The final examination is entirely oral and is open to faculty invited by the advisor, Department Chair, or Dean of the Graduate School. Committee members may ask questions, and those visitors specifically invited to do so by mutual agreement of the student's Advisory Committee and the Dean of the Graduate School may also ask questions. A majority of the examining committee must approve the dissertation and the final defense.

## **Doctor of Philosophy (Ph.D.) in Microbiology**

The degree of Doctor of Philosophy is granted for proven ability, independent investigation, and scholarly attainment in a special field. Although it is primarily a research degree and is not granted solely on the completion of a certain number of credits, there are specific course requirements that must be met. The training of a Ph.D.-level Microbiologist is based on a strong foundation in Mathematics, Chemistry, Genetics, Molecular Biology, and Biochemistry in addition to extensive coursework in the various disciplines within the field of Microbiology. This base is built upon advanced course work in the major sub-disciplines of Microbiology (Molecular Biology, Biochemistry and Physiology, Genetics, Biotechnology, Virology, Industrial and Environmental Microbiology, and Medical Microbiology) as the student focuses his/her area of interest.

### **Admission Requirements**

Application to the Ph.D. program in Microbiology requires (1) at least a 3.0 grade point average (GPA) for all upper division credits taken in the previous degree program, (2) scores in the 35th percentile or higher on the verbal and quantitative sections of the Graduate Record Exam (GRE), (3) submission of scores for the GRE Biology or Biochemistry subject area exam, and (4) completed application forms for the Graduate School and Department of Biological Sciences, including three letters of recommendation. Scores in the verbal, quantitative, and analytical sections of the GRE must be submitted before entrance can be considered. International students may be accepted without GRE scores, with the requirement that they take the GRE during their first semester in residence. Individuals for whom English is a second language must meet the Graduate School minimal TOEFL score.

Applicants who do not meet the minimum GPA and/or GRE requirements may be admitted under "Classified (w/PR)" status. The conditions of acceptance will be specified on the applicant's Approval for Admission to Graduate School form. In some cases, students may be required to retake the GRE during their first semester in residence. Students admitted under "Classified (w/PR)" status because of low/missing GRE scores will be transferred to "Classified" status if new GRE scores that meet the minimal requirement are submitted. Failure to meet the minimum GRE standards during the first year of residence may result in expulsion from the program. Students under

"Classified (w/PR)" status must petition the Graduate Programs Committee for transfer to "Classified" status after a year of graduate work and successful remediation of any deficiencies in coursework or GRE scores. This petition will include a recommendation from the student's Advisory Committee signed by the research advisor. Continuation in the Microbiology Ph.D. program is contingent upon approval of transfer to "Classified" status. In rare cases, the Graduate Programs Committee may grant approval for a student to remain on "Classified (w/PR)" status for a second year. Any student with "Classified (w/PR)" status who has not been approved for transfer to "Classified" status by the end of his/her second year will be dismissed from the program. Acceptance into the Microbiology Ph.D. program must be approved by the Microbiology Graduate Program committee.

For applicants who hold only a Bachelor's degree, acceptance into the Microbiology Ph.D. program requires a minimum of a 3.0 GPA for all undergraduate work, scores in the 50th percentile or higher on the verbal and quantitative sections of the GRE, and submission of scores for the GRE Biology or Biochemistry subject area exam. No waiver of GRE scores is allowed except in the case of students for whom English is a second language who receive a lower verbal GRE score; these individuals must meet the Graduate School minimal TOEFL score. The application must include three letters of recommendation. The application must be approved by the Departmental Microbiology Program Committee.

Students in the Microbiology or Biology M.S. program may be permitted to change to the Microbiology Ph.D. program with approval of the Microbiology Graduate Program Committee. Application for change must include 1) a letter from the student that provides a rationale for the status change and 2) a letter of support from the research advisor.

### **Prerequisites**

The following courses are recommended for the Microbiology Ph.D. program. It is expected that applicants to the program will have a broad background in Biology, and will have completed coursework at the undergraduate level in the following areas:

- 1 semester of Calculus (Calculus through Multivariable Calculus recommended)
- 1 year of General Chemistry
- 1 year of Organic Chemistry
- 1 year of Physics

- 1 semester of Quantitative Analysis, Analytical Chemistry, or Inorganic Chemistry
- 1 semester of Statistics or equivalent
- Genetics
- General Microbiology

The Microbiology Ph.D. program will be tailored to the requirements of the student's program of study (as determined by the student's Advisory Committee), and will include coursework to rectify any deficiencies as determined by the Microbiology Graduate Program Committee. Deficiencies will be made up in the first year of study.

### Graduate Coursework in the Microbiology Ph.D. program

The intent of the Microbiology Ph.D. program is to produce scientists with a broad background in the major sub-disciplines of Microbiology, while ensuring focused study in their major field of interest. The student's Graduate Advisory Committee will direct the student to specific course offerings within the Department and University to satisfy coursework guidelines. The three core areas in the Microbiology Ph.D. program are:

- Biochemistry, Genetics, Molecular Biology, and Physiology of Microorganisms
- Immunology, Virology, and Medical Microbiology
- Microbial Ecology and Applied, Industrial, and Environmental Microbiology

Students in the Microbiology Ph.D. program will take at least 30 credits of formal graduate coursework (at least 15 credits will be at the 6600-level). The following courses are NOT to be considered part of this 30 credits of formal graduate coursework: BIOL 5581-5582 Independent Problems; BIOL 6648 Graduate Problems; BIOL 6650 Thesis; BIOL 8850 Doctoral Dissertation. Six credits will consist of BIOL 6695 Graduate Seminar in Microbiology. Six credits of courses will be taken in each of the three Microbiology core areas (18 credits total). The remaining 6 credits will be taken in any one of the three core areas or in subject areas recommended by the student's Advisory Committee. It is expected that students in the Microbiology Ph.D. program will complete the majority of their coursework by the end of their 4th semester (or equivalent) in the program. Students in the Microbiology Ph.D. program may be required to take other courses (as determined by recommendation of

the student's Graduate Advisory Committee). The 6 credits of Graduate Seminar in Microbiology may be taken at any time during the student's residence in the Microbiology Ph.D. program, but it is recommended that the student start taking Graduate Seminar no later than their 5th semester (or equivalent) in the program. The specific course list for each student will be determined by the student's Graduate Advisory Committee based on the criteria outlined in this document. Students who have already received an M.S. degree may transfer 9 credits of graduate level work, providing a grade of "B" or higher was earned. Transfer of credits is subject to approval by the Graduate Programs Committee. Specific course requirements include:

BIOL 6695 Graduate Seminar in Microbiology	6 cr
Microbiology Core Area Courses (6 credits in each area)	18 cr
Advisory Committee recommended Courses	6 cr minimum

### Residency Requirements

The equivalent of at least four years of full-time study (minimum of 75 graduate credits) is required and the research upon which it is based should compose a substantial portion of the program and involve original work. Part of the work may be completed elsewhere with the approval of a student's Advisory Committee, but two consecutive regular semesters of full-time study must be taken in residence at this university.

### Advisory Committee

The student's Advisory Committee will consist of the graduate research advisor and (at least) three additional members of the graduate faculty who are chosen by the student in consultation with the research advisor. It is the student's responsibility to contact members of the faculty to ascertain their willingness to serve. The Advisory Committee may include individuals from other departments or persons from outside the University who hold affiliate rank in the Department, with the approval of the Dean of the Graduate School, but the majority of any committee must consist of regular departmental faculty.

The final member of the student's Advisory Committee is a Graduate Faculty Representative (GFR) from outside the Department who is appointed by the Dean of the Graduate School. The Dean will automatically appoint a GFR to participate in the defense of the dissertation if one has not been appointed before that time. However, it has been traditional for the GFR to be an active member of the Advisory Committee who participated in committee meetings and the Comprehensive Examination. In such cases, the student must submit a request in writing to the Dean of the Graduate School that a particular individual be appoint-

ed. The GFR must be a member of the Graduate Faculty of Idaho State University.

### Comprehensive Examination and Research Proposal Seminar

Before submission of the final program of study, the student must pass a Comprehensive Examination intended to test his/her knowledge of the relevant sub-disciplines within the field of Microbiology that pertain to the dissertation research project(s). The student will be admitted to this examination when the student is considered by his/her Advisory Committee to be adequately prepared. This is to be interpreted as allowing the student to take the Comprehensive Exam, even though some courses remain to be taken for the completion of the student's program of study. The Comprehensive Examination should be taken following the 2nd semester (or equivalent) of residence in the Microbiology Ph.D. program, and prior to the end of the student's 5th semester (or equivalent) in the program. Several months (3 to 6) prior to the intended date for examination, the student should meet with his/her Advisory Committee to seek approval to schedule the exam. If approval is given, the student may at that time ascertain from the committee which topical areas will be covered and which committee member will be responsible for each. Students should meet individually with committee members to determine more specifically what materials will be pertinent and how to prepare for the exam. The examination will consist of a written and an oral portion, which will be administered during a closed session following the student's public Research Proposal Seminar. Both portions must be passed satisfactorily in order to complete the comprehensive requirements.

The written portion of the Comprehensive Exam should not be less than 25 hours nor more than 40 hours of actual writing time. Normally the written exams will be completed within the span of one week. The written portion of the Comprehensive Examination generally will involve the student applying the knowledge gained through graduate coursework and readings suggested by the Advisory Committee. The examination will consist of five sections, each meant to be answered by a five-hour essay. The specific topic areas covered will be determined by the student's Advisory Committee. Grading on the written portion will be on a Pass/Fail basis with four of the five sections graded satisfactory required for a Pass. If the student fails two or more sections of the written portion of the exam, the student's Advisory Committee will convene to determine if the student will be allowed to remain in the program. The student's Advisory Committee may recommend one of three options: dismissal from the program; transfer

from the Microbiology Ph.D. program to the Microbiology M.S. program; or re-examination of the failed sections of the written exam. Failed sections may be repeated once, at a time designated by the student's Advisory Committee, but within a year of the original examination. If a student has not passed all the written sections after repeating the failed sections once, that student will be dismissed from the program. The completed and graded written portion of the Comprehensive Exam is to be deposited in the student's department file.

Students pursuing the Microbiology Ph.D. are required to present a Seminar based on their Research Proposal to the Department of Biological Sciences prior to the end of their 5th semester (or equivalent) in the program. The seminar will be given during a scheduled meeting time of the Graduate Seminar in Microbiology (BIOL 6695) and will be considered part of the course requirements for that student. The purposes of Research Proposal Seminar is to assess the student's potential for graduate study at the doctoral level, to determine areas in which the student shows strength or weakness, and to assess the student's ability to assimilate, evaluate, and synthesize subject matter. Immediately after the seminar, the student will meet in closed session with his/her Advisory Committee to review and critique the Research Proposal Seminar and the written portion of the Comprehensive Exam. This will qualify as the oral portion of the Comprehensive Exam.

The purpose of the oral portion of the examination following the Research Proposal Seminar is to provide an opportunity to clarify and explore further implications of the written examination as well as to present the student with new questions in the same general subject areas as those covered by the written exams, but it can also cover other areas that are relevant to the student's graduate program. The oral portions should not be given until after the written examination has been evaluated by all of the committee members, but no later than four weeks after completion of the written portion. The student must pass the written portion of the Comprehensive Exam prior to taking the oral portion of the Comprehensive Exam. The oral exam must be passed by simple majority vote of the Advisory Committee. Once a student has passed both the written and oral portions of the Comprehensive Exam, the student will be admitted to Candidacy in the Microbiology Ph.D. program. When the student has passed both written and oral portions of the Comprehensive Exam, the Advisory Committee should finalize and approve the student's Final Program of Study. The Advisory Committee may recommend additional coursework to strengthen the student's back-

ground in areas in which the student was considered weak. In case of failure, the student may be allowed to retake all or part of the oral examination at the discretion of his/her Advisory Committee. If a student fails the oral exam a second time, that student will be dismissed from the program.

### Doctoral Dissertation

Every student working toward the Microbiology Ph.D. degree must submit a dissertation embodying the results of original and creative research. The dissertation must demonstrate the student's ability in independent investigation and must be a contribution to scientific knowledge. It must display mastery of the literature of the subject field and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and a creative discussion of the conclusions. Students may register for dissertation credit only after completion of all formal course work.

After the dissertation, in substantially final form, has been approved for format and content by the research advisor, and not later than two weeks before the date of the final examination, the student must personally deliver a copy of the dissertation to each member of the Advisory Committee.

### Final Examination

The final examination of the dissertation will be conducted by the student's Advisory Committee including the GFR. Students are required to give a departmental seminar on the dissertation immediately preceding the final examination. The examination is concerned primarily with the student's research as embodied in the dissertation, but it may be broader and extend over fields of study related to the dissertation. Questions may be asked by committee members and those visitors specifically invited to do so by mutual agreement of the student's Advisory Committee and the Dean of the Graduate School. A majority of the examining committee must approve the dissertation and the final examination

## Doctor of Arts (D.A.) in Biology

The Doctor of Arts degree in Biological Sciences is granted for proven ability and scholarly attainment in biological science instruction. The program stresses preparation for undergraduate teaching at colleges and universities and the development of research abilities that complement instruction at the college level. The program is concerned with the development of the candidate as a biologist, a scholar, and a professional educator. The program is designed to provide the student with a broad background in the biological sciences, the

ability to conduct and interpret research, and excellent pedagogical skills.

### Goals

All D.A. students must demonstrate:

1. a broad background in the biological sciences and an understanding of scientific inquiry;
2. the ability to synthesize concepts of biology and to effectively communicate these concepts;
3. the ability to conduct, analyze, and critique research in biological sciences and biological sciences instruction;
4. the ability to integrate current biological and educational research into their teaching;
5. an understanding of the history and philosophy of science and the impact of contemporary science on society;
6. expertise with teaching strategies appropriate for a variety of teaching and learning environments, including undergraduate research;
7. strong content knowledge in three of the departmental core coursework areas and competency in the remaining three core areas;
8. a well-developed philosophy of education.

### Doctor of Arts Fellowships

Students admitted to the program with Fellowship Support can anticipate three years of support, contingent upon satisfactory performance toward their degree. Typically, provisions will be made for a fourth year of support, but the student and his/her major advisor must submit a letter to the departmental Graduate Programs Committee requesting an extension of support and provide a rationale and timeline toward completion of the degree.

### Master's Degree Requirement

All applicants for the program must have completed a Master's degree prior to entrance into the program. If a student enters the program without having completed a Master's-level thesis or research paper in biology or a related science, he/she must complete this requirement in addition to the degree requirements or design a dissertation project that incorporates biological research as a major component. This additional requirement may increase the length of time in the program and may limit the flexibility of the degree.

### Diagnostic Examination

Incoming D.A. students are required to take an oral diagnostic examination. The purpose of the examination is to assess the student's potential to become an effective instructor by examining the depth of his/her background in

biological science and communicative skills. The examination is meant to be primarily diagnostic, and the results are used by the student's Advisory Committee to help plan the Program of Study. The examination covers six core conceptual areas of biology (Cell Biology, Genetics, Ecology, Evolution, Physiology, Organismal Biology) and knowledge of pedagogy. The purpose of the oral examination is to validate the results of the Biology GRE and the coursework listed on the student's transcript, and to observe the student's oral communicative skills.

The oral examination is conducted no later than six weeks after the beginning of the first semester of the student's program (exception: for students taking the Biology subject GRE in November of their first semester, the oral exam may be delayed until the end of the student's first semester). The oral examining committee is appointed by the Chair of the Graduate Programs Committee. After completion of the examination, the oral examining committee will submit suggestions to the student and his/her Advisory Committee for planning the Program of Study. Normally, the student, in conjunction with the committee, will select three of the core areas to emphasize, however a student must demonstrate competency in the remaining three areas as well.

Although the diagnostic examination is used primarily for advising purposes, if the student's performance is generally unsatisfactory, the oral examining committee will select one of the following options: (1) the student may continue in the program but with certain specified additional requirements, (2) the student may take a second oral examination the following semester, or (3) the student will not continue in the program. If the performance on the second oral examination is unsatisfactory, the student will be dismissed from the program.

### Advisory Committee

Graduate programs in the Department of Biological Sciences are directed by Advisory Committees selected by the student, in consultation with their advisor. The committee will consist of at least four faculty members, plus a Graduate Faculty Representative (GFR). At least three faculty must be from the Department of Biological Sciences, and at least two committee members should have expertise in the core areas of coursework chosen by the student.

### Coursework Requirements

The D.A. degree program requires a minimum of 48 semester credits beyond the Master's degree. A program of coursework is estab-

lished jointly by the student and his/her committee. The program should reflect previous coursework, previous teaching experiences, results of the diagnostic examination, the interests and professional goals of the student, and the goals of the D.A. in Biological Sciences instruction as previously listed in this document. All D.A. students are required to take Advanced Studies in College Teaching (4 credits) and a minimum of two Seminars in College Teaching (4 credits). D.A. students are encouraged to participate in topical seminars, professional organizations, grant writing, and to submit their work to education and scientific journals.

### Internship Requirements

Internships are a very important part of the D.A. program. Each internship should be a rigorous, thoroughly planned pedagogical activity that provides an opportunity for development of skills in traditional and innovative teaching methods and for utilizing techniques, etc. developed during the program. Students must follow the Guidelines for the Supervised Teaching Internships. The internship requirement is flexible to accommodate the needs of each student.

Written proposals for each internship must be discussed and approved by the student's committee before the internship begins. Exact procedures for evaluating the internship will depend on the nature of what is done and where it occurs. However, evaluation is considered to be an integral and important part of the internship, and students must develop an evaluation system in concert with the internship supervisors. It is expected that this evaluation will at least include provisions for substantive feedback from students, the major advisor, committee members, and supervising faculty. Students must complete an internship report within one semester of teaching.

Typically, students will be expected to focus on coursework and their scholarly research during their first two semesters in residence, and not begin internships until after their second or third semester in the program. Internships must be completed prior to the last semester of residency. A minimum of 9 credits of internship are required, but no more than 16 can be counted toward the degree. A comprehensive report of each internship, including evaluation, must be submitted to the student's committee prior to the final seminar and examination. This comprehensive internship report should be prefaced by a Statement of Teaching Philosophy. A copy of this report will be retained separately in the student's departmental file unless it is part of the dissertation.

### Dissertation Proposal and Defense

During the first three semesters in residence, the student will prepare a written dissertation proposal. The dissertation can be designed to include multiple components such as:

- biological research;
- application of biological research to the classroom;
- pedagogical research related to biological sciences instruction at the college level;
- assessment of student learning;
- in-depth analysis and evaluation of internship teaching;
- multi-media or other curricular development, use, and evaluation;
- conducting research and involving undergraduates in such research, and evaluating the efficacy of such involvement.

The written proposal will include: (1) a survey of the literature to develop a rationale for the research, (2) a statement of the problem(s) or hypothesis(es) to be addressed, (3) detailed descriptions of methods including the experimental design and planned statistical analyses, (4) preliminary data (optional, but strongly encouraged), (5) a time line, (6) a bibliography, and (7) a budget (optional).

When the research proposal has been approved by the major professor and the remainder of the Advisory Committee, the student will prepare and present a one-hour seminar on the proposed research to the Department. This presentation will occur no later than the end of the student's third semester in residence. Immediately after the seminar, the student will be given an oral examination by his/her Advisory Committee. This examination will focus on the proposed research. The student's Advisory Committee will evaluate the student's performance and may (1) admit the student to further work toward the D.A., (2) recommend that the student revise the proposal and/or improve her/his background before attempting to continue graduate work, (3) recommend limitation of the program to the M.S. degree, or (4) in rare cases, recommend dismissal from the graduate program. In the event of the first two decisions, the committee will provide the student with specific recommendations or requirements. In the case of the second decision, the committee also will schedule a second evaluation after not less than one semester.

Once the student has successfully defended the research proposal, the student is advanced to candidacy.

### Comprehensive Examination

The comprehensive examination consists of a written and an oral portion. The written examination tests the student's knowledge of the core areas of biology and the topics covered in the education seminars. Depth and breadth of the examination on these topics should be commensurate with the recommendations from the diagnostic examining committee, and the three selected core areas as represented in the student's program of study. The oral examination assesses the student's capability to communicate answers effectively and areas of weakness indicated by the written examination.

Each member of the student's committee will submit a section of the examination on which the student will be expected to write for 4 to 6 hours. Each committee member will individually determine whether the student passed his/her section of the examination; the student must pass at least 75% of these sections. If the written examination is not passed, the committee may recommend that the student not proceed further in the program, or that the student re-take those portions of the written examination that were not passed.

The oral examination should be scheduled within two weeks of satisfactory completion of the written examination. Failure to pass the oral examination can result in the recommendation that the student not proceed further in the program, or that the oral examination should be re-taken at a later date. Failure to pass the comprehensive examination twice results in automatic termination from the program.

### Doctoral Dissertation

Every student working toward the D.A. degree must submit a dissertation embodying the results of original and creative research. The dissertation must demonstrate the student's ability in independent investigation and must be a contribution to scientific or science education knowledge. It must display mastery of the literature of the subject field and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and creative discussion of the conclusions.

The form and style of the dissertation should comply with the format prescribed by the journal in which the student intends to publish the material and must meet the requirements of "Instructions for Preparing Theses, Dissertations, D.A. Papers, and Professional Projects,"

which is available from the Graduate School. Within the framework of these constraints, however, the format of the dissertation can vary, ranging from a series of stand-alone chapters, to a single, comprehensive unit. In the former case, a preface that explains the overall layout should be included. After the dissertation has been approved for format and content by the major professor, and not later than two weeks before the date of the final examination, the student must deliver a copy of the dissertation to each member of the Advisory Committee (including the GFR).

### Dissertation Defense

The student's Advisory Committee, including the GFR, will conduct the final examination of the dissertation. The final defense must be completed at least two weeks before the date set for the commencement exercises at which the student expects to obtain a degree. Students are required to give a departmental seminar on the dissertation immediately preceding the final defense. The examination is concerned primarily with the student's research as embodied in the dissertation, but it will also include the Teaching Internships. A majority of the examining committee must approve the dissertation and the final defense.

## Master of Science (M.S.) in Biology

A program of study leading to the Master of Science (M.S.) Degree is designed to enable students to develop an advanced understanding of the biological sciences and the capability to teach or conduct biological research. Programs are flexible and can be tailored to satisfy the professional and personal needs of each student.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following department requirements. Acceptance to an M.S. program is contingent upon a biology faculty member agreeing to serve as the applicant's advisor. Students interested in pursuing an advanced degree in the biological sciences at Idaho State University are encouraged to contact the faculty member(s) with whom they wish to study, prior to making formal application to the department. Applicants must have at least a 3.0 GPA for all upper-division credits taken in the previous degree program. Scores on the verbal, quantitative, and analytical portions of the GRE must be submitted.

Certain courses are prerequisite for admission

to the M.S. degree program, and any student who has not met these requirements through previous course work must take them as part of his/her M.S. program. These courses are:

1. One semester of calculus
2. One year of inorganic chemistry
3. One semester of organic chemistry
4. One semester of physics
5. Six additional credits in physics, chemistry, or mathematics that differ from those courses listed in 1-4 above

Note: Because these are undergraduate courses, these credits do not count toward the 30-credit hour requirement for the M.S. degree.

### General Requirements

A substantial, original research project is required that culminates in a written thesis and oral presentation of the findings at a Biological Sciences department seminar. A minimum of 30 credits (including research and thesis) are required in graduate courses and seminars that provide mastery in core conceptual areas in the biological sciences.

The core areas for the M.S. in Biology are:

1. genetics and evolution
2. animal or plant physiology
3. cell biology, biochemistry, or molecular biology, and
4. ecology or morphology

Students may gain expertise in the core areas through a variety of mechanisms, including graduate courses, seminars, special projects, or readings. Although there are no specific credit hour requirements for the core areas, it is expected that the total effort expended in each area would be at least equivalent to that required in a rigorous course in that subject area, and that any credits earned as part of the graduate program will be at the graduate level (i.e., at the 5500-level or above). The credit hours earned in such classes will count toward the 30-credit requirement for the degree.

The ability to utilize a research tool is required, which can be satisfied by taking classes in biometry, microscopy, or a related field outside the biological sciences, such as geology, engineering, economics, or computer science. Graduate credits that satisfy the tool requirement count toward the 30-credit requirement for the degree.



## Specific Requirements for the M.S. Degree

Of the required 30 credits for the M.S. degree, at least 15 credits must be earned at the 6600-level, which include:

BIOL 6648 Graduate Problems	1-4 cr
BIOL 6650 Thesis	1-6 cr
BIOL 6691 and 6692 Graduate Seminars	2 cr

In addition, all M.S. students must take a statistics course approved by their graduate committee.

Note: A student may take an unlimited number of credits of BIOL 6650 and BIOL 6648, although a maximum of only 6 credits of BIOL 6650 and 4 credits of BIOL 6648 may be counted toward the required 30 credit hours for the degree.

## Advisory Committee

The Advisory Committee consists of a minimum of three faculty members who are members of the Idaho State University graduate faculty. The student, in consultation with the major advisor, selects at least one additional faculty member from the Department of Biological Sciences. An additional faculty member from outside the Department of Biological Sciences, designated as the Graduate Faculty Representative (GFR), also must serve on the committee. The GFR is appointed by the Dean of the Graduate School, who is open to recommendations from the major advisor. The GFR need only participate in the thesis defense, but may be involved throughout the student's program. The initial committee meeting should be held during the first semester of the student's graduate program.

## Written Proposal, Proposal Seminar, and Proposal Defense

M.S. students are required to present a seminar on their proposed thesis research in the first year of their program. The purpose of this proposal seminar is to have each student develop and present formal statements of the objectives (hypotheses), design, and importance of their proposed research. Students must submit an abstract to the seminar organizer at least one week prior to their presentation. Students also must write a research proposal and have the proposal approved by the Advisory Committee by the end of the semester in which they present. This proposal will: (1) be at least 5 pages in length, with citations appended, (2) address comments that resulted from the seminar presentation, and (3) be retained in the student's departmental file.

## Thesis, Thesis Seminar, and Thesis Defense

Each M.S. applicant must submit a thesis embodying the results of original and creative research. The thesis must demonstrate the student's ability in scientific investigation. The thesis must include a comprehensive review of literature on the topic, and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and creative discussion of the conclusions. The form and style of the thesis should comply with the format prescribed by the national- or international-level journal in which the student intends to publish the material and must meet the requirements of "Instructions for Preparing Theses, Dissertations, D.A. Papers, and Professional Projects," which is available from the Graduate School. Within the framework of these constraints, however, the format of the thesis can vary in the number and arrangement of chapters.

Following completion of the written thesis, the student will present the research findings in a seminar. The thesis presentation will be followed by an oral defense conducted by the Advisory Committee. The student is responsible for scheduling the defense with the Graduate School and advertising the thesis seminar, with notices posted in the Life Sciences Building and in the Department newsletter, at least one week in advance of the seminar date. After the thesis has been approved for format and content by the major professor, and not later than two weeks before the date of the final examination, the student must deliver a copy of the thesis to each member of the Advisory Committee.

Please refer to [http://www.isu.edu/graduate/pdf/Thesis\\_Dissertation\\_Instructions.pdf](http://www.isu.edu/graduate/pdf/Thesis_Dissertation_Instructions.pdf) for the manual, Instructions for Preparing Theses, Dissertations, Doctor of Arts Papers, and Professional Projects, for thesis clearance instructions.

## Master of Science (M.S.) in Microbiology

The intent of the Microbiology M.S. program is to produce scientists with the ability to conduct independent research and to be fluent in the scientific literature. As a terminal degree, the Master of Science in Microbiology qualifies students for technical research positions in academia, industry and government research facilities. It also prepares students to progress into doctoral programs in Microbiology and related areas.

## Admissions

Acceptance to the Microbiology M.S. program requires that a faculty member agree to serve as the candidate's advisor. Candidates must have at least a 3.0 GPA for all upper division credits taken in the previous degree program. Scores in the verbal, quantitative, and analytical portions of the GRE must be submitted; scores in the 35th percentile or higher are required on the verbal and quantitative portions of the GRE. If either the GPA or GRE requirement is not met, the Microbiology Graduate Programs Committee may choose to admit the candidate to "Classified (w/PR)" status.

## Prerequisites

It is expected that applicants to the program will have a broad scientific background, and will have completed coursework at the undergraduate level in the following areas:

- 1 semester of Calculus (Calculus through Multivariable Calculus recommended)
- 1 year of General Chemistry (+lab)
- 1 year of Organic Chemistry (+lab)
- 1 year of Physics (+lab)
- 1 semester of Quantitative Analysis, Analytical Chemistry, or Inorganic Chemistry (+lab)
- 1 semester of Statistics
- Genetics (lab recommended)
- General Microbiology (+lab)

The Microbiology M.S. program will be tailored to the requirements of the student's program of study (as determined by the student's Advisory Committee), and will include coursework to rectify any deficiencies as determined by the student's Advisory Committee.

Coursework taken at the undergraduate level to satisfy deficiencies does not count toward the graduate degree; however, such coursework must appear on the student's Planned Program of Study. Coursework taken at the undergraduate level to satisfy deficiencies must be taken for letter grades and the grades earned must be "C" or better.

## Graduate Coursework in the Microbiology M.S. program

The M.S. program requires a substantial, original research project that culminates in a thesis; a minimum of 30 credits (including research and thesis) earned in graduate courses and seminars and expertise in one or more conceptual areas of the major sub-disciplines of Microbiology. The student's Advisory Committee will direct the student to specific course offerings to satisfy the coursework guidelines.

The three core areas in the Microbiology M.S. program are:

- Biochemistry, Genetics, Molecular Biology, and Physiology of Microorganisms
- Immunology, Virology, and Medical Microbiology
- Microbial Ecology and Applied, Industrial, and Environmental Microbiology

Thirty total graduate credits approved by the Microbiology Graduate Programs Committee and the Graduate School are required to complete the Microbiology M.S. degree program. At least 15 of these credit hours must be earned at the 6600 level. Students must take a minimum of 3 credits of BIOL 6648 and 3 credits of BIOL 6650. During the second semester of their first year in the program, students in the Microbiology M.S. program will present their research proposal in a public forum as part of BIOL 6695 Graduate Seminar in Microbiology. Students in the Microbiology M.S. program will also take 2 additional credits of Graduate Seminar in Microbiology (BIOL 6695).

Course requirements include:

BIOL 6610 Principles of Molecular Biology	3 credits
BIOL 6648 Graduate Problems	minimum 3 credits
BIOL 6650 Thesis	minimum 3 credits
BIOL 6695 Graduate Seminar in Microbiology	3 credits
Other course work	6 credits

### Advisory Committee

The Advisory Committee consists of a minimum of three members of the Idaho State University Graduate Faculty, including a Graduate Faculty Representative (GFR). The student, in consultation with the major advisor, selects at least one additional faculty member with expertise related to the student's research area. At least one of the advisory committee must be a member of the Microbiology Graduate Programs Committee. The GFR is appointed by the Dean of the Graduate School, who is open to recommendations from the major advisor. The GFR need only participate in the thesis defense, but may be involved throughout the student's program. The initial committee meeting should be held during the first semester of the student's graduate program.

### Written Proposal, Proposal Seminar, and Proposal Defense

During the second semester of the first year in the program, Microbiology M.S. students must submit a research proposal to the student's Advisory committee two weeks prior to a formal seminar presentation of the proposed research. This proposal will: (1) be at least 5 pages in length, with citations appended, (2) be retained in the student's departmental file. Students will present a seminar on their pro-

posed thesis research as part of BIOL 6695. At least one week prior to the seminar, students must submit an abstract to the seminar organizer. Immediately following the proposal seminar, the student will defend the proposal in a closed session with their Advisory Committee. A revised proposal addressing questions raised at the defense must be approved by the advisory committee by the end of the semester in which the seminar was given.

### Thesis, Thesis Seminar and Thesis Defense

Each Microbiology M.S. applicant must submit a thesis embodying the results of original and creative research. The thesis must demonstrate the student's ability in scientific investigation. The thesis must include a comprehensive review of the literature on the topic, and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and creative discussion on the conclusions. The form and style of the thesis should comply with the format prescribed by the national or international-level journal in which the student intends to publish the material and must meet the requirements of "Instructions for Preparing Theses, Dissertations, D.A. Papers, and Professional Projects," which is available from the Graduate School. Within the framework of these constraints, however, the format of the thesis can vary in the number and arrangement of chapters. After the thesis has been approved for format and content by the major professor, and not later than two weeks before the date of the final examination, the student must deliver a copy of the thesis to each member of the advisory committee.

Following completion of the written thesis, the student will present the research findings in a public seminar. The thesis presentation will be followed by an oral defense conducted by the Advisory Committee. The student is responsible for scheduling the defense with the Graduate School and advertising the thesis seminar, with notices posted in the Life Sciences Building and in the Department newsletter, at least one week in advance of the seminar date. Please refer to [http://www.isu.edu/graduate/pdf/Thesis\\_Dissertation\\_Instructions.pdf](http://www.isu.edu/graduate/pdf/Thesis_Dissertation_Instructions.pdf) for the manual, Instructions for Preparing Theses, Dissertations, Doctor of Arts Papers, and Professional Projects, for thesis clearance instructions.

### Residency Requirements

The equivalent of at least two years of full-time study is required. Part of the work may be completed elsewhere with the approval of a student's Advisory Committee, but two consecutive regular semesters of full-time study must be taken in residence at this university.

## Bachelor of Science/ Master of Science

The goal of this option is to allow academically strong students to begin work towards an M.S. degree after completing the Junior year. This will allow students to complete an M.S. degree, as well as a B.S. degree, with only one additional year in school. This option is only available to students who have demonstrated an interest in independent research before the end of the Junior year, who can meet the Biological Sciences GPA and GRE requirements for admission to the M.S. program, and who have worked with a member of the Graduate Faculty who has agreed to serve as the student's Graduate Advisor. After being accepted into the M.S. program, students who pursue this option will have to spend at least two summers doing research and/or coursework. Given its compressed timeline and academic intensity, this option is only available to students who have demonstrated a high level of academic ability.

The student will be required to complete all of the graduation requirements for a B.S. degree in the Department of Biological Sciences. That degree will be awarded when those requirements are met, typically at the end of the 4th year. In completing the graduation requirements for a B.S. degree, these students should have met all of the coursework requirements for admission to the M.S. program.

The student will be admitted Classified with Performance Requirements (w/PR) to the MS Program after completing the Junior year. Admission requires that the student meet the existing GPA requirement (at least 3.0 for the Sophomore and Junior years).

The M.S. degree will be awarded only after the student has completed all of the requirements for the M.S. program.

### Requirements

These requirements are for undergraduate students admitted to the BS/MS Option ONLY. BS/MS students are restricted to a maximum of six graduate-level credits until after completion of the B.S. degree.

Summer following Junior Year:  
BIOL 5581 Independent Problems 2 cr

Spring Semester of Senior Year:  
BIOL 6692 Seminar 1 cr

Other undergraduate and graduate credits, as required by the Department of Biological Sciences.

## Master of Natural Science (M.N.S.) in Biology

The Master of Natural Science (MNS) degree is designed to strengthen an individual's background in biological sciences for secondary school teaching or for work in nature interpretation or environmental education centers. The student must possess or be working toward a standard teaching certificate, or, under exceptional circumstances, be employed or have specific career objectives that would not require teacher certification (as approved by the Graduate Programs Committee). This degree emphasizes subject matter and is a non-thesis program. It is not designed to prepare students for a doctoral program with a research emphasis or requirement. The degree is granted upon successful completion of a minimum of 30 graduate-level credits and satisfactory performance on a comprehensive written and oral examination.

### General Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following department requirements. The MNS degree is primarily a coursework degree and therefore differs from the MS degree in Biology in several important ways. It does not require course prerequisites for admission. To complete the program, MNS students: (1) need not demonstrate breadth through coursework in each of the Core Areas, (2) are exempt from the Experimental Design/Statistics requirement, and (3) do not complete a Thesis. MNS students must meet Admission, Residency, Transfer of Credit requirements, and minimum Performance Levels.

A minimum of 30 graduate credits is required to complete the MNS degree program. Courses numbered 5500 and above, and those completed with a grade of B or better, are the only courses which may be applied toward the degree. It is expected that the courses will enhance both the breadth and depth of the student's biological content knowledge. At least 20 of the credits must be taken in Biological Sciences. Biology Teaching Methods (BIOL 5513) is strongly recommended. A proposed plan of study should be submitted to, and approved by, the student's advisory committee by the end of the first semester.

### Advisory Committee

The student must select a major advisor, and, in consultation with the advisor, select at least one additional faculty member from the De-

partment of Biological Sciences to serve on an advisory committee. Additionally, a Graduate Faculty Representative (GFR) from outside the Department of Biological Sciences must serve on the committee. The GFR is approved by the Graduate School, though students may recommend to the Dean of the Graduate School a faculty member from another department to serve as GFR. The initial committee meeting should be held in the first semester of the program. However, the GFR need only attend the final oral comprehensive examination.

### Written and Oral Comprehensive Examination

The comprehensive examination consists of a written and an oral portion. The written examination tests the student's knowledge of biological and educational topics commensurate with the student's program of study. The oral examination assesses the student's capability to communicate answers effectively to areas of weakness indicated by the written examination.

The written comprehensive examination must be completed no later than six weeks before the end of the student's last semester. Each member of the student's committee (excluding the GFR) will submit a section of the examination on which the student will be expected to write. The entire examination should be designed to require no more than 10 hours for completion. Each committee member will individually determine whether the student passed his/her section of the examination; the student must pass at least 75% of these sections. If the written examination is not passed, the committee may recommend that the student not proceed further in the program, or that the student re-take those portions of the written examination that were not passed.

The oral comprehensive examination should be scheduled within two weeks of satisfactory completion of the written examination, and no later than three weeks prior to the end of the semester. The oral examination will consist of questions posed by the student's advisory committee after they have reviewed the results of the written examination. Failure to pass the oral examination can result in the recommendation that the student not proceed further in the program, or that the oral examination be re-taken at a later date. Failure to pass the comprehensive examination twice results in automatic termination from the program.

### Biological Sciences Graduate Courses

**BIOL 5500 Oral Histology and Embryology 3 credits.** The microanatomy and formative

processes of the teeth and their surrounding structures. COREQ: BIOL 5500L.

**BIOL 5500L Oral Histology and Embryology Lab 0 credits.** Assignments to apply principles from BIOL5500. COREQ: BIOL 5500.

**BIOL 5504 Plant Physiology 3 credits.** Study of plant physiological processes including water relations, mineral nutrition, photosynthesis, respiration, translocation of photosynthate, secondary compounds and phytohormones. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**BIOL 5504L Plant Physiology Lab 1 credit.** Assignments to apply principles from BIOL 5504.

**BIOL 5505 Plant Form and Function 3 credits.** Integrated studies of anatomical and physiological adaptations of plants to their natural environment. Data collection and analysis will be emphasized. PREREQ: BIOL 102 OR BIOL 2203. COREQ: BIOL 5505L.

**BIOL 5505L Plant Form and Function Lab 1 credit.** Assignments to apply principles from BIOL 5505. COREQ: BIOL 5505.

**BIOL 5506 Plant Diversity and Evolution 4 credits.** Study of the reproduction, structure, development, evolution, and classification of the fungi, algae, bryophytes, and vascular plants. Lectures, laboratories. PREREQ: BIOL 1101 AND BIOL 1102. COREQ: BIOL 5506L.

**BIOL 5506L Plant Diversity and Evolution 0 credits.** Assignments to apply principles from BIOL 5506. COREQ: BIOL 5506

**BIOL 5508 Plant Ecology 3 credits.** Major factors limiting plant growth and distribution with emphasis on adaptation and response at the individual, population, and community levels. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**BIOL 5508L Plant Ecology Lab 1 credit.** Assignments to apply principles from BIOL 5508. COREQ: BIOL 5508.

**BIOL 5512 Systematic Botany 4 credits.** Study of classification and evolution of flowering plants; techniques of phylogeny reconstruction based on molecular and morphological characters. Collection/identification of local flora. Field trips. PREREQ: BIOL 1101 AND BIOL 1102. COREQ: BIOL 5512L.

**BIOL 5512 Systematic Botany Lab 0 credits.** Assignments to apply principles from BIOL 5512. COREQ: BIOL 5512.

**BIOL 5513 Biology Teaching Methods 3 credits.** Planning, teaching and evaluating teaching activities. Practical experience in methods used in science classrooms and enhancing professional development. Required for secondary education major in biology. PREREQ 16 CREDIT HOURS OF BIOLOGY AND EDUC 3302, OR PERMISSION OF INSTRUCTOR.

**BIOL 5514 Graduate Teaching Assistant Seminar 2 credits.** Introduction to college science teaching, with an emphasis on inquiry-based methods in the laboratory setting. Topics include how people learn, classroom management, professional ethics, peer evaluation of teaching. Required for all new graduate Teaching Assistants. Graded S/U.

**BIOL 5515L Human Neurobiology Lab 1 credit.** Detailed examination of the gross anatomy and pathways of the human central nervous system. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5516 Population Ecology 3 credits.** Introduces quantitative analysis of populations and communities, emphasizing demography, distribution, abundance, spatial and temporal dynamics, biodiversity, coexistence, and applications to conservation and land use decision-making. Includes data collection and analysis. PREREQ: BIOL 2209. COREQ: BIOL 5516L.

**BIOL 5516L Population Ecology 1 credits.** Assignments to apply principles from BIOL 5516. COREQ: BIOL 5516.

**BIOL 5517 Organic Evolution 3 credits.** An integrated study of evolution as a unifying concept in biology. An examination of patterns and processes that affect the origin and diversification of species through time. PREREQ: BIOL 3358.

**BIOL 5518 Ecological Topics 1 credit.** - Flexible use of seminars, lectures, and laboratory/field work dealing with current issues in ecology. Topic/emphasis varies. May be repeated until a maximum of 3 credits is earned. PREREQ: BIOL 2209 OR PERMISSION OF INSTRUCTOR.

**BIOL 5519 Mammalian Histology 4 credits.** Study of human animal tissues, including structural and functional characteristics of tissues and organs. PREREQ: BIOL 2206, BIOL 2207, OR BIOL 3303 OR BIOL 3301 AND BIOL 3302. COREQ: BIOL 5519L.

**BIOL 5519L Mammalian Histology 0 cred-**

**its.** Assignments to apply principles from BIOL 5519. COREQ: BIOL 5519.

**BIOL 5520 Musculo-Skeletal Anatomy 2 credits.** Study of human body structure emphasizing muscular system and its relationship to axial and appendicular skeleton. Focus on extremities, thorax, and pelvis with applications toward normal, diseased and rehabilitative functions. PREREQ: BIOL 3301 AND BIOL 3302.

**BIOL 5521 Ecological Concepts 3 credits.** Major concepts in ecology in relation to environmental degradation, pollution, hazardous materials, and environmental management. Credit may not be used for a graduate degree in biology.

**BIOL 5523 General Parasitology 3 credits.** Study of the parasitic symBIOLes of animals, plants and other organisms focusing on concepts, principles, and consequences of such interactions and the coevolutionary processes by which they are created. PREREQ: BIOL 1101 AND BIOL 1102.

**BIOL 5526 Herpetology 3 credits.** The biology of amphibians and reptiles: lecture topics include evolutionary history, functional morphology, physiological ecology, biogeography, reproductive, and population ecology. Laboratories and field trips cover systematic, natural history, and collecting/sampling techniques. PREREQ: BIOL 2209. COREQ: BIOL 5526L.

**BIOL 5526L Herpetology Lab 1 credit.** Assignments to apply principles from BIOL 5526. COREQ: BIOL 5526.

**BIOL 5527 Ichthyology 3 credits.** The biology of fishes; lecture topics include evolutionary history, functional morphology, physiological ecology, and biogeography. Laboratory and weekend field trips cover identification, life history and collecting techniques. Emphasis on Idaho species. PREREQ: BIOL 2209. COREQ: BIOL 5527L.

**BIOL 5527L Ichthyology Lab 1 credit.** Assignments to apply principles from BIOL 5527. COREQ: BIOL 5527.

**BIOL 5528 Medical Parasitology and Entomology 3 credits.** Study of animal parasites, with an emphasis on protists, helminths and arthropods affecting human health and welfare by their presence or indirectly via pathogens they transmit. PREREQ: BIOL 1101 AND BIOL 1102. COREQ: BIOL 5528L.

**BIOL 5528L Medical Parasitology and Entomology 0 credits.** Assignments to apply principles from BIOL 5528. COREQ: BIOL 5528.

**BIOL 5529 Regional Anatomy and Histology 4 credits.** Regional approach to gross human anatomy emphasizing the use of projected materials and microscopic anatomy. Designed primarily for students in the Physician Assistant Program. PREREQ: BIOL 301, BIOL 302. COREQ: BIOL 5529L.

**BIOL 5529L Regional Anatomy and Histology 0 credits.** Assignments to apply principles from BIOL 5529. COREQ: BIOL 5529.

**BIOL 5531 General Entomology 3 credits.** Study of structure, development, classification, and life histories of insects, including ecological, economic and management considerations. An insect collection may be required. Field trips. PREREQ: BIOL 101 AND BIOL 102. COREQ: BIOL 5531L.

**BIOL 5531L General Entomology Lab 1 credit.** Assignments to apply principles from BIOL 5531. COREQ: BIOL 5531.

**BIOL 5532 Biochemistry 3 credits.** Comprehensive discussion/presentation of structure, function and metabolism of biological macromolecules and their constituents, including energetics, regulation, and molecular biology, with emphasis on critical analysis of biochemical issues PREREQ: Organic Chemistry or Introduction to Biology OR PERMISSION OF INSTRUCTOR.

**BIOL 5533 Microbial Physiology 3 credits.** Comparative physiology of microorganisms, including structure/function, metabolic diversity, enzyme mechanisms of microbial metabolism, and physiology of extreme organisms. Lectures, Class Exercises. PREREQ: Microbiology OR PERMISSION OF INSTRUCTOR. COREQ: BIOL 5533L.

**BIOL 5533L Microbial Physiology Lab 1 credit.** Laboratory exercises in comparative physiology of microorganisms. COREQ: BIOL 5533.

**BIOL 5534 Microbial Diversity 3 credits.** Enrichment, cultivation, and isolation of prokaryotes from various metabolic groups and environments. Microorganisms will be identified using classical microbial techniques and modern molecular methodologies. PREREQ: Microbiology and BIOL 5533 OR PERMISSION OF INSTRUCTOR. COREQ: BIOL 5534L.

**BIOL 5534L Microbial Diversity Lab 1 credit.** Enrichment, cultivation and isolation of prokaryotes from various metabolic groups and environments. COREQ: BIOL 5534.

**BIOL 5535 Vertebrate Paleontology 4 - credits.** Phylogenetic history of the vertebrates outlined in the light of morphology, classification, evolution, paleoecology, and the significance of fossils. Field trips. Cross-listed as GEOL 5535. PREREQ: GEOL 5531 OR BIOL 3314 OR EQUIVALENT.

**BIOL 5537 Experimental Biochemistry 1 credit.** Laboratory course including both qualitative and quantitative experiments. Cross-listed as CHEM 5538. PREREQ or COREQ: BIOL 5532 or BIOL/CHEM 5545.

**BIOL 5538 Ornithology 4 credits.** Study of the origin, evolution, structure, habits, adaptations, distribution, and classification of birds. Field trips. PREREQ: BIOL 1101 AND BIOL 1102.

**BIOL 5539 Principles of Taphonomy 3 credits.** Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Cross-listed with ANTH 5539 and GEOL 5539. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5540 Human Gross Anatomy 4 - credits.** Comprehensive regional study of gross human anatomy with emphasis on the upper limb, thorax, abdomen, pelvis and perineum. Designed for the first year dental students and complements BIOL 5550. Lecture and laboratory. COREQ: BIOL 5540L.

**BIOL 5540L Human Gross Anatomy 0 credits.** Assignments to apply principles from BIOL 5540. COREQ: BIOL 5540.

**BIOL 5541 Mammalogy 3 credits.** General study of mammals including classification, identification, habits, ecology, economics, and techniques of study, with emphasis on North American forms. Field trips. PREREQ: BIOL 2209. COREQ: BIOL 5541L.

**BIOL 5541L Mammalogy Lab 1 credit.** Assignments to apply principles from BIOL 5541. COREQ: 5541.

**BIOL 5542 Plant-Animal Interactions 3 credits.** Coevolution of plant and animal form and function emphasizing pollination, herbivory, parasitism, frugivory/seed dispersal, and optimal foraging.

**BIOL 5543 Endocrinology 3 credits.** Study of the anatomy and physiology of the ductless glands and the properties and uses of natural and synthetic hormones. PREREQ: BIOL 3303.

**BIOL 5544 Cell and Molecular Biology 4 credits.** Fundamental principles of molecular

biology: DNA replication, repair, and recombination, transcriptional and post-transcriptional regulation of gene expression, RNA metabolism, protein synthesis, targeting and turnover, post-translational modifications, signal transduction, regulation of the cell division cycle, and molecular genetics of development. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: Introductory Biology and Organic Chemistry. COREQ: BIOL 5544L

**BIOL 5544L Cell and Molecular Biology Laboratory 1 credit.** Laboratory techniques in molecular biology, including cloning, PCR and DNA sequencing. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus COREQ: BIOL 5544.

**BIOL 5545 Biochemistry I 3 credits.** Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. PREREQ: Introduction to Biology and Organic Chemistry OR PERMISSION OF - INSTRUCTOR.

**BIOL 5546 Selected Topics in Physiology 1 credit.** Selected topics in physiology for dental students: blood coagulation-complement-kinin systems, prostaglandin and related substances, vitamins, steroids, mucopolysaccharides, collagen and other extracellular matrix molecules and cyto- and molecular genetics.

**BIOL 5547 Biochemistry II 3 credits.** Functional continuation of 5545. Lipid, amino acid and nucleotide metabolism. Emphasis is on metabolic regulation, metabolic dysfunction, biochemical mechanism of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. PREREQ: BIOL/CHEM 5545.

**BIOL 5548 Advanced Experimental Biochemistry 2 credits.** Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. PREREQ: BIOL 5537/CHEM 5538. COREQ: BIOL/CHEM 5547.

**BIOL 5549 Human Physiology I 4 credits.** First of a two-course sequence. Physiology of the nervous, muscular, circulatory, respiratory, and excretory systems. PREREQ: BIOL 2202; CHEM 1111, CHEM L1111, CHEM 1112, CHEM L1112; COREQ: BIOL 5525.

**BIOL 5550 Head and Neck Anatomy 4 credits.** Comprehensive presentation of the anatomy of the head and neck as it applies to

the practice of dentistry. Lecture and laboratory. COREQ: BIOL 5550L.

**BIOL 5550L Head and Neck Anatomy 0 credits.** Assignments to apply principles from BIOL 5550. COREQ: BIOL 5550.

**BIOL 5551 Immunology 3 credits.** Fundamental concepts of antibody-mediated and cell-mediated mechanisms of immunity. In-vivo and in-vitro antigen-antibody interactions are discussed. PREREQ: Microbiology OR PERMISSION OF INSTRUCTOR.

**BIOL 5551L Immunology Laboratory 1 credit.** Selected laboratory experiments to accompany BIOL 5551 Immunology. PREREQ OR COREQ: BIOL 5551. OPEN TO NON-MAJORS BY SPECIAL PERMISSION.

**BIOL 5553 Foundations in Neuroscience 3 credits** Organizing principles in neuroscience including biological signaling of excitable cells, neuroanatomy and regional brain functions, and sensorimotor integration of behavior. Specific, graduate-level activities and / or performances are identified in the course syllabus. PREREQ: PERMISSION OF INSTRUCTOR. S.

**BIOL 5554 Advanced Immunology 3 credits.** Detailed study of selected areas of immunobiology. Course content will vary with current demand. Students will lead discussions and present current literature. PREREQ: BIOL 5551 AND PERMISSION OF INSTRUCTOR. COREQ: BIOL 5554L.

**BIOL 5555 Pathogenic Microbiology 3 credits.** How the medically important bacteria, viruses and fungi interact with the host to produce disease, including microbe characteristics, pathogenesis, pathological processes, prevention, and treatment methods. PREREQ: Microbiology OR PERMISSION OF - INSTRUCTOR.

**BIOL 5555L Pathogenic Microbiology Laboratory 2 credits.** Will emphasize procedures for the isolation and identification of pathogenic bacteria. Clinical specimens will be provided for use in identification of unknowns. PREREQ OR COREQ: BIOL 5555.

**BIOL 5556 Human Physiology II 4 credits.** Physiology of gastrointestinal, endocrine, and reproductive systems. Includes studies of acid-base balance, peripheral circulation, shock, and temperature regulation. PREREQ: BIOL 5549 OR EQUIVALENT.

**BIOL 5559 Fish Ecology 3 credits.** Study of the behavior, habitat use, population dynamics, and management of freshwater fishes, especially salmon and trout. Laboratory and

weekend field trips emphasize sampling techniques and data analysis. PREREQ: BIOL 2209, BIOL 3315, BIOL 5527. COREQ: BIOL 5559L.

**BIOL 5559L Fish Ecology Lab 1 credits.** Assignments to apply principles from BIOL 5559. COREQ: BIOL 5559.

**BIOL 5560 Neuroscience 4 credits.** Comprehensive presentation of the anatomy of the central nervous system, the brain and spinal cord. Combined lecture and laboratory demonstration. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5560L Neuroscience Lab 1 credits.** Detailed examination of the gross anatomy and pathways of the human central nervous system. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5561 Advanced Genetics 3 credits.** Detailed and critical consideration of selected genetic topics with emphasis on recent advances. PREREQ: Genetics AND PERMISSION OF INSTRUCTOR.

**BIOL 5562 Freshwater Ecology 3 credits.** Study of the interaction of physical and biotic factors in aquatic communities. Field trips. PREREQ: BIOL 2209. COREQ: BIOL 5562L.

**BIOL 5562L Freshwater Ecology Lab 1 credit.** Assignments to apply principles from BIOL 5562. COREQ: BIOL 5562.

**BIOL 5563 Human Pathophysiology 4 credits.** The study of basic processes underlying diseases with an emphasis on correlating anatomical, functional, and biochemical alterations with clinical manifestations. Laboratory required. PREREQ: BIOL 3301 AND BIOL 3302, OR PERMISSION OF INSTRUCTOR. COREQ: BIOL 5563L.

**BIOL 5563L Human Pathophysiology 0 credits.** Assignments to apply principles from BIOL 5563. COREQ: BIOL 5563.

**BIOL 5564 Lectures in Human Physiology 4 credits.** Physiology of the nervous, muscular, circulatory, respiratory, and excretory systems. PREREQ: BIOL 3301, BIOL 3302, AND ONE YEAR OF COLLEGE CHEMISTRY.

**BIOL 5566 Medical Mycology 3 credits.** Lecture/laboratory course addressing medically important fungi. Taxonomy, clinical disease, pathogenesis, immunological diagnosis and laboratory identification of contaminants, opportunists, superficial, cutaneous, subcutaneous and systemic mycoses. PREREQ: Microbiology.

**BIOL 5568 Oral Microbiology 1 credit.** Study of microbiology of plaque, caries, periodontal disease, immunobiology of oral disease and control of microorganisms with antimicrobial agents. Four periods devoted to laboratory study of medically important oral microbes. PREREQ OR COREQ: BIOL 5555.

**BIOL 5569 Special Topics in Microbiology 1-4 credits.** Study of selected topics in microbiology. Course contents will vary with topics selected. May be repeated with departmental approval for non-repetitive course content. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5570 Cross-Sectional Anatomy 2 credits.** Applied regional anatomy as viewed in sectional planes, emphasizing topographic relationships of organs and surface anatomy, with interpretation of correlated CT and MRI imaging. PREREQ: BIOL 3301 AND BIOL 3302.

**BIOL 5571 Biological Imaging 3 credits.** Microscopy with an emphasis on image formation, documentation, interpretation and analysis relevant to experimental applications in the biological sciences. Lecture and laboratory with independent research component. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. (EF, LL)

**BIOL 5573 Applied and Environmental Microbiology 3 credits.** Concepts in applied microbiology and microbial ecology, including fermentation, biotechnology, and ecophysiology. COREQ: BIOL 5573L.

**BIOL 5573L Applied and Environmental Microbiology Lab 1 credit.** Laboratory exercises in applied and environmental microbiology. COREQ: BIOL 5573.

**BIOL 5574 Human Anatomy (Occupational Therapy/Physical Therapy) 5 credits.** Applied regional anatomy emphasizing the development, histology and gross anatomy of the musculoskeletal, peripheral nervous, and cardiopulmonary systems. Includes laboratory with cadaver dissection. PREREQ: PERMISSION OF INSTRUCTOR. COREQ: BIOL 5574L.

**BIOL 5574L Human Anatomy OT and PT Lab 0 credits.** Assignments to apply principles from BIOL 5574. COREQ: BIOL 5574.

**BIOL 5575 General Virology 3 credits.** Introduction to the general principles of virology through consideration of structure, genetics, replication and biochemistry of animal and bacterial viruses. PREREQ: COMPLETION OF 90 CREDITS.

**BIOL 5577 Bacterial Virology Laboratory 1 credit.** Designed to acquaint students with the techniques and experimental principles used in the study of bacterial viruses. Must be accompanied by BIOL 5575.

**BIOL 5578 Animal Virology Laboratory 1 credit.** Introduces tissue culture methods and other techniques employed in the study of animal viruses. Must be accompanied by BIOL 5575.

**BIOL 5580 Mentored Research Alliance 2 credits.** Discovery research in life sciences conducted in a cooperative learning community that includes mentoring undergraduates. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. May be repeated. PREREQ: permission of the instructor.

**BIOL 5581-5582 Independent Problems 1-4 credits.** Individual problems will be assigned to students on the basis of interest and previous preparation. May be repeated. PREREQ: A MINIMUM OF TWO COURSES IN BIOLOGICAL SCIENCES AND PERMISSION OF INSTRUCTOR.

**BIOL 5586 Human Systemic Physiology 5 credits.** One semester human physiology course emphasizing the function and regulation of the muscular, skeletal, circulatory, respiratory, urinary, reproductive, and immune systems. PREREQ: CHEM 1111, CHEM L1111, CHEM 1112, CHEM L1112; BIOL 3301 AND BIOL 3302 OR EQUIVALENT. COREQ: BIOL 5586L.

**BIOL 5586L Human Systemic Physiology 0 credits.** Assignments to apply principles from BIOL 5586. COREQ: BIOL 5586.

**BIOL 5588 Advanced Radiobiology 3 credits.** An advanced-level class covering aspects of molecular radiobiology, teratogenesis, oncogenesis, and acute radiation illnesses. It also considers nonstochastic radiation effects and the epidemiology of radiation exposures. Cross-listed as PHYS 5588. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 5589 Field Ecology 4 credits.** An intensive field of study of at least one biogeographical region to increase students' knowledge of and skill with field sampling techniques, field-study design, data collection and analysis, and report preparation. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**BIOL 5590 Ecosystems and Global Change** Examination of the structure and function of ecosystems and their responses to natural and

anthropogenic changes emphasizing energy, water, carbon, and nitrogen cycling. Field trips. Specific, evaluated grade-level activities and/or performances are identified in the course syllabus. Offered: Every Spring, No equivalent courses, no registration restrictions.

**BIOL 5595 Animal Behavior 4 credits.** Behavior of animals and the evolutionary mechanisms that dictate behavioral patterns. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: UPPER DIVISION STATUS OR GRADUATE STATUS.

**BIOL 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**BIOL 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**BIOL 6601 Advanced Animal Behavior 3 credits.** Behavior and social organization of animals with particular attention to the vertebrates. Lecture, laboratory, and field work. PREREQ: GRADUATE STANDING AND PERMISSION OF DEPARTMENT.

**BIOL 6602 Advanced Plant Physiology 3 credits.** Study of interrelationships of soil, water, and minerals in the nutrition of plants. PREREQ: BIOL 5504.

**BIOL 6603 Comparative Physiology 3 credits.** Study of the ways in which organisms meet their functional requirements. Lecture and laboratory. PREREQ: GRADUATE STANDING AND PERMISSION OF DEPARTMENT.

**BIOL 6604 Advanced Ecology of Streams and Rivers 3 credits.** Study of the ecology of streams; chemical, physical, and geological aspects in relation to biota. The production of organic matter in flowing water is emphasized, including the tracing of food chains and food webs and the construction of energy budgets. Field trips. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 6605 Biometry 4 credits.** Application of descriptive and analytical statistical methods to experimental design and biological research. PREREQ: MATH 1143 OR EQUIVALENT OR PERMISSION OF INSTRUCTOR.

**BIOL 6606 Scientific Writing 3 credits.** Review of basic principles of grammar, organization, style, and persuasive argument as applied to specific areas of scientific writing. Each student will write proposals, technical reports and review manuscripts, and reviews of proposals and manuscripts.

**BIOL 6607 Environmental Physiology 3 credits.** Study of the physiological mechanisms and interrelated behavioral patterns by which animals respond to environmental factors. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR.

**BIOL 6608 Stable Isotopes in Environmental Science 4 credits.** Theory and use of stable isotopes in natural sciences, with an emphasis towards the fields of ecology, geology and archeology. Basic principals or stable isotope analysis and applications towards understanding cycles of C, N, S and water, food web analysis, and paleoclimate. Individual student laboratory projects developed and carried out.

**BIOL 6610 Principles of Molecular Biology 3 credits.** Introduction to subcellular biology and molecular genetics. DNA replication, cell division, the genetic code, transcription, translation, enzyme function, and control mechanisms in procaryotic and eucaryotic cells. PREREQ OR COREQ: BIOL 5532.

**BIOL 6613 Biogeography 3 credits.** Discussion of patterns of distribution of species and their historical and ecological causes. Includes research project.

**BIOL 6614 Evolutionary Ecology 3 credits.** Evolutionary theory applied to ecological processes, including selection theory, ecological genetics, life-history evolution and coevolution. PREREQ: BIOL 2209, BIOL 3358, BIOL 5517.

**BIOL 6616 Advanced Community Ecology 4 credits.** Historical and contemporary concepts and methods in community ecology and its interface with other fields, including molecular biology, informatics, conservation, social sciences, and landscape and ecosystem ecology. Emphasizes quantitative models and data analysis.

**BIOL 6621 Advanced Methods in Microbiology 3 credits.** PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR.

**BIOL 6623 Soil and Ground Water Bioremediation 3 credits.** Theoretical and applied aspects of biological treatment for contaminated subsurface systems.

**BIOL 6624 Microbial Ecology 3 credits.** Ecological principles applied to microorganisms. PREREQ: GRADUATE STANDING AND A COURSE IN MICROBIOLOGY.

**BIOL 6628 Cytology and Cell Physiology 4 credits.** Advanced study of the functions and structural components of cells. Lecture and laboratory. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR.

**BIOL 6629 Basic Concepts in Biology 3 credits.** Considerations of fundamental concepts of biology, their origin and development. PREREQ: PERMISSION OF INSTRUCTOR.

**BIOL 6631-6632 Advanced Systematic Botany 3 credits.** Classification of plants as it rests on morphological, chemical, ecological, and genetic bases. PREREQ: BIOL 5512.

**BIOL 6633 Advanced Microbial Physiology 3 credits.** Advanced topics in microbial physiology and biochemistry. PREREQ: BIOL 5532 AND PERMISSION OF INSTRUCTOR.

**BIOL 6634 Intermediary Metabolism 3 credits.** Theory, reactions, and methods pertinent to research in intermediary metabolism. PREREQ: BIOL 5532 AND PERMISSION OF INSTRUCTOR.

**BIOL 6636 Experimental Intermediary - Metabolism 2 credits.** Must be accompanied by or preceded by BIOL 6634.

**BIOL 6648 Graduate Problems 1-9 credits per semester** (may be repeated). Thesis related research. PREREQ: GRADUATE STANDING AND PERMISSION OF INSTRUCTOR. Graded S/U.

**BIOL 6650 Thesis 1-6 credits.** Graded S/U.

**BIOL 6651 Advanced Studies in Ecology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with ecological relationships. May be repeated.

**BIOL 6652 Advanced Studies in Physiology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in physiology. May be repeated.

**BIOL 6653 Advanced Studies in Vertebrate Zoology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in vertebrate zoology.

**BIOL 6654 Advanced Studies in Invertebrate Zoology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in invertebrate zoology.

May be repeated.

**BIOL 6655 Advanced Studies in Vertebrate Paleontology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in vertebrate paleontology. May be repeated.

**BIOL 6656 Advanced Studies in Systematic Biology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in systematic biology. May be repeated.

**BIOL 6657 Advanced Studies in Plant Biology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with - problems in plant biology. May be repeated.

**BIOL 6658 Advanced Studies in Limnology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in limnology. May be repeated.

**BIOL 6659 Advanced Studies in Genetics 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in genetics. May be repeated.

**BIOL 6660 Selected Topics in Biochemistry 3 credits.** Detailed study of selected areas of biochemistry. Course content will vary with current demand. PREREQ: BIOL 5532 OR - PERMISSION OF INSTRUCTOR.

**BIOL 6661 Advanced Studies in Environmental Physiology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in environmental physiology. May be repeated.

**BIOL 6662 Advanced Studies in Developmental Biology 2-6 credits.** Flexible use of seminars, lectures, and laboratory work dealing with problems in developmental biology. May be repeated.

**BIOL 6675 Advanced Bacterial Virology 3 credits.** Detailed study of selected areas of bacterial virology. Course content will vary with current demand. PREREQ: BIOL 5575 AND PERMISSION OF INSTRUCTOR.

**BIOL 6676 Advanced Animal Virology 3 credits.** Detailed study of selected areas of animal virology. Course content will vary with current demand. PREREQ: BIOL 5575 AND PERMISSION OF INSTRUCTOR.

**BIOL 6687 Environmental Science and Pollutants 3 credits.** Structure and function of ecosystems, sources and characteristics of hazardous materials, mechanisms and pathways of pollutant transport and degradation, mechanisms of pollutant impact on ecosystems

and human health. PREREQ: BIOL 5521, AN UNDERGRADUATE ECOLOGY COURSE, OR EQUIVALENT.

**BIOL 6691 Seminar 1 credit.** Review of current research and literature. May be repeated until a maximum of 4 credits is earned. Graded S/U.

**BIOL 6692 Seminar 1 credit.** Review of current research and literature. May be repeated until a maximum of 4 credits is earned. Graded S/U.

**BIOL 6693 Seminar in College Teaching 2 credit.** Review of current research and literature. Rotation of topics will include professional development, theory and practice of science education, and current issues in biology instruction. May be repeated for up to 6 credits. Graded S/U.

**BIOL 6694 Advanced Study in College Teaching 2-6 credits.** Rotating topics on practical approaches to teaching college-level biology and conducting research in science education. May be repeated for up to 6 credits.

**BIOL 6695 Seminar in Microbiology 1-3 credits.** Review of current research and literature in Microbiology. May be repeated until 6 credits are earned. Graded S/U.

**BIOL 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**BIOL 7700 Supervised Teaching Internship variable to 9 credits** per semester. May be repeated. Graded S/U.

**BIOL 8850 Doctor's Dissertation variable credit.** May be repeated. Graded S/U.

## Department of Chemistry

Chair and Professor: Rodriguez

Professors: Castle, Holman, Kalivas, Pak, DeJesus, J. Rosentreter

Associate Professors: Evilia, Goss, Holland

Assistant Professors: Bennett

Instructor: Halpenny-Weathersby, Jolley

Senior Lecturers: Omar, R. Rosentreter

Assistant Lecturers: Quarder

### Application Process

All applications to Chemistry must be post-marked by April 1, and should include the following components in addition to the appli-

cation form:

1. Official transcripts describing all post-secondary work.
2. A letter of intent describing your reasons for choosing our program, and how your personal strengths and goals align with our expectations of the program.
3. Three letters of recommendation from professionals in the sciences or mathematics attesting to your potential to succeed in a graduate chemistry program.

Applications for the BS/MS program should be submitted directly to the Chemistry Department, and should also include a summary of current courses and expected grades. Applications for the MS and MNS programs should be submitted to the graduate school, following their additional guidelines on pages 7-9. These included submission of GRE scores and payment of a processing fee

## Master of Science in Chemistry

The M.S. program includes both thesis and non-thesis options.

### Thesis Option

The M.S. program, thesis option, requires a substantial, original research project that culminates in a thesis, a minimum of 30 credits (including thesis credit) earned in graduate courses and seminars.

### Non-Thesis Option

A non-thesis option exists in which students are required to take 15 credits of approved 6600-level chemistry courses, including CHEM 6601 (Seminar, 2 credits), and 15 credits of graduate electives.

### Goals

1. Graduates will attain a broad knowledge in the four major areas of Chemistry.
2. Graduates will conduct novel research in Chemistry.
3. Graduates will be prepared to continue their education in pursuit of a Ph.D.

### Admission Requirements

The student must meet all criteria for, admission to the Graduate School (as listed on pages 7-9).

In addition, applicants must have at least a 3.0 GPA for all upper-division credits taken in the previous degree program (a B.S. or a B.A. in Chemistry). Graduate Record Examination (GRE) scores of two of the three sections must be in the 35th percentile or higher.



Several courses are prerequisite for the M.S. degree programs; any student who has not met these requirements through previous course work must take them as part of his/her M.S. program. These are: one semester of calculus, one year of physics, one semester of inorganic chemistry, one year of organic chemistry, one semester of analytical chemistry, and one year of physical chemistry. Because these are undergraduate course prerequisites, any credit earned in taking these courses does not count toward the 30 credit requirement for the M.S.

## General Requirements

The Master of Science in Chemistry (Thesis Option) requires a minimum of 30 total credits approved by the Department of Chemistry and the Graduate School. Required courses include three of the following:

CHEM 6609 Advanced Inorganic Chemistry	3 cr
CHEM 6630 Advanced Analytical Chemistry	3 cr
CHEM 6655 Advanced Physical Chemistry	3 cr
CHEM 6671 Advanced Organic Chemistry	3 cr
AND	
6600 level lecture courses in Chemistry or Related disciplines	6 cr
CHEM 6601 Seminar	2 cr(min)
CHEM 6650 Thesis	6-10 cr

## Combined BS/MS Program in Chemistry

### Goals

1. Students will obtain a broad knowledge in the four major areas of Chemistry.
2. Graduates will conduct research in a narrow part of one of the above.
3. Graduates will be prepared to continue their education in pursuit of a Ph.D.

Students may be admitted to the program after having completed 64 credit hours. Application for admission must be made to the Chemistry Department. In addition, the student should have completed the following courses or the equivalent:

### Admission Requirements

CHEM 1111-1112 General Chemistry I & II	9 cr
CHEM 2211 Inorganic Chemistry I	2 cr
CHEM 2232 Quantitative Analysis	2 cr
CHEM 2234 Quantitative Analysis Laboratory	2 cr
CHEM 3301-3302 Organic Chemistry I & II	6 cr
CHEM 3303-3304 Organic Chemistry Laboratory I & II	2 cr
MATH 1170 Calculus I	4 cr
MATH 1175 Calculus II	4 cr
PHYS 2211-2212 Engineering Physics	8 cr
PHYS 2213-2214 Engineering Physics Laboratory	2 cr

### General Requirements (See the suggested schedule)

During the first semester each student is expected to select three faculty members to serve

as his/her advisory committee subject to the approval of the Department Chair. In the second semester, each student will form his/her planned program of study with the research advisor, write a research overview of the project, apply and be admitted to the Graduate School. The student is expected to begin his/her research no later than the beginning of the first summer session. Thereafter, individual sections of the research paper will be required as students progress through the program.

The student must apply to, and meet all criteria for, admission to the Graduate School prior to their fourth year. Continuation in the program requires that the student maintain a minimum GPA of 3.0 from date of admission and annual approval of his/her committee. It will be recommended that students who are not making adequate progress discontinue the program.

The student must complete a total of 150 credit hours. This corresponds to 120 credit hours for the BS degree and 30 credit hours for the MS degree. The final course selection must be approved by the student's advisory committee. Students are required to have completed all general education requirements by the end of their second year in the combined BS/MS program. It is the intent that all students will finish within the period of 3 years after admission to the program. Successful completion of the program requires that the student write and defend a research paper embodying his/her research before his/her research committee.

### Suggested Schedule

The following schedule will show how a typical student might progress through the BS/MS program. Even though courses are listed as suggested, each student is required to meet all course requirements for the BS degree in chemistry (except independent problems CHEM 4481 and CHEM 4482). Each student is also required to complete all four advanced chemistry courses (CHEM 6609, CHEM 6630, CHEM 6655, and CHEM 6671). These courses are taken during the second and third years of the program.

#### Third Year (Junior)

##### Fall/Spring

*CHEM 3331 Instrumental Analysis	2 cr
*CHEM 3334 Instrumental Analysis Laboratory	2 cr
*CHEM 3351 Physical Chemistry	3 cr
*CHEM 3352 Physical Chemistry	3 cr
*CHEM 3365 Synthetic Methods	2 cr
*CHEM 3366 Synthetic Methods Laboratory	2 cr
MATH 2230 Linear Algebra	2 cr
MATH 3360 Differential Equations	3 cr
Electives	11 cr
TOTAL	30 cr

\*Must be completed by the end of the junior year.

#### Summer

CHEM 4485 Senior Research	6 cr
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#### Fourth Year (Senior)

##### Fall/Spring

BIOL 5532 Biochemistry	3 cr
CHEM 5507 Inorganic Chemistry II	2 cr
CHEM 5508 Preparative Inorganic Chemistry	1 cr
CHEM 5553 Modern Experimental Physical Chemistry	2 cr
CHEM 4485 Senior Research	2 cr
CHEM 5591 Seminar	1 cr
CHEM 6609 Advanced Inorganic Chemistry	3 cr
CHEM 6655 Advanced Physical Chemistry	3 cr
Electives	8 cr
TOTAL	25 cr

##### Summer

CHEM 6635 Master's Research	6 cr
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#### Fifth Year

##### Fall/Spring

CHEM 6630 Advanced Analytical Chemistry	3 cr
CHEM 6671 Advanced Organic Chemistry	3 cr
CHEM 6601 Seminar	2 cr
CHEM 6635 Master's Research	4 cr
Electives	13 cr
TOTAL	25 cr

## Master of Natural Science in Chemistry

The student must meet all criteria for admission to the Graduate School.

The Master of Natural Science (MNS) in Chemistry is designed primarily for teachers and prospective teachers who want to improve their understanding of the subject matter of chemistry. Emphasis is upon the subject matter and it is generally a non-thesis program. Individuals interested in this degree should hold a teaching certificate or be working towards one. The program of study will be determined in consultation with the student's advisor and committee. The program requires a minimum of at least 30 credits, 22 of which must be taken in residence. A final oral examination is required.

## Doctor of Philosophy in Engineering and Applied Science

A Ph.D. program in Engineering and Applied Science, administered through Engineering, is available to Chemistry students. The complete program description is provided under the School of Engineering section of the Graduate Catalog.

### Chemistry Graduate Courses

**CHEM 5500 Practicum in Physical Science 2 credits.** Practical problems associated with equipping, setting up, and operating laboratories in chemistry. PREREQ: PERMISSION OF INSTRUCTOR.

**CHEM 5507 Inorganic Chemistry II 2 credits.** Structure and reactivity of inorganic compounds including coordination compounds; acid-base chemistry and nonaqueous solvent systems; organometallic chemistry and other special topics of current interest. PREREQ: CHEM 2211, CHEM 3352, OR PERMISSION OF INSTRUCTOR.

**CHEM 5533 Environmental Chemistry 2 credits.** This course applies chemical principles and calculation to investigate environmental issues. Natural systems, environmental degradation and protection, and the methodology of chemical detection and monitoring. PREREQ: CHEM 2232 AND CHEM 2234, OR PERMISSION OF INSTRUCTOR.

**CHEM 5537 Environmental Chemistry Laboratory 1 credit.** This laboratory course utilizes both structured and self-designed field and classroom experiments to emphasize principles of environmental chemistry. COREQ: CHEM 5533, OR PERMISSION OF INSTRUCTOR.

**CHEM 5538 Experimental Biochemistry 1 credit.** Laboratory course including both qualitative and quantitative experiments. Cross-listed as BIOL 5538. PREREQ OR COREQ: BIOL 5532 or BIOL/CHEM 5545

**CHEM 5545 Biochemistry I 3 credits.** Introduction to basic aspects of biochemical systems, including fundamental chemical and physical properties of biomolecules. Enzymology including allosterism, metabolic regulation, bioenergetics, and carbohydrate metabolism. Cross-listed as BIOL 5545. PREREQ: Introduction to Biology and Organic Chemistry OR PERMISSION OF INSTRUCTOR.

**CHEM 5547 Biochemistry II 3 credits.** Functional continuation of 5545. Lipid, amino acid and nucleotide metabolism. Emphasis is on metabolic regulation, metabolic dysfunction, biochemical mechanism of hormone action, biochemical genetics, protein synthesis, and metabolic consequences of genetic defects. Cross-listed as BIOL 5547. PREREQ: BIOL/CHEM 5545

**CHEM 5548 Advanced Experimental Biochemistry 2 credits.** Advanced laboratory projects designed to emphasize techniques of qualitative and quantitative biochemical analysis. Cross-listed as BIOL 5548. PREREQ: BIOL 5537/CHEM 5538. COREQ: BIOL/CHEM 5547

**CHEM 5553 Modern Experimental Physical Chemistry 2 credits.** Magnetic, optical, and electrical properties of materials, calorimetry, voltammetry, optical and laser spectro-

scopic techniques. PREREQ: CHEM 3334 AND CHEM 3352.

**CHEM 5581-5582 Independent Problems in Chemistry 1-4 credits each.** Directed library and laboratory research. Courses may be repeated to a maximum of 6 credits. PREREQ: CHEM 3352.

**CHEM 5591 Seminar 1 credit.** A formal introduction to the chemical literature including electronic methods of literature searching. A detailed treatment of methods for presenting scientific seminars including a full-length student presentation on selected library or laboratory research. COREQ: CHEM 5581, 5582, 4485, OR PERMISSION OF INSTRUCTOR.

**CHEM 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**CHEM 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CHEM 6601 Seminar 1 credit.** Oral reports of current literature and research in chemistry. This course may be taken multiple times as determined by degree requirements. Graded S/U.

**CHEM 6609 Advanced Inorganic Chemistry 3 credits.** Synthesis, reactions, spectroscopic characterization methods, and application of transition metal complexes. Foci will vary and may include metal carbon bond transformations, bioinorganic chemistry, or materials chemistry. PREREQ: Chem 5507 OR PERMISSION OF INSTRUCTOR.

**CHEM 6610 Special Topics in Chemistry 1-3 credits.** Detailed consideration of a limited phase of chemistry; course content will vary with current demand and with the instructor; may be repeated with departmental approval for non-repetitive course content.

**CHEM 6615 Neutron Activation Analysis 4 credits.** Theory and use of neutron activation methods for quantitative chemical analysis of natural and synthetic materials. Applications in geologic systems will be emphasized. Cross-listed as GEOL 6615, PHYS 6615. PREREQ: PERMISSION OF INSTRUCTOR.

**CHEM 6617 Environmental Geochemistry**

**3 credits.** Geochemistry of environmental systems. Emphasis given to low-temperature water-rock interactions, including sorption processes, retardation, reaction kinetics and reaction-mass transport modeling. Cross-listed as GEOL 6617. PREREQ: GEOL 5520, OR CHEM 3351 AND GEOL 1109.

**CHEM 6621 Organic Reactions 3 credits.** Advanced study of organic chemical reactions with emphasis on synthetic applications. PREREQ: CHEM 3302.

**CHEM 6625 Quantitative Geochemistry Lab 3 credits.** Applications of instrumental methods for geochemical analysis. Cross-listed as GEOL 6625.

**CHEM 6630 Advanced Analytical Chemistry 3 credits.** Advanced treatment of standards, sampling, special methods of analysis, and methods of separation. PREREQ: CHEM 3302, CHEM 3304, CHEM 3334 AND CHEM 3352, OR PERMISSION OF INSTRUCTOR.

**CHEM 6635 Master's Research 2-6 credits.** A continuation of CHEM 4435 to improve ability of students to solve chemical problems independently and pursue research at an advanced level. May be repeated for up to 12 credits. PREREQ: CHEM 4485.

**CHEM 6640 Research Techniques in Chemistry 2-6 credits.** Designed to improve the ability of students to solve chemical problems independently in the laboratory; special emphasis on development of manipulative skills, instrumental methods and supporting library research; nature of the projects dictated by students' needs; may be repeated with departmental approval for non-repetitive course content. Limit 12 credits.

**CHEM 6650 Thesis 1-10 credits.** Graded S/U.

**CHEM 6655 Advanced Physical Chemistry 3 credits.** Introductory material from quantum chemistry and statistical mechanics with applications in chemical thermodynamics. PREREQ: CHEM 3352, OR PERMISSION OF INSTRUCTOR.

**CHEM 6671 Advanced Organic Chemistry 3 credits.** Kinetics and mechanisms in organic reactions. PREREQ: CHEM 3302 AND CHEM 3352, OR PERMISSION OF INSTRUCTOR.

**CHEM 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CHEM 8850 Doctoral Dissertation (Ph.D. in Engineering and Applied Science) 1-12 credits.** Research toward and completion of the dissertation. May be repeated. Graded S/U.

## Engineering Departments

### Doctoral Programs

The graduate program in Engineering offers the student a choice of two doctoral degrees. These interdisciplinary doctoral programs are administered by Engineering and are available to students from engineering, and the physical sciences.

### Doctor of Philosophy in Engineering and Applied Science

The program allows for a broad range of research topics in Engineering (Civil Engineering, Electrical Engineering, Environmental Engineering, Environmental Science and Management, Measurement and Control Engineering, Mechanical Engineering, and Nuclear Engineering including Health Physics), Chemistry (Biochemistry, Atmospheric, Environmental, Materials, Inorganic, Organic, Organometallic, and Physical Chemistry), Geosciences (Geology, Geophysics, Geochemistry, Environmental Geosciences), Mathematics (Applied Mathematics and Computational Mathematics), and Physics (Radiation Science, Accelerator Applications, and Applied Nuclear Physics).

### Masters Programs in Engineering

The graduate program in Engineering offers the student a choice of the following majors for specialization at the master's level together with a breadth of courses to fit individual educational goals. The majors are:

1. Civil Engineering
2. Environmental Engineering
3. Environmental Science and Management
4. Measurement and Control Engineering
5. Mechanical Engineering
6. Nuclear Science and Engineering

### Goals

- Prepare graduates to have an advanced understanding and the ability to apply problem-solving skills in their chosen field of study.
- Prepare graduates to undertake doctoral study and/or to take challenging careers in teaching, research, and industry, for continued personal growth and contribution to the global competitiveness of the United States.

### Admission Requirements

The student must meet all criteria for admission and then apply to the Graduate School.

### General Requirements

With the assistance of the graduate faculty of the School of Engineering, the student shall select an initial advisor during the first semester of residence to help in planning a program of studies and research. The student must also complete a Plan of Study and form a complete advisory committee by the time six credits of course work have been completed.

Depending on the major and thesis or non-thesis option, 30 to 33 credit hours are required to complete M.S. degree (at least 50% of the credits should be at 6000 level). Approximately half of the credits are engineering and technical electives, subject to the approval of the student's advisory committee. Thesis or Special Project, required in each major, should consist of study and research that complements the course work selected. Depending on the major, each student may also be required to complete two semesters of seminar, an important component in developing research and communication skills.

### Department of Civil Engineering

Chair and Associate Professor: Savage  
Professors: Ebrahimpour, Leung, Sato  
Assistant Professors: Sorenson  
Senior Lecturer: Mahar

### Admission Requirements

The student must meet all criteria for admission and then apply to the Graduate School.

### General Requirements

With the assistance of the Civil Engineering faculty, the student shall select an initial advisor during the first semester of residence to help in planning a program of studies and research. The student must also complete a Plan of Study and form a complete advisory

committee by the time six credits of course work have been completed.

30 to 33 credit hours are required to complete the M.S. degree (at least 50% of the credits should be at 6000 level). Approximately half of the credits are engineering and technical electives, subject to the approval of the student's advisory committee. The Thesis or Special Project, should consist of study and research that complements the course work selected. Each student may also be required to complete two semesters of seminar, an important component in developing research and communication skills.

### Master of Science in Civil Engineering

The M.S. program in Civil Engineering is designed to provide advanced study, both theoretically and experimentally, in structures, mechanics, finite element methods, water resources, and geotechnics. This program prepares the student for advanced placement in the civil engineering field in industry, research, or development areas. Additionally, this program provides a suitable base for entrance into a Ph.D. program in a field related to Civil Engineering. The program is offered both at the Pocatello and the Idaho Falls campuses, primarily through the use of telecommunications/distance learning, which includes partial in-class instruction.

### Goals

- Enhance the knowledge of graduates in the advanced concepts in Civil Engineering fields such as structures, mechanics, finite element methods, geotechnics, and water resources.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic designs in fields related to civil engineering and to solve identified problems, and design strategies for implementing them safely, ethically, and effectively.
- Enhance the ability of graduates to effectively communicate these concepts both in oral and written formats.

### Thesis, Non-Thesis options

- a. Thesis option (30 credits): 15 credits from the approved list of courses, 9 credits of electives from the approved list of electives, and 6 credits of thesis.
- b. Non-thesis option (33 credits): 21 credits from the approved list of courses, 9 credits of electives from the approved list of

electives, and 3 credits of Special Project in the related field and a written report. After completion of the course work and special project, students are required to take an oral exam on their special project, and other courses from the student's approved M.S. program.

Note: For lists of approved courses and elective courses, student should see an advisor. The approved and elective courses may be changed with the approval of the advisor.

## Master of Science in Environmental Engineering

This program is designed to provide students with advanced technical training in environmental engineering, with an emphasis on hazardous waste treatment and control in water and wastewater. The program fills a need in industry and government for professionals with a broad understanding of the technical aspects of environmental issues. Students enrolled in the program are generally expected to have a sufficient background in mathematics and chemistry (a minimum of one year of general chemistry). Students with an insufficient background in engineering and mathematics are required to make up the deficiencies according to the advice of their advisory committee (usually includes ME 3307, CE 3332, CE 3351).

### Goals

- Enhance the knowledge of graduates in the advanced concepts of environmental control and remediation, involving a significant fraction of the following: chemistry, water & waste water quality, air quality, radioactive material handling and disposal, environmental laws and regulations, global environmental issues, toxicity and assessment, and cost benefit analyses.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic designs and to solve identified problems, as well as to implement strategies to carry out these designs safely, ethically, and effectively.
- Enhance the ability of graduates to communicate these concepts effectively both in oral and written formats.

### Thesis, Non-Thesis options

- a. Thesis option (30 credits): 15 credits from the approved list of courses, 9 credits from the approved list of electives, and

6 credits of thesis.

- b. Non-thesis option (33 credits): 21 credits from the approved list of courses, 9 credits from the approved list of electives, and 3 credits of Special Project in the related field and a written report.

After completion of the course work and special project, students are required to take an oral exam on their special project, and other courses from the student's approved M.S. program.

Note: For lists of approved courses and elective courses, student should see an advisor. The approved and elective courses may be changed with the approval of the advisor. (Web link to the approved courses: [http://engr.isu.edu/gp/docs/course\\_listing.pdf](http://engr.isu.edu/gp/docs/course_listing.pdf)).

## Master of Science in Environmental Science and Management

The Environmental Science and Management (ENSM) Program is an interdisciplinary program designed to allow students to combine courses in environmental engineering with related courses in an interdisciplinary area of emphasis. Interdisciplinary course work may come from a combination of courses from the following emphasis areas: Geosciences, Biological Sciences, Chemistry, Mathematics, Physics, Pharmaceutical Sciences, Political Science, and Business. Students may also choose Environmental Engineering as the academic emphasis; thus maintaining the entire program of study within the Department of Civil and Environmental Engineering. The ENSM program is jointly sponsored by the University of Idaho, and some of the courses are cross-listed. Students must complete at least ten credits in an interdisciplinary discipline (academic emphasis), and satisfy all departmental and Graduate School requirements.

Students entering the ENSM program are required to obtain interdisciplinary admission into the Department of Civil and Environmental Engineering and one other academic discipline (emphasis). Admission requirements vary between academic units, and there may be departmental requirements beyond those of the Department of Civil and Environmental Engineering which the student must fulfill to gain departmental admission. At least 30 credits are required for the degree, of which at least 15 must be at the 6600 level. At least 10 credits must be completed within the academic emphasis, with the remainder of the course

work representing ENSM course work. No more than 9 credits may be transferred from another university, with the exception of courses from the University of Idaho, which will be accepted as resident credits. Students must have successfully completed course work equivalent to Idaho State University's MATH 1160 (Brief Calculus) and Idaho State University's CHEM 1111/1112 (General Chemistry) with grades of "C" or better. Students with pre-requisite course deficiencies may be admitted as Classified with Performance Requirements with the understanding that these requirements must be satisfied prior to graduation, and such efforts may not necessarily count toward graduation. Classified with Performance Requirements (w/PR) admission into the ENSM program is the prerogative of individual departments.

Thesis and non-thesis options are available for the ENSM degree. For the thesis option, a maximum of ten thesis credits may be counted toward the degree. For the non-thesis option, a maximum of three "Special Project" credits may be counted toward the degree. These credits may apply toward the requirement of 15 credits at the 6600 level. There are program-wide and department-specific requirements for the thesis and non-thesis options, and students must create a program of study in conjunction with their advisory committee. Students will register for thesis credits or non-thesis project credits in the home department of the thesis/project advisor. Some departments' "Special Project" courses may have a different title and/or course number.

Within the framework of the basic degree requirements, an advisory committee is chosen to work with the student to create an individualized program of study. The advisory committee consists of two faculty advisors: one from the Department of Civil and Environmental Engineering (CEE), and one from the student's other academic discipline (emphasis). The student's major advisor provides direction to the student regarding all relevant aspects of the program. All courses selected for fulfillment of the program of study must be approved by the advisory committee. The initial program of study must be submitted to the ENSM program director no later than the second semester of enrollment. Changes in the initial program of study may only be made with the approval of the student's advisory committee. The final program of study is submitted to the Graduate School for graduation clearance in accordance with Graduate School policy.

### Required Courses

The following courses are required for every student receiving the M.S. degree in Environ-

### mental Science and Management.

ENVE 5510 Introduction to Environmental Engineering	3cr
ENGR 6655* Environmental Topics Seminar and	1cr
ENGR 650** Thesis or	1-6cr
ENGR 6660** Special Project	3cr

\*Course must be completed two times in order to satisfy requirement. A student may choose a seminar other than ENGR 6655 offered in his/her interdisciplinary discipline with approval of the advisory committee.

\*\* Students will register for thesis or non-thesis "Special Project" credits in the home department of the thesis/non-thesis project advisor. Some departments' "Special Project" courses may have a different title and/or course number.

In addition, the following courses are required for students choosing chemistry, environmental engineering or mathematics as the second academic emphasis. Course work in other emphasis areas will be selected from elective course work with the approval of the advisory committee.

#### Chemistry Emphasis

CHEM 5535 Environmental Chemistry	2cr
CHEM 5537 Environmental Chemistry Laboratory	2cr

#### Environmental Engineering Emphasis

ENVE 5508 Water and Wastewater Quality	3 cr
ENVE 5509 Water and Wastewater Laboratory	1cr
ENVE 5504 Environmental Risk Assessment	3cr

#### Mathematics Emphasis

MATH 5521 Advanced Engineering Mathematics I	3 cr
MATH 5522 Advanced Engineering Mathematics II	3 cr
and	
MATH 5565 Partial Differential Equations or	3 cr
MATH 6664 and MATH 6665 Applied Mathematics	6 cr

#### Elective Courses

Students will select a core of courses from the following list. (Students may select one or more courses not on this list, with the approval of the advisory committee, for the purpose of focusing students in a particular direction not covered by this abbreviated list.)

#### Chemistry Electives

CHEM 5507 Inorganic Chemistry II	2 cr
CHEM 6601 Seminar	1 cr
CHEM 6609 Advanced Inorganic Chemistry	3 cr
CHEM 6630 Advanced Analytical Chemistry	3 cr
CHEM 6621 Organic Reactions	3 cr
CHEM 6655 Advanced Physical Chemistry	3 cr
CHEM 6671 Advanced Organic Chemistry	3 cr

#### Environmental Engineering Electives

ENVE 5508 Water and Wastewater Quality	3 cr
ENVE 5509 Water and Wastewater Quality Laboratory	1 cr
ENVE 5530 Air Pollution and Solid Waste	3 cr

ENVE 6610 Introduction to Radioactive Waste Management	3 cr
ENVE 6611 Treatment Systems for Environmental Remediation	3 cr
ENVE 6615 Water Quality Modeling and Control	3 cr
ENVE 6617 Environmental Systems Engineering and Design	3 cr
ENVE 6629 Physical and Chemical Treatment of Water and Wastewater	3 cr
ENVE 6630 Air Pollution and Control	3 cr
ENVG 6606 Environmental Law and Regulation	3 cr
CE 5599 Open Channel Flow	3 cr
CE 5535 Hydraulics Design	3 cr
CE 5554 Basic Engineering Geol	3 cr
CE 5555 Geologic Data Methods	3 cr
NSEN 6618 Treatment of Low Level Radioactive Waste	3 cr
NSEN 6619 Treatment of High Level Radioactive Waste	3 cr

#### Geosciences Electives

GEOL 5504 Advanced Geographic Information Systems	3 cr
GEOL 5506 Environmental Geology	3 cr
GEOL 5509 Remote Sensing	3 cr
GEOL 5515 Quaternary Global Change	3cr
GEOL 5516 Global Environmental Change	3 cr
GEOL 5520 Principles of Geochemistry	3 cr
GEOL 5530 Principles of Hydrogeology	3 cr
GEOL 5554 Basic Engineering Geology	3cr
GEOL 5583 Earthquake Engineering	3 cr
GEOL 6602 Advanced Geomorphology	3 cr
GEOL 6606 Geostatistical Spatial Data Analysis and Modeling	4 cr
GEOL 6617 Environmental Geochemistry	3 cr
GEOL 6625 Quantitative Geochemistry Laboratory	3 cr
GEOL 6630 Advanced Hydrogeology	3 cr

## Department of Mechanical Engineering

Chair and Professor: Williams

Professor: Schoen

Associate Professors: Perez, Wabrek

Visting Assistant Professor: Sebastian

Senior Lecturer: Hofle

### Admission Requirements

The student must meet all criteria for admission and then apply to the Graduate School.

### General Requirements

With the assistance of the Mechanical Engineering faculty, the student shall select an initial advisor during the first semester of residence to help in planning a program of studies and research. The student must also complete a Plan of Study and form a complete advisory committee by the time six credits of course work have been completed.

30 to 33 credit hours are required to complete the M.S. degree (at least 50% of the credits should be at 6000 level). Approximately half of the credits are engineering and technical electives, subject to the approval of the student's advisory committee. The Thesis or Special Project, should consist of study and re-

search that complements the course work selected. Each student may also be required to complete two semesters of seminar, an important component in developing research and communication skills.

## Master of Science in Measurement and Control Engineering

The master's degree program in Measurement and Control Engineering is designed to provide advanced study (analytically, computationally, and experimentally) in measurements, modeling, simulation, adaptive, intelligent, nonlinear, optimal, robotics, and robust control. This program prepares the student for advanced placement in the measurement and control engineering field in industry, research, or development areas. Additionally, this program provides a suitable base for entrance into a Ph.D. program in a field related to Electrical or Mechanical Engineering. The program is offered both at the Pocatello and the Idaho Falls campuses, primarily through the use of telecommunications/distance learning, which includes partial in-class instruction.

All applicants for the MS in MCE program must meet Idaho State University Graduate School MS admission requirements. In addition, official Graduate School record Examination (GRE) score reports are required for all applicants with at least a 40th percentile on the Quantitative Reasoning area being required for admission.

### Goals

- Enhance the knowledge of graduates in advanced concepts of measurement, control, signal processing, engineering mathematics, computation and other related areas.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic measurement and control engineering designs and to solve identified problems, designing strategies for implementing them safely, ethically, and effectively.
- Enhance the ability of graduates to effectively communicate these concepts both in oral and written formats.

### Required Courses (30 credits)

The following courses are required of every student receiving the M.S. Degree in Measurement and Control Engineering covered by the abbreviated list.

ENGR 5521 Advanced Engineering Mathematics I	3 cr
MCE 6642 Advanced Control Systems	3 cr
MCE 6643 Advanced Measurement Methods	3 cr
Approved Engineering Electives	6 cr
Approved Technical Electives	9 cr
ENGR 6650 Thesis	6 cr
Or	
One additional elective courses	3 cr
And	
ME 6660 Special Project*	3 cr

\*Students desiring to do the non-thesis option must have a minimum of two years industry experience. In place of the 6-credit thesis, the non-thesis option consists of a 3-credit Special Project in addition to a 3-credit course. At the completion of the Special Project, the student will be required to present an oral presentation/defense of the Project.

## Master of Science in Mechanical Engineering

The master's degree program in Mechanical Engineering is designed to provide advanced study, (analytically, computationally, and experimentally) in thermodynamics, fluids, heat transfer, energy systems, vibrations, engineering mechanics, and their associated measurement systems. This program prepares the student for advanced placement in the mechanical engineering field in industry, research, or development areas. Additionally, this program provides a suitable base for entrance into a Ph.D. program in a field related to Mechanical Engineering. The program is offered both at the Pocatello and Idaho Falls campuses, primarily through the use of telecommunications/distance learning, which includes partial in-class instruction.

All applicants for the MS in ME program must have a Bachelor of Science degree in engineering, physical sciences, mathematics or a closely related field, and must meet Idaho State University Graduate School MS admission requirements. In addition, official Graduate Record Examination (GRE) score reports are required for all applicants, except those with a BS degree in an Engineering discipline from ISU, with at least a 40th percentile on the Quantitative Reasoning area being required for admission.

### Goals

- Enhance the knowledge of graduates in advanced concepts of thermodynamics, fluids, heat transfer, energy systems, vibrations, engineering mechanics, measurements, and engineering mathematics.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic mechanical

engineering designs implementing them safely, ethically, and effectively.

- Enhance the ability of graduates to effectively communicate these concepts both in oral and written forms.

### Required Courses (30 credits)

3 credits (1 course) from the following list:

ME 6607 Advanced Thermodynamics	3 cr
ME 6635 Transport Phenomena	3 cr
ME 6676 Conduction Heat Transfer	3 cr

3 credits (1 course) from the following list:

ME 6640 Advanced Vibrations	3 cr
ME 6644 Advanced Kinematic Design	3 cr
ME/CE 6665 Finite Element Methods	3 cr

6 credits (2 courses) from the following list of Math courses:

MATH 5506 Advanced Linear Algebra	3 cr
MATH 5521 Advanced Engineering Mathematics I	3 cr
MATH 5522 Advanced Engineering Mathematics II	3 cr
MATH 5542 Introduction to Numerical Analysis	3 cr
MATH 5565 Partial Differential Equations	3 cr

12 credits (4 courses) of Approved Electives

Students are encouraged to work with their advisor to determine appropriate electives that fit within their area of focus

ME 6650 Thesis	6 cr
Or	
One additional elective courses	3 cr
And	
ME 6660 Special Project*	3 cr

\*Students desiring to do the non-thesis option must have a minimum of two years of industry experience, or a previous graduate degree (MS or PhD) in an engineering discipline that included the completion of a thesis or dissertation. In place of the 6-credit thesis, the non-thesis option consists of a 3-credit Special Project in addition to a 3-credit course. At the completion of the Special Project, the student will be required to do an oral presentation/defense of the Project.

## Department of Electrical Engineering

Chair and Professor: Stuffle  
 Professors: Mousavinezhad, Naidu  
 Associate Professors: Ellis  
 Adjunct Faculty: Hunter

### Admission Requirements

The student must meet all criteria for admission and then apply to the Graduate School.

### General Requirements

With the assistance of the Electrical Engineering faculty, the student shall select an initial advisor during the first semester of residence to help in planning a program of studies and research. The student must also complete a Plan of Study and form a complete advisory committee by the time six credits of course work have been completed.

30 to 33 credit hours are required to complete the M.S. degree (at least 50% of the credits should be at 6000 level). Approximately half of the credits are engineering and technical electives, subject to the approval of the student's advisory committee. The Thesis or Special Project, should consist of study and research that complements the course work selected. Each student may also be required to complete two semesters of seminar, an important component in developing research and communication skills.

## Master of Science in Measurement and Control Engineering

The master's degree program in Measurement and Control Engineering is designed to provide advanced study (analytically, computationally, and experimentally) in measurements, modeling, simulation, adaptive, intelligent, nonlinear, optimal, robotics, and robust control. This program prepares the student for advanced placement in the measurement and control engineering field in industry, research, or development areas. Additionally, this program provides a suitable base for entrance into a Ph.D. program in a field related to Electrical or Mechanical Engineering. The program is offered both at the Pocatello and the Idaho Falls campuses, primarily through the use of telecommunications/distance learning, which includes partial in-class instruction.

All applicants for the MS in MCE program must meet Idaho State University Graduate School MS admission requirements. In addition, official Graduate School record Examination (GRE) score reports are required for all applicants with at least a 40th percentile on the Quantitative Reasoning area being required for admission.

### Goals

- Enhance the knowledge of graduates in advanced concepts of measurement, control, signal processing, engineering mathematics, computation and other related areas.
- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic measurement and control engineering designs and to solve identified problems, designing strategies for implementing them safely, ethically, and effectively.
- Enhance the ability of graduates to effec-

tively communicate these concepts both in oral and written formats.

### Required Courses (30 credits)

The following courses are required of every student receiving the M.S. Degree in Measurement and Control Engineering covered by the abbreviated list.

ENGR 5521 Advanced Engineering Mathematics I	3 cr
MCE 6642 Advanced Control Systems	3 cr
MCE 6643 Advanced Measurement Methods	3 cr
Approved Engineering Electives	6 cr
Approved Technical Electives	9 cr
ENGR 6650 Thesis	6 cr
Or	
One additional elective courses	3 cr
And	
ME 6660 Special Project*	3 cr

\*Students desiring to do the non-thesis option must have a minimum of two years industry experience. In place of the 6-credit thesis, the non-thesis option consists of a 3-credit Special Project in addition to a 3-credit course. At the completion of the Special Project, the student will be required to present an oral presentation/defense of the Project.

## Department of Nuclear Engineering and Health Physics

### Doctor of Philosophy in Nuclear Science and Engineering

Professor and Chair: Brey

Professors: Imel

Associate Professors: Burgett, Dunzik-Gougar, Harris, Pope

This program combines the atomic nuclear aspects of Engineering and Science. Research areas range from the more traditional nuclear engineering disciplines (reactor physics, thermal hydraulics, and reactor design) to cross-discipline topics in the fields of radiation detection and measurement, nuclear fuels, and materials development, nuclear fuel cycle systems studies and radioactive waste management.

#### Goals

- Prepare graduates to conduct and disseminate independent scholarly research.
- Prepare graduates for careers in academia or industry.

#### Objectives:

- Increase the knowledge of graduates in their specialized field: Chemistry, Engineering (all disciplines), Geosciences,

Mathematics, and Physics.

- Enhance the ability of graduates to contribute to their chosen field.
- Enhance effective written and oral communication skills of graduates.

### Admission Requirements

All applicants must meet Idaho State University Graduate School admission requirements for doctoral programs. Additionally, applicants must have attained a master's degree in engineering, physics, chemistry, geosciences, mathematics, or a closely related field. Applicants must submit a one-page (only) statement of research interests, a one-page (only) statement of career interests, a resume, and at least 3 letters of reference along with their applications. In some special cases, a student with exceptional undergraduate academic record and aptitude for research but without an M.S. degree may be directly admitted to the Ph.D. program with the approval of the Ph.D. program committee.

### General Requirements

The Ph.D. degree requires completion of at least 84 credits consisting of 30 credits for the M.S. degree, 18 credits of additional course work (at least 50% of the credits should be at 6000 level), 4 credits of graduate seminar and 32 credits of dissertation research. Six credits of core courses are required for each emphasis area. At least 9 of the 18 credits of course work must be in collateral areas as designated by the student's advisor. Additional dissertation research credits may be required by the student's dissertation committee.

### Program of Study

An advisory committee consisting of Idaho State University graduate faculty (a minimum of 2 from the student's parent department and 1 from other relevant department) will be formed for each student upon entry into the program. The committee will guide the student in establishing his or her program of course work and laboratory study based upon the student's background and research interest. The advisory committee has the responsibility of ensuring that the student has adequate knowledge to support research in his or her chosen area of interest.

At the end of the first year, the student will take an 8-hour written, comprehensive qualifying examination covering the relevant information within the scope of the research area. A student taking the comprehensive qualifying exam needs to be prepared to take an oral examination conducted by the student's Advisory Committee. The oral exam needs to focus primarily on material in the written exam that was not adequately answered. However, the Advisory Committee, at its discretion, may

excuse a student from taking the oral examination if the student excels in the written examination. The student will be allowed two attempts to pass the comprehensive examination, and the second attempt must be within one-half year after the first attempt. The student will be admitted to candidacy upon passing the comprehensive qualifying examination.

A dissertation committee is formed with a minimum of 5 members consisting of a major professor, 2 members from the student's parent department, a member from other relevant department, and GFR. The major professor chairs the dissertation committee. Within six months of passing the comprehensive qualifying examination, the candidate, with guidance from the major professor, will satisfactorily complete an oral presentation and defense of a proposal for dissertation research to the Dissertation Committee. The research and dissertation preparation must be conducted under the close supervision of the committee and must include at least one full year of work performed under Idaho State University graduate faculty. The candidate can submit the final dissertation anytime after six months from the date of acceptance of the research proposal.

Dissertation approval requires a public presentation of the dissertation and a satisfactory oral defense to the Dissertation Committee. Doctoral oral examinations are open to all regular members of the faculty as observers. Further, oral presentations are open to the public until questioning by the Dissertation Committee begins.

## Master of Science in Nuclear Science and Engineering

The master's degree program in Nuclear Science and Engineering prepares the student for advanced placement in the nuclear industry in commercial, research, or development areas. It provides in-depth studies and advanced design concepts in several areas of modern nuclear science and engineering. It is also an excellent program of study for entering the Ph.D. program in Nuclear Science and Engineering.

#### Goals

- Enhance the knowledge of graduates in the physics and engineering of nuclear reactors, the nuclear fuel cycle, and other aspects of the study of nuclear engineering. At Idaho State University, while our emphasis is on advanced reactors and the science and technology of nuclear fuel recycling, we allow the flexibility to build programs on other aspects, which can

include systems studies and simulations including policy aspects, radiation shielding and detection, medical applications of radiation, and the economics and safety of all of these applications.

- Increase the ability of graduates to synthesize and apply these advanced concepts to develop realistic nuclear engineering designs and to solve identified problems, designing strategies for implementing them safely, ethically, and effectively.
- Enhance the ability of graduates to effectively communicate these concepts both in oral and written formats.

### Required Courses

12 credits from the following list:

NE 5521 Mathematical Methods for Nuclear Engineers	3 cr
OR	
PHYS 6602 Theoretical Methods of Physics	3 cr
NE 5545 Reactor Physics	3 cr
NE 5546 Nuclear Fuel Cycle System Analysis	3 cr
NSEN 6684-6685 Nuclear Engineering Basics	6 cr
NSEN 6601 Nuclear Engineering Experiments	3 cr
NSEN 6608 Radiation Transport	3 cr
NSEN 6609 Radiation Detection	3 cr
NSEN 6618 Radioactive Waste Management	3 cr
NSEN 6619 Nuclear Waste Immobilization	3 cr

12 credits of Engineering or Physics courses approved by the major advisor

NSEN 6650 Thesis	6 cr
ENGR 6651 Seminar	2 cr
Total credits:	32 cr

## Certificate Program in Applied Nuclear Energy

This program provides BS/BA graduates who do not have recent experience or education in the nuclear energy field with historical insights, information on basic concepts, regulatory requirements, and economic and environmental considerations. This program is not intended to lead to M.S. and Ph.D. programs in the areas of Nuclear Science and Engineering. The Certificate is granted upon completion of fourteen (14) credit hours of class work, consisting of nine credit hours of required courses, a three-credit elective course and participation in two semesters of a one-credit graduate seminar. Up to six credits of appropriate graduate course work taken at another university may be applied toward the Certificate program subject to approval by the student's Certificate Committee. With appropriate pre-planning, some of these credits could be applied to a master's degree.

### Admission Requirements

The student must apply to, and meet all criteria

for admission to the Graduate School. GRE scores are not required if an earned grade point average of at least 3.0 or higher is required for all upper division credits taken at the undergraduate level, regardless of the institution at which the credits were earned.

### Required courses (8 credits):

NSEN 6615 Introduction to Practical Nuclear Engineering	3 cr
NSEN 6617 Applications in Nuclear Energy	3 cr
ENGR 6651 Seminar	2 cr
One of the following four courses (3 credits):	
ENGR 6606 Environmental Law and Regulation	3 cr
PHYS 6610 Radiation Regulations	3 cr
NSEN 6618 Treatment of Low Level Radioactive Waste	3 cr
NSEN 6619 Treatment of High Level Radioactive Waste	3 cr
Approved NE, NSEN, ENGR, ENVE, or PHYS 55xx/66xx elective course	3 cr

## Master of Science (Health Physics Emphasis):

The Department of Nuclear Engineering and Health Physics additionally offers the M.S. option in Health Physics. Health physics, an applied science, is concerned with the protection of humans and their environment from the possible harmful effects of radiation while providing for its beneficial uses. It is a multi-disciplined profession that incorporates aspects of both the physical and biological sciences. The Master of Science (MS) program in Health Physics is accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>. The Idaho State University Health Physics programmatic educational objectives have been developed in close collaboration of faculty and the Idaho State University Health Physics Program Advisory Board.

The educational objectives of the ISU Health Physics program are to produce Health Physicists with

- 1) broad, fundamental technical knowledge,
  - 2) written and verbal communication skills
  - 3) professional judgment and capability to think critically
  - 4) practical experience in solving applied health-physics problems
  - 5) the ability to work independently
  - 6) a professional ethic
- of magnitude sufficient for them to productively and successfully work in a variety of health physics settings. The graduate program has two additional educational objectives:
- 1) An ability to conduct research
  - 2) Professional tools and experience above that expected for the baccalaureate program.

The ISU Health Physics Program is in a state

of transition from the Department of Physics to the newly named Department of Nuclear Engineering and Health Physics. This process of moving programs and realigning degree titles is also ongoing. Currently students earn a degree in Physics with Emphasis in Health Physics. This degree is being transitioned to a Masters of Science in Health Physics. Students interested in Health Physics at this time must apply to the Department of Physics M.S. program but indicate on their application their interest in Health Physics.

Students may enter the M.S. program in Health Physics from several undergraduate majors including health physics, physics, chemistry, biology, and other science or engineering majors. Additional course work to correct deficiencies may be necessary.

### Admission Requirements

For admission, the student must apply to, and meet all criteria for, admission to the Graduate School, including a baccalaureate degree in a physical or biological science or engineering.

### General Requirements

The basic program requirements are 33 credits, of which 15 credits must be at the 6600-course level. Six of the eighteen required credits may be thesis. The normal core program is listed below. Students who are prepared with some education and experience in health physics will likely not need all of the elective health physics courses. Therefore, the student's program will be determined in consultation with the student's advisor and committee and can include electives to meet his/her needs. An oral examination in defense of the thesis is required for the thesis option.

See Department of Physics for additional degree requirements.

## Thesis Option in Engineering Master's Programs

All students entering with less than two years of industrial experience as determined by Engineering are required to complete six credits of thesis in their related field. Students who are planning to continue their education beyond the master level are strongly encouraged to choose this option. After the completion of the course work and the thesis, an oral defense of the thesis will be required. No more than six credits of Thesis will be allowed on the student's final Program of Study.

ENGR 6650 Thesis

1-9 cr



## Non-Thesis Option in Engineering Master's Programs

All students entering with a minimum of two years industrial experience in the related area as determined by Engineering are eligible to choose this option. In the non-thesis program students will be required to take an additional 3-credit course, to complete a 3-credit Special Project (ENGR 6660) in the related field and submit a written report. After completion of the course work and the Special Project, students are required to take a two-hour oral exam on their Special Project and other courses in the MS program. No more than three credits of special Project will be allowed on the student's final Program of Study.

ENGR 6660 Special Project

1-9 cr

## Engineering Graduate Courses

**ENGR 5516 Applied Engineering Methods 3 credits.** Applied discrete and continuous probability, random variables, probability distributions, sampling, data description, parameter estimation, hypothesis testing, inference, correlation, and linear and multiple regression. PREREQ: MATH 1170.

**ENGR 5560 Engineering Cost Estimating 3 credits.** Introduction to design/construction processes, planning, contracts, procurement, plans/specifications, productivity analyses, safety, cost estimating, scheduling and environmental considerations. Use of data from actual construction projects. PREREQ: ENGR 3360 OR PERMISSION OF INSTRUCTOR.

**ENGR 5578 Probabilistic Risk Assessment 3 credits.** Probabilistic methods applied to analysis and design. Setting probabilistic design objectives and calculating probabilistic performance emphasized. Cross-listed as NE 5578. PREREQ: ENGR 3364, MATH 3360 AND SENIOR STANDING IN ENGINEERING.

**ENGR 5591 Seminar in Engineering 1 credit.** A series of lectures on current topics in the literature by participants or guest lecturers chosen from industry. PREREQ: PERMISSION OF INSTRUCTOR.

**ENGR 5593 Human Factors in Engineering 3 credits.** Overview of the discipline of human factors engineering, including design of information displays, controls, workspace, and human performance. Relationship of engineering to corporate issues such as R&D, maintenance, training, operations, safety.

**ENGR 5501 Methods of Engineering 3 credits.** Introduction to fundamental concepts of engineering related to hazardous waste management. Not counted toward graduation. PREREQ: PHYS 111.

**ENGR 5510 Introduction to Environmental Engineering 3 credits.** Introduction to physical, chemical, and biological principles of solid and hazardous waste management, water and wastewater treatment, air pollutant control, and national environmental regulation. PREREQ: CHEM 1112 AND ENGR 3309, OR PERMISSION OF INSTRUCTOR.

**ENGR 5570 Survey of Hazardous Waste Management Problems 3 credits.** Environmental, technical, political and economic aspects of hazardous waste management. Credit not given if UI ChE 5570 or ISU ENVE 6607 taken. PREREQ: ENGR 5501 OR EQUIVALENT.

**ENGR 5572 Waste Treatment Technologies 3 credits.** Procedures for characterization of hazardous waste sites, identification and application of physical, chemical, biological and thermal treatment. PREREQ: PERMISSION OF INSTRUCTOR.

**ENGR 5589 Principles of Hazardous Waste Site Remediation 3 credits.** Restoration technologies for waste sites. Site characterization and clean-up methods for chemical, radioactive, mixed wastes in soils and water. Practical methodologies. Credit not granted if ENVE 6614 taken. PREREQ: ENGR 5570 OR ENVE 6607.

**ENGR 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENGR 6606 Environmental Law and Regulations 3 credits.** Federal, state, local environmental regulations addressing environmental impact assessment; water and air pollution control, hazardous waste, resource recovery, reuses, toxic substances, occupational safety and health, radiation, siting, auditing, liability. Cross-listed with POLS 6606. PREREQ: PERMISSION OF INSTRUCTOR.

**ENGR 6607 Hazardous Waste Management 3 credits.** Management of hazardous and solid wastes, emphasis on CERCLA (Superfund) process for cleaning of uncontrolled hazardous waste sites and RECRA process for industrial treatment, storage, disposal facilities. PREREQ: MATH 5508.

**ENGR 6650 Thesis 1-9 credits.** Thesis research must be approved by the student's advisory committee. Six credits may be used to satisfy the research requirements for the degree. Graded S/U.

**ENGR 6651 Seminar 1 credit.** Current topics in engineering. Invited speakers will be used when possible. Students presentations required. May be taken a maximum of four times. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**ENGR 6652 Special Problems 1-3 credits.** Special experimental, computational, or theoretical investigation leading to development of proficiency in some area of engineering. Formal report required. PREREQ: PRIOR PROJECT APPROVAL REQUIRED BY AN ENGINEERING FACULTY. May be graded S/U. May be repeated.

**ENGR 6655 Environmental Topics Seminar 1 credit.** Environmental engineering and science topics related to hazardous waste characterization, cleanup, regulations. Includes case histories and presentations by graduate students and visiting speakers. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**ENGR 6660 Special Project 1-9 credits.** A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Graded S/U.

**ENGR 6670 Industrial Practice 1 credit.** Work in an approved, supervised, engineering and/or computer science position. Students will submit a report, inclusive of hours logged, to the instructor with a written narrative focusing on the accomplishments and learning gained through the work performed. May be repeated. Not counted towards graduation requirements. PREREQ: Instructor approval.

**ENGR 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENGR 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Civil Engineering Graduate Courses

**CE 5506 Green and Sustainable Engineering 3 credit.** Study of green engineering and sustainability, topics focused on design of processes to advance sustainability, manufacturing and disposal alternatives, energy and material life-cycle assessment, and environmental law and related issues. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: CHEM 1111.

**CE 5524 Open Channel Flow 3 credits.** Application of the principles of fluid mechanics to flow in open channels—natural and manmade. Topics include uniform flow, flow resistance, gradually varied flow, flow transitions, unsteady flow, and hydraulic structures (culverts, weirs, etc.) used in open channel control. Computer applications will be used in the analysis of open channel systems. PREREQ: CE 3341 or equivalent or permission of instructor. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CE 5525 Water Resources 3 credits.** Overview of the general field of water resources engineering. Course topics covered in other courses such as CE 3351—Engineering Hydrology, CE 4435/5535—Hydraulic Design and CE 4424/5524 Open Channel Flow will be limited. The course is structured to give students a background in the diverse field of water resources and help prepare them for future careers in water supply, wastewater, floodplain, storm water and groundwater management. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

**CE 5531 Advanced Mechanics of Solids 3 credits.** An introduction to elasticity, plasticity, and energy foundations, stability, plates. PREREQ: ENGR 3350 AND MATH 3360.

**CE 5534 Geotechnical Design 3 credits.** Application of soil mechanics to design of foundations, retaining wall, stable slopes, buried conduits and pavement structures. Computer methods utilized. PREREQ: ENGR 3350, AND CE 3332.

**CE 5535 Hydraulic Design 3 credits.** Hydraulic design of water control and transport structures, pipelines, and distribution systems. Computer methods utilized. PREREQ: CE/ME 3341.

**CE 5536 Transportation Engineering 3 credits.** Fundamentals of earthwork, route location, drainage, and pavement materials

with application to geometric and pavement design of highways, streets and rural roads. PREREQ: ENGR 2223; CE 3301 OR 3302. COREQ: CE 3332.

**CE 5537 Geotechnical Engineering Laboratory 1 credits.** Field and laboratory work on site investigation, soil sampling classification and testing. Evaluation of soil properties. Design of experiment. PREREQ: CE 3332.

**CE 5554 Basic Engineering Geology 3 credits.** Geology applied to civil engineering projects; rock engineering classification systems and geotechnical parameters such as joint set orientation; ground behavior and underground construction. Preparation of baseline geotechnical reports. Cross-listed as GEOL 5554. COREQ: GEOL 3314 OR CE 3332.

**CE 5555 Geologic Data Methods 3 credits.** Geotechnical investigations for civil works projects. Geologic mapping for civil engineering purposes. Development of engineering geologic profiles. Core logging. Preparation of Geotechnical Data Reports for civil works projects. Cross-listed as GEOL 5555. PREREQ: CE 5554.

**CE 5561 Project Management 3 credits.** Knowledge, techniques and tools for management of civil, electrical, mechanical and environmental engineering projects and firms. Topics include contract organization/interpretation; project responsibility/authority; cost estimating; scheduling; quality control; construction safety; environmental requirements and project closeout. Examples from actual construction projects used as teaching aid. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: CE 3360 or CE 3361.

**CE 5562 Design of Steel Structures 3 credits.** Design of steel members and connections with emphasis on the AISC specifications. PREREQ: CE 3362.

**CE 5564 Design of Concrete Structures 3 credits.** Design of reinforced concrete beams, columns, and slabs. Introduction to prestressing. PREREQ: CE 3362.

**CE 5565 Prestressed Concrete Structures 3 credits.** Basic concepts in prestressed concrete design, full versus partial prestressing, flexural design, ultimate load design, beams with constant and variable tendon eccentricity, design of reinforcement for shear and torsion. PREREQ: CE 5564.

**CE 5566 Design of Wood Structures 3 credits.** Design of solid and laminated wood members and connections. Includes the design of

wooden diaphragms for resisting lateral loads. PREREQ: CE 3362.

**CE 5567 Structural Engineering Laboratory 1 credit.** Measurement of stresses and load distribution through concrete, steel and wood components and structures. Design of experiment. PREREQ: CE 3362.

**CE 5568 Behavior of Composite Materials 3 credits.** Macro and micromechanical behavior of laminae and laminates; bending, buckling and vibration of laminated beams and plates. Cross-listed as ME 5568. PREREQ: ENGR 3350 AND MATH 2230.

**CE 5575 Essentials of Geomechanics 3 credits.** Essentials of rock fracture relevant to geological engineering including stress and strain, properties and classification of rock masses, rock fracture mechanisms. Cross-listed as GEOL 5575. PREREQ: GEOL 4421 OR ENGR 3350.

**CE 5576 Engineering Geology Project 1 credits.** Team projects studying actual problems in engineering geology. Cross-listed as GEOL g576. PREREQ: GEOL 5554 OR CE 5554.

**CE 5580 Earthquake Engineering 3 credits.** Topics include: mechanism and characterization of earthquakes; seismic risk analysis; site and structural response; applications from points of view of engineer and geologist. PREREQ: GEOL 3313 or CE 3332, OR PERMISSION OF INSTRUCTOR.

**CE 5599 1-6 credits. This is an experimental course.** The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CE 6650 Thesis 1 - 6 credits.** Thesis research must be approved by the student's advisory committee. Total of six credits are required to satisfy the research requirements for the degree. May be repeated. Graded S/U.

**CE 6652 Advanced Topics 3 credits.** Advanced topics in Civil Engineering and related fields, depending upon the interest of students and faculty. May be repeated for credit when topics vary. PREREQ: PERMISSION OF INSTRUCTOR.

**CE 6660 Special Project 1-3 credits.** A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Total of three credits may be used to satisfy the degree requirement. May be

repeated. Graded S/U.

**CE 6664 Dynamics of Structures 3 credits.** Evaluation of response of structures subjected to dynamic forces including earthquake-induced forces and deformations. Applications include single- and multi-degree of freedom systems, and continuous systems. PREREQ: CE/ME 5540 OR PERMISSION OF INSTRUCTOR.

**CE 6665 Finite Element Methods 3 credits.** Introduction to finite element methods applied to linear one- and two-dimensional problems. Application of the concept to specific problems in various fields of engineering and applied sciences. Cross-listed as ME 6665. PREREQ: ENGR/CE/ME 3350 AND MATH 3360.

**CE 6667 Structures and Mechanics Laboratory 3 credits.** Strain gauge installation and circuitry. Strain measurements and analysis of variety of structural and mechanical systems. Dynamic measurements of various structures. PREREQ: CE 5531 OR PERMISSION OF INSTRUCTOR.

**CE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**CE 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Electrical Engineering Graduate Courses

**EE 5513 Techniques of Computer-Aided Circuit Analysis and Design 3 credits.** Automatic formulation of equations and fundamental programming techniques pertinent to computer-aided circuit analysis, design, modeling. May include sensitivity calculations, system analogies, optimization. PREREQ: ENGR 3340, 3342.

**EE 5516 Applied Engineering Methods 3 credits.** Applied discrete and continuous probability, random variables, probability distributions, sampling, data description, parameter estimation, hypothesis testing, inference, correlation and linear and multiple regression.

**EE 5517 Probabilistic Signals and Systems**

**3 credits.** Introductory probability theory. Density functions, moments, random variables. Normal, exponential distributions, Estimation of mean and variance. Correlation, spectral density. Random processes, response of linear systems to random inputs. PREREQ: EE 3345.

**EE 5518 Communication Systems 3 credits.** Basic principles of analysis and design of modern analog and digital communication systems, including transmission and reception. PREREQ: EE 3329 AND EE 3345.

**EE 5525 Mechatronics 3 credits.** Basic kinematics, sensors, actuators, measurements, -electronics, microprocessors, programmable logic controllers, feedback control, robotics and intelligent manufacturing. Cross-listed as ME 5525. PREREQ: ENGR 3340, ENGR 3342, MATH 3360.

**EE 5526 Computer Architecture and Organization 3 credits.** Design, implementation, and performance evaluation of modern computer systems; instruction sets; datapath and control optimization; single-cycle, multiple-cycle, and pipelined processors; hazard detection and resolution; memory hierarchies; peripheral devices. PREREQ: EE 2274 and EE 2275 or EQUIVALENT.

**EE 5527 Embedded Systems Engineering 2 credits.** Integration of algorithms, software and hardware to design real-time and embedded systems for signal processing and control. PREREQ: CS 5575. COREQ: EE 5527L.

**EE 5527L Embedded Systems Engineering Laboratory 1 credit.** Lab activities include the complete process of design and implementation of embedded signal processing and control systems through the integration of algorithms, software, and hardware. COREQ: EE 5527.

**EE 5529 Advanced Electronics 2 credits.** Introduction to operational amplifiers and their applications, current mirrors, active loads, differential amplifiers, feedback and stability, filters, oscillators, Schmitt triggers, power amplifiers and voltage regulators. PREREQ: EE 3329, 3345. COREQ: EE 5529L.

**EE 5529L Advanced Electronics Laboratory 1 credit.** Laboratory course emphasizing transistor biasing, amplifiers and other basic analog circuit designs. COREQ: EE 5529.

**EE 5532 Introduction to VLSI Design 3 credits.** Photolithography, CMOS fabrication, MOSFET operation, CMOS passive elements, design rules and layout, CAD tools for IC design, invertors, static logic and transmission gates, dynamic logic. PREREQ: EE 3329.

**EE 5533 Mixed Signal Design 3 credits.** Analog IC design. Passive components, parasitic elements, component matching, IC layout techniques, amplifiers, current sources, comparators, op amps, noise, switched capacitor circuits. Includes lab work using design tools. PREREQ: EE g532.

**EE 5572 Electrical Machines and Power 3 credits.** Theory and application of electrical machinery and transformers. Power and energy relationships in power systems, transmission lines, network solutions and symmetrical components. Includes 1-credit laboratory component. PREREQ: ENGR 3340, ENGR 3332, MATH 3360.

**EE 5572L Electrical Machines and Power Laboratory 1 credit.** Laboratory course emphasizing an experimental study of the fundamental physical phenomena and characteristics of transformers, induction motors, synchronous and direct current machines. COREQ: EE 5572.

**EE 5573 Automatic Control Systems 3 - credits.** Study of continuous-time and control systems using both frequency-domain and state-space techniques; topics include design methodology, performance specifications, analysis and design techniques. PREREQ: EE 3345 OR ME 5505.

**EE 5574 Advanced Circuit Theory 3 credits.** Methods of analog electrical circuit analysis and synthesis. Topics include signal flow graphs, multi-port networks, simulation techniques, and topological methods for formulation of network equations. PREREQ: ENGR 3340.

**EE 5575 Digital Signal Processing 3 credits.** Design of recursive and non-recursive digital filters; frequency-domain analysis, fast Fourier transform techniques, spectral analysis; applications. Includes 1-credit laboratory component. PREREQ: EE 3345.

**EE 5576 Semiconductor Processing and Fabrication 3 credits.** Silicon semiconductor processing and basic integrated circuit fabrication. Physics, chemistry and technology in basic processing steps in production of integrated circuits. PREREQ: PHYS 2211-2212 AND MATH 1170 OR EQUIVALENT.

**EE 5578 Semiconductor Devices 3 credits.** Operating principles of basic building blocks of modern silicon-based semiconductor devices to include p-n junctions, field effect transistors and bipolar junction transistors. PREREQ: PHYS 2212 OR EQUIVALENT.

**EE 5579 Advanced Semiconductor Devices**

**3 credits.** Review of semiconductor band theory. Opto-electronics, quantum mechanics, heterojunctions, power and microwave semiconductor devices. PREREQ: EE 5578 OR EQUIVALENT.

**EE 5582 Principles of Power Electronics 3 credits.** Introduction to steady state converter modeling and analysis. Principles of converter dynamics and control including controller design. PREREQ: EE 3329. COREQ: EE 5573.

**EE 5584 Signal Processing Laboratory 1 credit.** Design finite and infinite response digital filters in digital signal processing system applications. COREQ: EE 5575.

**EE 5592 Digital Control Systems 3 credits.** Design of advanced control algorithms; topics include: observers and state estimation, linear quadratic regulator, frequency-domain techniques for robust control, and an introduction to multivariable and nonlinear control. PREREQ: ENGR 5573.

**EE 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**EE 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Environmental Engineering Graduate Courses

**ENVE 5504 Environmental Risk Assessment 3 credits.** Quantitative and qualitative approaches to characterizing and controlling contaminant pathways. Risk assessment requirements and implications in superfund projects for engineers working on remediation. PREREQ: BIOL 5521 AND ENGR 5501 IF REQUIRED BY HWM.

**ENVE 5508 Water and Waste Water Quality 3 credits.** Principles of chemistry in applications to water and waste water treatment systems for water quality control and reuse. PREREQ: CHEM 1111, CHEM L1111, CHEM 1112, CHEM L1112.

**ENVE 5509 Water and Waste Water Lab 1 credit.** Fundamental analytical procedures for measurement of water and wastewater quality. Introduction to materials and protocols associated with general environmental analytical techniques. COREQ: ENGR 5508.

**ENVE 5510 Introduction to Environmental Engineering 3 credits.** Introduction to physical, chemical, and biological principles of solid and hazardous waste management, water and waste water treatment, air pollution control, and national environmental regulation. PREREQ: ENVE 5508 OR EQUIVALENT.

**ENVE 5530 Air Pollution and Solid Waste 3 credits.** Sources, characteristics, regulations, and effects of air pollution and solid waste on environmental quality; analysis and design of control systems, including the recovery of resources from solid waste. PREREQ: PERMISSION OF INSTRUCTOR.

**ENVE 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENVE 6610 Introduction to Radioactive Waste Management 3 credits.** Principles and practices of radioactive waste storage, transportation and disposal. Evolution of government regulations and current solutions developed in response to the regulations. PREREQ: ENGR 5501.

**ENVE 6611 Treatment Systems for Environmental Engineering 3 credits.** Fundamental principles and processes for physical, chemical, and biological treatment of wastes including mixing, flocculation, sedimentation, stripping, aeration, sorption and leaching. Some experiments required. PREREQ: ENVE 5510.

**ENVE 6615 Water Quality Modeling and Control 3 credits.** Fundamental principles for mathematical modeling and analysis of environmental contaminant's fate and transport in lakes, rivers, estuaries, and groundwater. PREREQ: ENVE 5510.

**ENVE 6616 Biological Treatment of Wastewater 3 credits.** Fundamental principles, design, and operation of aerobic and anaerobic biological waste treatment processes. PREREQ: ENVE 5510.

**ENVE 6617 Environmental Systems Engineering and Design 3 credits.** Application of physical, chemical, and biological operations

and processes to the design of water, waste water, and industrial waste treatment systems. PREREQ: ENVE 5510 OR PREVIOUS DESIGN EXPERIENCE.

**ENVE 6629 Physical and Chemical Treatment of Water and Waste Water 3 credits.** Fundamental principles, design and operations of physical and chemical water and waste water treatment processes. Removal of hazardous materials emphasized. PREREQ: ENVE 5510.

**ENVE 6630 Air Pollution and Control 3 credits.** An introductory air pollution course. Regulations, atmospheric dispersion models, control of emissions and sources and human health effects are emphasized. PREREQ: ENVE 5510.

**ENVE 6650 Thesis 1-6 credits.** Thesis research must be approved by the student's advisory committee. Total of six credits are required to satisfy the research requirements for the degree. May be repeated. Graded S/U.

**ENVE 6652 Advanced Topics 3 credits.** Advanced topics in Environmental engineering and related fields, depending upon the interest of students and faculty. May be repeated for credit when topics vary. PREREQ: PERMISSION OF INSTRUCTOR.

**ENVE 6660 Special Project 1-3 credits.** A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Total of three credits may be used to satisfy the degree requirement. May be repeated. Graded S/U.

**ENVE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ENVE 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Health Physics Graduate Courses

(See page 195 for Health Physics courses)

## Measurement and Control Engineering Graduate Courses

**MCE 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MCE 6640 System Modeling, Identification and Simulation 3 credits.** Model development, off-line and on-line identification methods for engineering systems, diagnostic tests and model validation and analog and digital simulation methods. PREREQ: EE 5573.

**MCE 6642 Advanced Control Systems 3 credits.** State space analysis and design to include stability, controllability, observability, realizations, state feedback and estimation. PREREQ: EE/ME 5573 OR EQUIVALENT.

**MCE 6643 Advanced Measurement Methods 3 credits.** Instrumentation systems used in detection and signal conditioning of thermal-hydraulic process variables, radiation including lasers, and electrical and mechanical properties of materials. PREREQ: ME 5505 OR EQUIVALENT.

**MCE 6644 Measurements and Controls Laboratory 3 credits.** Work with measuring systems for a variety of process variables. Investigation of characteristics of various process control components and systems. Transient and stationary conditions will be included. PREREQ: MCE 6642 AND MCE 6643 OR EQUIVALENT.

**MCE 6645 Advanced Control Theory and Applications 3 credits.** Topics selected from advanced control theory and applications, depending upon the interest of students and faculty. May be repeated for credit when topics vary. PREREQ: MCE 6642 OR PERMISSION OF INSTRUCTOR.

**MCE 6646 Intelligent Control Systems 4 - credits.** Analysis and design of systems using intelligent techniques such as neural networks, fuzzy logic, genetic algorithms, and artificial intelligence. PREREQ: PERMISSION OF INSTRUCTOR.

**MCE 6647 Nonlinear Control Systems 3 credits.** Phase plane analysis. Lyapunov stability. Describing functions. Singular perturbation and feedback linearization. PREREQ: MCE 6642 OR PERMISSION OF INSTRUCTOR.

**MCE 6649 Robotics and Automation 3 credits.** Robotic manipulator kinematics, dynamics, trajectory planning, sensors, programming and control. The application concepts of robotics in industry will be briefly introduced. PREREQ: MCE 6642.

**MCE 6650 Thesis 1-9 credits.** Thesis research must be approved by the student's advisory committee. Six credits may be used to satisfy the research requirements for the degree. Graded S/U.

**MCE 6652 Special Problems 1-3 credits.** Special experimental, computational, or theoretical investigation leading to development of proficiency in some area of engineering. Formal report required. PREREQ: PRIO PROJECT APPROVAL REQUIRED BY AN ENGINEERING FACULTY. May be graded S/U. May be repeated.

**MCE 6653 Optimal Control Systems 3 credits.** Performance index. Calculus of variations, Pontryagin maximum principle. Linear quadratic regulator. Time and fuel optimal control. Linear quadratic Gaussian problem. Kalman Filter. H optimal control. Industrial applications. PREREQ: MCE 6642 OR PERMISSION OF INSTRUCTOR.

**MCE 6654 Adaptive Control Systems 3 credits.** Real-time parameter estimation. Deterministic, stochastic, and predictive self-tuning regulators. Model reference adaptive systems. Auto tuning. Stochastic adaptive control. Properties of adaptive systems. PREREQ: MCE 6642 OR PERMISSION OF INSTRUCTOR.

**MCE 6656 Robust Control Systems 3 credits.** Analyze and design basic robust controllers using methods for robustness investigation such as v-analysis and H 4 control algorithms. PREREQ: MCE 6642 OR PERMISSION OF INSTRUCTOR.

**MCE 6660 Special Project 1-9 credits.** A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Graded S/U. May be repeated.

**MCE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MCE 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Mechanical Engineering Graduate Courses

**ME 5505 Measurement Systems Design 3 credits.** Introduction to instrumentation systems analysis and design, including: statistical analysis, system modeling, actuators, transducers, sensor systems, signal transmission, data acquisition, and signal conditioning. PREREQ: ENGR 3340, ENGR 3342 AND MATH 3360.

**ME 5506 Measurement Systems Laboratory 1 credit.** Principles of measurement, measurement standards and accuracy, detectors and transducers, digital data acquisition principles, signal conditioning systems and readout devices, statistical concepts in measurement, experimental investigation of engineering systems. COREQ: ME 5505.

**ME 5515 Model Theory 3 credits.** Theory of design and texting of scaled system models. Dimensional analysis with application to physical models. True and distorted models, linear and non-linear models, and analogies. Laboratory work required. PREREQ: ME 3341 AND CE/ME 3350.

**ME 5525 Mechatronics 3 credits.** Basic kinematics, sensors, actuators, measurements, electronics, microprocessors, programmable logic controllers, feedback control, robotics and intelligent manufacturing. Cross-listed as EE 5525. PREREQ: ENGR 3340, ENGR 3342, MATH 3360.

**ME 5540 Vibration Analysis 3 credits.** Free vibration and forced response of single and multiple degree of freedom systems, normal modes, random vibrations, discrete, lumped mass, and continuous systems. Vibration control techniques. PREREQ: MATH 3360 PREREQ OR COREQ: ME 3323.

**ME 5551 Compressible Fluid Flow 3 credits.** Fundamentals of compressible flow and gas dynamics, development of basic principles, practical applications. Techniques developed for isentropic friction, heat addition, isothermal flow, shock wave analysis, propagation, expansion waves, reflection waves. PREREQ: ME 3307 AND CE/ME 3341.

**ME 5573 Mechanical Control Systems 3 credits.** Discrete and continuous time control system design, signal processing, embedded systems. PREREQ: ME 2220, EE 2240, and MATH 3360, or Equivalent.

**ME 5568 Behavior of Composite Materials 3 credits.** Macro and micromechanical behavior of laminae and laminates; bending, buckling and vibration of laminated beams and plates. Cross-listed as CE 5568. PREREQ: ENGR 3350 AND MATH 2230.

**ME 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ME 6607 Advanced Thermodynamics 3 credits.** Thermodynamic property relationships, gas mixtures, thermodynamic optimization, irreversible thermodynamics, structural theory, applications towards solar power, power generation, and refrigeration systems. PREREQ: ME 4416, MATH 3360.

**ME 6635 Transport Phenomena 3 credits.** Systematic and parallel treatment of heat transfer, mass transfer, and momentum transfer (viscous flow). PREREQ: Heat Transfer (ME 4476), Fluid Mechanics (ME 3341), Differential Equations (MATH 3360). RECOMMENDED: Advanced Engineering Math (ENGR/MATH 5521).

**ME 6640 Advanced Vibrations 3 credits.** Vibrational theory of continuous, multiple-degree-of-freedom systems, and random vibrations. Use of advanced numeric techniques. PREREQ: ME 5540. COREQ: ENGR/MATH 5521.

**ME 6644 Advanced Kinematic Design 3 credits.** Application of kinematic synthesis theory to the design of planar and spatial articulated systems. Finite-position precision synthesis, trajectory and workspace optimization and motion analysis for planar, spherical and spatial open and closed-loop chains. PREREQ: MATH2240 and ME3320.

**ME 6648 Robotic Grasping and Manipulation 3 credits.** Theoretical issues for multi-fingered robotic hands. Grasp analysis, grasp synthesis, mechanics of manipulation, path planning. Screw theory, twists, and wrenches. Study of robotic hands and related sensing devices. PREREQ: none

**ME 6650 Thesis 1-9 credits.** Thesis research must be approved by the student's advisory committee. Six credits may be used to satisfy the research requirements for the degree. Graded S/U. May be repeated.

**ME 6652 Special Problems 1-3 credits.** Special experimental, computational, or theoretical investigation leading to development of proficiency in some area of engineering. For-

mal report required. PREREQ: PRIO PROJECT APPROVAL REQUIRED BY AN ENGINEERING FACULTY. May be graded S/U. May be repeated.

**ME 6660 Special Project 1-9 credits.** A significant project, involving engineering applications, toward the completion of M.S. program with non-thesis option. Includes a report and oral examination. Graded S/U. May be repeated.

**ME 6665 Finite Element Methods 3 credits.** Introduction to finite element methods applied to linear one- and two-dimensional problems. Application of the concept to specific problems in various fields of engineering and applied sciences. Cross-listed as CE 6665. PREREQ: ENGR 3350 AND MATH 3360.

**ME 6676 Conduction Heat Transfer 3 credits.** Single and multiple dimension steady and unsteady conduction heat transfer. Non-constant thermal conductivity. Emphasis on problem formulation, analytical solutions, and numerical techniques. PREREQ: ME 4476. CO-REQ: MATH 5521.

**ME 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**ME 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Nuclear Engineering Graduate Courses

**NE 5519 Energy Systems and Nuclear Power 3 credits.** Fundamentals of conventional and renewable energy systems. Energy sources, distribution, use and environmental effects. Nuclear power plant "balance of plant" design. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PREREQ: ME 3307 and MATH 3360 or instructor permission.

**NE 5521 Mathematical Methods in Nuclear Engineering 3 credits.** First and second order ordinary differential equations (ODEs), generalization to systems of ODEs, Laplace transforms, series solutions to second order ODEs, special functions and Sturm-Liouville systems; partial differential equations by separation of variables. Examples will emphasize practical problems of interest to nuclear engineers. PHYS 6602 may be substituted for this course.

PREREQ: MATH 3360.

**NE 5543 Thermal Fluids Laboratory 1 credit.** Measurement of thermal and fluid properties, experiments on fluid flow and heat transfer systems. Cross-listed as ME 5543. PREREQ: CE/ME/NE 3341 AND ME/NE 5576.

**NE 5545 Reactor Physics 3 credits.** Neutron balance equations in reacting systems, diffusion and diffusion-perturbation theory, introductory reactor kinetics, the multi-group energy approach, neutron slowing down and thermalization, introductory concepts in reactor systems. PREREQ: NE 3302 or NSEN 6685, NE 5521 OR EQUIVALENT.

**NE 5546 Nuclear Fuel Cycle Systems 3 credits.** Uranium mining, milling, conversion; enrichment technology including cascade analysis; fuel fabrication, criticality safety in the nuclear fuel cycle, introduction to ORIGEN and Monte-Carlo methods and codes, reactor fuel management, waste management (LLW, HLW, TRU waste). PREREQ: NE 3302 or NSEN 6684 OR EQUIVALENT.

**NE 5548 Design, Control and Use of Radiation Systems 3 credits.** Generation detection and measurement systems design for control and use of neutrons and gamma rays in industrial and medical applications. Radiation protection, regulations, environmental and economic considerations. COREQ: ENGR 5545.

**NE 5551 Nuclear Seminar 1 credit.** Current topics in nuclear science and engineering. PREREQ: Graduate student status in NSEN or HPHY program.

**NE 5558 Monte Carlo Methods and Applications 3 credits.** Basics of the application of stochastic methods to calculate the transport of neutrons, photons, and other sub-atomic particles. Includes introduction to the MCNP code, and sample application problems in both nuclear reactor design and in applications such as radiation beams used for cancer therapy.

**NE 5576 Heat Transfer 3 credits.** Principles and engineering applications of heat transfer. Analysis of conduction, convection and radiation heat transfer. Design of heat exchangers. PREREQ: ME 3341.

**NE 5578 Reliability and Risk Assessment 3 credits.** Methods of evaluating process and equipment reliability. Probabilistic methods applied to analysis and design. Setting probabilistic design objectives and calculating probabilistic performance. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus. PRE-

REQS: MATH 3360 and EE 4416 or permission of instructor.

**NE 5587 Medical Applications in Engineering and Physics 3 credits.** Applications of engineering and physics, principles, particularly nuclear science, to medicine. Covers radioisotopes, x-ray imaging, magnetic resonance and ultrasound imaging, radiation protection, codes and standards. PREREQ: MATH 3360 AND PHYS 2212.

**NE 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NE 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NE 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Nuclear Science and Engineering Graduate Courses

**NSEN 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NSEN 6601 Nuclear Engineering Experiments 3 credits.** Experimental verification of theoretical models will be stressed. Kinetic behavior, neutron spatial distribution, perturbation, and other characteristic equations will be investigated. PREREQ: NE 5545 OR EQUIVALENT.

**NSEN 6603 Thermal Hydraulics 3 credits.** Advanced studies of both fluid flow and heat transfer in nuclear reactor cores. Conservation equations, constitutive relations, formulation and solution approaches for complete equation set. PREREQ: CE/ME/NE 3341, ME 5576.

**NSEN 6604 Dynamic Behavior of Nuclear Systems 3 credits.** Kinetic behavior of nuclear reactors including feedback effects of power transients, fuel burn up, coolant perturbations, etc. Mathematical models developed to predict both short and long term behavior. PREREQ:

NE 5545.

**NSEN 6605 Nuclear Reactor Design 3 credits.** Detailed treatment of current, advanced nuclear power reactor designs. Emphasis on the inherent and engineered safety features and on advantages and disadvantages of each design. PREREQ: NE 5545.

**NSEN 6608 Radiation Transport 3 credits.** Advanced treatment of radiation transport and shielding concepts; interaction and attenuation of neutral particles, including photons. Use of deterministic and Monte-Carlo computer codes. PREREQ: NE 5521 or EQUIVALENT.

**NSEN 6609 Radiation Detection, Measurements, and Applications 3 credits.** Advanced treatment of radiation detectors measurement techniques, data acquisition, and signal processing. Emphasis on applications in science, industry and medicine. PREREQ: NE 5545.

**NSEN 6615 Introduction to Practical Nuclear Engineering 3 credits.** Basic concepts of nuclear reactor physics. Present nuclear plant descriptions. Evaluation of fossil, nuclear plant environmental impacts, cycle and overall efficiencies and economics. PREREQ: ACCEPTANCE IN CERTIFICATE PROGRAM in APPLIED NUCLEAR ENERGY.

**NSEN 6616 Special Applications of Nuclear Energy 3 credits.** Isotopic power systems for remote applications, nuclear propulsion for space vehicles, process heat and space heat reactors, maritime nuclear power plants, medical and industrial applications of nuclear radiation. PREREQ: ACCEPTANCE IN CERTIFICATE PROGRAM in APPLIED NUCLEAR ENERGY.

**NSEN 6617 Applications of Nuclear Energy 3 credits.** Continued study of nuclear power plant design, operation, and safety analysis of present plants, proposed future concepts. Examination of biological effects of radiation and nuclear medicine, food irradiation and waste heat applications. PREREQ: NSEN 6615 and ACCEPTANCE IN CERTIFICATE PROGRAM in APPLIED NUCLEAR ENERGY.

**NSEN 6618 Radioactive Waste Management 3 credits.** Overview of historical, legal, political and social aspects radioactive waste management; radwaste across the nuclear fuel cycle; waste definition and classification, treatment and disposal; design and assessment of repositories and radionuclide migration. PREREQ: NSEN 6684, NSEN 6685 or EQUIVALENT.

**NSEN 6619 Nuclear Waste Immobilization 3 credits.** Materials chemistry and fabrication

of waste glasses, ceramics and cements; waste form development and characterization; waste form degradation, radionuclide release and migration. PREREQ: ENGR 3350, NE 5546 or EQUIVALENT.

**NSEN 6631 Computational Transport Theory 3 credits.** Study of advanced theories used in the calculation of nuclear reactor parameters including such topics as the Boltzman transport equation with energy and space dependence, multi-group, multi-region diffusion for reflected systems, perturbation theory, etc. Special emphasis will be given to the application of digital computers in nuclear reactor design problems. PREREQ: NSEN 6608.

**NSEN 6678 Probabilistic Risk Assessment 3 credits.** Probabilistic methods applied to analysis and design. Setting probabilistic design objectives and calculating probabilistic performance emphasized. PREREQ: NSEN 6605

**NSEN 6684-6685 Nuclear Engineering Basics 3 credits.** For BS physical science graduates with little or no nuclear background. Lecture, laboratory each semester. Nuclear science; reactor physics, kinetics and thermal hydraulics; nuclear fuel cycle. PREREQ: PERMISSION OF NE DEPARTMENT CHAIR

**NSEN 6686 Modeling, Experimentation, and Validation 3 credits.** 2 week summer course. Provides early career nuclear engineers with advanced studies in integrated modeling, experimentation, and validation. The course emphasis rotates yearly among thermal-hydraulics, reactor physics, fuels and materials, and simulations. PREREQ: PERMISSION OF NE DEPARTMENT CHAIR

**NSEN 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**NSEN 8850 Doctoral Dissertation variable credits.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

## Engineering and Applied Science Doctoral Graduate Courses

**EAS 8850 Doctoral Dissertation variable credit.** Research toward completion of the dissertation for the Ph.D. in Engineering and Applied Science. Graded S/U. May be repeated.

# Department of Geosciences

Chair and Professor:

Professors: Link, McCurry, Rodgers

Associate Professor: Crosby, Tapanila

Assistant Professors: Kobs-Nawotniak, Godsey, Delparte, Pearson

Research Associate Professor: Shapley

Assistant Instructors: Tapanila, Bottenberg

Joint Appointment Faculty: Finney, Lohse

IGS Research Geologist: Welhan

GIS TReC Director: Weber

Emeritus Professor: Hughes

Affiliate Faculty: Ames, Dehler, Davis,

Hailemichael, Heath, Manic, Plummer, Ritzenour, Schlegel, Sherwin, Smith, Solan, Stephens

## Goals - All Programs

1. Graduates will think critically and comprehend written and verbal communications about geoscience topics.
2. Graduates will have specific skills for careers in geoscience and related industries, licensure, or to continue in graduate study.
3. Graduates will attain employment in geology or related fields or gain admission to graduate programs.

## Graduate Degree Programs

### Goals

1. Graduates will be prepared to communicate effectively at the professional level.
2. Graduates will be prepared to define, implement, and complete geologic investigations.
3. Graduates will have professional skills for employment or further graduate study.

### Objectives

1. Provide graduate students with coursework, laboratory experiences, field exercises and research opportunities in order to achieve all goals set forth above.
2. Provide graduate students with a professional interactive environment that improves their opportunities to enter successful careers in geoscience.
3. Increase graduate students' probability of obtaining employment in academia or industry, or of being accepted for doctoral studies.

## Admission Requirements

A complete graduate application for classified status in the Idaho State University Geosciences Department consists of:

1. The student must apply to and meet all criteria for admission to the Graduate School. In addition to the general requirements of the Graduate School. Applicants must hold the degree of Bachelor of Science or Bachelor of Arts in geology or the equivalent as determined by the department. An Idaho State University Graduate School application form and official copies of transcripts from all previous coursework are required.
2. GRE aptitude scores - 50th percentile or above in two of the three categories, or strengths clearly demonstrated in other components of the application
3. A letter of intent and statement of goals in Graduate School
4. Three letters of recommendation
5. Notification to the department: geology@isu.edu

## Doctor of Philosophy in Geosciences

### Brief Description

The Ph.D. program in geosciences is offered to those students who have demonstrated strong aptitude for research and scholarly activity. Research can be conducted in any field of the geosciences in which ISU faculty have expertise. The student's course of study will be determined in consultation with his or her advisors. Continued enrollment in the program is contingent upon maintaining a 3.0 grade point average and making satisfactory progress toward the degree. In order to complete the research and prepare the dissertation, the program will normally require at least four years of full-time study beyond the master's degree. In some cases, students without an appropriate M.S. degree but demonstrating an exceptional undergraduate academic record and aptitude for research may be directly admitted to the Ph.D. program.

### Admission Requirements

All applicants must meet Idaho State University Graduate School admission requirements for doctoral programs. In addition, applicants must have attained a minimum of a bachelor's degree in geosciences or a closely related field (environmental science, physics, engineering, chemistry, biology, etc.). The student's course of study will be determined through consultation with the lead advisor, the department chair or the department's graduate advising committee. Students may be required to com-

plete any missing course material that is required for the B.S. degree in geosciences at Idaho State University.

A complete graduate application for classified status in the Idaho State University Geosciences Department Ph.D. program consists of:

1. GRE scores (a minimum of 50th percentile is required in both verbal and quantitative categories); Students for whom English is a second language who do not meet the minimum verbal GRE score must meet the Graduate School minimal TOEFL score.
2. An Idaho State University Graduate School application form, fee, and official copies of transcripts;
3. Three letters of recommendation;
4. A statement outlining your motivation for graduate school and your longer term career goals.

### General and Course Requirements

The Ph.D. degree requires completion of at least 84 graduate credits. Of these, at least 32 credits must be doctoral dissertation credits (GEOL 8850) and 35 credits must come from coursework at the graduate level, 2 to 4 of which must be a graduate seminar. Of the total 84 credits, at least 40 must be taken from the ISU Department of Geosciences. Students entering the program with a master's degree may receive credit for up to 30 credits toward the Ph.D., split between dissertation and coursework as appropriate, subject to the department chair's approval. Classes and seminars may be taken at, or in collaboration with, Boise State University and/or the University of Idaho.

### Program of Study

An advisory committee of 3-4 graduate faculty, inclusive of the major professor, will guide each student in establishing his or her program of study based upon the student's background and research interests. The committee has the responsibility of ensuring that the student has adequate knowledge to support research in his or her area of research.

During the full-time student's third semester, the student will sit for a written Qualifying Examination. Exceptions to this schedule may be made when a student has academic deficits to make up, in which case the student may be granted an additional year. The student will be allowed two attempts to pass this examination. The student will be admitted to candidacy upon passing the Qualifying Examination.

A dissertation committee of 3-4 graduate faculty and a Graduate Faculty Representative (GFR), chaired by the candidate's major pro-



essor, must be decided upon within six months of passing the qualifying examination. The dissertation committee may include individuals from other departments, affiliate graduate faculty, or graduate faculty from collaborating universities, such as Boise State University or the University of Idaho, but the majority of any committee must consist of graduate faculty from the ISU Department of Geosciences. In the semester following the passing of the qualifying exam, the full-time candidate, with guidance from the major professor, must satisfactorily complete the Preliminary Examination. This consists of an oral presentation and defense of a written proposal for dissertation research to the student's dissertation committee.

The research and dissertation preparation must be done under the close supervision of the dissertation committee and must include at least one full year of work performed under the supervision of Idaho State University graduate faculty. The dissertation must demonstrate the student's ability in independent investigation and must be a contribution to scientific knowledge. It must display mastery of the literature of the subject field and must demonstrate an organized, coherent development of ideas, with a clear exposition of results and a creative discussion of the conclusions.

Dissertation examination approval requires a public presentation of the dissertation and a satisfactory oral defense to the dissertation committee. Doctoral oral examinations are open to all regular members of the graduate faculty as observers. Further, oral presentations are open to the public until questioning by the dissertation committee begins. Additional details regarding the graduate timeline are available on the ISU Department of Geosciences website.

## Doctor of Philosophy in Engineering and Applied Science

A Ph.D. program in Engineering and Applied Science, administered through the College of Engineering, is available to Geoscience students who wish to emphasize Subsurface Science. The complete program description is provided under the College of Engineering section of the Graduate Catalog.

## Master of Science in Geology

The M.S. degree is offered to those students who have degrees in geology who have

demonstrated the potential for research and a professional career. Classified (degree-seeking, fully accepted) admission to the program is recommended by the graduate faculty of the Geosciences Department.

The student's course of study will be determined by consultation and possibly an entrance examination. Students will normally be required to complete deficiencies at the undergraduate level any courses required for the B.S. in geology at Idaho State University that they have not already taken. Continued enrollment in the program is contingent upon maintaining a 3.0 grade point average and making satisfactory progress toward the degree.

Unclassified status is used for students with large numbers of deficiencies or with low undergraduate GPAs. Unclassified students may apply for classified status when their performance warrants.

### General Requirements

A student who wants to earn an M.S. in Geology must complete at least 30 credits of course work. These credits must be earned under the following conditions:

1. The student must earn at least 17 credits (including six Thesis credits) at the 6600 level in Geology.
2. The remaining 13 credits may be earned at the 5500 or 6600 level, of which eight credits may come from a related discipline.

In addition to the 30 required credits, each student must take two approved courses from outside the Geosciences Department (e.g., technical writing, anthropology, etc.) or may opt to take the foreign language challenge exam at the elementary level.

The department requires that the following core courses be completed. These classes are normally taken during the first and second semesters of graduate study:

GEOL 5591 Seminar	1 cr
GEOL 6601 Advanced Physical Geology	2 cr
GEOL 6603 Geologic Writing Seminar	1 cr

Graduate students may not sign up for GEOL 6650 (Thesis) until their thesis prospectus has been submitted and approved by the Thesis Committee. Additionally, all graduate students are required to present at least one geology colloquium dealing with their thesis topic prior to taking their oral examination.

## Master of Science in Geology with Emphasis in Environmental Geoscience

A Geology M.S. degree may be awarded with the annotation "Emphasis in Environmental Geoscience" added, if the student completes the requirements for an M.S. Geology degree plus at least 9 credits in approved graduate-level courses in the general area of Environmental Geoscience. Students who wish their M.S. degree to contain the added designation "With Emphasis in Environmental Geoscience", need to file an amended program of study form with the Graduate School. The curriculum may be developed in, but is not limited to, the following areas: surface and groundwater hydrology; environmental geochemistry; surficial geological processes; geomorphology; volcanic, earthquake and other geologic hazards; environmental geophysics; assessment and remediation of hazardous waste sites; Neogene and Quaternary geology. Courses in related sciences and engineering disciplines may also be included.

The curriculum must be approved by the student's graduate committee, and may include components taken at Boise State University and/or the University of Idaho. Inter-university graduate committees are encouraged.

## Master of Science in Geographic Information Science

The M.S. in GISci degree is offered to students who wish to become competent geospatial researchers and as Geographic Information Systems (GIS) analysts and developers. The program focuses on advancing knowledge to acquire, store and manage, visualize, model, and analyze information about spatial features and phenomena, with strong emphasis on real-world geospatial applications. The M.S. in GISci is designed as an interdisciplinary study of the nature, function, and development of spatial information systems and the application of these systems in research. Students will be involved in the technical study of the design and evaluation of scientific inquiry methods, tools, and techniques that will involve formulating hypotheses, collecting spatial information, and developing techniques for spatial analysis.

Applicants must hold a degree of Bachelor of

Science or Bachelor of Arts in any discipline that allows research focus on geotechnologies including, but not limited to: Geosciences, Anthropology, Biology, Business, Information Technology, Computer Science, and Engineering. Students can focus on either the development of new GIS tools and analytical procedures or the application of established and new tools and procedures to scientific problems. Each student in this program will have a member of the current Geotechnology Faculty as his/her major advisor. Applicants will be requested to state an advisor preference at the time of application; otherwise a preliminary advisor will be assigned upon acceptance to the program.

**NOTE:** Due to the interdisciplinary nature of this program, applicants should initially contact a faculty member or the Geotechnologies Program Director in the Department of Geosciences in order to match their interests with those of potential faculty advisors.

### Admission Requirements

Applicants must apply to and meet all criteria for admission to the Graduate School as well as additional criteria for admission to the Department of Geosciences.

### General Requirements

In their application, students must state a preference for the Thesis Option or Non-thesis Option for the M.S. in GISci. The geotechnologies graduate faculty will determine for which track the student is accepted.

**Thesis Option:** Students desiring to enter careers in research or to pursue a Ph.D. are encouraged to request the Thesis Option M.S. in GISci. Students supported on Research Assistantships or Teaching Assistantships will typically be required to enroll in the Thesis Option. A minimum of 30 credit hours is required for completion of the Thesis Option M.S. in GISci, with a minimum of 15 credit hours (including six thesis credits) completed in 6600-level courses. The student's graduate advisory committee (major advisor and co-advisor) will establish specific research goals, thesis topic, and the course electives in the program of study.

**Non-Thesis Option:** The Non-Thesis Option M.S. in GISci is particularly suited for working professionals who are interested in earning additional education without interrupting their careers. Typically students are not awarded Research Assistantships or Teaching Assistantships in the Non-Thesis Option. A minimum of 30 credit hours is required for completion of the Non-Thesis Option M.S. in GISci, with a minimum of 15 credit hours completed in 6600-level courses. The student must pre-

pare and submit to the Geotechnologies Program Director a program of study in his or her first semester indicating the courses to be taken to meet these requirements. In their final semester, all Non-Thesis Option students will complete a written and oral cap-stone exam administered by geotechnologies graduate faculty.

All M.S. in GISci students are required to take a 1 credit hour graduate seminar (in any related discipline) and eight credit hours of core courses. Generally these will be taken during the first year of study. Prerequisites for core courses are designed to permit students entering the M.S. program from all disciplines. Students entering with some or all of the core courses taken at the undergraduate level may, with permission from the student's advisory committee, substitute other graduate-level courses in the program of study.

Program requirements are summarized as follows:

Graduate Seminar, (taken in a related discipline)	1 cr
Core Geotechnologies Courses	8 cr
Electives	15 cr
Thesis (GEOL 6650)	6 cr
Total (includes 15 hours at 6600-level)	30 cr

#### Section A - Core Courses

GEOL 5504 Advanced GIS	3 cr
GEOL 5507 GPS Applications in Research	3 cr
GEOL 5508 Geotechnology Seminar	2 cr
GEOL 5509 Remote Sensing	3 cr

#### Section B - Electives

ANTH 6641 Research Project 1-6 credits	1-6 cr
BIOL 5518 Ecotopics: Ecological Applications of GIS	2 cr
BIOL 6651 Advanced Topics in Ecology: Landscape Ecology	3 cr
BIOL 5599 Advanced Data Analysis for Biologists	3 cr
CIS 5503 Systems Analysis and Logical Design	3 cr
CIS 5507 Database Design and Implementation	3 cr
CIS 5524 Decision Support Systems	3 cr
CIS 5540 Object-Oriented Development	3 cr
CIS 5590 Management of Information Systems and Information Security	3 cr
CS 5551 Database Theory and Implementation	3 cr
CS 5542 GUI Development	3 cr
GEMT 5530 GPS Principles and Applications	3 cr
GEMT 5532 Principles of Photogrammetry	3 cr
GEOL 5502 Geomorphology	3 cr
GEOL 5555 Geologic Data Methods	3 cr
GEOL 5527 Information Technology for GIS	3 cr
GEOL 5528 Programming for GIS	3 cr
GEOL 5571 Historical Geography of Idaho	3 cr
GEOL 5581 GeoTechnology Internship	1-3 cr
GEOL 6628 Advanced GIS Programming	3 cr
GEOL 6606 Geostatistical Spatial Data Analysis and Modeling	3 cr
GEOL 6607 Spatial Analysis	3 cr
GEOL 6609 Advanced Image Processing	1 cr
GEOL 6648 Research Problems	1-6 cr
GEOL 6604 Watershed Modeling	3 cr
HIST 5590 and HIST5590L Cartography: History and Design	4 cr
HIST 6610 Geographic Information Systems in Historical Studies	3 cr
HIST 5589 GIS for Social Sciences	3 cr

Certain graduate courses not shown in the list above may be acceptable with approval of the

student's advisory committee. All courses in the program of study require approval by the student's advisory committee and final approval by the Graduate School. Non-Thesis Option M.S. GISci students must have their planned program of study approved by the Geotechnologies Program Director in their first semester and by the Graduate School in their final semester.

Thesis Option M.S. GISci students are expected to complete a thesis that will be original and encompass all stages of scientific work, including project design, implementation, and communication. Graduate students may sign up for Thesis credits only after their thesis prospectus has been submitted and approved by the advisory committee. Additionally, all Thesis Option M.S. GISci students are required to present at least one colloquium dealing with their thesis topic prior to taking their oral examination

## Master of Natural Science in Geology

The Master of Natural Science (MNS) degree in Geology is designed primarily for teachers and prospective teachers who wish to broaden their understanding of geologic processes, the nature of natural resources, and the effect of humans on their environment. This is a non-thesis program of study with an emphasis on subject matter that will enhance the ability of the teacher to give students an interesting, up-to-date class in earth science or geology. Those interested in the program should possess or be working toward a standard teaching certificate. Requirements include completion of a prescribed program of study of 30 credits approved by a departmental committee selected by the student in consultation with the student's major professor and approved by the Dean of the Graduate School, and satisfactory performance on final written and oral examinations. See Master of Natural Science in the General information section of this catalog for details of the M.N.S. degree.

## Post-Baccalaureate GeoTechnology Certificate

(19 credits required)

## GeoTechnology Certificate

### Goals

1. Graduates will have the knowledge and skills necessary to apply geotechnology in their chosen careers or fields of inter-

- est.
2. Graduates will have the background to compete successfully for industrial and academic positions.

## Objectives

1. Learn and perform techniques in Geographic Information Systems, Global Positioning System, Remote Sensing, and related skills.
2. Increase knowledge of how geotechnical applications are incorporated into research, education, and industry.
3. Increase knowledge of geotechnical workforce needs and the future directions of geotechnological applications.

The Graduate Certificate in GeoTechnology is offered to students who wish to become proficient in the collection, management, and analysis of spatial data. Courses in three disciplines—geographic information systems (GIS), global positioning systems (GPS), and remote sensing—are used to teach the theory and application of GeoTechnology. Students may pursue the Certificate independently or in conjunction with another Idaho State University degree.

## Admission Requirements

Classified admission is necessary to complete the Certificate and is recommended by the graduate faculty of the Geosciences Department in accordance with standards set by the Graduate School. Applicants must have a bachelor's degree from an accredited school and meet the Graduate School admission requirements. All applicants must submit an application to the Graduate School. In addition, applicants who wish to apply for a Graduate Assistantship should submit to the Geosciences Department a GA request form, 3 letters of recommendation, and a statement of goals for graduate study.

## General Requirements

Students will complete 14 credits of required course work and 5 credits of elective course work to obtain the Certificate. The following courses are relevant:

### Core Courses (14 credits required):

GEOL 5503 Principles of GIS	3 cr
GEOL 5504 Advanced GIS	3 cr
GEOL 5507 GPS Applications in Research	3 cr
GEOL 5508 GeoTechnology Seminar	2 cr
or	
BIOL 5518 Ecological Topics	1 cr
GEOL 5509 Remote Sensing Applications	3 cr

### Electives (5 credits required):

ANTH 5582 Independent Problems in Anthropology*	3 cr
BIOL 5582 Independent Problems in Biology	1-3 cr allowed
CIS 5580 Data Base Management Systems	3 cr
GEOL 5527 Information Technology for GIS	3 cr

GEOL 5528 Programming for GIS	2 cr
GEOL 5580 Special Topics in GIS	1-3 cr
GEOL 5581 GeoTechnology Internship	1-3 cr
GEOL 6606 Geostatistics Spatial Data Analysis and Modeling	4 cr
GEOL 6607 Spatial Analysis	3 cr
GEOL 6628 Advanced GIS Programming	3 cr
GEOL 6648 Research Problems	1-3 cr allowed
TOTAL:	19 cr

Topic: Geographical Information Systems and Anthropology (or GIS and Anthropology)

For current information regarding GIS Center and courses, see the website: <http://giscenter.isu.edu>

## Geology Graduate Courses

**GEOL 5502 Geomorphology 4 credits.** Process-response approach to landforms and landscapes. Historical perspectives, endo- and exogenetic processes, equilibrium and relict landforms. Emphasis on interrelations among various geologic sub-disciplines. Field trips, some lab exercises. PREREQ: GEOL 3313 OR PERMISSION OF INSTRUCTOR.

**GEOL 5502L Geomorphology Laboratory 0 credits.**

**GEOL 5503 Principles of Geographical Information System 3 credits.** Study of GIS fundamentals, introduction to GPS, databases, and metadata. Build, edit, and query a GIS; basic spatial analysis. Requires competence in computer operating systems. PREREQ: CIS 1101 OR INSTRUCTOR APPROVAL; COREQ: GEOL 5503L.

**GEOL 5503L Principles of GIS Laboratory 0 credits.** Computer lab assignments to apply principles from GEOL 5503.

**GEOL 5504 Advanced Geographic Information Systems 3 credits.** Study of relational databases, including spatial analysis, and remote sensing. Exercises include digitizing, querying, digital terrain modeling, and image processing. PREREQ: GEOL 5503, GEOL 5503L OR PERMISSION OF INSTRUCTOR.

**GEOL 5505 Volcanology 3 credits.** Aspects of physical and chemical volcanology: types of volcanoes; interpretation of volcanic deposits; properties of magma; generation, rise, and storage of magma; volcanic hazards and prediction. PREREQ: ONE OF GEOL 3314, GEOL 5502, GEOL 4421, OR GEOL 5552.

**GEOL 5506 Environmental Geology 3 credits.** Humans and the environment. Topics include: industrial exploitation of fossil fuels, energy sources, soils, water and other materials, environmental health, pollution, waste disposal, hazards, disasters, and land use. PREREQ: GEOL 1100 OR GEOL 1101.

**GEOL 5507 GPS Application in Research 3**

**credits.** Overview of satellite positioning systems usage. Topics include GPS theory, basic mapping concepts, use of mapping grade receivers for GIS data collection, and processing of carrier phase data for high precision applications.

**GEOL 5508 GeoTechnology Seminar 2 credits.** GIS applications in natural and social sciences; ethical and legal issues, current status and recent advances in GeoTechnology. Lectures, discussion, readings. PREREQ: GEOL 5503, GEOL 5503L OR PERMISSION OF INSTRUCTOR.

**GEOL 5509 Remote Sensing 3 credits.** Fundamentals and applications of single frequency, multispectral, and hyperspectral remote sensing for physical, natural, engineering, and social sciences. Emphasis on acquiring, processing, integrating, and interpretation of imagery. Requires competence in computer operating systems.

**GEOL 5510 Science in American Society 2 credits.** Observational basis of science; technology's historical influences on scientific developments; perceptions of science in contemporary America; tools/strategies for teaching science. Cross-listed as PHYS 5510. PREREQ: JUNIOR STANDING AND PERMISSION OF INSTRUCTOR.

**GEOL 5511 Planetary Petrology 3 credits.** Chemistry, mineralogy, tectonic association and petrogenesis of the principal igneous and metamorphic rock types on Earth and other planetary bodies. PREREQ: GEOL 3314.

**GEOL 5512 Petrology Lab 2 credits.** Microscopic identification of igneous and metamorphic minerals and rocks. PREREQ: GEOL 3313 AND GEOL 2211. COREQ: GEOL 5511.

**GEOL 5515 Quaternary Global Change 3 credits.** Use and interpretation of landforms, sediments, and fossil life in the reconstruction of Quaternary events, environment, and climates. PREREQ: PERMISSION OF INSTRUCTOR.

**GEOL 5516 Global Environmental Change 3 credits.** Analysis of the causes and effects of both natural and human-induced environmental change. Integrates knowledge from other Earth Systems Science Courses, and examines and analyzes relevant problems in global environmental change using scientific methods. PREREQ: GEOL 1115, GEOL 1115L, GEOL 2310, GEOL 5506, and BIOL 2209.

**GEOL 5517 General Soils 3 credits.** Formation, morphology, and distribution of soils, including developments in soil classification.

PREREQ: GEOL 1100 OR GEOL 1101 OR GEOL 1115, OR PERMISSION OF INSTRUCTOR.

**GEOL 5520 Principles of Geochemistry 3 credits.** Chemistry of the earth; discussion of factors controlling abundance, distribution, and migration of chemical elements within the earth. PREREQ: GEOL 2211, AND CHEM 1111, CHEM L1111, CHEM 1112, CHEM L1112, OR PERMISSION OF INSTRUCTOR.

**GEOL 5522 Planetary Geology 3 credits.** Formation of planetary bodies (planets, moons, asteroids, and comets), internal and surficial processes, tectonics, and planetary exploration. PREREQ: GEOL 1100 OR GEOL 1101 OR PERMISSION OF INSTRUCTOR.

**GEOL 5527 Information Technology for GIS 3 credits.** Study of servers, networks, system administration, relational database design and management, spatial database engines, and serving maps on the internet. The course uses traditional lectures along with demonstrations, and hands-on exercises. PREREQ: GEOL 5503, GEOL 5503L OR PERMISSION OF INSTRUCTOR.

**GEOL 5528 Programming for GIS 3 credits.** Course introduces students to Visual Basic programming for GIS. Students will learn the fundamentals of object oriented programming, rapid application development, basic coding, help documentation, and compiling. Students will complete a project where they develop a GIS utility of their choice. PREREQ: MATH 1147 AND GEOL 1100 OR 1101, OR PERMISSION OF INSTRUCTOR.

**GEOL 5530 Principles of Hydrogeology 3 credits.** Surface and groundwater occurrence, movement and recovery, water quality and pollution, well construction principles, and computer modeling. PREREQ: GEOL 1100 OR GEOL 1101, OR PERMISSION OF INSTRUCTOR.

**GEOL 5531 Geobiology and the History of Life 4 credits.** Principles of biology and geology applied to the study of fossil invertebrates; consideration is given to morphology, classification, evolution, paleoecology, and the stratigraphic significance of fossils. PREREQ: GEOL 2202 (recommended); PERMISSION OF INSTRUCTOR.

**GEOL 5531L Invertebrate Paleontology Laboratory 0 credits.**

**GEOL 5535 Vertebrate Paleontology 4 credits.** Phylogenetic history of the vertebrates outlined in the light of morphology, classifica-

tion, evolution, paleoecology, and the significance of fossils. Field trips. Cross-listed as BIOL 5535. PREREQ: GEOL 5531 OR BIOL 3314 OR EQUIVALENT.

**GEOL 5539 Principles of Taphonomy 3 credits.** Effects of processes which modify organisms between death and the time the usually fossilized remains are studied. Emphasis on vertebrates. Cross-listed as ANTH 5539 and BIOL 5539. PREREQ: PERMISSION OF INSTRUCTOR.

**GEOL 5540 Ore Deposits 3 credits.** Nature, mode of occurrence, and origin of ores with each type related to a given rock association and as the product of a particular environment. PREREQ: ONE OF GEOL 3314, GEOL 5552 (RECOMMENDED), OR GEOL 4421.

**GEOL 5545 Environmental and Engineering Geophysics 4 credits.** Geophysical applications to environmental and geological engineering problems. Includes seismic, gravity, magnetic, electrical, and electromagnetic methods. (Includes lab.) PREREQ: MATH 1144 OR 1147, GEOL 1100 OR 1101, OR PERMISSION OF INSTRUCTOR.

**GEOL 5550 Field Geology 6 credits.** Five-week summer field camp, applying standard geologic field instruments and geologic concepts to a series of field problems. PREREQ: GEOL 4421 and GEOL 5552, GEOL 3314 (recommended) or GEOL 4420.

**GEOL 5551 Field Methods in Environmental Sciences 3 credits.** Practical application of field methods with an Earth systems focus. Analysis of topographic and vegetational data, hydrologic methods, riverine processes and habitat, and soil characteristics, emphasizing use of GIS, GPS, remote sensing and other geotechnologies. Two-week summer course at Lost River Field Station. PREREQ: GEOL 5503 and GEOL 5503L, and either GEOL 5515 or GEOL 5516, and BIOL 2209.

**GEOL 5552 Sedimentation-Stratigraphy 4 credits.** Principles of sedimentation from source to diagenesis. The basis of stratigraphic nomenclature, classification, and correlation of rock units. Laboratory covers unconsolidated sediment, hand specimens, subsurface, and field techniques. PREREQ: GEOL 2210 AND ENGL 1102 OR PERMISSION OF INSTRUCTOR. COREQ: CHEM 1111.

**GEOL 5552L Sedimentation-Stratigraphy Laboratory 0 credits.** Assignments to apply principles in GEOL 5552. COREQ: GEOL 5552.

**GEOL 5554 Basic Engineering Geology 3 credits.** Geology applied to engineering pro-

jects; geotechnical problems in civil projects; site methods. Subsurface investigations including scope, logging, and in situ and geophysical methods. Cross-listed as CE 5554. PREREQ: GEOL 3314 OR CE 3332.

**GEOL 5555 Geologic Data Methods 3 credits.** Classification of geotechnical projects. Geologic mapping for civil engineering purposes. Development of engineering geologic profiles. Pre-bid geotechnical investigations and field instrumentation for civil works projects. Cross-listed as CE 5555. PREREQ: GEOL 4450.

**GEOL 5556 Geology of Idaho 2 credits.** Geologic provinces and plate tectonic history of Idaho. Topics include basement, Belt Supergroup, Phanerozoic passive margin, Cordilleran orogen, accreted terranes, Idaho batholith, Challis volcanics, Idaho mineral deposits, Basin and Range, Snake River and Pleistocene floods. PREREQ: GEOL 1100 OR GEOL 1101.

**GEOL 5558 Geology of North America 3 credits.** Regional stratigraphy and tectonics of North America emphasizing National Parks and the Intermountain West. Graduate students will do extensive additional reading in current literature. PREREQ: GEOL 1100 OR GEOL 1101.

**GEOL 5565 Subsurface Geology 3 credits.** Principles of well log interpretation and correlation, core and cuttings description, cross section and subsurface map creation. Environmental geology, hydrogeology, mining, geological engineering, and petroleum applications. PREREQ: GEOL 2210 OR PERMISSION OF INSTRUCTOR.

**GEOL 5571 Historical Geography of Idaho 3 credits.** Influences of geography and geology on Idaho's economic, political and cultural history. May be team taught and include field trips, discussion sections. Cross-listed as HIST 5571 and POLS 5571.

**GEOL 5575 Essentials of Geomechanics 3 credits.** Essentials of rock fracture relevant to geological engineering including stress and strain, properties and classification of rock masses, rock fracture mechanisms. Cross-listed as CE 5575. PREREQ: GEOL 4421 OR ENGR 3350.

**GEOL 5576 Engineering Geology Project 1 credit.** Team projects studying actual problems in engineering geology. Cross-listed as CE 5576. PREREQ: GEOL 5554 OR CE 5554.

**GEOL 5580 Special Topics in GIS 1-3 credits.** May be repeated. PREREQ: GEOL

5503 and GEOL 5503L OR PERMISSION OF INSTRUCTOR.

**GEOL 5581 GeoTechnology Internship 1-3 credits.** Choose a project with either natural resource or municipal GIS emphasis and work with real-world data at the internship's off-campus location. Projects focus on using/creating geotechnical data. PREREQ: GEOL 5503 and GEOL 5503L OR PERMISSION OF INSTRUCTOR.

**GEOL 5583 Earthquake Engineering 3 credits.** Mechanism and characterization of earthquakes; seismic risk analysis; site and structural response; applications from points of view of engineer and geologist. Cross-listed as CE 5580. PREREQ: GEOL 3313 OR CE 3332, OR PERMISSION OF INSTRUCTOR.

**GEOL 5590 Ecosystems and Global Change** Examination of the structure and function of ecosystems and their responses to natural and anthropogenic changes emphasizing energy, water, carbon, and nitrogen cycling. Field trips. Specific, evaluated grade-level activities and/or performances are identified in the course syllabus. Offered: Every Spring. No equivalent courses, no registration restrictions.

**GEOL 5591 Seminar 1 credit.** Field trip or discussion of current geologic literature and geologic problems. May be repeated until 3 credits are earned. PREREQ: PERMISSION OF INSTRUCTOR. Graded S/U.

**GEOL 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**GEOL 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**GEOL 6601 Advanced Physical Geology 2 credits.** An advanced level course in physical geology required for all first year graduate students. A review of the principles of physical geology, and an overview of current hypotheses and research in the field.

**GEOL 6602 Advanced Geomorphology 3 credits.** Seminar in the treatment of theoretical concepts in classical and modern geomorphology.

**GEOL 6603 Geologic Writing Seminar 1**

**credit.** Review of quality geologic writing practices; extended field trip and introduction to regional geology. Topics include databases, abstracts, stratigraphic terminology, grant proposals, thesis prospecti, and use of reference library. Required for all Geosciences graduate students.

**GEOL 6604 Watershed Modeling 3 credits.** Use of geographic information systems and integrated simulation models to study the hydrologic cycle, water quality, agricultural and industrial impacts, environmental and related issues at the watershed scale. PREREQ: GEOL 5404.

**GEOL 6606 Geostatistical Spatial Data Analysis and Modeling 4 credits.** Description, analysis and modeling of spatial data in the geosciences, emphasizing hands-on application of geostatistical software tools for spatial analysis and probabilistic modeling in any application involving spatially-varying data. PREREQ: PERMISSION OF INSTRUCTOR.

**GEOL 6607 Spatial Analysis 3 credits.** This course focuses on advanced techniques for spatial data analysis covering issues in sampling, characterizing, visualizing, exploring and modeling spatial data. Techniques for point patterns, continuous data, area data, and spatial interaction data will be emphasized. PREREQ: GEOL 5503, MATH 1170/1175, AND A BASIC STATISTICS CLASS (e.g., MATH 2253) OR PERMISSION OF INSTRUCTOR.

**GEOL 6609 Advanced Image Processing 1 credit.** An advanced-level course in image processing techniques, such as using transforms, filters, and classifiers for data derived in the visible, infrared, and microwave. Specific topics include preprocessing, endmember analysis, classification (including spectral unmixing), and accuracy assessment. Practical application of theory for graduate student theses and dissertations. PREREQ: GEOL 5509.

**GEOL 6615 Neutron Activation Analysis 4 credits.** Theory and use of neutron activation methods for quantitative chemical analysis of natural and synthetic materials. Applications in geologic systems will be emphasized. Cross-listed as CHEM 6615, PHYS 6615. PREREQ: PERMISSION OF INSTRUCTOR.

**GEOL 6617 Environmental Geochemistry 3 credits.** Geochemistry of environmental systems. Emphasis given to low-temperature water-rock interactions, including sorption processes, retardation, reaction kinetics and reaction-mass transport modeling. Cross-listed as CHEM 6617. PREREQ: CHEM 1112 AND

GEOL 5520 OR CHEM 3351.

**GEOL 6618 Applied Geophysics 3 credits.** - Geologic interpretation of reflection seismic, refraction seismic, gravity, magnetic, and ground-penetrating radar data.

**GEOL 6621 Advanced Structural Geology 3 credits.** Current aspects of structural geology or tectonics. May focus on regional structures, tectonic theories, orogenic mechanics, global tectonic model(s), or topics of special interest in structural geology.

**GEOL 6622 Orogenic Belts of the World 3 credits.** Interdisciplinary analysis of Alpine and Cordilleran-type mountain belts including their infrastructure, tectonic evolution, and mechanisms of formation.

**GEOL 6623 Tectonics and Sedimentation 3 credits.** Sedimentary basin analysis and mechanisms of subsidence. Extensional, compressional and strike-slip tectonics as related to depositional systems, facies architecture, and provenance.

**GEOL 6625 Quantitative Geochemistry Lab 3 credits.** Practical application of theory involving use and operation of instrumental techniques. Cross-listed as CHEM 6625.

**GEOL 6628 Advanced GIS Programming 3 credits.** PREREQ: GEOL 5503, GEOL 5528, AND PERMISSION OF INSTRUCTOR.

**GEOL 6630 Advanced Hydrogeology 3 credits.** Advanced topics in hydrogeology, including precipitation and stream flow, soil moisture, principles and modeling of groundwater flow, migration of wastes in both saturated and unsaturated zones, design and impact of production wells, water chemistry. PREREQ: GEOL 5530 OR EQUIVALENT.

**GEOL 6631 Sedimentology 3 credits.** Provenance, dispersal, and environments of deposition; emphasis on various aspects of surface equilibria.

**GEOL 6641 Advanced Petrology 3 credits.** Selected topics in igneous and/or metamorphic petrology, regional and/or global aspects of current interest, including relationship to major advances in other areas of solid earth sciences.

**GEOL 6646 The Sedimentary Record 4 credits.** Earth history as revealed in sedimentary facies, provenance, chemical and isotopic excursions. Methods of analysis including sequence stratigraphy, geochronology, biogeochemistry, chemostratigraphy. Sedimentary petrology and field methods emphasized in lab.

**GEOL 6648 Research Problems 1-6 credits.** Independent research on non-thesis subject matter, subject to approval of the staff before results receive credit. Course may be repeated until 10 credits are earned.

**GEOL 6650 Thesis 1-9 credits.** Ordinarily a field problem with supporting laboratory work undertaken by the student with approval of the geology graduate faculty, and after a thesis prospectus has been accepted. May be repeated. Graded S/U.

**GEOL 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**GEOL 8850 Doctoral Dissertation (Ph.D. in Engineering and Applied Science) variable credits.** Research toward and completion of the dissertation. May be repeated Graded S/U.

## Department of Mathematics

Chair and Professor Fisher

Assistant Chair and Professor Laquer

Professors: Egger, Hanin, Kriloff, Palmer, Payne, Stowe, Wolper

Associate Professors: S. Chen, Y. Chen, Derbyberry, Gironella, Gryazin, W. Zhu

Assistant Professors: Y. Zhu

### Goals

- M.S. students develop a broad knowledge of mathematics and a degree of competence in one field within mathematics.
- D.A. students develop a broad knowledge of mathematics; learn about the roles of instruction, service, and research in the mathematical profession; and study a mathematical topic in depth, reporting their findings in a thesis that meets professional standards.
- Graduate students find employment in teaching or industry.

## Doctor of Arts in Mathematics

The Doctor of Arts program in mathematics is designed to prepare the student for a teaching career in institutions of higher learning. The program emphasizes broad competence in mathematics rather than specialization and makes provision for classroom teaching - experience.

### Admission Requirements

Admission to the D.A. program requires the completion of the requirements for a master's degree equivalent to the M.S. in mathematics at Idaho State University with a 3.5 GPA or higher in all graduate work. The general Graduate Record Examination (GRE) is required with a minimum score at the 67th percentile on the quantitative section and at the 50th percentile for the average of the percentiles on the quantitative, verbal, and analytical sections.

In addition to completing the application procedure specified by the Graduate School (page 7), applicants to the D.A. program in Mathematics must:

1. Submit directly to the Department of Mathematics a letter discussing the applicant's reasons for wishing to pursue the D.A. program. The letter must contain a request for an assistantship or fellowship if the applicant wishes to be considered for such.
2. Arrange for three confidential letters of recommendation to be sent directly to the Department of Mathematics. These letters must address the applicant's background and potential for success in the study of advanced mathematics and in the teaching of college-level mathematics.

Applicants will be selected according to the following criteria:

1. Measure of success in completing the master's program;
2. Satisfactory GRE scores;
3. Teaching experience;
4. Letters of recommendation;
5. Applicant's reasons for wishing to pursue this specific program.

Applications must be received by April 1 to be given full consideration.

### Residence

Up to six semester hours beyond the master's degree may be transferred into the program. Two consecutive semesters of full-time study are required in residence.

### Committees and Advising

The student will be advised initially by the departmental graduate committee. This group will be the student's temporary advising committee and will assist in the selection of the student's permanent committee which will supervise the remainder of the student's - program.

### General Requirements

The program requires course work, a thesis, teaching internships, and examinations as described below. The program must include a

minimum of 48 credits beyond the masters degree, and at least two 6600-level sequences taken in residence. Approval for optional courses is granted by the Mathematics Department Graduate Committee.

#### 1. Course Work

##### a. Mathematics Component

##### i. CORE COURSES

MATH 6625-6626 Real Analysis	6 cr
MATH 6627-6628 Complex Analysis	6 cr
MATH 6631-6632 Abstract Algebra	6 cr
MATH 6671-6672 Topology	6 cr

##### ii. Twelve additional 6600-level Mathematics credits, including one full-year sequence

##### b. Interdisciplinary and Applied Mathematics Component Fifteen (15) credit hours of coursework in statistics, applied mathematics, and/or approved interdisciplinary subjects are required.

##### i. The following mathematics courses satisfy this requirement:

MATH 5550-5551 Mathematical Statistics
MATH 5521-5522 Advanced Engineering Mathematics
MATH 5541-5542 Numerical Analysis
MATH 5557 Applied Regression Analysis
MATH 5558 Experimental Design
MATH 5559 Applied Multivariate Analysis
MATH 5565 Partial Differential Equations
MATH 6641-6642 Numerical Analysis
MATH 6652 Stochastic Processes
MATH 6653 Advanced Topics in Probability and Statistics
MATH 6662-6663 Differential Equations
MATH 6664-6665 Applied Mathematics

##### ii. Graduate courses taken in other departments may be applied toward this requirement, but such courses must contain a substantial mathematics component and be approved by the mathematics department graduate committee.

##### c. Education Component

- MATH 6600 Introduction to College Mathematics Teaching 1 cr
- MATH 6610 Topics in College Mathematics Teaching 1 cr
- MATH 6692 Doctor of Arts Seminar 2 cr
- MATH 6693 Mathematical Exposition 1 cr

An approved course in technical or expository writing if recommended by the departmental graduate committee in consultation with the student's permanent committee

2. Doctor of Arts Thesis—The Doctor of Arts Thesis is an expository or research paper in mathematics or mathematics education. Six hours of course credit are given for the completion of the thesis.
3. Teaching Internship—Each candidate must complete teaching internships under the supervision of the departmental Graduate Committee. Six hours of course credit must be earned in MATH 7700 Supervised Teaching Internship.
4. Examinations
  - a. D.A. Written Examination: A written comprehensive examination on undergraduate-level mathematics.
  - b. Oral Examination: An oral examination on the four core areas previous-

ly described in Section 1.

- c. Final Examination: The candidate will present to the public a lecture on the candidate's dissertation, and will answer any questions that arise. Following the lecture and question period, the candidate will be examined orally by the candidate's dissertation committee on topics related to the dissertation.

## Doctor of Philosophy in Engineering and Applied Science

This Ph.D. program is available to students wishing to study mathematics applied to problems in subsurface science. The complete program description is provided under the College of Engineering section of the Graduate Catalog.

## Master of Science in Mathematics

The Master of Science degree program is designed to provide a broad and in-depth background and prepare the student for further study at the doctoral level or for an industrial or academic career.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following departmental requirements.

For full admission to the M.S. degree program in mathematics, the applicant must have completed all requirements for a bachelor's degree in mathematics at an accredited institution. The applicant should have a grade point average of at least 3.0 in upper-division undergraduate course work and have taken the Graduate Record Examination, achieving at least the 50th percentile on the quantitative part of the general aptitude test. The student should have completed course work in modern algebra, differential equations, advanced calculus, and introductory analysis. Applicants not fully meeting these requirements may be allowed to make up deficiencies at Idaho State University. If the applicant wishes to be considered for an assistantship, the applicant must send directly to the Department of Mathematics a letter requesting such and a brief outline of the applicant's qualifications for a teaching or research assistantship.

Applications must be received by April 1 to be given full consideration.

### General Requirements

The Master of Science program in Mathematics provides thesis and non-thesis options. Students choosing either option must take 15 credits in mathematics at the 6600 level, including two full-year sequences. Of the remaining 15 graduate credits required for the degree, at least 9 must be in mathematics. The entire program of study must be approved by the departmental graduate committee.

Students must pass a written examination on one of the 6600-level sequences in their programs of study. Those who choose the thesis option must also complete and defend an expository or research thesis, for which they will receive 6 credits of MATH 6649. Those who choose the non-thesis option must pass a final oral examination over all courses in their program of study.

## Master of Arts in Mathematics for Secondary Teachers

The degree Master of Arts in Mathematics for Secondary Teachers (MAMST) is designed for people with a bachelor's degree who hold a secondary school teaching certificate for the teaching of mathematics and have at least three years of full-time teaching experience. The objective of the program is to enhance the mathematical training of secondary teachers and to equip such teachers with a broad and modern background in mathematics.

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with the following departmental requirements. For full admission to the MAMST program, the applicant (1) must hold a bachelor's degree and a standard secondary school teaching certificate in mathematics; (2) must have at least three years' full-time teaching experience; (3) must have a GPA of at least 3.0 for the last two years of undergraduate work; (4) must have taken the Graduate Record Examination (GRE), achieving at least the 50th percentile on the quantitative part of the general aptitude test; and (5) must have completed undergraduate work equivalent to that required for the Idaho State University Teaching Major in Mathematics.

### General Requirements

The MAMST degree requires the following:

1. Possession of a bachelor's degree and a secondary teaching certificate in mathe-

tics.

2. Completion of a program of study approved by the Graduate Committee of the Department of Mathematics and the Dean of the Graduate School.
3. Completion of a minimum of 30 credits beyond the bachelor's degree in courses numbered 5500 or above.
4. Approval of semester papers as required by the Graduate Committee of the Department of mathematics.
5. Satisfactory performance on comprehensive written and oral examinations on the student's program of study.

### Mathematics Graduate Courses

**MATH 5503 Survey of Combinatorics and Graph Theory 3 credits.** Enumeration techniques, including generating functions. Applications. Introductory graph theory. Students enrolled for graduate credit will be assigned additional work beyond the undergraduate students as outlined by the instructor and noted on the course syllabus. PREREQ: MATH 1175 and MATH 2240.

**MATH 5504 Topics in Combinatorics and Graph Theory 3 credits.** Application of algebraic, analytic, and/or probabilistic methods to combinatorial, graph-theoretic, and algorithmic problems. Students enrolled for graduate credit will be assigned additional work beyond the undergraduate students as outlined by the instructor and noted in the course syllabus. PREREQ: MATH 5503 or Permission of instructor.

**MATH 5506 Advanced Linear Algebra 3 credits.** Advanced linear algebra with a strong emphasis on proof. Real and complex vector spaces, linear transformations, polynomials associated to matrices, determinants, canonical forms, inner product spaces. Suggested prereq MATH 2240.

**MATH 5507-5508 Modern Algebra 3 credits each.** Rings, fields, groups, algebras, and selected topics in abstract algebra. Suggested prereqs MATH 2240 and MATH 2287.

**MATH 5521 Advanced Engineering Mathematics I 3 credits.** Analysis of complex linear and nonlinear engineering systems using advanced techniques, including Laplace transforms, Fourier series and classical partial differential equations. Suggested prereq MATH 3360.

**MATH 5522 Advanced Engineering Mathematics II 3 credits.** Analysis of complex linear and nonlinear engineering systems using advanced techniques, including probability and statistics, advanced numerical methods and variational calculus. Suggested prereqs

MATH 5521.

**MATH 5523 Introduction to Real Analysis I 3 credits each.** The real number system, topology of metric spaces, sequences, limits, series of functions and convergence, continuity, theory of differentiation and Riemann integration of functions of one variable and several variables, and selected topics on measure theory and integration. Suggested PREREQ: MATH 2240, MATH 2275, and MATH 3326.

**MATH 5524 Introduction to Real Analysis II 3 credits.** The real number system, topology of metric spaces, sequences, limits, series of convergence and convergence, continuity, theory of differentiation and Riemann integration of functions of one variable and several variables, and selected topics on measure theory and integration. Suggested PREREQ: MATH 4423 or MATH 5523.

**MATH 5526 Elementary Analysis 3 credits.** A beginning course in analysis on the real line. Proof writing and the underlying logic are emphasized throughout the course. Topics include sets and functions, sequences, convergence, limits, continuity, and infinite series. Enrollment restricted to students admitted to the MAMST program approved by the department graduate committee.

**MATH 5535 Elementary Number Theory 3 credits.** Diophantine equations, prime number theorems, residue systems, theorems of Fermat and Wilson, and continued fractions. Suggested prereq MATH 5507.

**MATH 5541 Introduction to Numerical Analysis 3 credits.** Introduction to standard numerical techniques for solving problems dealing with nonlinear equations, systems of linear equations, differential equations, interpolation, numerical integration, and differentiation. Suggested prereqs MATH 2240, MATH 3326, and MATH 3360 or PERMISSION OF INSTRUCTOR.

**MATH 5542 Introduction to Numerical Analysis 3 credits.** Extension of MATH 5541 for students who wish to pursue more advanced techniques with emphasis on analysis. Typical topics covered include numerical methods applied to partial differential equations, integral equations, and in-depth treatment of topics covered in MATH 5541. Suggested prereq MATH 5541.

**MATH 5544 Modern Geometry 3 credits.** Transformation groups. Topics from hyperbolic, projective, and other geometries.

**MATH 5550-5551 Mathematical Statistics 3 credits each.** Probability, random variables, discrete and continuous distributions, order

statistics, limit theorems, point and interval estimation, uniformly most powerful tests, likelihood ratio tests, chi-square and F tests, nonparametric tests. Suggested prereqs MATH 3326 and MATH 3352.

**MATH 5552 Introduction to Probability 3 credits.** Fundamentals of probability, discrete and continuous random variables, distributions such as binomial, uniform, Poisson, hypergeometric, normal, gamma; expectation; joint, marginal, conditional distributions; central limit theorem; applications to statistics. Emphasizes materials needed to develop statistical inference methods. Enrollment restricted to students admitted to the MAMST program and approved by the department graduate committee.

**MATH 5553 Topics in Statistics 1-3 credits.** Content varies. May be repeated for up to 6 credits. Suggested prereq PERMISSION OF INSTRUCTOR.

**MATH 5557 Applied Regression Analysis 3 credits.** Simple and multiple linear regression, polynomial regression, diagnostics, model selection, models with categorical variables. Suggested prereqs MATH 3350 or MATH 3352 or PERMISSION OF INSTRUCTOR.

**MATH 5558 Experimental Design 3 credits.** The linear model for experimental designs, analysis of variance and covariance, block designs, factorial designs, nested designs, choice of sample size. Suggested prereqs MATH 3350 or MATH 3352 or PERMISSION OF INSTRUCTOR.

**MATH 5559 Applied Multivariate Analysis 3 credits.** Matrix computation of summary statistics, graphical analysis of multivariate procedures, multivariate normal distribution, MANOVA, multivariate linear regression, principal components, factor analysis, canonical correlation analysis. Suggested prereq MATH 2240 and one of the following: MATH 3350, MATH 5557, MATH 5558 or PERMISSION OF INSTRUCTOR.

**MATH 5565 Partial Differential Equations 3 credits.** Equations of the first and second orders, methods of solution, Laplace's Equation, heat equation, and the wave equation. Emphasis on applications to problems in the physical sciences and engineering. Suggested prereqs MATH 2275 and MATH 3360.

**MATH 5573 Introduction to Topology 3 credits.** Metric spaces; convergence; notions of continuity; connected, separable and compact spaces. Suggested prereq PERMISSION OF INSTRUCTOR.

**MATH 5581 Special Problems 1-3 credits.** Reading and conference in an area not usually covered by a regular offering. Individual work under the supervision and guidance of a professor whose specialty includes the chosen area. Open to seniors and graduate students in good standing and with the consent of the instructor. May be repeated until 6 credits are earned.

**MATH 5591 Mathematics Seminar 1-3 credits.** Advanced reading and discussion on selected topics in mathematics. May be taken for credit more than once. Suggested prereq SENIOR STANDING OR EQUIVALENT.

**MATH 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**MATH 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

### **Courses 5526 through 5562 are restricted to students admitted to the MAMST program**

**MATH 5526 Elementary Analysis 3 credits.** Rigorous calculus on the real line. Completeness, compactness and connectedness. Continuity, images of compact and connected sets. Series, uniform convergence. Differentiability, inverse functions, chain rule. Integration, fundamental theorem, improper integrals. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5527 Vector Analysis 3 credits.** Calculus of vector functions of several variables, derivative matrix, chain rule, inverse function theorem, multiple integration. Change of variables. Integrals over curves and surfaces. Green's, Stokes' and Divergence Theorems. Applications to Physics. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5543 Modern Geometry I 3 credits.** Planar Euclidean geometry. Rigid motions and symmetry in the plane. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.



**MATH 5552 General Statistics 3 credits.** Probability, random variables, discrete and continuous distributions such as the Binomial, Poisson, Geometric, Hypergeometric, Normal and Gamma, sampling distribution, point and interval estimation, hypothesis testing. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5555 Operations Research I 3 credits.** Deterministic problems in operations research oriented towards business. Includes linear programming, transportation problems, network analysis, PERT, dynamic programming, and elementary game theory. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5556 Operations Research II 3 credits.** Probabilistic models oriented towards business are treated. Selections from stochastic processes, Markov chains, queuing theory, inventory theory, reliability, decision analysis and simulation. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5560 Differential Equations 3 credits.** Theory and applications of ordinary differential equations. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 5562 Introduction to Complex Variables 3 credits.** Introduction to the study of functions of a complex variable including the algebra and geometry of complex numbers, analytic functions, power series, integral theorems, and applications. Enrollment restricted to students admitted to the MAMST program and approved by the departmental graduate committee.

**MATH 6600 Introduction to College Mathematics Teaching 1 credit.** Practical course management issues for teaching mathematics at the college level. Open only to graduate students in mathematics. May not be repeated. Graded S/U.

**MATH 6610 Topics in College Mathematics Teaching 1 credit.** Theories and research related to mathematics teaching and learning. May be repeated. Graded S/U.

**MATH 6625-6626 Real Analysis 3 credits each.** Measures, the Lebesgue integral,  $L_p$  spaces and other normed vector spaces, approximation theorems. Suggested prereq MATH 5524.

**MATH 6627-6628 Complex Analysis 3 credits each.** Theory of functions of a single complex variable, including their differentiation, integration and representation by sums, products and integrals. The Cauchy integral formula and its consequences, conformal mappings, harmonic functions.

**MATH 6631-6632 Abstract Algebra 3 credits each.** Advanced theory and structural properties of groups, rings, modules, and fields, including topics such as group actions, universal maps, and Galois theory. Suggested prereqs MATH 5508 or PERMISSION OF INSTRUCTOR.

**MATH 6633 Matrix Analysis 3 credits.** Eigenvalues, special matrices, normal forms, matrix polynomials, matrix functions, matrix norms, Kronecker products, stability, matrix equations, generalized inverses, nonnegative matrices. Suggested prereqs MATH 5506 and MATH 5524.

**MATH 6636-6637 Lie Groups and Lie Algebras 3 credits each.** Lie groups, Lie algebras, and their representations. Structure of real and complex Lie algebras. Representations of semisimple Lie algebras and compact Lie groups. Suggested prereqs MATH 5506 and MATH 5507 or PERMISSION OF INSTRUCTOR.

**MATH 6641-6642 Numerical Analysis 3 credits each.** Topics selected from approximation theory, optimization, numerical linear algebra, differential and integral equations, spline analysis, computer algorithms, and other areas of current research in numerical analysis. Suggested prereqs MATH 5523 and MATH 5541.

**MATH 6650 Thesis (M.S.) 1-6 credits.** Graded S/U.

**MATH 6652 Stochastic Processes 3 credits.** Topics from conditional probability and expectation, martingales, Kolmogorov's Theorem, Markov processes, random walks, Brownian motion, diffusions, dynamic programming, stochastic differential equations. Applications to modeling physical and/or social dynamical systems. Suggested prereq MATH 5550.

**MATH 6653 Advanced Topics in Probability and Statistics 3 credits.** Topics such as experimental design, regression analysis, multivariate statistical analysis. Suggested prereqs MATH 3352 AND MATH 5506 or PERMISSION OF INSTRUCTOR.

**MATH 6655-6656 Combinatorics 3 credits each.** Theory and applications of: choice and enumeration techniques, generating functions, partitions, designs and configurations, graph

theory including digraphs, algebraic graph theory and extremal problems. Suggested prereq PERMISSION OF INSTRUCTOR.

**MATH 6662-6663 Differential Equations 3 credits each.** Existence, uniqueness, and dependence of solutions upon initial conditions; linear equations; autonomous equations; dynamical systems and stability; partial differential equations of first and second order, with applications. Suggested prereqs MATH 3326, MATH 3327, and MATH 3360.

**MATH 6664-6665 Methods of Applied Mathematics 3 credits each.** Transform, spectral, variational and perturbation methods applied to the analysis of equations involving differential and integral operators. Emphasis on equations arising in physical and biological sciences. Suggested prereqs MATH 5506 and MATH 5565.

**MATH 6667-6668 Functional Analysis 3 - credits each.** Major results of functional analysis, such as the Hahn-Banach, open mapping, and closed graph theorems; study of Hilbert and Banach spaces; spectral analysis. Suggested prereqs MATH 5523 or MATH 6625 or PERMISSION OF INSTRUCTOR.

**MATH 6671-6672 Topology 3 credits each.** Fundamental theorems and examples from point-set topology; emphasis on general and metric topologies and continuous mappings; introduction to topology of manifolds, covering spaces, homotopy, homology, and cohomology. Suggested prereqs MATH 5573 or PERMISSION OF INSTRUCTOR.

**MATH 6681-6682 Differential Geometry 3 credits each.** Differentiable manifolds and mappings; bundles, connections, geodesics, and curvature; Lie groups; topics from Riemannian, Hermitian, or symplectic geometry. Suggested prereq MATH 3327.

**MATH 6691 Directed Reading 1-3 credits.** Reading and problems arranged on an individual basis with a faculty supervisor.

**MATH 6692 Doctor of Arts Seminar 2 credits.** Topics include the nature and practice of mathematical research, grants, public speaking, professionally and classroom related software, information media, issues in mathematical pedagogy, standards, and curricula, university organization, history of mathematics. Graded S/U.

**MATH 6693 Mathematical Exposition 1 credit.** Presentation of mathematics in a seminar setting. Small group practice in and critique of mathematical exposition. Requirements include presentation of a departmental colloquium on an assigned topic. Graded S/U.

**MATH 6694 Special Topics in Mathematics 1-3 credits.** Each offering will deal with a topic selected from such fields of mathematics as algebra, analysis, geometry, number theory, topology, applied analysis, probability, and -mathematical logic. May be repeated.

**MATH 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**MATH 7700 Supervised Teaching Internship. Credit variable up to 9 credits.** Graded S/U. May be repeated.

**MATH 7750 Thesis (D.A.) 1-6 credits.** Graded S/U.

**MATH 8850 Dissertation (Ph.D. in Engineering and Applied Science) Variable credit.** Graded S/ U.

## Department of Physics

Chair and Professor: Khandaker

Professors: Dale, Shropshire

Associate Professors: Cole, Tatar

Research Associate Professor: Chouffani, Hunt, Forest

Assistant Professor: McNulty

Research Assistant Professors: Starovoitova, Y. Kim

Senior Lecturer: Hackworth

Visiting Assistant Professor: Calderon

Instructor: Bernabee

Adjunct Faculty: Franckowiak, Millward, Hobbey

Affiliate Faculty: Blackburn, DeVeaux, Harris, Hill, Jones, K. Kim, Roney, Wells

Professors Emeritus: Beezhold, Harmon, Parker, Vegors

### General Objectives of Graduate Programs

The objectives of our graduate degrees, which are the M.S., M.N.S., and a Ph.D. in Applied Physics, are to develop a core competence in the fundamental physical science that is appropriate for the level of the degree, to develop more generalized skills of quantitative reasoning that are applicable to any discipline, and to understand the nature and influence of physics in particular, and science in general, upon our society. Additional objectives for these students include the development of (1) broad, fundamental technical skills and knowledge, (2) strong communication skills, and (3) the

capability to think critically and work independently. The expectations for each of these objectives have a "level" that is appropriate for the degree.

The Department offers two emphases in its Applied Physics programs. These are Health Physics, which is the science and practice of radiation protection, and Physics, which is the science and application of the physical laws of nature. (Health Physics will be moving to the Nuclear Engineering Department.)

The learning objectives of the M.S. degree with an emphasis in physics, are mastery of the "core" subjects of electromagnetism, non-relativistic quantum mechanics, and theoretical methods of classical physics (principally mechanics).

The objectives of the Idaho State University Health Physics M.S. program are to produce health physicists with broad, yet fundamental, technical knowledge, written and verbal communication skills, professional judgment and capability to think critically, practical experience in solving applied health-physics problems, the ability to work independently, and a professional ethic of magnitude sufficient for students to productively and successfully work in a variety of health-physics settings. (This degree will be moving to the Nuclear Engineering Department.)

The purpose of the M.N.S. degree is to provide a broad spectrum of knowledge in physical science for teachers of secondary education. The technical learning objectives are flexible in order to accommodate the interests of the student, so long as the subject area is physical science. There is no thesis requirement or expectation for this degree.

The communication objectives for these degrees are writing and speaking skills that are sufficient for students to represent themselves, their projects, and their organizations at regional, national, or international scientific meetings. Our expectations are that these students will obtain critical thinking skills and an ability to work independently at a level that will require minimal or no supervision by a more senior scientist or management.

The educational objectives of the Ph.D. degree in Applied Physics (emphasis on physics or health physics) include all of those of the M.S. programs, plus mastery of additional graduate-level classes of the student's choosing (in physics or health physics), plus completion of an original doctoral research thesis project with the objective of mastery of planning, executing, and publishing original research in physics or health physics at the highest level of the discipline. The communication objec-

tives at this level are writing and speaking skills that are sufficient to teach in higher education, attract interest and funding to their projects, and to represent themselves, their projects and their organizations at regional, national, or international scientific meetings. Our expectations are that these students will develop critical thinking skills and an ability to work independently such that they are capable of initiating and leading their own scientific projects, and can work at a level that requires no supervision.

## Doctor of Philosophy in Applied Physics

### Program Goals

- Prepare graduates to conduct and disseminate independent scholarly research in applied physics.
- Prepare graduates for careers in academia, or related fields in the health professions, industry, or government.

### Program Objectives

- Increase the knowledge of graduates in their chosen field of applied physics.
- Enhance the ability of graduates to contribute to their chosen field of applied physics.
- Enhance effective written and oral communication skills of graduates.

The Ph.D. program in Applied Physics is an interdisciplinary program offered by the Department of Physics that allows for a broad range of research topics. Areas of emphasis in the department include: nuclear physics applications, medical physics, radiation effects in materials, biological systems and devices, accelerator physics and applications, materials science, homeland security applications, and other areas of applied nuclear science.

To attain a degree in this program, a student must demonstrate scholarly achievement and ability for independent investigation. The program will normally require approximately five years of full-time study beyond the bachelor's degree (or three years beyond the master's degree), including class work, research, and preparation of the dissertation.

### Admission Requirements

All applicants must meet Idaho State University Graduate School admission requirements for doctoral programs. In addition, applicants must have attained a minimum of a bachelor's degree in physics, health physics, or a closely

related field (engineering, chemistry, biology, etc.). Students with degrees in biology, for example, are excellent candidates for admission to the health physics program. The student's course of study will be determined by consultation with the department chair, the health physics program director, or the department's graduate advising committee. Students may be required to complete any missing course material that is required for the B.S. degree in physics or health physics at Idaho State University. Continued enrollment in the program is contingent upon maintaining a 3.0 grade point average, and upon making satisfactory progress toward the degree.

A complete graduate application for classified status in the Idaho State University Physics Department Ph.D. program consists of:

- GRE scores (normally, a minimum of 50th percentile on verbal, quantitative, or analytical is required for classified students);
- An Idaho State University Graduate School application form, fee, and official copies of transcripts;
- Three letters of recommendation;
- A statement of career goals.

## General Requirements

The Ph.D. degree requires completion of at least 84 credits at the 500-course or greater. Of these, at least 32 credits, but no more than 44 credits, must be doctoral dissertation credits (PHYS 6699). At least 4 must be graduate seminar (or equivalent, as determined by the department). The remaining required credits consist of electives and the required courses listed below. Students entering the program with a master's degree may receive credit for up to 30 credits toward the Ph.D., subject to the department chair's approval. Students should complete the required courses as listed below (or their equivalent, as determined by the department), at Idaho State University. The required courses depend upon whether the student is enrolled in the health physics option or the physics option.

## Required Courses

### Physics Option (or equivalent at other institutions):

PHYS 6602 Theoretical Methods of Physics	3 cr
PHYS 6611-6612 Electricity and Magnetism	6 cr
PHYS 6621 Classical Mechanics	3 cr
PHYS 6624-6625 Quantum Mechanics	6 cr
PHYS 6649 Graduate Seminar	4cr

### Health Physics option (or equivalent at other institutions):

HPHY 5588 Advanced Radiobiology	3 cr
HPHY 6605 Radiological Environmental Monitoring and Surveillance	3 cr
HPHY 6610 Radiation Regulations	3 cr
PHYS 6649 Graduate Seminar	4 cr

## Program of Study

A departmental advisory committee consisting of graduate faculty will guide each student in establishing his or her program of course and laboratory study based upon the student's background and research interest. The advisory committee has the responsibility of ensuring that the student has adequate knowledge to support research in his or her area of research.

At the beginning of a full-time student's second year, the student will sit for a written Qualifying Examination. Exceptions to this schedule may be made when a student has academic deficits to make up, in which case the student will have an additional year. These exams are offered in January and September. The student will be allowed two attempts to pass this examination, and the second attempt must be the next available examination. The student will be admitted to candidacy upon passing the qualifying examination.

A dissertation committee of four departmental members and a Graduate Faculty Representative (GFR), chaired by the candidate's major professor, must be appointed within six months of passing the qualifying examination. Within one year of passing the qualifying exam, the full-time candidate, with guidance from the major professor, must satisfactorily complete the Preliminary Examination, which consists of an oral presentation and defense of a written proposal for dissertation research to the student's dissertation committee.

The research and dissertation preparation must be done under the close supervision of the committee and must include at least one full year of work performed under the supervision of Idaho State University graduate faculty.

Dissertation Examination approval requires a public presentation of the dissertation and a satisfactory oral defense to the dissertation committee. Doctoral oral examinations are open to all regular members of the graduate faculty as observers. Further, oral presentations are open to the public until questioning by the dissertation committee begins.

## Master of Science Programs

### Admission Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School. In addition to the general requirements of the Graduate School, the student must comply with departmental requirements:

A complete graduate application for classified status in the Idaho State University Physics

Department consists of:

- GRE aptitude scores;
- An Idaho State University Graduate School Application form, fees, and official copies of transcripts;
- Three letters of recommendation;
- A brief statement of career goals.

Applicants must hold the degree of Bachelor of Science or Bachelor of Arts in Physics, or a closely related field for the physics emphasis, or a B.S. or B.A. degree in health physics, biology, chemistry, physics, engineering, or similar field for the health physics option, as determined by the department. The student's course of study will be determined by consultation with the chair and the student's major advisor. In some circumstances, a placement examination will be given. Students will normally be required to complete as deficiencies any courses required for the B.S. in Physics at Idaho State University which they have not already taken. Continued enrollment in the program is contingent upon maintaining a 3.0 grade point average and upon making satisfactory progress toward the degree.

## Master of Science Thesis Option (Physics Emphasis):

A satisfactory score on physics examination(s) may be required before admission to candidacy. A total of 30 credits are required for the Master of Science Degree with Physics Emphasis.

### Required Courses

PHYS 6602 Theoretical Methods of Physics	3 cr
PHYS 6611 Electricity and Magnetism	3 cr
PHYS 6624-6625 Quantum Mechanics	6 cr
PHYS 6650 Thesis	6 cr

12 additional graduate level credits are required in courses approved by the student's advisor, department chair, and the Graduate School.

A public presentation of the thesis is required, along with a satisfactory oral defense to the thesis committee consisting of two departmental members and one GFR.

## Master of Science Non-Thesis Option (Physics Emphasis):

There are two mechanisms by which a student may attain a non-thesis M.S. degree. First, students in the Ph.D. program who do not pass the qualifying examination at the Ph.D. level after two attempts may complete a non-thesis M.S. degree. The required core courses for the non-thesis M.S. degree are the same as those

for the Ph.D., i.e. those listed above. In addition, a non-thesis M.S. student must pass the qualifying examination at a level appropriate for the M.S., and he or she must complete an oral presentation and defense of a written proposal for research project to the student's graduate committee.

Second, students in the Ph.D. program who have completed all required courses for the Ph.D. and have passed both their qualifying examination and their oral presentation and defense of a written proposal for research project are eligible for a non-thesis M.S. degree.

## Master of Science (Health Physics Emphasis):

The Department of Nuclear Engineering and Health Physics additionally offers the M.S. option in Health Physics. Health physics, an applied science, is concerned with the protection of humans and their environment from the possible harmful effects of radiation while providing for its beneficial uses. It is a multi-disciplined profession that incorporates aspects of both the physical and biological sciences. The Master of Science (MS) program in Health Physics is accredited by the Applied Sciences Accreditation Commission of ABET, <http://www.abet.org>. The Idaho State University Health Physics programmatic educational objectives have been developed in close collaboration of faculty and the Idaho State University Health Physics Program Advisory Board.

The educational objectives of the ISU Health Physics program are to produce Health Physicists with

- 1) broad, fundamental technical knowledge,
- 2) written and verbal communication skills
- 3) professional judgment and capability to think critically
- 4) practical experience in solving applied health-physics problems
- 5) the ability to work independently
- 6) a professional ethic

of magnitude sufficient for them to productively and successfully work in a variety of health physics settings. The graduate program has two additional educational objectives:

- 1) An ability to conduct research
- 2) Professional tools and experience above that expected for the baccalaureate program.

The ISU Health Physics Program is in a state of transition from the Department of Physics to the newly named Department of Nuclear Engineering and Health Physics. This process of moving programs and realigning degree

titles is also ongoing. Currently students earn a degree in Physics with Emphasis in Health Physics. This degree is being transitioned to a Masters of Science in Health Physics. Students interested in Health Physics at this time must apply to the Department of Physics M.S. program but indicate on their application their interest in Health Physics.

Students may enter the M.S. program in Health Physics from several undergraduate majors including health physics, physics, chemistry, biology, and other science or engineering majors. Additional course work to correct deficiencies may be necessary.

### Admission Requirements

For admission, the student must apply to, and meet all criteria for, admission to the Graduate School, including a baccalaureate degree in a physical or biological science or engineering.

### General Requirements

The basic program requirements are 33 credits, of which 15 credits must be at the 6600-course level. Six of the eighteen required credits may be thesis. The normal core program is listed below. Students who are prepared with some education and experience in health physics will likely not need all of the elective health physics courses. Therefore, the student's program will be determined in consultation with the student's advisor and committee and can include electives to meet his/her needs. An oral examination in defense of the thesis is required for the thesis option.

### Required Courses

HPHY 5588 Advanced Radiobiology	3 cr
HPHY 6605 Radiological Environmental Monitoring and Surveillance	3 cr
HPHY 6610 Radiation Regulations	3 cr
HPHY 6650 Thesis	6 cr
<b>TOTAL:</b>	<b>18 cr</b>

### Electives - may be required if not taken at the undergraduate level.

PHYS 5509 Introductory Nuclear Physics	3 cr
HPHY 5516 Introduction to Nuclear Measurements	3 cr
HPHY 5531 Radiation Physics I	3 cr
HPHY 5532 Radiation Physics II	3 cr
HPHY 5533 External Dosimetry	3 cr
HPHY 5534 Internal Dosimetry	3 cr
HPHY 5555 Topics in Health Physics I	2 cr
HPHY 5556 Topics in Health Physics II	2 cr
PHYS 5592 Colloquium in Physics (may be repeated)	1 cr

## Master of Natural Science in Physics

The Master of Natural Science (MNS) in Physics is designed primarily for teachers and prospective teachers who want to improve their understanding of the subject matter of

physics. Emphasis is upon the subject matter and the M.N.S. is generally not a thesis program. Individuals interested in this degree should hold a teaching certificate or be working toward one. The student's program will be determined in consultation with the student's advisor and committee. The program requires a minimum of 30 credits, 22 of which must be in residence. A final oral examination is required, with thesis committee consisting of two departmental members and one GFR.

### Admissions Requirements

The student must apply to, and meet all criteria for, admission to the Graduate School.

### General Requirements

The student's program will be determined in consultation with the student's advisor and committee. The program requires a minimum of 30 credits, 22 of which must be in residence. A final oral examination is required.

### Health Physics Courses

**HPHY 5511 Accelerator Health Physics 3 credits.** Fundamentals of particle accelerator design and operation. Examination of the potential radiation environment associated with accelerators and health and safety issues of their operation. PREREQ: SENIOR STANDING IN HEALTH PHYSICS OR PERMISSION OF INSTRUCTOR.

**HPHY 5512 Environmental Health Physics 3 credits.** State-of-the-art applied mathematical techniques for estimating the release, transport, and fate of contaminants in multimedia environmental pathways (air, groundwater, terrestrial). Both radiological and non-radiological contaminants will be addressed, with emphasis on radiological contaminants. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5513 Fundamentals of Industrial - Hygiene 3 credits.** Overview on the recognition, evaluation, and control of hazards arising from physical agents in the occupational environment. The exposure consequences associated with agents of major occupational health concerns are considered. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5516 Introduction to Nuclear Measurements 3 credits.** Lecture/laboratory course emphasizing practical measurement techniques in nuclear physics. PREREQ: CHEM1112 AND PHYS1111 AND PHYS1113 OR PHYS 2211 AND PHYS2213 OR EQUIVALENT OR PERMISSION OF INSTRUCTOR.

**HPHY 5517 Industrial and Aerosol Physics 3 credits.** This course focuses on two distinct subject areas: an elaboration on the details of

the ACGIH method of local exhaust-system design, and a study of applied aerosol physics based upon trajectory analysis. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5518 Non-ionizing Radiation Protection 3 credits.** Occupational safety and health issues of human exposure to non-ionizing radiation. Topics include health concerns and safety strategies developed for extremely low frequency, microwave, radio-frequency, ultraviolet, infrared, laser radiation, and sound waves. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5519 Radiological Emergency Planning 3 credits.** Radiological emergency planning for facilities ranging from reactors and other major nuclear facilities to transportation accidents and smaller-scale nuclear accidents. Topics include planning, coordination, "exercises", exposure pathways, modeling, measurement, control, decontamination, and recovery. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5520 Reactor Health Physics 3 credits.** Introduction to reactor physics; nuances peculiar to reactor health physics; reactor designs. Critiques of exposure pathways accidents, decommissioning, contamination control, and emergency planning examine radiation safety approaches within the nuclear fuel cycle. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5531 Radiation Physics I 3 credits.** Atomic and nuclear structure, series and differential-equation descriptions of radioactive decay, physical theory of the interaction of radiation with matter suitable for the discipline of Health Physics. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5532 Radiation Physics II 3 credits.** Continuation of 5531 considering dosimetric quantities/units, theory and technology of radiation detection and measurement, and radiobiology important to an advanced understanding of radiation protection. PREREQ: PHYS 5531 OR PERMISSION OF INSTRUCTOR.

**HPHY 5533 External Dosimetry 3 credits.** A lecture course emphasizing external radiation protection including study of point kernel techniques, monte carlo modeling, and NCRP-49 methods. Also discussed are external dosimetry measurement techniques. PREREQ: PHYS 5532 OR PERMISSION OF INSTRUCTOR.

**HPHY 5534 Internal Dosimetry 3 credits.** A lecture course emphasizing internal radiation protection including studies of ICRP-2,

ICRP-26&30, ICRP-60&66, and MIRD methods of internal dosimetry. PREREQ: PHYS 5533 OR PERMISSION OF INSTRUCTOR.

**HPHY 5555 Topics in Health Physics I 2 credits.** A lecture/seminar course covering special topics in Health Physics such as state and federal regulations, waste disposal methodology, and emergency procedures. PREREQ: PHYS 5532 OR PERMISSION OF INSTRUCTOR.

**HPHY 5556 Topics in Health Physics II 2 credits.** A continuation of 5555. A lecture/seminar course covering special topics in Health Physics such as state and federal regulations, waste disposal methodology, and emergency procedures. PREREQ: PHYS 5532 OR PERMISSION OF INSTRUCTOR.

**HPHY 5588 Advanced Radiobiology 3 credits.** An advanced-level class covering aspects of molecular radiobiology, teratogenesis, oncogenesis, and acute radiation illnesses. It also considers nonstochastic radiation effects and the epidemiology of radiation exposures. Cross-listed as BIOL 5588. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 5590 ABHP Review 3 credits.** A course for practicing professionals aimed at the development and improvement of skills. PREREQ: PERMISSION OF INSTRUCTOR. May be graded S/U.

**HPHY 6605 Radiological Environmental Monitoring and Surveillance 3 credits.** Advanced considerations in the design of monitoring programs. Sampling and analytical measurement programs for specific radionuclides and sources with emphasis in quality assurance.

**HPHY 6610 Radiation Regulations 3 credits.** Covers regulation of ionizing and non-ionizing radiation. Historical, biological, and legal foundations; federal regulations; state regulations; nuclear fuel cycle; emergency response; academic and medical facilities; transportation; accelerators; NORM/NARM; non-ionizing radiation. PREREQ: PERMISSION OF INSTRUCTOR.

**HPHY 6650 Thesis 1-12 credits.** May be repeated. Graded S/U.

**HPHY 8850 Doctoral Dissertation Variable credit.** Research toward and completion of the dissertation. May be repeated. Graded S/U.

## Physics Graduate Courses

**PHYS 5503 - 5504 Advanced Modern Physics 3 credits.** Study of the elementary principles of quantum mechanics and an introduction to atomic, solid state and nuclear physics. Quan-

tum mechanics will be used as much as possible. PHYS 5503 is a PREREQ for 5504. PREREQ: MATH 3360 OR EQUIVALENT, AND PHYS 3301.

**PHYS 5505 Advanced Laboratory 2 credits.** Experiments in radiation detection and measurement, nuclear spectroscopy including x-ray and gamma spectroscopies, neutron activation and ion beam methods. Available to Geology, Engineering, Health Physics, and Physics majors. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 5509 Introductory Nuclear Physics 3 credits.** A course in Nuclear Physics with emphasis upon structural models, radioactivity, nuclear reactions, fission and fusion. PREREQ: KNOWLEDGE OF ELEMENTARY QUANTUM MECHANICS AND DIFFERENTIAL EQUATIONS OR PERMISSION OF INSTRUCTOR.

**PHYS 5510 Science in American Society 2 credits.** Observational basis of science; technology's historical influences on scientific developments; perceptions of science in contemporary America; tools/strategies for teaching science. Cross-listed as GEOL 5510. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 5514 Electronic Instrumentation and Measurement 3 credits.** Lecture course with laboratory requirements. Topics include: DC and AC Electrical Circuits, Analog pulses, Bipolar Transistors, Field Effect Transistors, Operational amplifiers. PREREQ: PHYS2212, PHYS2214, and MATH 3360.

**PHYS 5515 Statistical Physics 3 credits.** Topics covered may include kinetic theory, elementary statistical mechanics, random motion and the theory of noise. Choice of topics will depend upon the interest of the students and instructor. PREREQ: PHYS 2212, MATH 3360.

**PHYS 5516 Radiation Detection and Measurement 3 credits.** Lecture/laboratory course emphasizing practical measurement techniques in nuclear physics. PREREQ: CHEM 1111, CHEM L1111, CHEM 1112, CHEM 1112L, AND EITHER (PHYS 1111 AND PHYS 1113) OR (PHYS 2211 AND PHYS 2213).

**PHYS 5521-5522 Electricity and Magnetism 3 credits.** Intermediate course in fundamental principles of electrical and magnetic theory. Free use will be made of vector analysis and differential equations. PHYS 5521 is a PREREQ for 5522. PREREQ: PHYS 2212 AND MATH 3360.

**PHYS 5542 Solid State Physics 3 credits.** Introduction to the field of solid state physics emphasizing the fundamental concepts. Topics usually covered are crystal structure, X-ray diffraction, crystal binding energies, free electron theory of solids, energy bands. PREREQ: PHYS 3301, PHYS 5583, MATH 3360 OR PERMISSION OF INSTRUCTOR.

**PHYS 5552 Intermediate Optics 3 credits.** Wave theory, e/m waves, production of light, measurement of light, reflection, refraction, interference, diffraction, polarization, optical systems, matrix methods, Jones vectors, Fourier optics, propagation of e/m waves in materials, atmospheric optics. PREREQ: PHYS 2212. COREQ: MATH 3360

**PHYS 5553 Topics in Astrophysics 2 credits.** Applications of physics to astronomy or cosmology. May include lab exercise. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 5561-5562 Introduction to Mathematical Physics 3 credits.** Introduction to the mathematics most commonly used in physics with applications to and practice in solving physical problems; includes vector analysis, ordinary and partial differential equations. PHYS 5561 is a PREREQ for 5562. PREREQ: PHYS 2212 AND MATH 3360.

**PHYS 5583 Theoretical Mechanics 4 credits.** Detailed study of the motion of particles, satellites, rigid bodies and oscillating systems. Develop and apply Lagrangian and Hamiltonian methods. PREREQ: PHYS 2212 AND MATH 3360.

**PHYS 5592 Colloquium in Physics 1 credit.** Faculty and student lectures in current research topics in physics. Open to upper division and graduate students in physics. May be repeated to a maximum of 4 credits.

**PHYS 5597 Professional Education Development Topics. Variable credit.** A course for practicing professionals aimed at the development and improvement of skills. May not be applied to graduate degrees. May be repeated. May be graded S/U.

**PHYS 5599 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PHYS 6602 Theoretical Methods of Physics 3 credits.** Calculus of variations, Lagrangian and Hamiltonian formalisms of classical mechanics, some classical scattering theory,

methods of solving PDEs, Green's functions, functions of complex variables, vector and tensor analysis, matrix, group and operator theory, and numerical methods integrated throughout each topic.

**PHYS 6603 Particle Physics 3 credits.** Basic constituents of the standard model, experimental methods, particle interactions: weak, gravitational, strong and electromagnetic, conservation laws, hadron structure and interactions, unification of interactions, physics beyond the standard model. PREREQ: PHYS 6624 OR PERMISSION OF INSTRUCTOR.

**PHYS 6609 Advanced Nuclear Physics 3 credits.** Nucleon-nucleon interaction, bulk nuclear structure, microscopic models of nuclear structure, collective models of nuclear structure, nuclear decays and reactions, electromagnetic interactions, weak interactions, strong interactions, nucleon structure, nuclear applications, current topics in nuclear physics. PREREQ: PHYS 6624 OR PERMISSION OF INSTRUCTOR.

**PHYS 6611 Electricity and Magnetism 3 credits.** Maxwell's equations and methods of solution, plane wave propagation and dispersion, wave guides, antennas and other simple radiating systems, relativistic kinematics and dynamics, classical interaction of charged particles with matter, classical radiation production mechanisms.

**PHYS 6612 Advanced Electricity and Magnetism 3 credits.** Advanced topics in application of Maxwell's equations to wave guides, antennas and other simple radiating systems. Particular emphasis upon the relativistic interaction of charged particles with matter, energy loss, and classical radiation production and absorption mechanisms. PREREQ: PHYS 6611 OR PERMISSION OF INSTRUCTOR.

**PHYS 6615 Activation Analysis 3 credits.** Theory and use of activation methods for quantitative chemical analysis of natural and synthetic materials. Applications will be emphasized. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 6621 Classical Mechanics 3 credits.** Lagrange equations, small vibrations; Hamilton's canonical equations; Hamilton's principal, least action; contact transformation; Hamilton-Jacobi equation, perturbation theory; nonlinear mechanics. PREREQ: PHYS 5583, PHYS 5561-5562, OR PERMISSION OF INSTRUCTOR.

**PHYS 6624-6625 Quantum Mechanics 3 credits.** Schrodinger wave equation, stationary state solution; operators and matrices; perturbation theory, non-degenerate and degenerate cases; WKB approximation, non-harmonic

oscillator, etc.; collision problems. Born approximation, method of partial waves. PHYS 6624 is a PREREQ for 6625. PREREQ: PHYS 5561-5562, PHYS 6621 OR PERMISSION OF INSTRUCTOR.

**PHYS 6626 Advanced Quantum Mechanics 3 credits.** Elementary quantum field theory and practical applications. Emphasis upon non-relativistic and relativistic quantum electrodynamics, radiative processes, bremsstrahlung, pair-production, scattering, photoelectric effect, emission and absorption. PREREQ: PHYS 6625 OR PERMISSION OF INSTRUCTOR.

**PHYS 6630 Accelerator Physics 3 credits.** The physics of direct voltage accelerators, betatrons, synchrotrons, linear induction acceleration; high current accelerators; electromagnetic particle optics, free electron lasers and synchrotron light sources. PREREQ: PHYS 6612, PHYS 6624 OR EQUIVALENT.

**PHYS 6631 Accelerator Technology 3 credits.** Topics will include high voltage and pulsed power techniques, wave guide and R.F. structures, ion and electron beam sources and beam measurements as applied to particle beam machines. PREREQ: PHYS 6612 OR EQUIVALENT.

**PHYS 6632 Particle Beam Laboratory 1-4 credits.** Laboratory projects in particle beam and ion optics, radiation detectors, ion source operation, etc. May be repeated up to 4 credits. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 6640 Statistical Mechanics 3 credits.** Statistical ensembles; the Maxwell-Boltzmann law; approach to equilibrium, quantum statistical mechanics; application of statistical mechanics to thermodynamic processes. PREREQ: PHYS 5515 AND PHYS 6621.

**PHYS 6641 Field Theory, Particles, and Cosmology I 3 credits.** Topics may include Dirac theory, group theory, Feynman diagrams, superstrings, super gravity, relativity and cosmology. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 6642 Field Theory, Particles, and Cosmology II 3 credits.** A continuation of 641. Topics may include Dirac theory, group theory, Feynman diagrams, superstrings, super gravity, relativity and cosmology. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 6643 Advanced Solid State Physics 3 credits.** Electron many-body problem, crystal and reciprocal lattice, Bloch functions,

pseudo potentials, semi-conductors, transition metals, crystal momentum and coordinate representations, electric and magnetic fields, impurities and defects in crystals and semi-conductors, radiation effects on solids, lattice vibrations, electron transport. PREREQ: PHYS 6624 OR PERMISSION OF INSTRUCTOR.

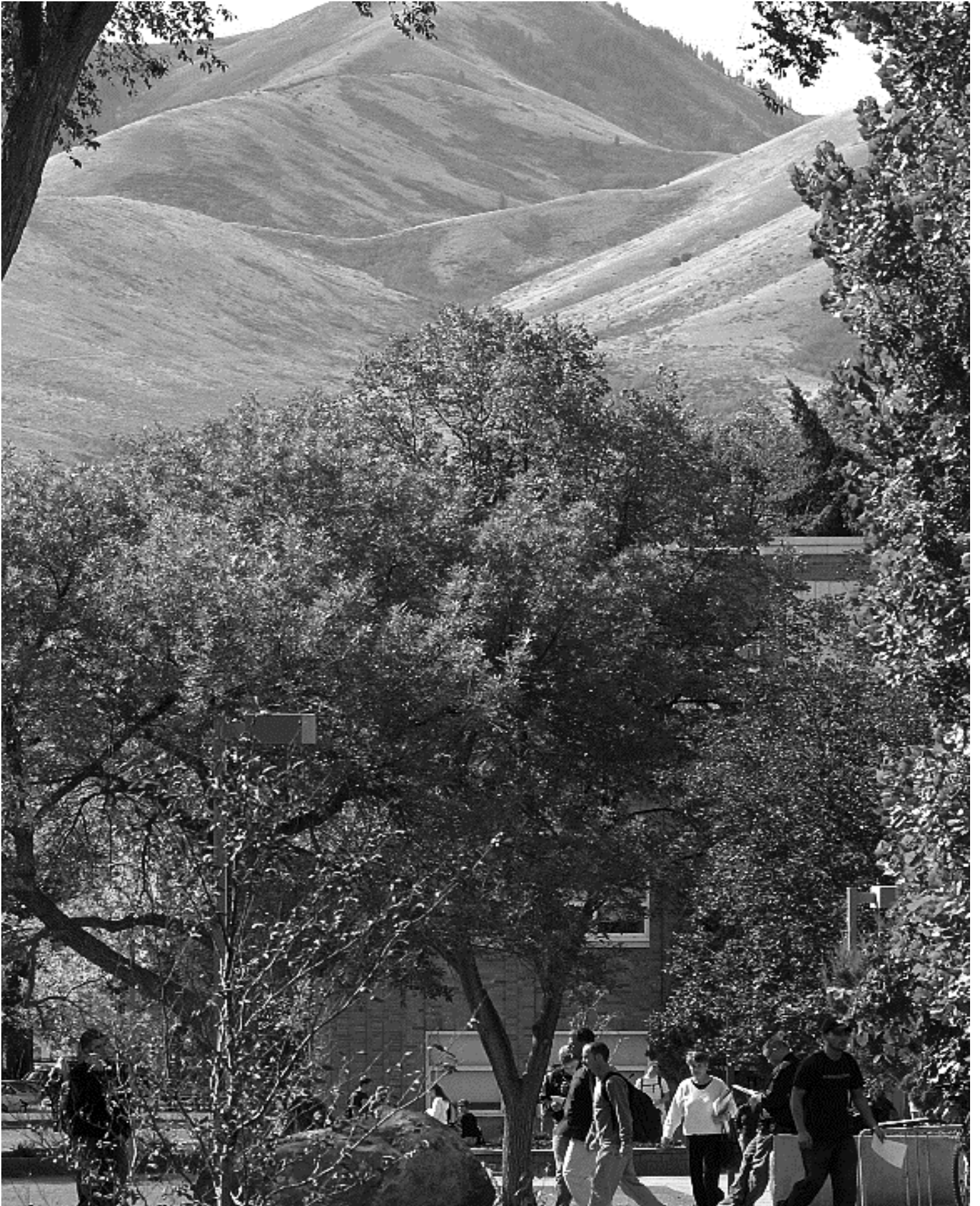
**PHYS 6648 Special Topics in Physics 1-3 credits.** Survey, seminar, or project (usually at an advanced level) in one area of physics. Content varies depending upon the desires of the students and faculty. May be repeated until 6 credits are earned. PREREQ: PERMISSION OF INSTRUCTOR.

**PHYS 6649 Graduate Seminar 1 credit.** Advanced seminar topics in currently-active areas of applied physics. Students will be required to provide presentations and may be required to submit a paper. Four credits required. May be repeated.

**PHYS 6650 Thesis 1-10 credits.** May be repeated. Graded S/U.

**PHYS 6699 1-6 credits.** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.

**PHYS 8850 Doctoral Dissertation Variable credit.** Research toward and completion of the dissertation. May be repeated. Graded S/U.





# Informatics Research Institute

Director and University Professor of Informatics: Schou  
 Associate Director and Professor: Lohse  
 Professor: Cady  
 Associate Professors: Sammons, J. Strickland, Turley-Ames  
 Assistant Professor: Frost  
 Affiliate Professors: Leibrock, Longley, Murray, Stephenson  
 Affiliate Assistant Professors: Moulton, Slay, Willes

## Mission

The Informatics Research Institute (IRI) is an academic unit providing coordination for several interdisciplinary degrees and research centers across campus. Informatics is an integrative discipline that arises from the synergistic application of computational, informational, organizational, cognitive, and other disciplines whose primary focus is in the acquisition, storage and use of information in a broad spectrum of domains. It includes the study and application of information technology in the arts, sciences, commerce, medicine, and society in general. The IRI has a mission in teaching, research, and service. Activities include:

- Developing interdisciplinary programs in informatics
- Developing interdisciplinary degree programs
- Developing and offering outreach programs
- Coordinating activities of related centers on campus
- Providing leadership in critical infrastructure protection
- Developing educational programs
- Developing infrastructures to support research in diverse fields
- Coordinating interdisciplinary academic concentrations

The IRI coordinates activities among the National Information Assurance Training and Education Center (NIATEC), Simplot Decision Support Center (SDSC), Center for Innovative Technology in Archaeological Informatics (CITI-AI), and the Center for Innovative Technology in Mathematics, Science, and Social Sciences Learning (CITI-MSSSL). The IRI charter includes development of interdisciplinary AA, AS, BA, BS, Masters and Doctoral programs, as well as concentrations in Infor-

mation Assurance.

## Archaeological Informatics

Associate Director and Professor of Anthropology: Lohse

## CITI-AI - Center for Innovative Technology in Archaeological Informatics

The CITI-AI leads research in the organization and analysis of archaeological information. It creates and maintains active partnerships within the archaeological community and serves as an interdisciplinary center of activity uniting basic informatics research and modeling within the Informatics Research Institute, Idaho State University, and its affiliated faculty.

## Educational Informatics

## CITI-MSSSTL - Center for Mathematics, Science, Social Sciences, and Technology Learning

The CITI-MSSSTL focus is on PK-16 learning in the current environment of accountability. The faculty of CITI-MSSSTL collaborates with other institutions to explore technology and informatics solutions to improve learning. Curriculum development, assessment, data management, and teacher training are but a few of the services offered by CITI-MSSSTL. The staff of CITI-MSSSTL are experienced in all aspects of instructional systems design and implementation. The center creates and maintains active partnerships with public schools and higher education institutions interested in improving the quality of learning within our educational systems.

## Simplot Decision Support Center

### SDSC - Simplot Decision Support Center

The Simplot Decision Center is a facility designed to increase group decision-making effectiveness and efficiency. It is a research

and development effort of Idaho State University resulting from the generosity of the Simplot Corporation. The Simplot Decision Support Center is one of a few dedicated facilities in the nation and is available as a resource to both local and national organizations. It has led the national effort in developing information assurance and computer security training and education standards for the federal government.

## Information Assurance

### NIATEC - National Information Assurance Training and Education Center

The NIATEC Center is a consortium of academic, industry, and government organizations to improve the literacy, awareness, training, and education standards in information assurance. As the federally designated cornerstone for essential education and training components of a strong information assurance initiative, the mission is to establish an effective information assurance infrastructure. NIATEC is associated with the Idaho State University Center for Academic Excellence. It is a component in the national plan to establish a federal cyber-corps to defend against cyber-based disruption and attacks. Key to building such a cyber-corps is the implementation of robust graduate and undergraduate curricula in information assurance.

## Information Assurance Degree Concentrations

The Informatics Research Institute coordinates the federally designated Center of Academic Excellence in Computer Security Education. The Center of Academic Excellence includes formal concentrations in information assurance at the undergraduate and graduate level in cooperation with NIATEC and CITI-MSSSL. In addition, the IRI offers formal concentrations in information assurance for baccalaureate, masters, and doctoral programs. These concentrations may be above the regular degree requirements documented by the DHS/CNSS approved certificates offered by ISU.

### Certificates for Concentrations:

- CNSS 4011 - National Training Standard for Information Systems Security (INFOSEC) Professionals
- CNSS 4012 - Senior Systems Manager
- CNSS 4013 - Systems Security Admin-

istration

- CNSS 4014 - Information Systems Security Officer
- CNSS 4015 - Systems Certification

## General Requirements

Students with appropriate prerequisites may take courses within the information assurance program as part of a formal information assurance concentration in their degree program. With approval of their advisor and the faculty, they may pursue certificates in specialty areas. In addition to courses that support specialized certificates, the program offers courses in computer forensics and risk analysis. All courses require preparation of research papers on information assurance topics related to their major fields.

CNSS 4011 - Students in the CIS emphasis in the MBA program may take CIS 511, a minimum of 6 hours of 519 (Informatics Practicum) or 593 (Internship) and two additional courses in information assurance. Graduate courses increase focus on theory, history, software assurance, assured systems design, and networks. Students in other majors may have to take additional remedial courses or demonstrate appropriate experience.

All students seeking additional certifications must complete the requirements for CNSS 4011 and the following:

- CNSS 4012 - Students certifying for 4012 must complete CIS 511, 512, 513, 514, and 515.
- CNSS 4013 - Students certifying for 4013 must complete CIS 511, 513, and 585
- CNSS 4014 - Students certifying for 4014 must complete CIS 511, 513, and 514
- CNSS 4015 - Students certifying for 4015 must complete CIS 511, 514, and 515

Doctoral students wishing to build a concentration in Information Assurance should contact the director to discuss research and coursework opportunities customized to meet their academic program

# Graduate Faculty

(NOTE: The date in parentheses is the date of first appointment at Idaho State University. Adjunct, Affiliate and Emeritus Faculty are listed in the Undergraduate Catalog.)

- Adams, Naomi S.**, Assistant Professor, Art. B.A., 1999, Washington State University; M.F.A., 2012, University of North Texas. (2012)
- Adamcik, Barbara A.**, Emeritus, Pharmacy Practice and Administrative Sciences; Associate Vice President for Academic Affairs. B.A., 1974, University of California, Los Angeles; M.A., 1981; Ph.D., 1984, University of Southern California. (1985)
- Ahola-Young, Laura**, Assistant Professor, Art. B.F.A., 1992, Minneapolis College of Arts and Design; M.F.A., 2000, San Jose State University. (2013)
- Allen, Virginia B.**, Emeritus, Counseling. B.A., 1974, University of Montana; M.Ed., 1978, South Dakota State University; Ed.D., 1981, University of South Dakota. (1981)
- Altieri, Nicholas A.**, Assistant Professor, Communication Sciences and Disorders. B.A., 2005, The Ohio State University; M.S. 2010, Indiana University; Ph.D., 2010, Indiana University (2012)
- Aly, Mohamed H.**, At-Large Graduate Faculty, Geosciences. B.Sc., 1992, Zagazig University, Egypt; M.Sc., 1997, Zagazig University, Egypt; Ph.D., 2006, Texas A&M University. (2006)
- Anderson, Curtis W.**, Professor, Biological Sciences. B.S., 1991, Southwest Missouri State University; M.S., 1994; Ph.D., 1996, Northern Arizona University. (1998)
- Anderson, Sean K.**, Professor, Political Science. B.A., 1975, Western Washington University; M.B.A., 1978, University of Washington; Ph.D., 1993, University of Oklahoma. (1993)
- Apel, William A.**, At-Large Graduate Faculty, Biological Sciences. B.A., 1973; M.S., 1976; Ph.D., 1978, The Ohio State University.
- Appleby, Karen M.**, Associate Professor, Sport Science and Physical Education. B.A., 1998, Hanover College; M.S., 1999; M.S., 2000; Ph.D., 2004, University of Tennessee. (2004)
- Arvidson, Cathy R.**, Associate Professor, Nursing. B.S.N., 1978, Vanderbilt University; M.S.N., 1981, University of Florida; Ph.D., 1990, Texas Woman's University. (1992)
- Attebery, Brian L.**, Professor, English and Philosophy. A.B., 1974, College of Idaho; A.M., 1976; Ph.D., 1979, Brown University. (1982)
- Attebery, Jennifer Eastman**, Professor, English and Philosophy; Department Chair. B.A., 1973, College of Idaho; M.A., 1974; Ph.D., 1985, Indiana University, Bloomington. (1992)
- Austin, Mark, C.**, Professor, Biological Sciences; Department Chair. B.S., 1981, Pennsylvania State University; Ph.D., 1988, Washington State University. (2012)
- Baergen, Ralph**, Professor, English and Philosophy. B.A., 1983, University of Manitoba; M.A., 1989; Ph.D., 1990, Syracuse University. (1993)
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# Other

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## 5597 Courses

*See Admission Requirements for Professional Development Students - K-12 Teachers (5597 Courses)*

## 5598P Courses

*See Admission Requirements for Professional Development Students (5598P Courses)*



# *Idaho State University*

## Quarterly Report

For the Three Months Ended September 30, 2013



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**FINANCIAL STATEMENTS AND LINE ITEM ANALYSIS**

**IDAHO STATE UNIVERSITY**

**UNAUDITED STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION  
FOR THE THREE MONTHS ENDED SEPTEMBER 30, 2013**

	<b>Unaudited For The Three Months Ended 9/30/2013</b>	<b>Unaudited For The Three Months Ended 9/30/2012</b>	<b>\$ Change</b>	<b>% Change</b>
<b>OPERATING REVENUES</b>				
1 Student tuition and fees	\$ 19,353,997	\$ 17,322,128	2,031,869	12%
2 Scholarship discounts and allowances	<u>(3,930,219)</u>	<u>(4,096,475)</u>	166,256	-4%
3 Student tuition and fees, net	15,423,778	13,225,653	2,198,125	17%
4 Federal grants and contracts	2,114,665	2,866,204	(751,539)	-26%
5 State and local grants and contracts	2,621,761	2,753,166	(131,405)	-5%
6 Private grants and contracts	2,311,665	2,640,228	(328,563)	-12%
7 Sales and services of educational departments	1,008,708	1,232,341	(223,633)	-18%
8 Sales and services of auxiliary enterprises	2,941,175	2,595,945	345,230	13%
9 Other	<u>1,219,679</u>	<u>1,354,469</u>	<u>(134,790)</u>	<u>-10%</u>
10 Total operating revenues	<u>27,641,431</u>	<u>26,668,006</u>	<u>973,425</u>	<u>4%</u>
<b>OPERATING EXPENSES</b>				
11 Personnel costs	34,105,294	33,076,936	1,028,358	3%
12 Services	5,887,064	6,609,284	(722,220)	-11%
13 Supplies	2,738,884	3,124,824	(385,940)	-12%
14 Insurance, utilities and rent	2,219,394	1,588,897	630,497	40%
15 Scholarships and fellowships	14,865,820	16,042,259	(1,176,439)	-7%
16 Depreciation	3,171,924	3,034,825	137,099	5%
17 Miscellaneous	<u>954,393</u>	<u>1,032,595</u>	<u>(78,202)</u>	<u>-8%</u>
18 Total operating expenses	<u>63,942,773</u>	<u>64,509,620</u>	<u>(566,847)</u>	<u>-1%</u>
19 OPERATING INCOME (LOSS)	<u>(36,301,342)</u>	<u>(37,841,614)</u>	<u>1,540,272</u>	<u>4%</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>				
State appropriations:				
20 State general account - general education	25,337,471	23,402,059	1,935,412	8%
21 Endowment income	556,950	531,390	25,560	5%
22 Other state appropriations	437,267	408,269	28,998	7%
23 Professional technical education	2,002,112	2,243,947	(241,835)	-11%
24 Department of Public Works	436,848	563,666	(126,818)	-22%
25 Gifts	717,296	396,862	320,434	81%
26 Title IV	10,665,032	11,899,873	(1,234,841)	-10%
27 Net investment income	13,383	13,314	69	1%
28 Net increase (decrease) in fair market value of investments	(16,369)	-	(16,369)	-100%
29 Amortization of bond insurance costs	(1,817)	(3,904)	2,087	-53%
30 Bond issuance costs	-	(133,157)	133,157	-100%
31 Interest on capital asset related debt net of capitalized	<u>(530,470)</u>	<u>(614,042)</u>	<u>83,572</u>	<u>-14%</u>
32 Net nonoperating revenues (expenses)	<u>39,617,703</u>	<u>38,708,277</u>	<u>909,426</u>	<u>2%</u>
GAIN (LOSS) BEFORE OTHER REVENUES AND EXPENSES	3,316,361	866,663	2,449,698	283%
<b>OTHER REVENUES AND EXPENSES</b>				
33 Capital gifts and grants	-	-	-	0%
34 Gain or (loss) on disposal of fixed assets	<u>-</u>	<u>600</u>	<u>(600)</u>	<u>-100%</u>
35 Net other revenues and expenses	<u>-</u>	<u>600</u>	<u>(600)</u>	<u>-100%</u>
36 INCREASE IN NET POSITION	<u>\$ 3,316,361</u>	<u>\$ 867,263</u>	<u>\$ 2,449,098</u>	<u>282%</u>



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**IDAHO STATE UNIVERSITY  
UNAUDITED STATEMENT OF NET POSITION  
AS OF SEPTEMBER 30, 2013**

	Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change	
<b>ASSETS</b>					
1	\$ 75,470,421	\$ 81,246,443	(5,776,022)	-7%	
2	41,484,986	31,580,769	9,904,217	31%	
3	10,000,355	-	10,000,355	100%	
4	1,632,992	1,718,665	(85,673)	-5%	
5	18,666,114	16,033,123	2,632,991	16%	
6	3,934,892	4,618,258	(683,366)	-15%	
7	265,129	284,875	(19,746)	-7%	
8	487,235	414,730	72,505	17%	
9	1,392,852	1,194,348	198,504	17%	
10	98,135	199,510	(101,375)	-51%	
11	62,000	75,000	(13,000)	-17%	
12	183,799,418	190,306,348	(6,506,930)	-3%	
13	<b>TOTAL ASSETS</b>	<b>337,294,529</b>	<b>327,672,069</b>	<b>9,622,460</b>	<b>3%</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
14	613,987	-	613,987	100%	
15	-	719,710	(719,710)	-100%	
16	<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>613,987</b>	<b>719,710</b>	<b>(105,723)</b>	<b>-15%</b>
<b>LIABILITIES</b>					
17	3,838,458	4,154,491	(316,033)	-8%	
18	1,193,406	464,144	729,262	157%	
19	5,826,920	5,265,679	561,241	11%	
20	4,553,454	4,360,513	192,941	4%	
21	194,657	191,955	2,702	1%	
22	819,166	791,525	27,641	3%	
23	35,285,460	35,498,949	(213,489)	-1%	
24	1,137,683	1,030,870	106,813	10%	
25	61,376,621	66,836,751	(5,460,130)	-8%	
26	7,084,000	6,438,000	646,000	10%	
27	<b>TOTAL LIABILITIES</b>	<b>121,309,825</b>	<b>125,032,877</b>	<b>(3,723,052)</b>	<b>-3%</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>					
28	33,519	-	33,519	100%	
<b>NET POSITION</b>					
29	123,101,399	124,388,817	(1,287,418)	-1%	
30	4,809,746	4,417,942	391,804	9%	
31	88,654,027	74,552,143	14,101,884	19%	
32	<b>TOTAL NET POSITION</b>	<b>\$ 216,565,172</b>	<b>\$ 203,358,902</b>	<b>\$ 13,206,270</b>	<b>6%</b>

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Financial Statement Line Item Analysis

	Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change
<b>OPERATING REVENUES</b>				
1	\$ 19,353,997	\$ 17,322,128	2,031,869	12%
2	(3,930,219)	(4,096,475)	166,256	-4%
3	15,423,778	13,225,653	2,198,125	17%
4	2,114,665	2,866,204	(751,539)	-26%
5	2,621,761	2,753,166	(131,405)	-5%
6	2,311,665	2,640,228	(328,563)	-12%
7	1,008,708	1,232,341	(223,633)	-18%
8	2,941,175	2,595,945	345,230	13%
9	1,219,679	1,354,469	(134,790)	-10%
10	<b>\$ 27,641,431</b>	<b>\$ 26,668,006</b>	<b>\$ 973,425</b>	<b>4%</b>

**Total Operating Revenues** have increased by approximately \$973K for the three-month period ended September 30, 2013 compared to the same period in 2012. Net student tuition and fee revenue increased \$2.2 million between fiscal year 2014 and 2013 through the first quarter. The increase in tuition and fee revenue is primarily driven by an increase of 238 nonresident students, 194 of which are full-time equivalents, as well as the 4.5% tuition and fee rate increase. Declines in grants and contracts and sales and services of educational departments offset the tuition and fee revenue increase.

**Line 4: Federal grants and contracts** decreased 26% compared to September 30, 2012. This was primarily due to decreased grant spending and closures. The institution saw decreased spending and closures in grants from the Departments of Health and Human Services, Labor, Energy, Defense, Justice, and Interior, as well as the National Science Foundation and the Nuclear Regulatory Authority totaling approximately \$752K. The decreased grant spending and closures are primarily from an Idaho Oral Health Institute grant totaling \$303K, College of Engineering grants totaling \$114K, a Physics grant totaling \$106K, an Awareness to Action Youth Suicide Prevention Project grant in the Division of Health Sciences totaling \$83K, a History grant for understanding social networks totaling \$75K, a College of Technology grant for its Virtual Safety Training Center totaling \$47K, and a Psychology grant researching pathways to jail for women totaling \$24K.

**Line 5: State and local grants and contracts** decreased by \$131K due to various grants. The College of Education had a grant from the Idaho Department of Education for regional special education that closed causing a decrease of \$111K. The College of Technology had decreased grant expenditures and a grant closure from the Idaho Department of Labor and the Division of Professional Technical Education (PTE) for instructional equipment and renewable energy education totaling approximately \$194K. Geosciences had a grant close from the Idaho Department of Water Resources for Priest Lake research amounting to \$90K. Conversely, the Research in Science and Engineering (RISE) facility received a grant

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from the Idaho Global Entrepreneurial Mission (IGEM) in the amount of \$225K for nanofabrication, and the Division of Health Sciences received an increase of approximately \$22K in grant revenue from the Idaho Department of Health and Welfare for the Idaho Center for Disabilities Evaluation. The remaining \$17K is due to changes in various grants.

**Line 6: Private grants and contracts** decreased primarily due to four significant grants closing. The Idaho Accelerator Center had a decline of \$248K from a Wyle Laboratories grant, a decrease of \$116K from a Battelle Energy Alliance grant, and an increase of \$156K from a Battelle Energy Alliance grant that just closed in September. Additionally, an Albertson's Foundation grant closed in the College of Technology causing a decline of \$131K. The offsetting difference is due to changes in remaining grants and contracts.

**Line 7: Sales and services of education departments** decreased by \$224K compared to September 30, 2012. COT Work Force Training received \$116K less in sales and the Family Medicine Center received \$136K less in clinic fees. These decreases were offset by a \$28K increase in Dental Clinic fees.

**Line 8: Sales and services of auxiliary enterprises** have increased by approximately \$345K for the three-month period ended September 30, 2013 compared to the same period in 2012. This increase is reflected by increased revenue from the Student Health Center totaling \$73K, athletic NCAA payments totaling \$82K, and housing rentals and food service totaling \$113K. The remaining increase is due to revenue from the Center for Advanced Energy Studies (CAES) rent and an Athletics cheerleading camp.

**Line 9: Other operating revenues** decreased by \$135K. The primary contributing factors include declines in revenue from parking permits, commuter bus operations, and event management ticket sales for events such as the symphony, Season of Note, and performances at the ISU Theatre. Other operating revenues include items such as rentals, royalty income, and fines.

	Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change	
<b>OPERATING EXPENSES</b>					
11	Personnel costs	\$ 34,105,294	\$ 33,076,936	\$ 1,028,358	3%
12	Services	5,887,064	6,609,284	(722,220)	-11%
13	Supplies	2,738,884	3,124,824	(385,940)	-12%
14	Insurance, utilities and rent	2,219,394	1,588,897	630,497	40%
15	Scholarships and fellowships	14,865,820	16,042,259	(1,176,439)	-7%
16	Depreciation	3,171,924	3,034,825	137,099	5%
17	Miscellaneous	954,393	1,032,595	(78,202)	-8%
18	<b>Total operating expenses</b>	<b>\$ 63,942,773</b>	<b>\$ 64,509,620</b>	<b>\$ (566,847)</b>	<b>-1%</b>

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**Total Operating Expenses** have decreased by approximately \$567K for the three-month period ended September 30, 2013 compared to the same period in 2012. The primary drivers of this decrease are scholarships and fellowships, services, and supplies coupled with increases in personnel costs and insurance, utilities and rent.

**Line 11: Personnel costs** increased by \$1.0 million. The primary factors driving this increase include health insurance costs increasing by \$204K due to an increase in premiums and an institution wide pay increase that included a 2% CEC plus an average 2.5% salary increase based upon performance contributing approximately \$528K. The remaining increase of \$268K is due to compensatory leave and other post-employment benefits.

**Line 12: Services** decreased by \$722K compared to the same period in 2012 largely due to one-time expenses. For instance, approximately \$594K in bond issuance costs was expensed last period as required by GASB Statement No. 65. The remaining decreases are due to a Student Recreation Center tennis court lighting upgrade and a new boiler system for the Rendezvous Complex that were paid for last period.

**Line 13: Supplies** decreased by approximately \$386K. This reduction is primarily caused by one-time expenses taken in the prior period. The lighting upgrades to the Student Recreation Center tennis courts last period contributed to a decline in expense of \$116K. New marching band uniforms purchased last period amount to \$72K. A decline in merchandise purchased this period for Student Health Center pharmaceuticals and Dental Hygiene student tool kits totaled \$59K. Dental Hygiene also had purchased \$24K in high-definition digital cameras last period contributing to the decline in supplies. Lastly, the College of Technology spent approximately \$115K in supplies expense last period for projectors, processors, medical and calibration equipment, and engines for its academic programs.

**Line 14: Insurance, utilities and rent** increased by approximately \$630K compared to September 30, 2012. Approximately \$517K of the increase is due to timing differences that will adjust to a normal rate over the year and an increase in utility rates. The remaining increase of \$113K is due to an increase in malpractice insurance as well as office and equipment rentals.

**Line 15: Scholarships and fellowships** decreased by approximately \$1.2 million almost solely due to reductions and stricter eligibility requirements in federal financial aid, primarily Pell grants. All other forms of scholarships and fellowships stayed close to the same levels as the prior period.

**Line 16: Depreciation** increased primarily due to a refinement to the useful life estimation for the telephone system that will now be depreciated over four years.

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**Line 17: Miscellaneous operating expenses** decreased by \$78K. The primary reason for this decline is due to the football team's travel, in 2012, to the University of Nebraska. A similar trip did not occur in the first quarter of 2013.

		Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change
<b>NONOPERATING REVENUES (EXPENSES)</b>					
19	State appropriations:				
20	State general account - general education	\$ 25,337,471	\$ 23,402,059	\$ 1,935,412	8%
21	Endowment income	556,950	531,390	25,560	5%
22	Other state appropriations	437,267	408,269	28,998	7%
23	Professional technical education	2,002,112	2,243,947	(241,835)	-11%
24	Department of Public Works	436,848	563,666	(126,818)	-22%
25	Gifts	717,296	396,862	320,434	81%
26	Title IV	10,665,032	11,899,873	(1,234,841)	-10%
27	Net investment income	13,383	13,314	69	1%
28	Net increase (decrease) in fair market value of investments	(16,369)	-	(16,369)	-100%
29	Amortization of bond insurance costs	(1,817)	(3,904)	2,087	-53%
30	Bond issuance costs	-	(133,157)	133,157	-100%
31	Interest on capital asset related debt net of capitalized	(530,470)	(614,042)	83,572	-14%
32	<b>Net nonoperating revenues (expenses)</b>	<b>\$ 39,617,703</b>	<b>\$ 38,708,277</b>	<b>\$ 909,426</b>	<b>2%</b>

**Total Nonoperating Revenues (Expenses)** increased by approximately \$909K as compared to the same period in fiscal year 2013. The primary drivers of this change are State appropriations, gifts, and title IV funds.

**Line 20: State general education appropriation** revenue increased by \$1.9 million due to expending appropriated funds earlier than last year for items such as personnel, repair and maintenance, computer and internet, and other costs such as a new fire alarm system at the Idaho Falls campus.

**Line 21: Endowment income** increased by \$26K due to an increase in the normal school endowment causing an increase in this period's spending and subsequent reimbursement. The normal school endowment is given to the College of Education to support the State's education mission.

**Line 22: Other State Appropriations** increased by \$29K due to expending Family Medicine and Idaho Dental Education Program appropriated funds earlier than last year. The Idaho Museum of Natural History had a decrease in both appropriated funds and the spending of those funds.

**Line 23: Professional technical education** funds that support the College of Technology decreased by approximately \$242K due to a timing difference related to when monies are expended.

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**Line 24: Department of Public Works (DPW)** funding decreased due to a timing difference related to when monies are expended. During quarter one of the prior period, DPW repair and maintenance funds were largely used to reconfigure the east entry access to the Meridian building.

**Line 25: Gifts** increased by \$320K largely due to gifts from the ISU Foundation to Holt Arena, to Athletics for the new practice field, and to Biology for a colony microscope.

**Line 26: Title IV** funds decreased by \$1.2 million because of reductions and stricter eligibility requirements in federal financial aid, primarily Pell grants.

**Line 28: Net increase (decrease) in fair market value of investments** declined because of market volatility and due to the fact that the institution did not have any investments in the same period last year. As of November 14, 2013, the fair market value of ISU's investments actually increased.

**Line 29: Amortization of bond insurance costs** decreased this period because older bond issues were defeased last period and, as a result, the remaining unamortized bond insurance on these defeased bonds was expensed.

**Line 30: Bond issuance costs** were incurred last fiscal year due to GASB 65 that states debt issuance costs, except any portion related to prepaid insurance costs, should be recognized as an expense in the period incurred. These issuance costs are related to the Series 2012 Refunding Bonds.

**Line 31: Interest on capital asset related debt net of capitalized** decreased due to interest expense on bonds and the Banner lease.

		Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change
<b>OTHER REVENUES AND EXPENSES</b>					
32	Capital gifts and grants	\$ -	\$ -	\$ -	0%
33	Gain or (loss) on disposal of fixed assets	-	600	(600)	-100%
34	<b>Net other revenues and expenses</b>	<b>\$ -</b>	<b>\$ 600</b>	<b>\$ (600)</b>	<b>-100%</b>

**Net Other Revenues and Expenses** decreased by \$600 solely due to the gain on sale of a van last period that had been fully depreciated and reached the end of its useful life.

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	Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change	
<b>ASSETS</b>					
1	Cash and cash equivalents	\$ 75,470,421	\$ 81,246,443	\$ (5,776,022)	-7%
2	Cash with Treasurer	41,484,986	31,580,769	9,904,217	31%
3	Investments	10,000,355	-	10,000,355	100%
4	Student loans receivable	1,632,992	1,718,665	(85,673)	-5%
5	Accounts receivable and unbilled charges, net	18,666,114	16,033,123	2,632,991	16%
6	Due from state agencies	3,934,892	4,618,258	(683,366)	-15%
7	Inventories	265,129	284,875	(19,746)	-7%
8	Prepaid expense	487,235	414,730	72,505	17%
9	Assets held in trust	1,392,852	1,194,348	198,504	17%
10	Prepaid bond insurance costs	98,135	199,510	(101,375)	-51%
11	Other long-term assets	62,000	75,000	(13,000)	-17%
12	Property, plant, and equipment, net	183,799,418	190,306,348	(6,506,930)	-3%
13	<b>TOTAL ASSETS</b>	<b>\$ 337,294,529</b>	<b>\$ 327,672,069</b>	<b>\$ 9,622,460</b>	<b>3%</b>

**Total Assets** have increased by approximately \$9.6 million for the three-month period ended September 30, 2013 compared to the same period in 2012. This growth is largely due to the increase in cash, investments, and accounts receivable. These increases are offset by decreases in property, plant, and equipment and due from state agencies.

**Lines 1 and 2: Cash and cash equivalents and cash with Treasurer** increased in total by \$4.1 million due to a 4.5% tuition increase, a positive enrollment mix, and an increase in State general education appropriation revenue. The positive enrollment mix is reflected in an increase of 238 nonresident students, all of whom pay higher tuition and fees. These positive factors were partially offset by a 2.6% decrease in headcount.

**Line 3: Investments** increased by \$10.0 million because ISU invested operating funds primarily to diversify its holdings and to minimize risk. ISU has had excellent cash flow over several years allowing the institution to move some of these funds to different financial institutions in order to minimize risk and to improve returns. ISU implemented a strategy investing \$5.0 million with Wells Fargo and an additional \$5.0 million with Zions Bank, all within the investment guidelines allowed by the SBOE while addressing the institution's liquidity needs.

**Line 4: Student loans receivable** decreased by \$86K because of Perkins loan collections.

**Line 5: Accounts receivable and unbilled charges, net** increased by \$2.6 million primarily due to an increase in third party guarantors and billing in the amount of \$2.0 million. The remaining \$600K increase is due to a Family Medicine receivable from Health West.

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**Line 6: Due from state agencies** decreased by \$683K compared to the same period last year. This decrease is caused by a College of Technology PTE receivable, an Idaho Center for Disabilities Evaluation receivable from the Idaho Department of Health and Welfare, and a College of Education receivable from the Idaho Department of Education that were all recorded last period. These 2012 receivables were subsequently collected and not replaced in the first quarter of 2013.

**Line 7: Inventories** decreased \$20K primarily to the pharmaceutical inventory being sold to Bengal Pharmacy.

**Line 8: Prepaid expense** increased by \$73K due to preliminary work for the Meridian anatomy and physiology lab as well as a payment advance made to DPW for CAES improvements.

**Line 9: Assets held in trust** increased by almost \$199K as a result of the bond debt service payment due in October.

**Line 10: Prepaid bond insurance costs** decreased because portions of older bond issues were refunded and, as a result, the corresponding bond insurance was expensed. Because the interest rate on the Series 2012 and 2013 Refunding Bonds was so low, they did not require insurance. According to GASB 65, prepaid bond insurance costs are to be amortized over the length of the bonds since they benefit future periods.

**Line 11: Other long-term assets** decreased by \$13K as a result of fewer funds set aside for the other post-employment benefits (OPEB) obligation.

**Line 12: Property, plant, and equipment, net** decreased by \$6.5 million because the increase in depreciation expense of \$11.9 million exceeded the \$5.4 million increase in current year additions. Buildings, equipment, and library materials are the primary drivers of the depreciation increase.

	Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change	
<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
14	Series 2012 Bond Defeasance	613,987	-	613,987	100%
15	Series 2003 Bond Defeasance	-	719,710	(719,710)	-100%
16	<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	613,987	719,710	(105,723)	-15%

**Total Deferred Outflows of Resources** will continue to decrease over time. The deferred outflows of resources for the Series 2003 and 2012 bond defeasance is calculated by taking the new bond funds



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minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB 65.

		Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change
<b>LIABILITIES</b>					
17	Accounts payable and accrued liabilities	\$ 3,838,458	\$ 4,154,491	\$ (316,033)	-8%
18	Due to state agencies	1,193,406	464,144	729,262	157%
19	Accrued salaries and benefits payable	5,826,920	5,265,679	561,241	11%
20	Compensated absences payable	4,553,454	4,360,513	192,941	4%
21	Deposits	194,657	191,955	2,702	1%
22	Funds held in custody for others	819,166	791,525	27,641	3%
23	Unearned revenue	35,285,460	35,498,949	(213,489)	-1%
24	Accrued interest payable	1,137,683	1,030,870	106,813	10%
25	Notes and bonds payable	61,376,621	66,836,751	(5,460,130)	-8%
26	Other post-employment benefits payable	7,084,000	6,438,000	646,000	10%
27	<b>TOTAL LIABILITIES</b>	<u>\$ 121,309,825</u>	<u>\$ 125,032,877</u>	<u>\$ (3,723,052)</u>	<u>-3%</u>

**Total Liabilities** have decreased by approximately \$3.7 million for the three-month period ended September 30, 2013 compared to the same period in 2012. This decrease is largely due to the decrease in notes and bonds payable offset by increases in due to state agencies, accrued salaries and benefits payable, and other post-employment benefits payable.

**Line 17: Accounts payable and accrued liabilities** decreased \$316K over the three-month periods ended September 30, 2013 and 2012. The primary reason for the decrease is the receipt and subsequent payment for a confocal microscope purchased in the prior period.

**Line 18: Due to state agencies** increased by \$729K due to monies owed to DPW for various projects. Athletics owes for its new football practice field, CAES owes for HVAC upgrades, and Housing owes for an ADA elevator upgrade in Turner Hall.

**Line 19: Accrued salaries and benefits payable** increased by \$561K due to the salary increase and timing of new contracts for faculty and professional staff.

**Line 24: Accrued interest payable** slightly increased by \$107K due to interest expense on the Series 2012 Refunding Bonds.

**Line 25: Notes and bonds payable** decreased because of scheduled bond payments and the defeasance of old bond issues.

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**Line 26: Other post-employment benefits payable** increased by \$646K, which is an accounting estimate.

		Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change
<b>DEFERRED INFLOWS OF RESOURCES</b>					
28	Series 2013 Bond Defeasance	33,519	-	33,519	100%

**Total Deferred Inflows of Resources** increased due to the Series 2013 Refunding Bonds. The deferred inflow of resources is calculated by taking the new bond funds minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB 65.

		Unaudited as of 9/30/2013	Unaudited as of 9/30/2012	\$ Change	% Change
<b>NET POSITION</b>					
29	Invested in capital assets, net of related debt	\$ 123,101,399	\$ 124,388,817	\$ (1,287,418)	-1%
30	Restricted, expendable	4,809,746	4,417,942	391,804	9%
31	Unrestricted	88,654,027	74,552,143	14,101,884	19%
32	<b>TOTAL NET POSITION</b>	<b>\$ 216,565,172</b>	<b>\$ 203,358,902</b>	<b>\$ 13,206,270</b>	<b>6%</b>

**Line 29: Invested in capital assets, net of related debt** decreased by \$1.3 million due to the decrease in property, plant, and equipment of \$6.5 million and the decrease in capital debt of \$5.5 million. The remaining \$300K decrease is due to bond issuance costs, interest expense, and interest payable.

**Line 30: Restricted, expendable** increased by \$392K primarily due to private grants given to the College of Pharmacy from the ALSAM Foundation.

**Line 31: Unrestricted** increased by \$14.1 million largely due to the increase in cash and investments that primarily come from tuition and fee revenue and state appropriations.

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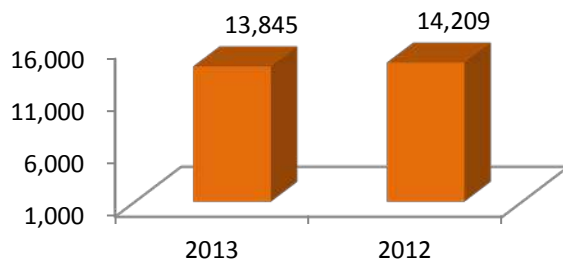
**OPERATIONAL TREND DATA**

Enrollment Data

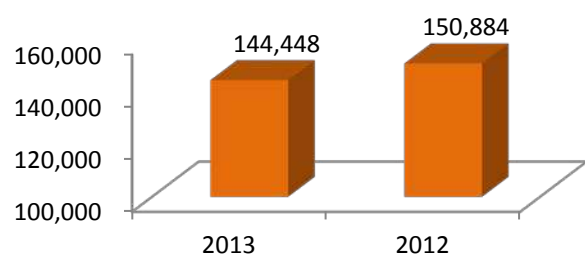
Illustrated by the graphs below, enrollment decreased slightly by 364, or 428 full-time equivalents, in Fall 2013 when compared to Fall 2012. Student credit hours decreased by 6,436 from 150,884 during this same period. This is primarily due to a decrease in full-time students. Full-time undergraduates decreased by 394 students and full-time graduates decreased by 34. Full-time resident students decreased by 622, although, full-time nonresident students increased by 194.

A two percent drop in the number of Idaho high school graduates in May of 2013 is partially responsible for the decline in headcount. Other possible reasons include decreased housing capacity, the move by Utah colleges and universities to waive the out-of-state portion of tuition for nonresident students, The Church of Jesus Christ of Latter-day Saints lowering the missionary service age for both men and women, federal financial aid decreases with stricter eligibility requirements, decreases in scholarships, and reductions in federal grants effecting monies available to fund graduate and teaching assistants. In addition to these reasons for declining enrollment, Moody's also suggests the following factors in their report *US Higher Education Outlook Negative in 2013*: 1) economic hardships for students caused by the rising burden of student loans coupled with a prolonged period of depressed family income and household net worth, 2) reduced job prospects due to weak economic conditions, 3) declining demand for graduate and professional programs, and 4) the transition to a more diverse student body requiring greater scheduling flexibility.

**Total Fall Student Headcount**

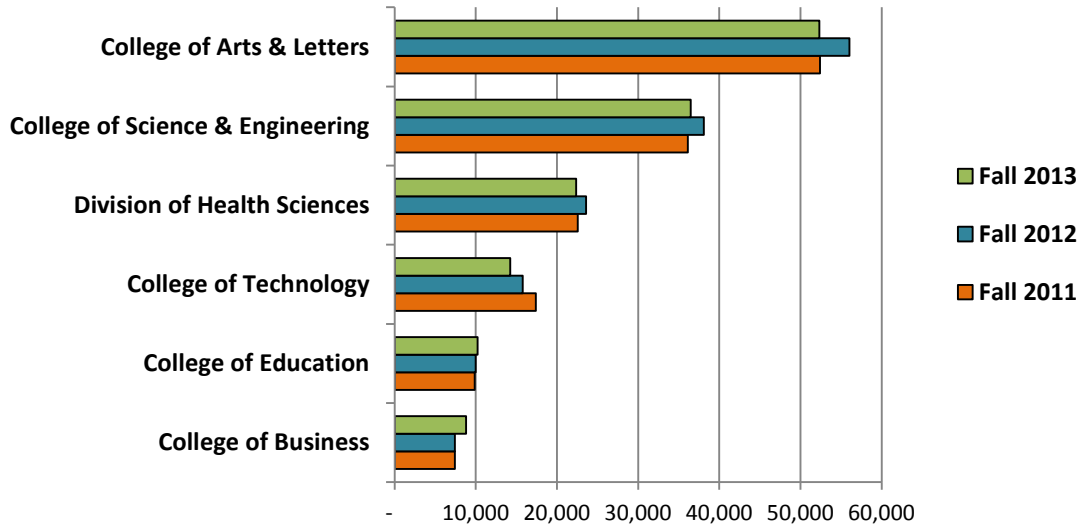


**Total Fall Student Credit Hours**

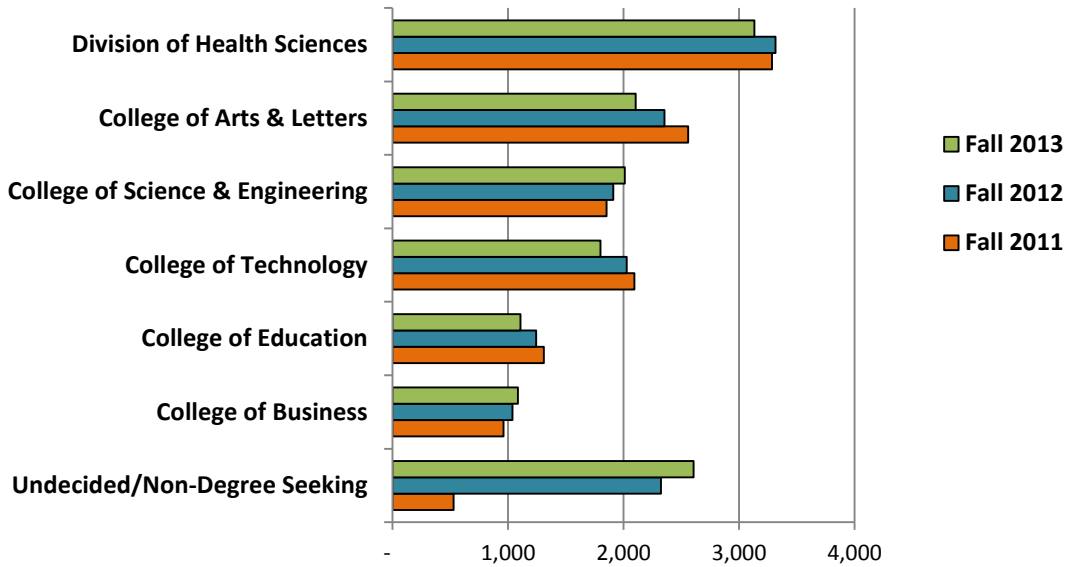


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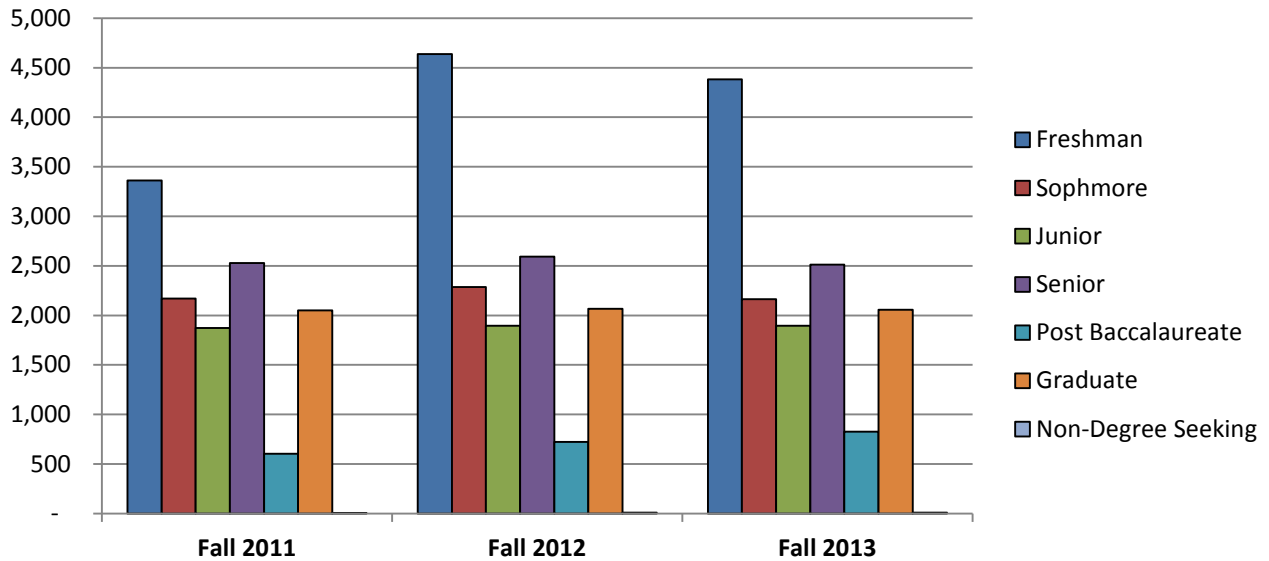
### Total Fall Credit Hours by Colleges/Divisions



### Total Fall Student Headcount by Colleges/Divisions



## Idaho State University Student Headcount by Classification

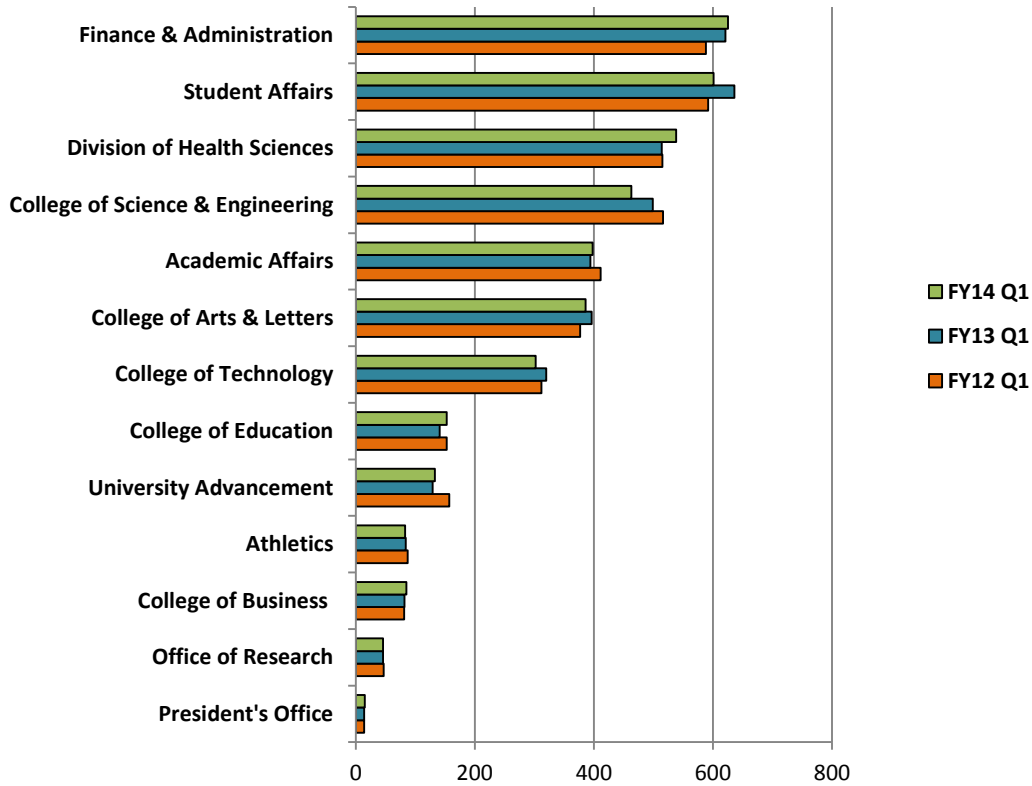


### Employment

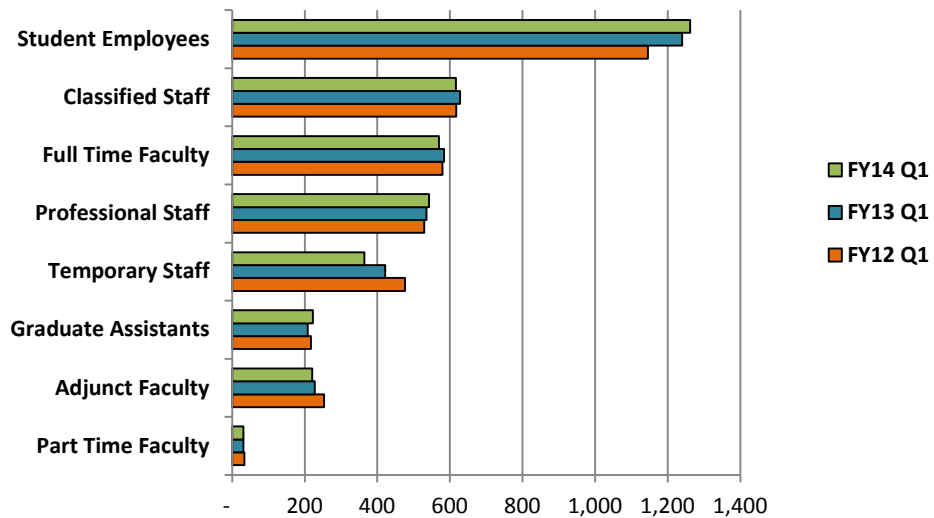
The total number of employees paid by the University decreased during the quarter to 3,828 from the same time period in fiscal year 2013. This is a total decrease of 48 employees, of which, student employees increased by 22, graduate assistants increased by 14, and professional staff increased by 5. The number of temporary staff decreased by 59, classified staff decreased by 9, full-time faculty decreased by 14, adjunct faculty decreased by 7, and part-time faculty had no change.

The changes in employment can be explained by unfilled, vacant positions due to an approximate 10% turnover as well as the utilization of Career Path Internship students. The employment increase in Academic Affairs, Finance and Administration, the Division of Health Sciences, and the colleges of business and education is primarily due to an increase of student employees, many of whom participate in the Career Path Internship program, and professional staff. The decrease in some of the colleges is primarily due to the decrease of full-time and adjunct faculty. The decrease in Student Affairs employment is largely due to temporary staff and student employees. University Advancement had a slight increase in temporary employees.

## Employee Headcount by Colleges/Divisions



## Employee Headcount



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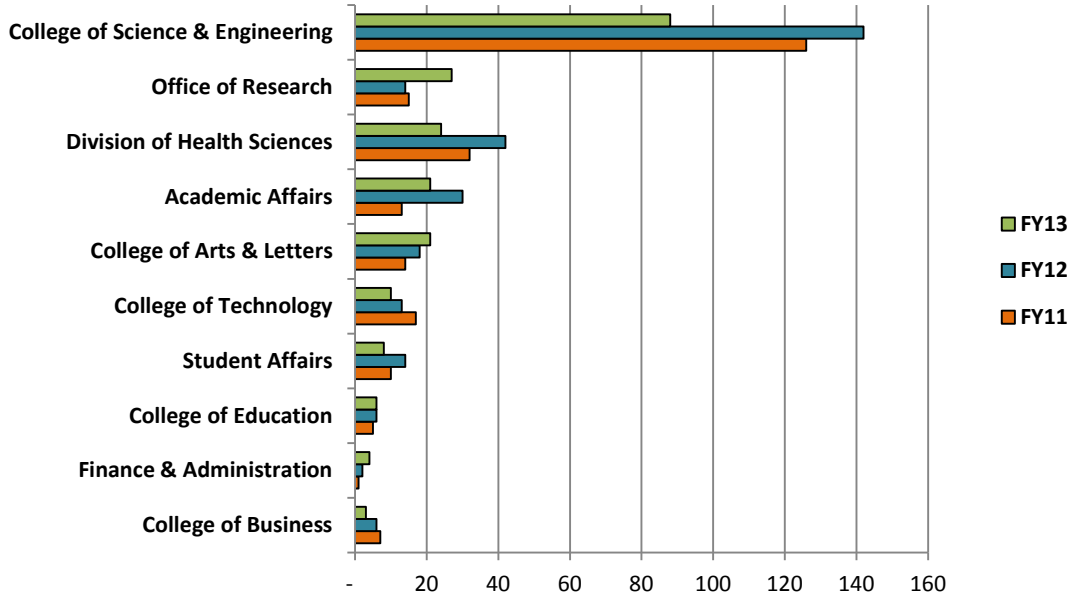
Research and Sponsored Activity

In the first quarter of fiscal year 2014, ISU submitted 90 proposals to 44 different funding agencies, including requests of over \$20 million to federal funding agencies (\$1.98 million to NIH, \$0.9 million to NASA, \$5.3 million to NSF, and \$11.7 million to DOE). ISU received 64 awards from 35 different funding agencies including awards from the National Institutes of Health (\$366K), the National Science Foundation (\$501K), Battelle Energy Alliance (\$739K), and the M.J. Murdock Charitable Trust (\$266K).

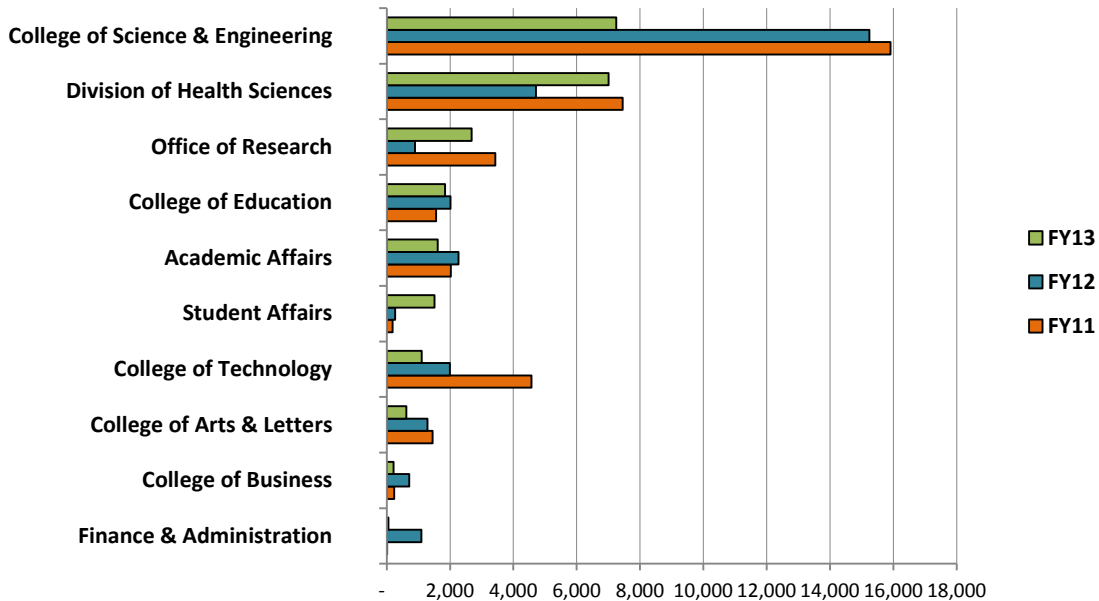
The research profile and volume at ISU parallel those in the United States. This is due to several factors, including the completion of ARRA funding, federal budget sequestration during the fiscal year, and the resultant slowdown of our ability to submit and receive grants. It is noteworthy that the average award amount increased from approximately \$106,000 a year to approximately \$109,000 a year. Further, although the total dollar volume of requested awards declined, the total number of proposals submitted was similar to previous years. We expect this trend to reverse as a) we strengthen our research infrastructure and facilitate faculty proposal development and the concurrent success rate, b) we focus on opportunities where we can be nationally competitive, c) we develop a robust federal relations process, and d) we build state and regional private partners to partially fund our research enterprise.

<b>Sponsored Projects</b>	<b>FY14 Q1</b>	<b>FY13</b>	<b>FY12</b>	<b>FY11</b>	<b>FY10</b>
# Submitted	90	360	375	375	398
\$ Submitted	\$ 42,349,887	\$ 76,410,295	\$ 165,682,468	\$ 102,818,878	\$ 120,173,853
# Awarded	64	212	286	244	282
\$ Awarded	\$ 5,750,521	\$ 23,911,923	\$ 30,528,603	\$ 36,264,509	\$ 37,117,143

### Number of Sponsored Awards by Colleges/Divisions



### Sponsored Awards in \$ by Colleges/Divisions (In thousands)





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Idaho State University Foundation

The Idaho State University Foundation (Foundation) continues its mission to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University. The Foundation, through its Board of Directors, appoints an investment committee that determines investment guidelines, sets spending rules, and engages the investment managers and custodians.

The Foundation received an increase of \$505K in gifts for the 1<sup>st</sup> quarter of fiscal year 2014 as compared to the same period in fiscal year 2013. The Foundation’s outlook is for a strong gift year.

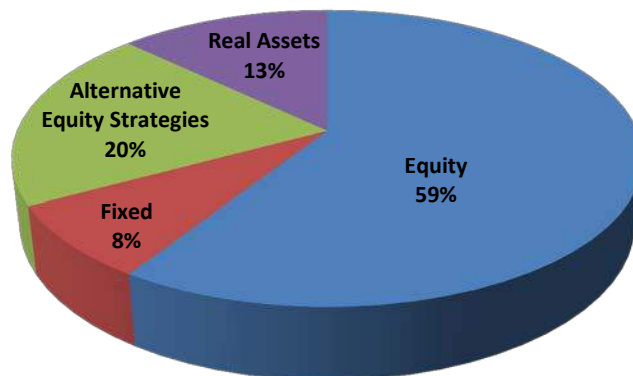
The overall investment policy is to maximize the return on investments within an acceptable range of risk. The Board oversees and approves all investment and asset allocation policies proposed by its Investment Committee.

The chart below illustrates the Foundation’s actual return on investments for the three-month periods ended September 30, 2013 and 2012 along with the Foundation’s policy benchmarks.

	<u>Quarter Ended</u> <u>9/30/13</u>	<u>Quarter Ended</u> <u>9/30/12</u>	<u>12 month</u> <u>return</u>
Actual Returns	4.81%	4.67%	10.88%
Policy Benchmark	5.45%	5.43%	9.80%

The fair market value of the endowment was \$37,684,074 and \$36,195,715 for the periods ended September 30, 2013 and September 30, 2012, respectively.

**Total Endowment Market Value as of  
 9/30/2013 - \$37,684,074**



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**PLAN VS. ACTUAL ANALYSIS**

Appropriated Budget Analysis

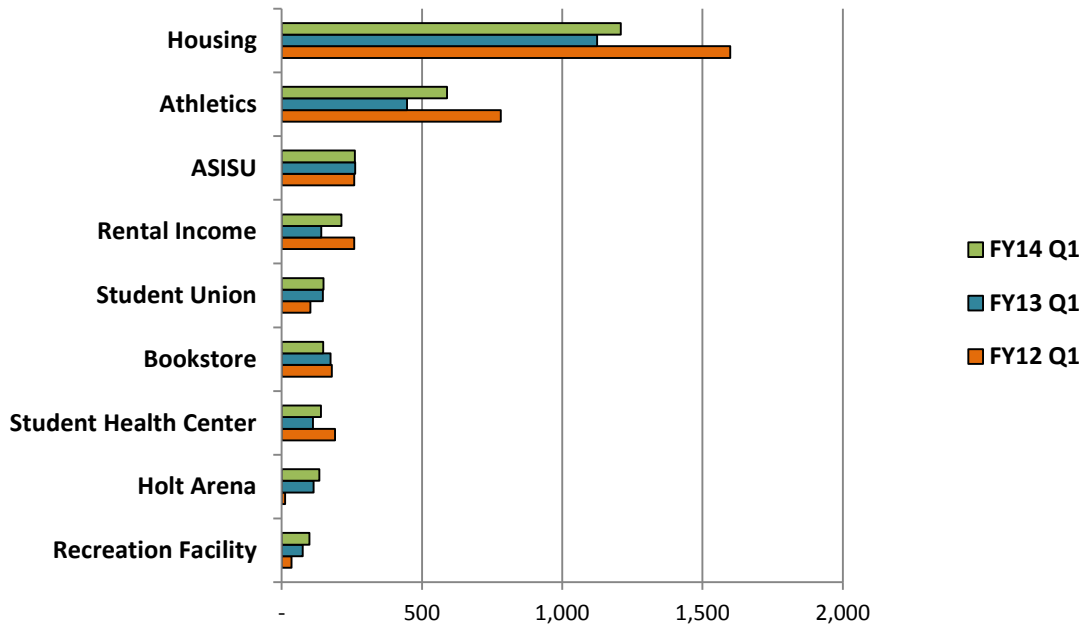
<b>General Education Appropriated Budget Summary For the Quarter Ending 9/30/13</b>					
<b>College/Division</b>	<b>Budget</b>	<b>Actual Expensed</b>	<b>Encumbered</b>	<b>Budget Balance</b>	<b>% Remaining</b>
Finance & Administration	\$ 35,132,741	\$ (7,502,531)	\$ (1,162,011)	\$ 26,468,199	75%
College of Arts & Letters	15,455,970	(3,137,196)	(38,502)	12,280,272	79%
College of Science & Engineering	14,363,196	(3,218,787)	(19,470)	11,124,939	77%
Academic Affairs	12,971,936	(2,232,298)	(331,459)	10,408,179	80%
Division of Health Sciences	12,852,228	(2,290,620)	(22,260)	10,539,348	82%
College of Business	5,221,564	(956,297)	-	4,265,267	82%
President's Office	5,218,942	(1,306,632)	(288,142)	3,624,168	69%
Library	5,187,961	(964,043)	(37,655)	4,186,263	81%
College of Education	5,057,533	(1,124,600)	(2,313)	3,930,620	78%
Office of Research	5,039,990	(1,072,580)	(315,297)	3,652,113	72%
Student Affairs	4,476,524	(994,778)	(41,490)	3,440,256	77%
College of Pharmacy	3,413,895	(789,518)	-	2,624,377	77%
University Advancement	2,437,397	(548,616)	(11,350)	1,877,431	77%
College of Technology	1,305,230	(300,516)	-	1,004,714	77%
Graduate School	619,902	(135,544)	-	484,358	78%
<b>Grand Total</b>	<b>\$ 128,755,009</b>	<b>\$ (26,574,556)</b>	<b>\$ (2,269,949)</b>	<b>\$ 99,910,504</b>	<b>78%</b>

Spending patterns are fairly consistent with the 1<sup>st</sup> quarter of the prior year. In total, 78% of the appropriated budget is remaining, which is expected given that portions of Fall and Spring semesters remain to be funded.

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Auxiliary Analysis

## Auxiliary Revenue *(in thousands)*



The increases in auxiliary revenues for the three-month period ending September 30, 2013 can be attributed to a few factors. Housing received an increase of \$113K in rentals and food service. Athletics received an increase of \$82K in NCAA payments. The Student Union had a slight increase in its food service revenue and both the Student Health and Recreation Centers had an increase in sales and services. Additionally, CAES and Holt Arena rental income increased.

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**IDAHO STATE UNIVERSITY**

**OTHER OPERATING REVENUES**

**FOR THE THREE MONTHS ENDED SEPTEMBER 30, 2013 AND 2012**

	Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change
<b>OTHER OPERATING REVENUES</b>				
Admission	\$ 9,241	\$ 633	\$ 8,608	1360%
Cash Handling	3,040	6,838	(3,798)	-56%
Collections	48,128	32,760	15,368	47%
Deposit Forfeitures	(200)	575	(775)	-135%
ID Card Replacement Fee	2,472	2,822	(350)	-12%
ID Cards Spouse	208	214	(6)	-3%
Insurance Reimbursement	-	1,168	(1,168)	-100%
Loans	36,161	29,785	6,376	21%
Other Commissions	66,212	63,753	2,459	4%
Other Rentals	71,905	60,002	11,903	20%
Other Sales	749,934	897,707	(147,773)	-16%
Other Services	172,539	200,046	(27,507)	-14%
Postage/Handling Fees	8,437	9,205	(768)	-8%
Royalty Income	51,602	48,961	2,641	5%
<b>Total Other Operating Revenues</b>	<b>\$ 1,219,679</b>	<b>\$ 1,354,469</b>	<b>\$ (134,790)</b>	<b>-10%</b>

**IDAHO STATE UNIVERSITY**

**MISCELLANEOUS OPERATING EXPENSES**

**FOR THE THREE MONTHS ENDED SEPTEMBER 30, 2013 AND 2012**

	Unaudited For The Three Months Ended 9/30/2013	Unaudited For The Three Months Ended 9/30/2012	\$ Change	% Change
<b>MISCELLANEOUS OPERATING EXPENSES</b>				
ASISU Supplemental Funding	\$ 28,532	\$ 44,074	\$ (15,542)	-35%
Athletic Recruitment	8,127	7,688	439	6%
Commission Expense	4,500	4,500	-	0%
Cost Share Credit	-	2,500	(2,500)	100%
Donations	13,650	3,600	10,050	279%
Loans	42,082	80,450	(38,368)	-48%
Non Cash Awards and Recognition	6,102	13,567	(7,465)	-55%
Other Expenditures	36,702	(779)	37,481	-4815%
Participant Support Costs	43,370	7,700	35,670	463%
P-Card Errors/Fraudulent Charges/Credits	20	2,043	(2,023)	-99%
Sales Tax	76,138	69,302	6,836	10%
Settlements	5,304	3,079	2,225	72%
Team/ASISU Travel	287,305	378,188	(90,883)	-24%
Tickets	5,744	8,359	(2,615)	-31%
Training Table	7,112	8,440	(1,328)	-16%
Travel	389,705	399,884	(10,179)	-3%
<b>Total Miscellaneous Operating Expenses</b>	<b>\$ 954,393</b>	<b>\$ 1,032,595</b>	<b>\$ (78,202)</b>	<b>-8%</b>



***Idaho State University***  
**Quarterly Report**  
**For the Six Months Ended December 31, 2013**



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**IDAHO STATE UNIVERSITY**  
**UNAUDITED STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**  
**FOR THE SIX MONTHS ENDED DECEMBER 31, 2013**

	<b>Unaudited For The Six Months Ended 12/31/2013</b>	<b>Unaudited For The Six Months Ended 12/31/2012</b>	<b>\$ Change</b>	<b>% Change</b>
<b>OPERATING REVENUES</b>				
1 Student tuition and fees	\$ 52,697,180	\$ 50,261,806	\$ 2,435,374	5%
2 Scholarship discounts and allowances	(12,943,253)	(11,886,313)	(1,056,940)	9%
3 Student tuition and fees, net	39,753,927	38,375,493	1,378,434	4%
4 Federal grants and contracts	3,410,663	5,020,580	(1,609,917)	-32%
5 State and local grants and contracts	5,595,365	5,600,196	(4,831)	0%
6 Private grants and contracts	3,926,614	4,806,193	(879,579)	-18%
7 Sales and services of educational departments	1,923,393	2,169,782	(246,389)	-11%
8 Sales and services of auxiliary enterprises	7,185,814	7,047,904	137,910	2%
9 Other	2,151,938	1,961,489	190,449	10%
10 Total operating revenues	<u>63,947,714</u>	<u>64,981,637</u>	<u>(1,033,923)</u>	<u>-2%</u>
<b>OPERATING EXPENSES</b>				
11 Personnel costs	71,735,224	71,042,388	692,836	1%
12 Services	11,289,373	12,830,678	(1,541,305)	-12%
13 Supplies	5,304,577	5,564,562	(259,985)	-5%
14 Insurance, utilities and rent	3,644,217	3,310,679	333,538	10%
15 Scholarships and fellowships	6,737,683	9,275,931	(2,538,248)	-27%
16 Depreciation	6,346,661	6,119,355	227,306	4%
17 Miscellaneous	2,082,337	2,255,428	(173,091)	-8%
18 Total operating expenses	<u>107,140,072</u>	<u>110,399,021</u>	<u>(3,258,949)</u>	<u>-3%</u>
19 OPERATING INCOME (LOSS)	<u>(43,192,358)</u>	<u>(45,417,384)</u>	<u>2,225,026</u>	<u>5%</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>				
State appropriations:				
20 State general account - general education	45,784,417	43,604,315	2,180,102	5%
21 Endowment income	1,113,900	1,062,780	51,120	5%
22 Other state appropriations	789,137	773,384	15,753	2%
23 Professional technical education	4,138,004	4,518,389	(380,385)	-8%
24 Department of Public Works	2,048,421	1,331,509	716,912	54%
25 Gifts	2,221,538	1,154,148	1,067,390	92%
26 Title IV	10,846,998	12,199,873	(1,352,875)	-11%
27 Net investment income including pledged revenue	64,367	24,022	40,345	168%
28 Net increase (decrease) in fair market value of investments	(10,984)	-	(10,984)	-100%
29 Amortization of bond insurance costs	(3,634)	(7,808)	4,174	-53%
30 Bond issuance costs	-	(133,157)	133,157	-100%
31 Interest on capital asset related debt net of capitalized	(1,056,481)	(1,212,523)	156,042	-13%
32 Net nonoperating revenues (expenses)	<u>65,935,683</u>	<u>63,314,932</u>	<u>2,620,751</u>	<u>4%</u>
GAIN (LOSS) BEFORE OTHER REVENUES AND EXPENSES	<u>22,743,325</u>	<u>17,897,548</u>	<u>4,845,777</u>	<u>27%</u>
<b>OTHER REVENUES AND EXPENSES</b>				
33 Capital gifts and grants	-	-	-	0%
34 Gain or (loss) on disposal of fixed assets	-	600	(600)	-100%
35 Net other revenues and expenses	<u>-</u>	<u>600</u>	<u>(600)</u>	<u>-100%</u>
36 INCREASE IN NET POSITION	<u>\$ 22,743,325</u>	<u>\$ 17,898,148</u>	<u>\$ 4,845,177</u>	<u>27%</u>

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**IDAHO STATE UNIVERSITY**  
**UNAUDITED STATEMENT OF NET POSITION**  
**AS OF DECEMBER 31, 2013**

	<b>Unaudited as of 12/31/2013</b>	<b>Unaudited as of 12/31/2012</b>	<b>\$ Change</b>	<b>% Change</b>	
<b>ASSETS</b>					
1	\$ 76,067,482	\$ 81,345,839	\$ (5,278,357)	-6%	
2	41,489,886	27,010,626	14,479,260	54%	
3	10,021,662	-	10,021,662	100%	
4	1,574,022	1,646,518	(72,496)	-4%	
5	57,923,711	55,609,551	2,314,160	4%	
6	2,287,794	3,712,756	(1,424,962)	-38%	
7	265,129	284,875	(19,746)	-7%	
8	408,939	262,048	146,891	56%	
9	408,231	462,112	(53,881)	-12%	
10	64,040	195,607	(131,567)	-67%	
11	62,000	75,000	(13,000)	-17%	
12	181,777,845	188,729,594	(6,951,749)	-4%	
13	<b>TOTAL ASSETS</b>	<b>372,350,741</b>	<b>359,334,526</b>	<b>13,016,215</b>	<b>4%</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
14	598,244	-	598,244	100%	
15	-	701,111	(701,111)	-100%	
16	<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>598,244</b>	<b>701,111</b>	<b>(102,867)</b>	<b>-15%</b>
<b>LIABILITIES</b>					
17	5,464,072	4,783,205	680,867	14%	
18	77,179	106,099	(28,920)	-27%	
19	10,322,526	11,425,532	(1,103,006)	-10%	
20	4,449,342	4,370,651	78,691	2%	
21	226,619	204,575	22,044	11%	
22	816,533	916,371	(99,838)	-11%	
23	46,547,567	44,226,020	2,321,547	5%	
24	619,756	699,930	(80,174)	-11%	
25	61,279,755	66,731,969	(5,452,214)	-8%	
26	7,153,500	6,679,000	474,500	7%	
27	<b>TOTAL LIABILITIES</b>	<b>136,956,849</b>	<b>140,143,352</b>	<b>(3,186,503)</b>	<b>-2%</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>					
29	32,278	-	32,278	100%	
<b>NET POSITION</b>					
31	121,160,374	122,894,342	(1,733,968)	-1%	
32	5,825,396	5,650,610	174,786	3%	
33	108,974,088	91,347,333	17,626,755	19%	
34	<b>TOTAL NET POSITION</b>	<b>\$ 235,959,858</b>	<b>\$ 219,892,285</b>	<b>\$ 16,067,573</b>	<b>7%</b>



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Timing Differences Applicable to the Quarterly Reports

Significant timing differences may exist at the end of a quarter in the normal course of business. Timing differences in revenues may result from expenses incurred by the University during the quarter for which the related reimbursements/revenues have not yet been received at quarter-end, such as state general appropriation expenses/reimbursements and cost reimbursement grants. Accounts receivable may also fluctuate due to the timing of cash inflows such as Athletic game guarantee payments and student tuition/fee collections. Timing differences in expenses may result from the date a request for payment is submitted to the Controller's Office and/or paid, such as utility bills and scholarship payments. These differences in timing may affect the comparability of financial data from the current period versus the prior period. Every effort is made to identify significant timing differences and to adjust the financial statements for comparability purposes or to explain which significant variances are solely due to timing issues.

Financial Statement Line Item Analysis

	Unaudited For The Six Months Ended 12/31/2013	Unaudited For The Six Months Ended 12/31/2012	\$ Change	% Change
<b>OPERATING REVENUES</b>				
1	\$ 52,697,180	\$ 50,261,806	\$ 2,435,374	5%
2	(12,943,253)	(11,886,313)	(1,056,940)	9%
3	39,753,927	38,375,493	1,378,434	4%
4	3,410,663	5,020,580	(1,609,917)	-32%
5	5,595,365	5,600,196	(4,831)	0%
6	3,926,614	4,806,193	(879,579)	-18%
7	1,923,393	2,169,782	(246,389)	-11%
8	7,185,814	7,047,904	137,910	2%
9	2,151,938	1,961,489	190,449	10%
10	<b>\$ 63,947,714</b>	<b>\$ 64,981,637</b>	<b>\$ (1,033,923)</b>	<b>-2%</b>

**Total Operating Revenues** decreased by approximately \$1.0 million for the six-month period ended December 31, 2013, compared to the same period in 2012. Declines in federal, private, and state grants and contracts of approximately \$2.4 million are partially offset by a student tuition and fee revenue increase. Gross student tuition and fee revenue increased \$2.4 million less \$1.0 million more in scholarship discounts and allowances resulting in a net tuition and fee revenue increase of \$1.4 million. The increase in tuition and fee revenue is primarily driven by an increase of 223 nonresident students, 197 of which are full-time equivalents, as well as a 4.5% tuition and fee rate increase.

**Line 4: Federal grants and contracts** decreased consistent with federal budget declines, sequestration, and other cuts. Specifically impacting the University were decreased spending and closures in grants and contracts. The institutional departments impacted include the College of Science and Engineering,

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the Idaho Oral Health Institute, TRIO programs, the Museum of Natural History, the History department, the Institute of Rural Health, Geosciences, and the College of Technology.

**Line 6: Private grants and contracts** decreased due to several significant grant closings offset by minimal increases in other grants. The Idaho Accelerator Center had a decline of \$507K from a Wyle Laboratories grant and a decrease of \$90K from a Jefferson National Accelerator Facility grant. Additionally, an Albertson's Foundation grant closed in the College of Technology causing a decline of \$169K and an ALSAM Foundation grant closed in the Pharmacy department leading to a decline of \$152K.

**Line 7: Sales and services of educational departments** decreased by \$246K compared to the same period in 2012. Largely due to fewer customers, the College of Technology's Work Force Training received \$180K less in sales and the Family Medicine Center received \$91K less in clinic fees. The Idaho Falls Tingey Administration Building's rental income decreased by \$47K because fewer events were held in the auditorium. Conversely, these decreases were offset by increases of \$52K in Idaho Dental Education Program (IDEP) dental clinic fees and by \$20K in School of Performing Arts (SOPA) Theatre ticket sales for an opera and dance concert.

**Line 8: Sales and services of auxiliary enterprises** increased by approximately \$138K for the six-month period ended December 31, 2013, compared to the same period in 2012. This change is reflected by an increase in revenue from athletic game guarantees of \$95K and NCAA payments of \$69K. Additionally, Student Health Center clinic fees increased by \$73K and housing rentals increased by \$35K. A decrease of \$134K is primarily due to timing differences when revenue is received for Center for Advanced Energy Studies (CAES) rent, food services, and a student health insurance semi-annual administration fee.

**Line 9: Other operating revenues** increased by \$190K. The primary contributing factor is the receipt of a \$115K insurance claim settlement due to a College of Science and Engineering reactor tool that was damaged. The remaining change is due to an increase in event management ticket sales for events such as the ISU Symphony, Season of Note, and performances at the ISU Theatre.

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		Unaudited For The Six Months Ended 12/31/2013	Unaudited For The Six Months Ended 12/31/2012	\$ Change	% Change
<b>OPERATING EXPENSES</b>					
11	Personnel costs	\$ 71,735,224	\$ 71,042,388	\$ 692,836	1%
12	Services	11,289,373	12,830,678	(1,541,305)	-12%
13	Supplies	5,304,577	5,564,562	(259,985)	-5%
14	Insurance, utilities and rent	3,644,217	3,310,679	333,538	10%
15	Scholarships and fellowships	6,737,683	9,275,931	(2,538,248)	-27%
16	Depreciation	6,346,661	6,119,355	227,306	4%
17	Miscellaneous	2,082,337	2,255,428	(173,091)	-8%
18	<b>Total operating expenses</b>	<b>\$ 107,140,072</b>	<b>\$ 110,399,021</b>	<b>\$ (3,258,949)</b>	<b>-3%</b>

**Total Operating Expenses** decreased by approximately \$3.3 million for the six-month period ended December 31, 2013, compared to the same period in 2012. The primary drivers of this decrease are scholarships and fellowships and services. These decreases were offset by an increase in personnel costs.

**Line 11: Personnel costs** increased by \$693K primarily due to a \$406K increase in health insurance premiums. The remaining difference is due to an institution-wide pay increase that included a 2% CEC plus an average 2.5% performance-based salary increase.

**Line 12: Services** decreased by \$1.5 million compared to the same period in 2012 largely due to one-time expenses. Approximately \$594K in bond issuance costs were expensed last period as required by GASB Statement No. 65. The remaining decreases were due to several repairs that were incurred during 2012, primarily to Turner Hall, the Center for Higher Education in Idaho Falls, the Student Recreation Center tennis court lighting upgrade, and the water line/piping at Graveley Hall and the Student Union.

**Line 13: Supplies** decreased by approximately \$260K. This reduction is primarily caused by one-time expenses taken in the prior period including a \$135K decline in merchandise purchases for Student Health Center pharmaceuticals and Dental Hygiene student tool kits and \$125K in lighting upgrades to the Student Recreation Center tennis courts.

**Line 14: Insurance, utilities and rent** increased by approximately \$334K compared to same period in 2012. Approximately \$208K of the increase is due to an increase in electric and gas utility rates. The average cost per kilowatt hour (for Idaho Power) increased approximately 18% compared to the prior period while usage stayed approximately the same. The remaining increase of \$126K is due to an increase in malpractice insurance as well as office and equipment rentals.

**Line 15: Scholarships and fellowships** decreased by approximately \$2.5 million. The primary factors driving this decrease include stricter eligibility requirements in federal financial aid, primarily PELL

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grants, as well as an increase in tuition discounts and waivers. All other forms of scholarships and fellowships stayed close to the same levels as the prior period.

**Line 16: Depreciation** increased primarily due to a refinement to the useful life estimation for the telephone system that will now be depreciated over four years.

**Line 17: Miscellaneous operating expenses** decreased by \$173K. The primary reason for this decline is due to the football team's travel in 2012 to the University of Nebraska. A similar trip did not occur in the current period.

	Unaudited For The Six Months Ended 12/31/2013	Unaudited For The Six Months Ended 12/31/2012	\$ Change	% Change
<b>NONOPERATING REVENUES (EXPENSES)</b>				
19	State appropriations:			
20	\$ 45,784,417	\$ 43,604,315	\$ 2,180,102	5%
21	1,113,900	1,062,780	51,120	5%
22	789,137	773,384	15,753	2%
23	4,138,004	4,518,389	(380,385)	-8%
24	2,048,421	1,331,509	716,912	54%
25	2,221,538	1,154,148	1,067,390	92%
26	10,846,998	12,199,873	(1,352,875)	-11%
27	64,367	24,022	40,345	168%
28	(10,984)	-	(10,984)	-100%
29	(3,634)	(7,808)	4,174	-53%
30	-	(133,157)	133,157	-100%
31	(1,056,481)	(1,212,523)	156,042	-13%
32	<b>\$ 65,935,683</b>	<b>\$ 63,314,932</b>	<b>\$ 2,620,751</b>	<b>4%</b>

**Total Nonoperating Revenues (Expenses)** increased by approximately \$2.6 million compared to the same period in 2012. The primary drivers of this change are state appropriations, specifically general education and Department of Public Works appropriations.

**Line 20: State general education appropriation** revenue increased by \$2.2 million primarily due to an increase in budget of \$1.3 million for materials, supplies, and capital items for fiscal year 2014. The remaining difference is due to an increase of approximately \$900K in payroll.

**Line 21: Endowment income** increased by \$51K due to an increase in the State's Charitable Institutions endowment, causing an increase in this period's spending and subsequent reimbursement. The charitable institutions endowment is given to Idaho State University to support and maintain the institution's health mission.

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**Line 23: Professional technical education** funds that support the College of Technology decreased by approximately \$380K due to a timing difference related to when monies are expended and the subsequent reimbursements are received.

**Line 24: Department of Public Works (DPW)** funding increased due to a lump sum allocation received during the current period for all fiscal year 2014 delegated projects. During the current period DPW repair and maintenance funds were largely used to upgrade the Turner Hall elevator and a campus-wide replacement of damaged concrete walkways.

**Line 25: Gifts** increased by \$1.1 million largely due to the Foundation remitting gifts to the University on a semi-annual basis instead of an annual basis as they did in prior periods. These gifts are primarily from private donors for scholarship programs. Other gifts include funds for a new Athletics practice field and a scientific digital camera for the Biology department.

**Line 26: Title IV** funds decreased by \$1.4 million because of stricter eligibility requirements in federal financial aid, primarily PELL grants.

**Line 28: Net increase (decrease) in fair market value of investments** declined because of market volatility in the Wells Fargo investment account and due to the fact that the institution did not have any investments in the same period last year.

**Line 29: Amortization of bond insurance costs** increased this period because older bond issues were defeased last period and, as a result, the remaining unamortized bond insurance on these defeased bonds was expensed.

**Line 30: Bond issuance costs** were incurred last fiscal year due to GASB 65 that states debt issuance costs, except any portion related to prepaid insurance costs, should be recognized as an expense in the period incurred. These issuance costs are related to the Series 2012 Refunding Bonds.

**Line 31: Interest on capital asset related debt net of capitalized** declined due to a decrease in interest expense from scheduled bond and Banner ERP lease payments.

		Unaudited For The Six Months Ended 12/31/2013	Unaudited For The Six Months Ended 12/31/2012	\$ Change	% Change
<b>OTHER REVENUES AND EXPENSES</b>					
33	Capital gifts and grants	\$ -	\$ -	\$ -	0%
34	Gain or (loss) on disposal of fixed assets	-	600	(600)	-100%
35	<b>Net other revenues and expenses</b>	\$ -	\$ 600	\$ (600)	-100%

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**Net Other Revenues and Expenses** decreased by \$600 solely due to the gain on sale of a van last period that had been fully depreciated and reached the end of its useful life.

	Unaudited as of 12/31/2013	Unaudited as of 12/31/2012	\$ Change	% Change	
<b>ASSETS</b>					
1	\$ 76,067,482	\$ 81,345,839	\$ (5,278,357)	-6%	
2	41,489,886	27,010,626	14,479,260	54%	
3	10,021,662	-	10,021,662	100%	
4	1,574,022	1,646,518	(72,496)	-4%	
5	57,923,711	55,609,551	2,314,160	4%	
6	2,287,794	3,712,756	(1,424,962)	-38%	
7	265,129	284,875	(19,746)	-7%	
8	408,939	262,048	146,891	56%	
9	408,231	462,112	(53,881)	-12%	
10	64,040	195,607	(131,567)	-67%	
11	62,000	75,000	(13,000)	-17%	
12	181,777,845	188,729,594	(6,951,749)	-4%	
13	<b>TOTAL ASSETS</b>	<b>\$ 372,350,741</b>	<b>\$ 359,334,526</b>	<b>\$ 13,016,215</b>	<b>4%</b>

**Total Assets** increased by approximately \$13.0 million for the six-month period ended December 31, 2013, compared to the same period in 2012. This growth is largely due to the increase in cash, investments, and accounts receivable. These increases are offset by decreases in property, plant, and equipment and due from state agencies.

**Lines 1 and 2: Cash and cash equivalents and cash with Treasurer** increased in total by \$9.2 million largely due to the receipt of state appropriated funds and increases in gifts, educational and auxiliary department sales and services, and tuition and fee revenue due to a positive enrollment mix and a 4.5% tuition increase.

**Line 3: Investments** increased by \$10.0 million because ISU invested operating funds primarily to diversify its holdings and to minimize risk. ISU has had excellent cash flow over several years allowing the institution to move some of these funds to different financial institutions in order to minimize risk and to improve returns. ISU implemented a strategy investing \$5.0 million with Wells Fargo and an additional \$5.0 million with Zions Bank, all within the investment guidelines allowed by the SBOE while addressing the institution's liquidity needs.

**Line 4: Student loans receivable** decreased by \$72K because of Perkins loan collections.

**Line 5: Accounts receivable and unbilled charges, net** increased by \$2.3 million due to an increase in third party guarantors and billing in the amount of \$4.2 million. The remaining decrease of

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approximately \$1.9 million is due to a decline in student tuition and fee receivables, a reduction in Athletics game guarantee receivables primarily for football games, and a decrease in Dental Hygiene receivables due to a Portneuf Medical Center receipt.

**Line 6: Due from state agencies** decreased by \$1.4 million compared to the same period last year. This decrease is caused by a College of Technology PTE receivable, an Idaho Center for Disabilities Evaluation receivable from the Idaho Department of Health and Welfare, and a College of Education receivable from the Idaho Department of Education that were all recorded last period. These 2012 receivables were subsequently collected and not replaced in the second quarter of 2013.

**Line 7: Inventories** decreased \$20K primarily to the pharmaceutical inventory being sold to Bengal Pharmacy.

**Line 8: Prepaid expense** increased by \$147K due to preliminary work for the Meridian anatomy and physiology lab as well as maintenance and consulting contract payments for the Banner ERP system and IT security consulting.

**Line 9: Assets held in trust** decreased by almost \$54K as a result of the bond debt service payment paid in the current period.

**Line 10: Prepaid bond insurance costs** decreased because portions of older bond issues were refunded and, as a result, the corresponding bond insurance was expensed. Because the interest rate on the Series 2012 and 2013 Refunding Bonds was so low, they did not require insurance. According to GASB 65, prepaid bond insurance costs are to be amortized over the length of the bonds since they benefit future periods.

**Line 11: Other long-term assets** decreased by \$13K as a result of fewer funds set aside for the other post-employment benefits (OPEB) obligation.

**Line 12: Property, plant, and equipment, net** decreased by almost \$7.0 million because the increase in accumulated depreciation of \$11.9 million exceeded the \$4.9 million increase in current period additions. Buildings, equipment, and library materials are the primary drivers of the depreciation increase.

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	Unaudited as of 12/31/2013	Unaudited as of 12/31/2012	\$ Change	% Change	
<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
14	Series 2012 Bond Defeasance	598,244	-	598,244	100%
15	Series 2003 Bond Defeasance	-	701,111	(701,111)	-100%
16	<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>598,244</b>	<b>701,111</b>	<b>(102,867)</b>	<b>-15%</b>

**Total Deferred Outflows of Resources** will continue to decrease over time. The deferred outflows of resources for the Series 2003 and 2012 bond defeasance is calculated by taking the new bond funds minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB 65.

	Unaudited as of 12/31/2013	Unaudited as of 12/31/2012	\$ Change	% Change	
<b>LIABILITIES</b>					
17	Accounts payable and accrued liabilities	\$ 5,464,072	\$ 4,783,205	\$ 680,867	14%
18	Due to state agencies	77,179	106,099	(28,920)	-27%
19	Accrued salaries and benefits payable	10,322,526	11,425,532	(1,103,006)	-10%
20	Compensated absences payable	4,449,342	4,370,651	78,691	2%
21	Deposits	226,619	204,575	22,044	11%
22	Funds held in custody for others	816,533	916,371	(99,838)	-11%
23	Unearned revenue	46,547,567	44,226,020	2,321,547	5%
24	Accrued interest payable	619,756	699,930	(80,174)	-11%
25	Notes and bonds payable	61,279,755	66,731,969	(5,452,214)	-8%
26	Other post-employment benefits payable	7,153,500	6,679,000	474,500	7%
27	<b>TOTAL LIABILITIES</b>	<b>\$ 136,956,849</b>	<b>\$ 140,143,352</b>	<b>\$ (3,186,503)</b>	<b>-2%</b>

**Total Liabilities** decreased by approximately \$3.2 million for the six-month period ended December 31, 2013, compared to the same period in 2012. This decrease is largely due to reductions in notes and bonds payable and accrued salaries and benefits payable. These decreases are offset by increases in unearned revenue, accounts payable and accrued liabilities, and other post-employment benefits.

**Line 17: Accounts payable and accrued liabilities** increased \$681K for the six-month period ended December 31, 2013, compared to the same period in 2012. The increase is due to monies owed for student health insurance, the receipt of grant management software for the Office of Research, and funds owed to Chartwells for food services.

**Line 18: Due to state agencies** decreased by \$29K. The primary reason for the decrease is the remodeling and subsequent payment for student union building improvements in the prior period.



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**Line 19: Accrued salaries and benefits payable** decreased by \$1.1 million compared to the same period last year. This change is due to decreases in temporary staff (71), classified staff (3), full time faculty (3), adjunct faculty (15), and the timing of accruals for 9-month faculty paid over 12 months.

**Line 21: Deposits** increased slightly by \$22K primarily because rent and a security deposit were paid in advance for the use of Holt Arena for a 3-day agricultural show.

**Line 22: Funds held in custody for others** decreased by \$100K largely due to timing differences in awards from the Bureau of Indian Affairs and State of Idaho scholarships.

**Line 23: Unearned revenue** increased by \$2.3 million primarily due to an increase in the subsequent spring semester's unearned revenue. Spring semester unearned revenue increased due to earlier billing, a 4.5% tuition increase, and a positive enrollment mix.

**Line 24: Accrued interest payable** decreased by \$80K because the University's debt continues to decline and the issuance of the Series 2012 Refunding Bonds has helped the University take advantage of lower interest rates.

**Line 25: Notes and bonds payable** decreased because of scheduled bond payments and the defeasance of old bond issues.

**Line 26: Other post-employment benefits payable** increased by \$475K, which is an accounting estimate.

		Unaudited as of 12/31/2013	Unaudited as of 12/31/2012	\$ Change	% Change
<b>DEFERRED INFLOWS OF RESOURCES</b>					
28	Series 2013 Bond Defeasance	32,278	-	32,278	100%

**Total Deferred Inflows of Resources** increased due to the Series 2013 Refunding Bonds. The deferred inflow of resources is calculated by taking the new bond funds minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB 65.

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		Unaudited as of 12/31/2013	Unaudited as of 12/31/2012	\$ Change	% Change
<b>NET POSITION</b>					
29	Invested in capital assets, net of related debt	\$ 121,160,374	\$ 122,894,342	\$ (1,733,968)	-1%
30	Restricted, expendable	5,825,396	5,650,610	174,786	3%
31	Unrestricted	108,974,088	91,347,333	17,626,755	19%
32	<b>TOTAL NET POSITION</b>	<b>\$ 235,959,858</b>	<b>\$ 219,892,285</b>	<b>\$ 16,067,573</b>	<b>7%</b>

**Line 29: Invested in capital assets, net of related debt** decreased by \$1.7 million due to the decrease in property, plant, and equipment of \$7.0 million and the decrease in capital debt of \$5.5 million. The remaining \$200K decrease is primarily due to bond issuance costs, interest expense, and accrued interest payable.

**Line 30: Restricted, expendable** increased by \$175K. DPW deferred maintenance funding increased the restricted net position by \$1.1 million. This increase was offset by a decrease of \$338K in the ALSAM foundation donation for expenses associated with the Meridian facility, a decrease of \$286K in the construction fund for ongoing DPW activities at CAES, and a decrease of \$301K in various scholarship funds.

**Line 31: Unrestricted** increased by \$17.9 million largely due to the increase in cash and investments.

### **OPERATIONAL TREND DATA**

#### Enrollment Data

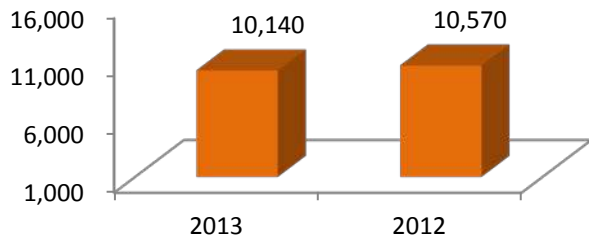
Illustrated by the graphs below, enrollment decreased slightly by 519, or 430 full-time equivalents, in Fall 2013 when compared to Fall 2012. Student credit hours decreased by 6,439 from 153,278 during this same period. This is primarily due to a decrease in full-time students. Full-time undergraduates decreased by 395 students and full-time graduates decreased by 35 students. Full-time resident students decreased by 627, although, full-time nonresident students increased by 197.

A two percent drop in the number of Idaho high school graduates in May of 2013 is partially responsible for the decline in headcount. Other possible reasons include the move by Utah colleges and universities to waive the out-of-state portion of tuition for nonresident students, The Church of Jesus Christ of Latter-day Saints lowering the missionary service age for both men and women, federal financial aid decreases with stricter eligibility requirements, and reductions in federal grants effecting monies available to fund graduate and teaching assistants. In addition to these reasons for declining enrollment, Moody's also suggests the following factors in their report *US Higher Education Outlook Negative in 2013*: 1) economic hardships for students caused by the rising burden of student loans

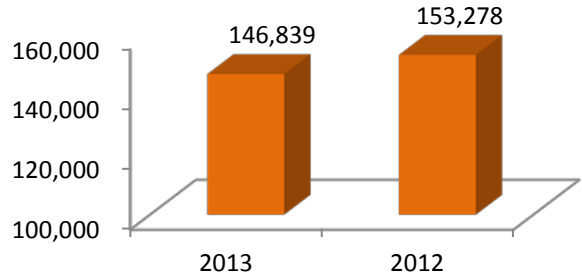
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coupled with a prolonged period of depressed family income and household net worth, 2) reduced job prospects due to weak economic conditions, 3) declining demand for graduate and professional programs, and 4) the transition to a more diverse student body requiring greater scheduling flexibility. Further, Moody's identified other macroeconomic pressures including heightened competition for government funds, donors, and students combined with pressure to increase compensation and invest in programs and facilities, a relatively high unemployment rate, a lagging labor force participation rate, and income stagnation.

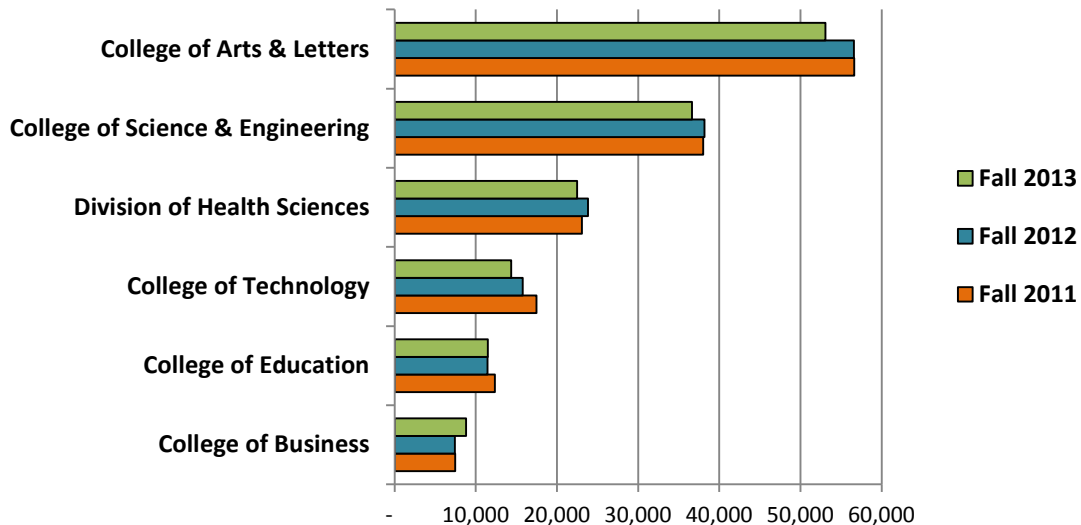
**Total Fall FTE Student Headcount**



**Total Fall Student Credit Hours**

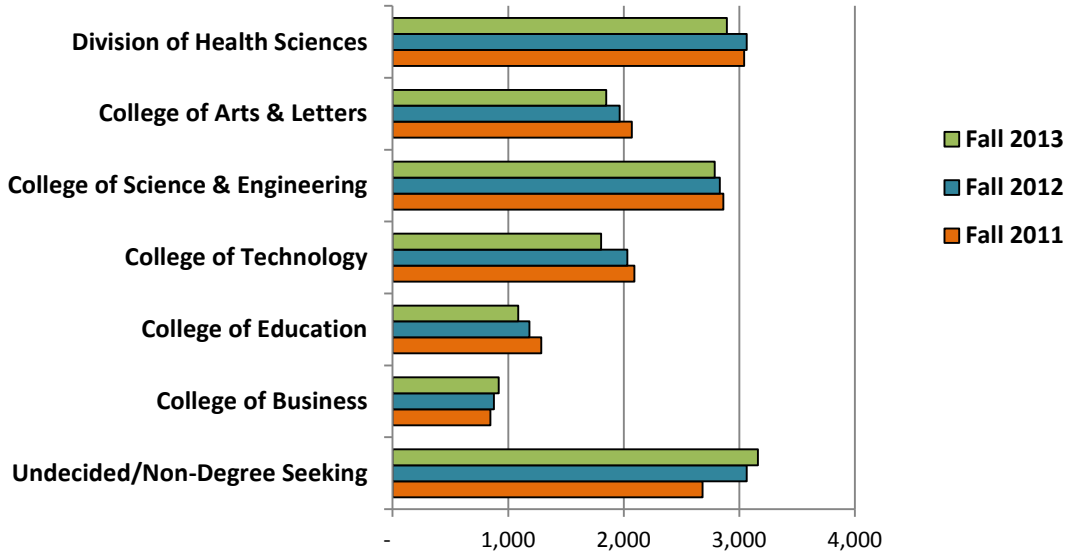


**Total Fall Credit Hours by Colleges/Divisions**

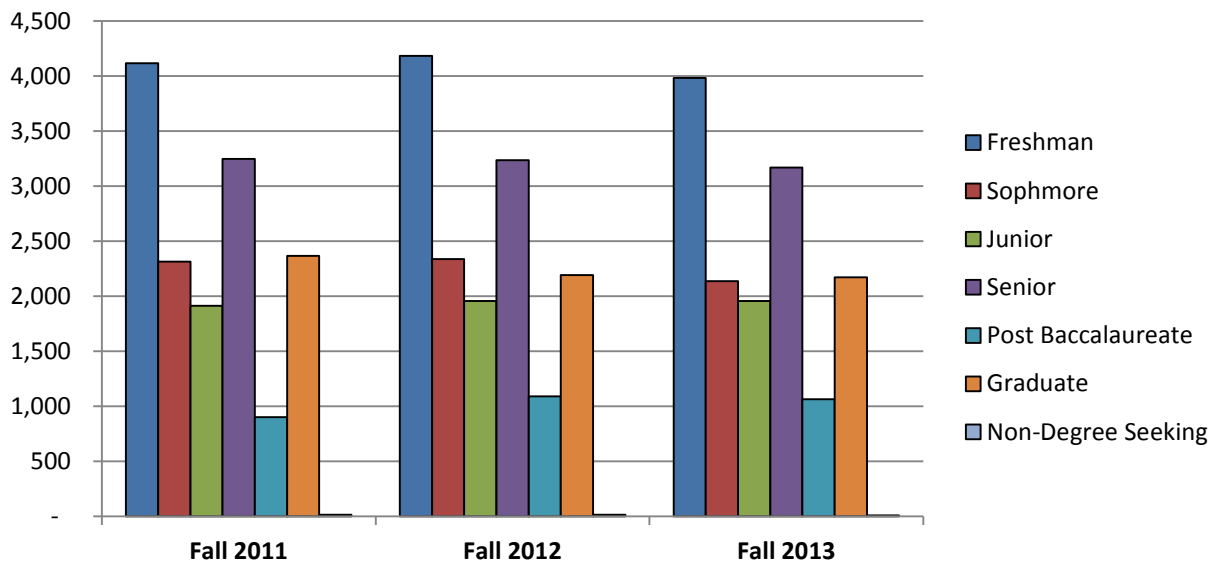


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### Total Fall Student Headcount by Colleges/Divisions



### Idaho State University Student Headcount by Classification



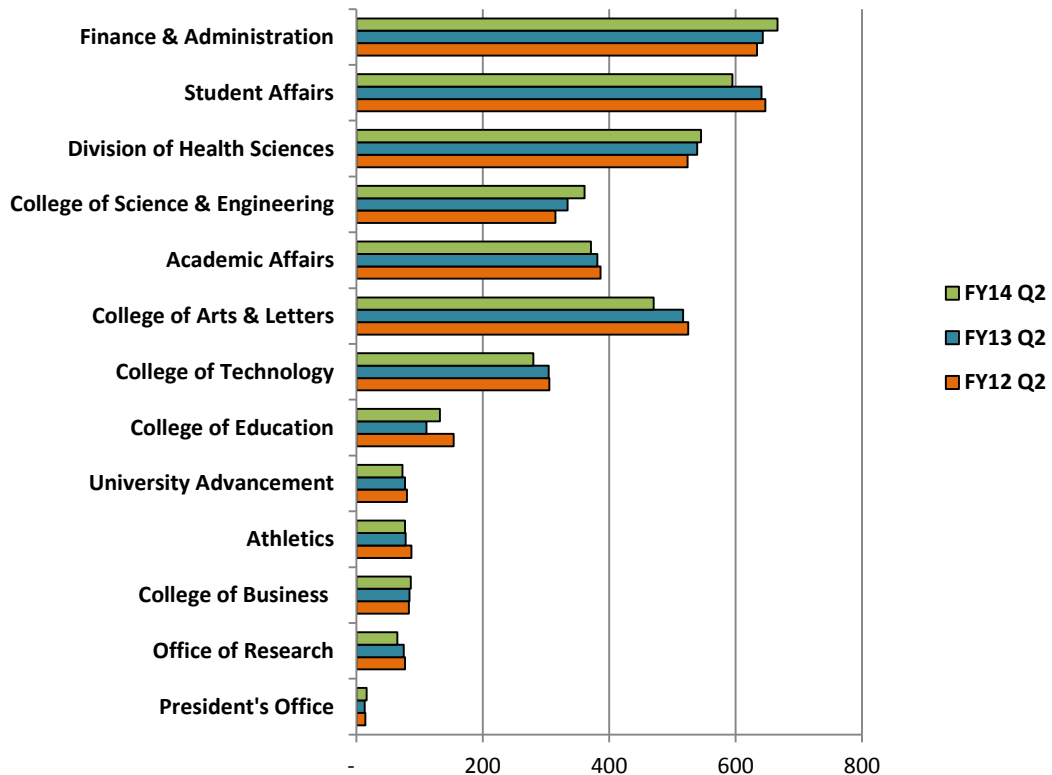
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Employment

The total number of employees paid by the University decreased during the quarter from 3,797 to 3,737 from the same time period in fiscal year 2013. This is a total decrease of 60 employees. Of this amount, student employees increased by 6, graduate assistants increased by 19, and professional staff increased by 10. The number of temporary staff decreased by 71, classified staff decreased by 3, full-time faculty decreased by 6, adjunct faculty decreased by 15, and part-time faculty had no change.

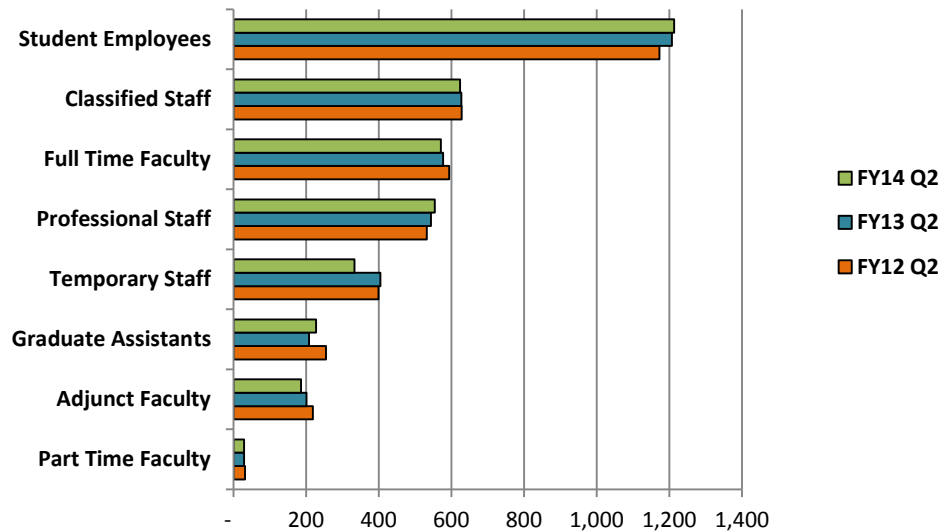
The employment increases in Finance and Administration and the colleges of education and science and engineering are primarily due to an increase of student employees, many of whom participate in the Career Path Internship program, and professional staff. The employment decreases in Student Affairs and the colleges of technology and arts and letters are largely due to the decrease of temporary staff and student employees.

### Employee Headcount by Colleges/Divisions



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## Employee Headcount



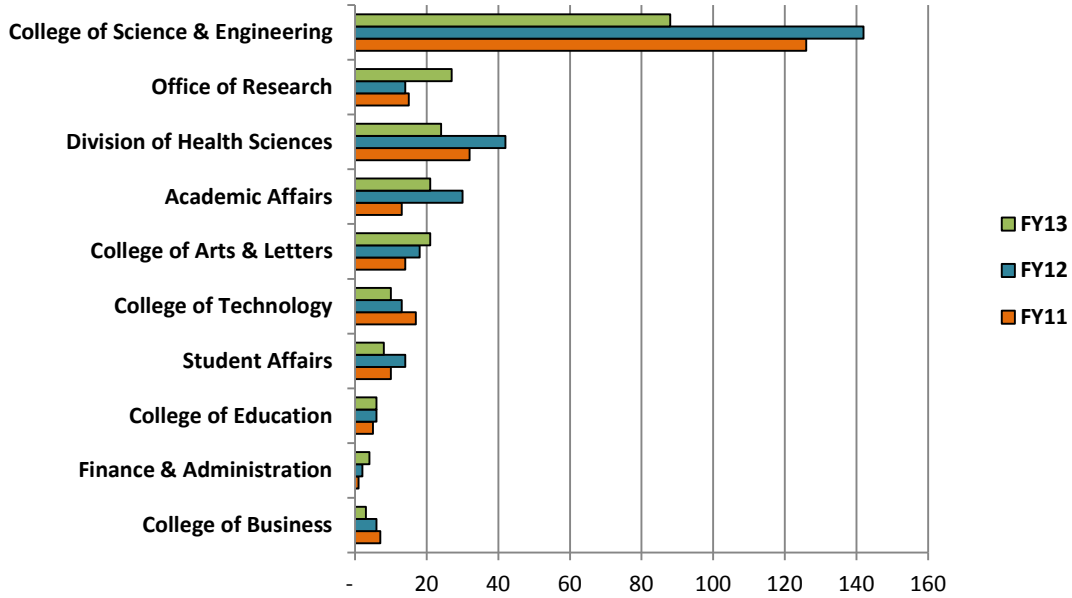
### Research and Sponsored Activity

In the second quarter of fiscal year 2014, ISU faculty researchers and scholars submitted 173 proposals to over 40 different funding agencies requesting nearly \$60 million. These include multiple awards from the National Science Foundation, including \$571,000 for the first installment of a five-year, \$2.5 million award for Biological Sciences, as well as \$366,000 for the first year of a five-year, \$1.7 million award from National Institutes of Health (NIH) for Psychology. Other agencies awarding funds to ISU include, but are not limited to, the US Department of Interior, Battelle Energy Alliance, LLC, Murdock Charitable Trust, and Mt. Sinai Medical School, in which the funding is a subaward from an NIH award.

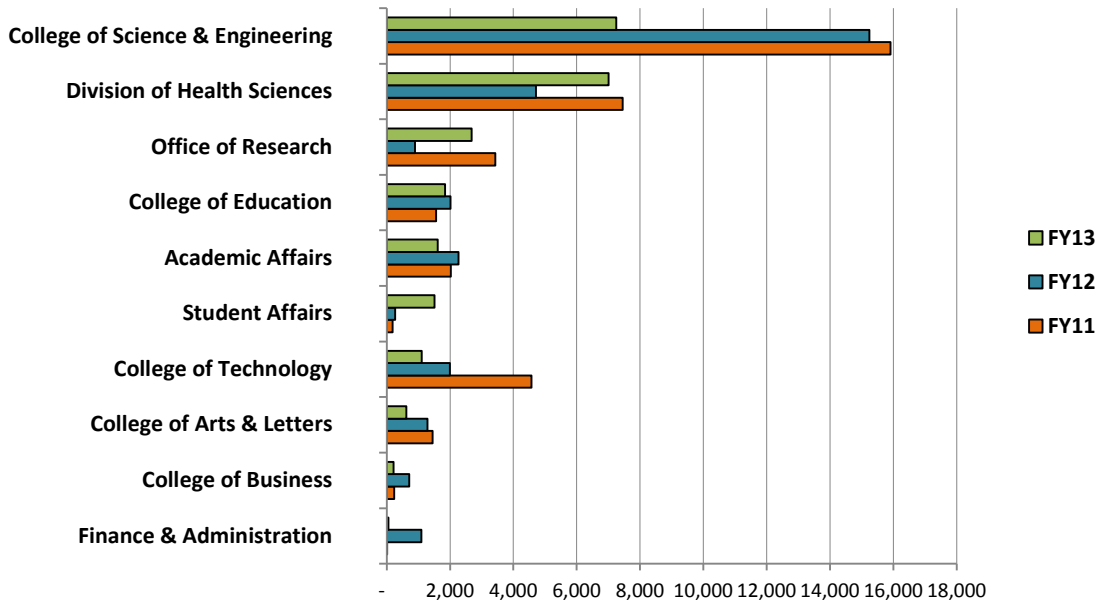
The federal government shutdown for over half of the month in October 2013 reduced the funding activity and levels during the second quarter. It is anticipated that effects of the government shutdown may carry over into the third quarter.

Sponsored Projects	FY14 Q2 (To Date)	FY13	FY12	FY11	FY10
# Submitted	173	360	375	375	398
\$ Submitted	\$ 59,309,756	\$ 76,410,295	\$ 165,682,468	\$ 102,818,878	\$ 120,173,853
# Awarded	99	212	286	244	282
\$ Awarded	\$ 9,473,049	\$ 23,911,923	\$ 30,528,603	\$ 36,264,509	\$ 37,117,143

### Number of Sponsored Awards by Colleges/Divisions



### Sponsored Awards in \$ by Colleges/Divisions (In thousands)



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Idaho State University Foundation

The Idaho State University Foundation (Foundation) continues its mission to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University. The Foundation, through its Board of Directors, appoints an investment committee that determines investment guidelines, sets spending rules, and engages the investment managers and custodians.

The Foundation received an increase of \$330K in gifts for the second quarter of fiscal year 2014 as compared to the same period in fiscal year 2013. Total gifts have increased by \$835K for the first two quarters of fiscal year 2014 compared to the same period in fiscal year 2013. The Foundation’s outlook is for a strong gift year.

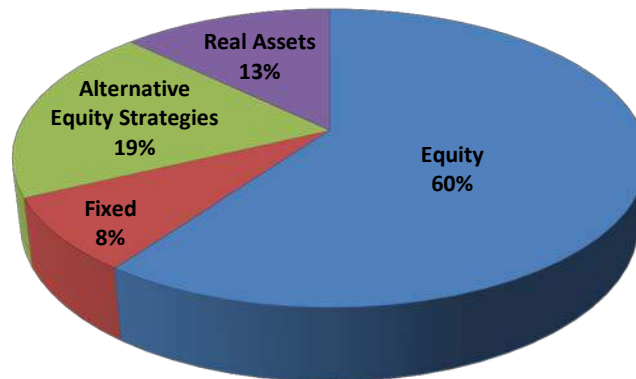
The overall investment policy is to maximize the return on investments within an acceptable range of risk. The Board oversees and approves all investment and asset allocation policies proposed by its Investment Committee.

The chart below illustrates the Foundation’s actual return on investments for the six-month period ended December 31, 2013, and 2012 along with the Foundation’s policy benchmarks.

	<u>Quarter Ended</u> <u>12/31/13</u>	<u>Quarter Ended</u> <u>12/31/12</u>	<u>12 month</u> <u>return</u>
Actual Returns	5.42%	1.73%	14.90%
Policy Benchmark	4.81%	1.63%	13.23%

The fair market value of the endowment was \$39,708,659 and \$37,684,074 for the periods ended December 31, 2013, and 2012, respectively.

**Total Endowment Market Value as of  
 12/31/2013 - \$39,708,659**





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For the Six Months Ended December 31, 2013

**PLAN VS. ACTUAL ANALYSIS**

Appropriated Budget Analysis

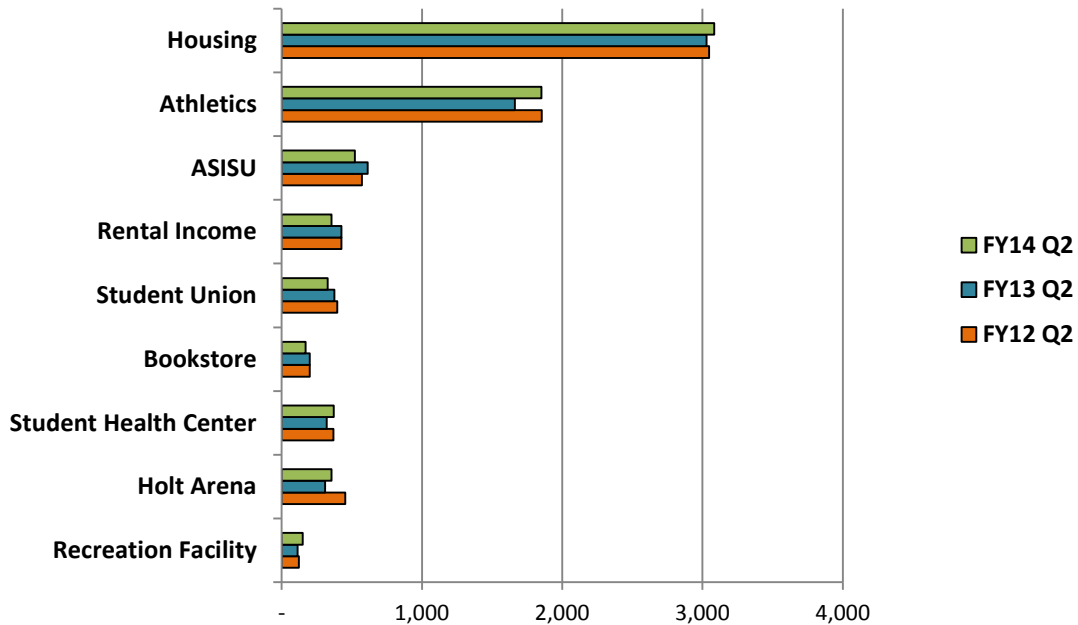
<b>General Education Appropriated Budget Summary For the Quarter Ending 12/31/13</b>					
<b>College/Division</b>	<b>Budget</b>	<b>Actual Expensed</b>	<b>Encumbered</b>	<b>Budget Balance</b>	<b>% Remaining</b>
Finance & Administration	\$ 35,169,292	\$ (14,273,943)	\$ (1,263,649)	\$ 19,631,700	56%
College of Arts & Letters	15,455,287	(6,654,180)	(36,427)	8,764,680	57%
College of Science & Engineering	14,612,380	(6,707,608)	(24,739)	7,880,033	54%
Academic Affairs	13,274,305	(4,369,899)	(302,877)	8,601,529	65%
Division of Health Sciences	12,860,924	(4,837,475)	(15,412)	8,008,037	62%
President's Office	5,241,254	(2,558,440)	(208,276)	2,474,538	47%
College of Business	5,221,564	(2,137,212)	-	3,084,352	59%
Library	5,206,674	(2,205,556)	(4,582)	2,996,536	58%
College of Education	5,059,016	(2,418,649)	(3,723)	2,636,644	52%
Office of Research	4,829,939	(2,089,068)	(295,834)	2,445,037	51%
Student Affairs	4,483,096	(2,207,376)	(50,483)	2,225,237	50%
College of Pharmacy	3,414,102	(1,596,726)	-	1,817,376	53%
University Advancement	2,458,946	(1,099,699)	(23,423)	1,335,824	54%
College of Technology	1,305,230	(580,811)	(1,750)	722,669	55%
Graduate School	619,882	(244,996)	-	374,886	60%
<b>Grand Total</b>	<b>\$ 129,211,891</b>	<b>\$ (53,981,638)</b>	<b>\$ (2,231,175)</b>	<b>\$ 72,999,078</b>	<b>56%</b>

Spending patterns are fairly consistent with the first two quarters of the prior year. In total, 56% of the appropriated budget is remaining, which is expected given that we are halfway through the fiscal year and portions of spring and summer semesters remain to be funded.

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Auxiliary Analysis

## Auxiliary Revenue *(in thousands)*



The increases in auxiliary revenues for the six-month period ending December 31, 2013, can be attributed to a few factors. Housing received an increase of \$35K in rental income due to an approximate 6% increase in the overall occupancy rate. Athletics received an increase of \$95K in game guarantees and \$69K in NCAA payments. Additionally, the Student Health Center, Holt Arena, and Recreation Center had increases in student health services, game ticket sales, and membership fees, respectively. On the other hand, ASISU and rental income had a decline in revenue primarily caused by timing differences. The Student Union and Bookstore had a slight decrease in revenue caused by the timing of when commission revenue was collected.



# ***Idaho State University***

**Quarterly Report**

**For the Nine Months Ended March 31, 2014**



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**FINANCIAL STATEMENTS AND LINE ITEM ANALYSIS**

**IDAHO STATE UNIVERSITY  
UNAUDITED STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION  
FOR THE NINE MONTHS ENDED MARCH 31, 2014**

	<b>Unaudited For The Nine Months Ended 3/31/2014</b>	<b>Unaudited For The Nine Months Ended 3/31/2013</b>	<b>\$ Change</b>	<b>% Change</b>
<b>OPERATING REVENUES</b>				
1 Student tuition and fees	\$ 82,933,150	\$ 78,053,482	\$ 4,879,668	6%
2 Scholarship discounts and allowances	(19,797,400)	(20,223,129)	425,729	-2%
3 Student tuition and fees, net	63,135,750	57,830,353	5,305,397	9%
4 Federal grants and contracts	5,577,320	6,960,516	(1,383,196)	-20%
5 State and local grants and contracts	7,953,744	8,224,224	(270,480)	-3%
6 Private grants and contracts	5,597,946	7,252,649	(1,654,703)	-23%
7 Sales and services of educational departments	3,937,994	3,441,802	496,192	14%
8 Sales and services of auxiliary enterprises	10,670,749	10,458,277	212,472	2%
9 Other	2,947,593	2,660,176	287,417	11%
10 Total operating revenues	<u>99,821,096</u>	<u>96,827,997</u>	<u>2,993,099</u>	<u>3%</u>
<b>OPERATING EXPENSES</b>				
11 Personnel costs	110,336,768	108,749,350	1,587,418	1%
12 Services	17,894,108	20,171,134	(2,277,026)	-11%
13 Supplies	7,971,203	8,328,447	(357,244)	-4%
14 Insurance, utilities and rent	5,403,037	4,944,787	458,250	9%
15 Scholarships and fellowships	17,741,231	20,008,792	(2,267,561)	-11%
16 Depreciation	9,536,182	9,245,445	290,737	3%
17 Miscellaneous	3,031,805	3,276,293	(244,488)	-7%
18 Total operating expenses	<u>171,914,334</u>	<u>174,724,248</u>	<u>(2,809,914)</u>	<u>-2%</u>
19 OPERATING INCOME (LOSS)	<u>(72,093,238)</u>	<u>(77,896,251)</u>	<u>5,803,013</u>	<u>7%</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>				
State appropriations:				
20 State general account - general education	65,173,023	62,595,400	2,577,623	4%
21 Endowment income	1,670,850	1,594,247	76,603	5%
22 Other state appropriations	2,313,360	2,252,959	60,401	3%
23 Professional technical education	6,223,119	6,679,571	(456,452)	-7%
24 Department of Public Works	2,359,016	2,055,505	303,511	15%
25 Gifts	3,353,868	3,277,983	75,885	2%
26 Title IV	20,734,884	23,571,405	(2,836,521)	-12%
27 Net investment income including pledged revenue	94,878	34,571	60,307	174%
28 Net increase (decrease) in fair market value of investments	(10,832)	-	(10,832)	-100%
29 Amortization of bond insurance costs	(5,450)	(11,713)	6,263	-53%
30 Bond issuance costs	-	(133,157)	133,157	-100%
31 Interest on capital asset related debt net of capitalized	(1,580,475)	(1,809,084)	228,609	-13%
32 Net nonoperating revenues (expenses)	<u>100,326,241</u>	<u>100,107,687</u>	<u>218,554</u>	<u>0%</u>
GAIN (LOSS) BEFORE OTHER REVENUES AND EXPENSES	<u>28,233,003</u>	<u>22,211,436</u>	<u>6,021,567</u>	<u>27%</u>
<b>OTHER REVENUES AND EXPENSES</b>				
33 Capital gifts and grants	-	20,699	(20,699)	-100%
34 Gain or (loss) on disposal of fixed assets	-	600	(600)	-100%
35 Net other revenues and expenses	<u>-</u>	<u>21,299</u>	<u>(21,299)</u>	<u>-100%</u>
36 INCREASE IN NET POSITION	<u>\$ 28,233,003</u>	<u>\$ 22,232,735</u>	<u>\$ 6,000,268</u>	<u>27%</u>

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**IDAHO STATE UNIVERSITY**  
**UNAUDITED STATEMENT OF NET POSITION**  
**AS OF MARCH 31, 2014**

	Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change
<b>ASSETS</b>				
1	\$ 69,987,083	\$ 69,504,668	\$ 482,415	1%
2	60,387,617	45,283,106	15,104,511	33%
3	10,042,687	5,000,000	5,042,687	101%
4	1,589,888	1,659,319	(69,431)	-4%
5	16,560,437	17,252,367	(691,930)	-4%
6	4,003,058	3,825,016	178,042	5%
7	265,129	284,875	(19,746)	-7%
8	861,891	665,569	196,322	29%
9	5,247,370	5,500,927	(253,557)	-5%
10	94,501	191,703	(97,202)	-51%
11	62,000	75,000	(13,000)	-17%
12	180,284,932	187,879,769	(7,594,837)	-4%
13	<b>349,386,593</b>	<b>337,122,319</b>	<b>12,264,274</b>	<b>4%</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
14	582,501	-	582,501	100%
15	-	682,511	(682,511)	-100%
16	<b>582,501</b>	<b>682,511</b>	<b>(100,010)</b>	<b>-15%</b>
<b>LIABILITIES</b>				
17	1,492,600	1,829,027	(336,427)	-18%
18	139,485	122,344	17,141	14%
19	10,519,511	9,981,082	538,429	5%
20	4,776,480	4,645,390	131,090	3%
21	327,679	283,557	44,122	16%
22	714,426	669,444	44,982	7%
23	21,262,812	19,860,733	1,402,079	7%
24	1,157,838	1,291,073	(133,235)	-10%
25	60,706,164	66,173,788	(5,467,624)	-8%
26	7,359,250	7,033,250	326,000	5%
27	<b>108,456,245</b>	<b>111,889,688</b>	<b>(3,433,443)</b>	<b>-3%</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>				
28	31,036	-	31,036	100%
<b>NET POSITION</b>				
29	120,224,733	122,580,195	(2,355,462)	-2%
30	9,209,499	10,555,761	(1,346,262)	-13%
31	112,047,581	92,779,186	19,268,395	21%
32	<b>\$ 241,481,813</b>	<b>\$ 225,915,142</b>	<b>\$ 15,566,671</b>	<b>7%</b>

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Timing Differences Applicable to the Quarterly Reports

Timing differences can have a major effect on the financial variances in our quarterly financial statements. Significant timing differences may exist at the end of a quarter in the normal course of University business. Timing differences in revenues may result from expenses incurred by the University during the quarter for which the related reimbursements/revenues have not yet been received at quarter-end, such as state general appropriation expenses/reimbursements and cost reimbursement grants. Accounts receivable may also fluctuate due to the timing of cash inflows such as Athletic game guarantee payments and student tuition/fee collections. These differences in timing may affect the comparability of financial data from the current period versus the prior period. Every effort is made to identify significant timing differences and to adjust the financial statements for comparability purposes or to explain which significant variances are solely due to timing issues.

Financial Statement Line Item Analysis

	Unaudited For The Nine Months Ended 3/31/2014	Unaudited For The Nine Months Ended 3/31/2013	\$ Change	% Change	
<b>OPERATING REVENUES</b>					
1	Student tuition and fees	\$ 82,933,150	\$ 78,053,482	\$ 4,879,668	6%
2	Scholarship discounts and allowances	(19,797,400)	(20,223,129)	425,729	-2%
3	Student tuition and fees, net	63,135,750	57,830,353	5,305,397	9%
4	Federal grants and contracts	5,577,320	6,960,516	(1,383,196)	-20%
5	State and local grants and contracts	7,953,744	8,224,224	(270,480)	-3%
6	Private grants and contracts	5,597,946	7,252,649	(1,654,703)	-23%
7	Sales and services of educational departments	3,937,994	3,441,802	496,192	14%
8	Sales and services of auxiliary enterprises	10,670,749	10,458,277	212,472	2%
9	Other	2,947,593	2,660,176	287,417	11%
10	<b>Total operating revenues</b>	<u>\$ 99,821,096</u>	<u>\$ 96,827,997</u>	<u>\$ 2,993,099</u>	<u>3%</u>

**Total Operating Revenues** increased by approximately \$3.0 million for the nine-month period ended March 31, 2014, compared to the same period in 2013. Increases in net student tuition and fees of approximately \$5.3 million, sales and services of educational departments of \$496K, and other operating revenue of \$287K were offset by declines in federal and private grants and contracts of approximately \$3.0 million.

In their report, *Outlook for US Higher Education Remains Negative for 2014*, Moody's identified macroeconomic pressures affecting revenue in Higher Education. These include: 1) heightened competition for government funds, donors, and students, combined with pressure to increase compensation and invest in programs and facilities, 2) a relatively high unemployment rate, a lagging labor force participation rate and income stagnation, 3) federal budget pressures affecting Pell Grants

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and other financial aid, 4) reduced, stagnant, or only slightly increased state funding, and 5) federal research funding contracting further, following a 5% cut due to sequestration. ISU was primarily impacted by reduced private, state, and federal government funding.

**Line 3: Student tuition and fees, net** increased by \$5.3 million compared to the same period in 2013. Gross student tuition and fee revenue increased \$4.9 million, coupled with \$426K less in scholarship discounts and allowances, which resulted in a net tuition and fee revenue increase of \$5.3 million. The increase in tuition and fee revenue is largely driven by an increase of 262 nonresident students, 256 of which are full-time equivalents, as well as a 4.5% tuition and fee rate increase.

**Line 4: Federal grants and contracts** decreased consistent with federal budget declines, sequestration, and other cuts. Specifically impacting the University were decreased spending and closures in grants and contracts. The institutional departments impacted include the College of Science and Engineering, the Idaho Oral Health Institute, TRIO programs, the Museum of Natural History, the College of Arts and Letters, and the Institute of Rural Health.

**Line 5: State and local grants and contracts** decreased by \$270K due to grant closures, offset by increases in other grants. The College of Technology had a decline of \$397K from a closed Idaho Department of Labor Renewable Energy Education grant. Also, the Idaho State Board of Education's Total Instruction Alignment grant closed in the College of Education, causing a decline of \$132K. These decreases were offset by the start of the Idaho Global Entrepreneurial Mission's Engineering Nanofabrication grant and other engineering grants resulting in an increase of \$259K.

**Line 6: Private grants and contracts** decreased by \$1.7 million due to several significant grants closing. The Idaho Accelerator Center had a decline of \$565K from a Wyle Laboratories grant, a decrease of \$258K from a Battelle Energy Alliance grant, and a decrease of \$154K from a Jefferson National Accelerator Facility grant. Also, College of Science and Engineering grants sponsored by Battelle Energy Alliance decreased \$286K. Additionally, an Albertson's Foundation grant closed in the College of Technology causing a decline of \$285K and an ALSAM Foundation grant closed in the Pharmacy department leading to a decline of \$107K.

**Line 7: Sales and services of educational departments** increased by \$496K compared to the same period in 2013. This increase is largely due to additional rental income and services rendered by the Family Medicine Center, resulting in an increase of \$627K. The Idaho Dental Education Program (IDEP) also saw an increase of \$62K in clinic fees. Conversely, these increases were offset by a decrease of \$193K in the College of Technology's Workforce Training.

**Line 8: Sales and services of auxiliary enterprises** increased by approximately \$212K for the nine-month period ended March 31, 2014, compared to the same period in 2013. This change is reflected by



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an increase in revenue from athletic game guarantees of \$261K. This increase was offset by decreases in bookstore commissions of \$35K and Holt Arena facility rental fees of \$14K.

**Line 9: Other operating revenues** increased by \$287K compared to the same period in 2013. The primary contributing factor is the receipt of a \$154K insurance claim settlement for damaged tools and equipment belonging to the College of Science and Engineering. The remaining change is due to an increase in collections from Title IV repayments, CAES building rental income, and accelerator rentals at the Idaho Accelerator Center.

		Unaudited For The Nine Months Ended 3/31/2014	Unaudited For The Nine Months Ended 3/31/2013	\$ Change	% Change
<b>OPERATING EXPENSES</b>					
11	Personnel costs	\$ 110,336,768	\$ 108,749,350	\$ 1,587,418	1%
12	Services	17,894,108	20,171,134	(2,277,026)	-11%
13	Supplies	7,971,203	8,328,447	(357,244)	-4%
14	Insurance, utilities and rent	5,403,037	4,944,787	458,250	9%
15	Scholarships and fellowships	17,741,231	20,008,792	(2,267,561)	-11%
16	Depreciation	9,536,182	9,245,445	290,737	3%
17	Miscellaneous	3,031,805	3,276,293	(244,488)	-7%
18	<b>Total operating expenses</b>	<b>\$ 171,914,334</b>	<b>\$ 174,724,248</b>	<b>\$ (2,809,914)</b>	<b>-2%</b>

**Total Operating Expenses** decreased by approximately \$2.8 million for the nine-month period ended March 31, 2014, compared to the same period in 2013. The primary drivers of this decrease are services and scholarships and fellowships. These decreases were offset by a slight increase in personnel costs.

**Line 11: Personnel costs** increased by \$1.6 million primarily due to a \$640K increase in health insurance premiums, an increase of \$636K in professional salaries attributed to a 2% CEC plus an average 2.5% performance-based salary increase, and an increase of \$264K in faculty/staff waiver benefits.

**Line 12: Services** decreased by \$2.3 million compared to the same period in 2013. A decrease of \$605K in grant subcontracts due to a decline in grant-funded research is a contributing factor. Consultant services decreased by \$189K due to two large consulting engagements that were completed in 2013. DPW expenses decreased by \$321K for architectural and engineering costs and repair projects totaling \$544K that were completed in 2013. Also, non-DPW repair projects totaling \$290K were completed in 2013. Additionally, HIPAA compliance services decreased by \$123K and Geology grant expenses for Priest Lake research decreased by \$95K. The remaining difference is due to decreases in other professional services as departments have sought to cut non-essential expenses to meet tighter budget constraints.

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**Line 13: Supplies** decreased by approximately \$357K due to reductions in several areas. Merchandise resale purchases decreased by \$126K in the Student Health Center due to the transfer of pharmaceutical sales to Bengal Pharmacy at the end of fiscal year 2013. Supplies purchased by the College of Technology decreased by \$132K from the same period in 2013, due to Energy Systems Technology and Education Center (ESTEC) instruments purchased for instructional purposes. The remaining difference is due to marching band uniforms and various fabrication and shop supplies for the RISE building that were purchased in fiscal year 2013.

**Line 14: Insurance, Utilities, and Rent** increased by approximately \$458K. This increase is due, in part, to an increase of 15% in the electricity billing rate and a 7% increase in the natural gas billing rate. These rate increases account for \$287K of the increase. Other items accounting for the additional \$171K are increases in state liability insurance, malpractice insurance, property insurance, office and equipment rentals, and garbage services.

**Line 15: Scholarships and fellowships** decreased due to stricter PELL grant requirements which limited the number of students at ISU who qualified for PELL grant funding.

**Line 16: Depreciation** increased largely due to a refinement to the useful life estimation for the telephone system that is now being depreciated over four years.

**Line 17: Miscellaneous operating expenses** decreased by \$244K. The primary reasons for this decrease are general in-state travel and travel to the University of Nebraska football game in fiscal year 2013 that was not repeated in fiscal year 2014.

	Unaudited For The Nine Months Ended 3/31/2014	Unaudited For The Nine Months Ended 3/31/2013	\$ Change	% Change
<b>NONOPERATING REVENUES (EXPENSES)</b>				
19	State appropriations:			
20	\$ 65,173,023	\$ 62,595,400	\$ 2,577,623	4%
21	1,670,850	1,594,247	76,603	5%
22	2,313,360	2,252,959	60,401	3%
23	6,223,119	6,679,571	(456,452)	-7%
24	2,359,016	2,055,505	303,511	15%
25	3,353,868	3,277,983	75,885	2%
26	20,734,884	23,571,405	(2,836,521)	-12%
27	94,878	34,571	60,307	174%
28	(10,832)	-	(10,832)	-100%
29	(5,450)	(11,713)	6,263	-53%
30	-	(133,157)	133,157	-100%
31	(1,580,475)	(1,809,084)	228,609	-13%
32	<b>\$ 100,326,241</b>	<b>\$ 100,107,687</b>	<b>\$ 218,554</b>	<b>0%</b>

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**Total Nonoperating Revenues (Expenses)** increased slightly by approximately \$219K compared to the same period in 2013.

**Line 20: State general education appropriation** revenue increased by \$2.6 million, primarily due to a budget increase of \$1.3 million in personnel costs and \$1.5 million in materials and supplies for fiscal year 2014. The remaining difference is due to a decrease of approximately \$155K in the capital budget.

**Line 21: Endowment income** increased by \$77K due to an increase in the State's Charitable Institutions endowment, thereby causing an increase in this period's spending and subsequent reimbursement. The Charitable Institutions endowment is given to support and maintain the institution's health mission.

**Line 23: Professional technical education** funds that support the College of Technology decreased by approximately \$456K due to a timing difference related to when monies are expended and the subsequent reimbursements are received.

**Line 24: Department of Public Works (DPW)** funding increased due to a lump sum allocation received during the current period for fiscal year 2014 delegated projects.

**Line 26: Title IV** funds decreased by \$2.8 million due to stricter eligibility requirements in federal financial aid, primarily PELL grants.

**Line 27: Net investment income** increased due to a growth in interest revenue received on investments, including income from a \$5.0 million additional investment purchased during the current fiscal year.

**Line 28: Net increase (decrease) in fair market value of investments** declined because of market volatility.

**Line 29: Amortization of bond insurance costs** increased this period because older bond issues were defeased last period and, as a result, the remaining unamortized bond insurance on these defeased bonds was expensed.

**Line 30: Bond issuance costs** were incurred last fiscal year due to GASB Statement No. 65 that states debt issuance costs, except any portion related to prepaid insurance costs, should be recognized as an expense in the period incurred. These issuance costs are related to the Series 2012 Refunding Bonds.

**Line 31: Interest on capital asset related debt net of capitalized** decreased due to interest expense from scheduled bond and Banner ERP lease payments.

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		Unaudited For The Nine Months Ended 3/31/2014	Unaudited For The Nine Months Ended 3/31/2013	\$ Change	% Change
<b>OTHER REVENUES AND EXPENSES</b>					
33	Capital gifts and grants	\$ -	\$ 20,699	\$ (20,699)	-100%
34	Gain or (loss) on disposal of fixed assets	-	600	(600)	-100%
35	<b>Net other revenues and expenses</b>	<b>\$ -</b>	<b>\$ 21,299</b>	<b>\$ (21,299)</b>	<b>-100%</b>

**Line 35: Net Other Revenues and Expenses** decreased by \$21K, primarily due to capital gifts received in fiscal year 2013 by the College of Technology.

		Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change
<b>ASSETS</b>					
1	Cash and cash equivalents	\$ 69,987,083	\$ 69,504,668	\$ 482,415	1%
2	Cash with Treasurer	60,387,617	45,283,106	15,104,511	33%
3	Investments	10,042,687	5,000,000	5,042,687	101%
4	Student loans receivable	1,589,888	1,659,319	(69,431)	-4%
5	Accounts receivable and unbilled charges, net	16,560,437	17,252,367	(691,930)	-4%
6	Due from state agencies	4,003,058	3,825,016	178,042	5%
7	Inventories	265,129	284,875	(19,746)	-7%
8	Prepaid expense	861,891	665,569	196,322	29%
9	Assets held in trust	5,247,370	5,500,927	(253,557)	-5%
10	Prepaid bond insurance costs	94,501	191,703	(97,202)	-51%
11	Other long-term assets	62,000	75,000	(13,000)	-17%
12	Property, plant, and equipment, net	180,284,932	187,879,769	(7,594,837)	-4%
13	<b>TOTAL ASSETS</b>	<b>\$ 349,386,593</b>	<b>\$ 337,122,319</b>	<b>\$ 12,264,274</b>	<b>4%</b>

**Total Assets** increased by approximately \$12.3 million for the nine-month period ended March 31, 2014, compared to the same period in 2013. This growth is largely due to the increase in cash and investments. These increases are offset by decreases in property, plant, and equipment and accounts receivable.

**Lines 1 and 2: Cash and cash equivalents and cash with Treasurer** increased in total by \$15.6 million, largely due to \$63.1 million in tuition and fee collections required to be remitted to the State, less \$48.0 million of cash disbursements from the tuition and fee account for various payroll and non-payroll expenses.

**Line 3: Investments** increased by \$5.0 million because ISU invested operating funds with Zions Bank in order to diversity its holdings and to minimize risk. ISU has had excellent cash flow over several years allowing the University to move some of these funds to different financial institutions in order to

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minimize risk and to improve returns. During fiscal year 2014, ISU implemented a strategy to move funds to Zions Bank within the investment guidelines allowed by the SBOE while addressing the institution's liquidity needs.

**Line 4: Student loans receivable** decreased by \$69K because of Perkins loan collections.

**Line 5: Accounts receivable and unbilled charges, net** decreased by \$692K, largely due to a decline in grant and contract receivables of \$1.4 million, offset by an increase of \$568K of receivables for the Family Medicine Residency Program. The remaining difference is due to an increase in Title IV repayment receivables offset by a decrease in registration change fee receivables.

**Line 6: Due from state agencies** increased by \$178K compared to the same period last year. This decrease is due to a College of Education vocational teacher education program receivable and a receivable due from the University of Idaho for rent related to the Idaho Falls Student Union building.

**Line 7: Inventories** decreased \$20K primarily to the pharmaceutical inventory being sold to Bengal Pharmacy.

**Line 8: Prepaid expense** increased by \$196K due to preliminary work for the Meridian anatomy and physiology lab as well as a prepayment for a monster truck event.

**Line 9: Assets held in trust** decreased by almost \$254K as a result of the bond debt service payment paid in the current period and the new issuance of Series 2013 Refunding Bonds that refunded the Series 2003 Revenue Bonds.

**Line 10: Prepaid bond insurance costs** decreased because portions of older bond issues were refunded and, as a result, the corresponding bond insurance was expensed. Because the interest rate on the Series 2012 and 2013 Refunding Bonds was so low, they did not require insurance. According to GASB Statement No. 65, prepaid bond insurance costs are to be amortized over the length of the bonds since they benefit future periods.

**Line 11: Other long-term assets** decreased by \$13K as a result of fewer funds set aside for the other post-employment benefits (OPEB) obligation.

**Line 12: Property, plant, and equipment, net** decreased by \$7.6 million because depreciation expense of \$13.2 million exceeded the \$5.6 million of current year additions. Buildings, equipment, and library materials are the primary drivers of the depreciation increase.

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	Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change	
<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
14	Series 2012 Bond Defeasance	582,501	-	582,501	100%
15	Series 2003 Bond Defeasance	-	682,511	(682,511)	-100%
16	<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	582,501	682,511	(100,010)	-15%

**Total Deferred Outflows of Resources** will continue to decrease over time. The deferred outflows of resources for the Series 2003 and 2012 bond defeasance are calculated by taking the new bond funds minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB Statement No. 65.

	Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change	
<b>LIABILITIES</b>					
17	Accounts payable and accrued liabilities	\$ 1,492,600	\$ 1,829,027	\$ (336,427)	-18%
18	Due to state agencies	139,485	122,344	17,141	14%
19	Accrued salaries and benefits payable	10,519,511	9,981,082	538,429	5%
20	Compensated absences payable	4,776,480	4,645,390	131,090	3%
21	Deposits	327,679	283,557	44,122	16%
22	Funds held in custody for others	714,426	669,444	44,982	7%
23	Unearned revenue	21,262,812	19,860,733	1,402,079	7%
24	Accrued interest payable	1,157,838	1,291,073	(133,235)	-10%
25	Notes and bonds payable	60,706,164	66,173,788	(5,467,624)	-8%
26	Other post-employment benefits payable	7,359,250	7,033,250	326,000	5%
27	<b>TOTAL LIABILITIES</b>	\$ 108,456,245	\$ 111,889,688	\$ (3,433,443)	-3%

**Total Liabilities** decreased by approximately \$3.4 million for the nine-month period ended March 31, 2014, compared to the same period in 2013. This decrease is largely due to reductions in notes and bonds payable, offset by increases in unearned revenue and accrued salaries and benefits payable.

**Line 17: Accounts payable and accrued liabilities** decreased \$336K over the nine-month period ended March 31, 2014. This is primarily due to a student union capital improvement project of \$286K paid to DPW. The remaining decrease is largely due to an outstanding balance paid to Chartwells for food services provided.

**Line 18: Due to state agencies** increased slightly by \$17K due to increases in amounts owed to the Division of Financial Management, DPW, and the Department of Administration.

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**Line 19: Accrued salaries and benefits payable** increased by \$538K due to our having one more accrued pay day during the last pay period of the third quarter compared to the same period in the prior year, an institution-wide performance-based pay increase, and the timing of accruals for 9-month faculty paid over 12 months.

**Line 21: Deposits** increased by \$44K compared to the same period in 2013. This is due to a \$31K increase in housing deposits caused by a 5.4% increase in the occupancy rate in residence halls and apartments, a \$25K increase in security deposits from the Pocatello Spring Fair held in Holt Arena, and a \$12K decrease in registration escrow deposits due to a decline in freshman enrollment.

**Line 22: Funds held in custody for others** increased due to unclaimed stale checks offset by declines in student club accounts and donor selected scholarships.

**Line 23: Unearned revenue** increased by \$1.4 million compared to the same period in 2013. This is primarily comprised of a \$563K increase from the College of Technology receiving more state Professional Technical Education (PTE) appropriations than were spent, an increase of \$434K in tuition and fee revenue for Spring semester due to a 4.5% tuition increase and a positive enrollment mix, and \$212K of unapplied grant payments. The remaining difference is due to increases in interest earned on tuition and IDEP clinic revenue.

**Line 24: Accrued interest payable** decreased by \$133K primarily because the debt service of the 2003 Revenue Bonds was defeased by the Series 2012 and 2013 Refunding Bonds.

**Line 25: Notes and bonds payable** decreased because of scheduled bond payments and the defeasance of old bond issues.

**Line 26: Other post-employment benefits payable** increased by \$326K, which is an accounting estimate.

	Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change
<b>DEFERRED INFLOWS OF RESOURCES</b>				
28 Series 2013 Bond Defeasance	31,036	-	31,036	100%

**Total Deferred Inflows of Resources** increased due to the Series 2013 Refunding Bonds. The deferred inflow of resources is calculated by taking the new bond funds minus the carrying value of the old bond funds. This deferred refunding amount is amortized over the life of the new or old debt, whichever is shorter, per GASB Statement No. 65.

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		Unaudited as of 3/31/2014	Unaudited as of 3/31/2013	\$ Change	% Change
<b>NET POSITION</b>					
29	Invested in capital assets, net of related debt	\$ 120,224,733	\$ 122,580,195	\$ (2,355,462)	-2%
30	Restricted, expendable	9,209,499	10,555,761	(1,346,262)	-13%
31	Unrestricted	112,047,581	92,779,186	19,268,395	21%
32	<b>TOTAL NET POSITION</b>	<b>\$ 241,481,813</b>	<b>\$ 225,915,142</b>	<b>\$ 15,566,671</b>	<b>7%</b>

**Line 29: Invested in capital assets, net of related debt** declined by \$2.4 million due to the decrease in property, plant, and equipment of \$7.6 million and the decrease in capital debt of \$5.4 million. The remaining \$200K decrease is due to reductions in prepaid bond insurance and accrued interest payable.

**Line 30: Restricted, expendable** decreased by \$1.3 million primarily due to a large Foundation scholarship accrual in fiscal year 2013, a reduction in debt service from the 2012 and 2013 Refunding Bonds, and a decline in construction funds for Meridian and CAES building improvement projects. These decreases were offset by an increase in DPW deferred maintenance funding.

**Line 31: Unrestricted** increased by \$19.3 million largely due to the increase in cash and investments.



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**OPERATIONAL TREND DATA**

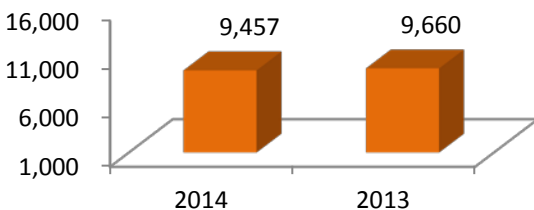
Enrollment Data

The census date for Spring semester enrollment was changed from the tenth class day to March 15. Historical data for Spring 2012 enrollment counted at the new March 15 census day is not available. In order to analyze enrollment data in a consistent manner, figures represented below are counted at the end of term for Spring 2012 and as of the March 15 census date for Spring 2014 and 2013.

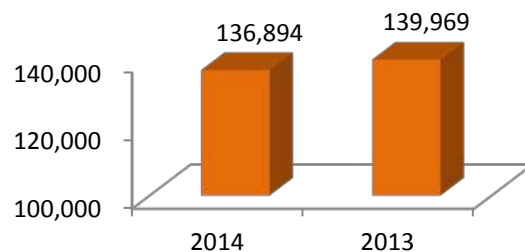
Illustrated by the graphs below, enrollment decreased slightly by 446, or 203 full-time equivalents, for Spring 2014 when compared to Spring 2013. Academic credit hours decreased by 3,075 from 139,969 during this same period. This is primarily due to a decrease in full-time undergraduate students. Full-time undergraduates decreased by 216 students while full-time graduates increased by 13. Full-time resident students decreased by 459, although, full-time nonresident students increased by 256.

A two percent drop in the number of Idaho high school graduates in May of 2013 is partially responsible for the decline in headcount. Other factors include the move by Utah colleges and universities to waive the out-of-state portion of tuition for nonresident students, the Church of Jesus Christ of Latter-day Saints lowering the missionary service age for both men and women, federal financial aid decreases with stricter eligibility requirements, and reductions in federal grants affecting monies available to fund graduate and teaching assistants. In addition to these reasons for declining enrollment, Moody's also suggests the following factors in their November 2013 report *Weakened Tuition Revenue Plagues US Higher Education*: 1) cumulative years of depressed family income and net worth as well as weakened full-time job prospects for recent graduates, 2) growth in part-time lower wage jobs, and 3) improved employment rates and continued improvement in the economy.

**Total Spring FTE Student Headcount**

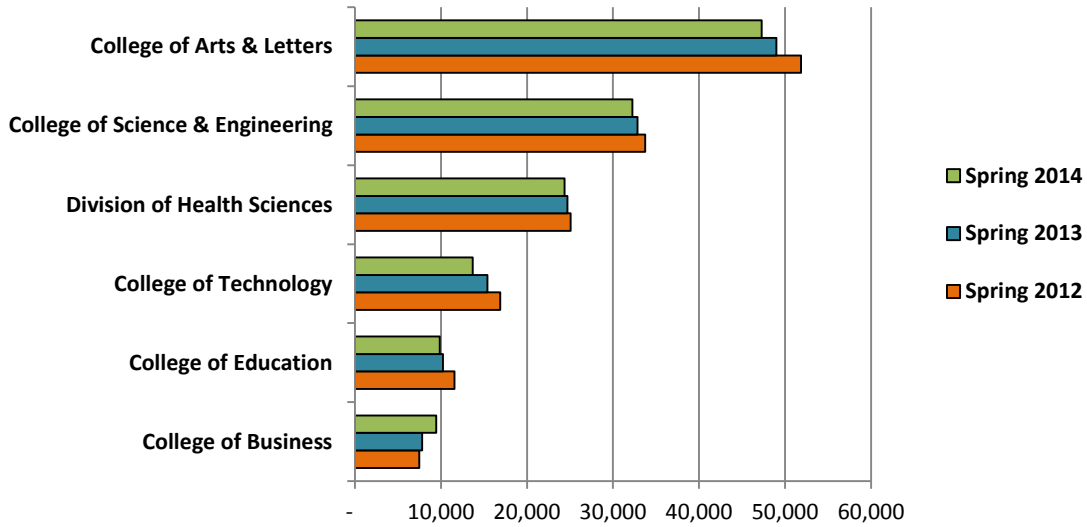


**Total Spring Student Credit Hours**

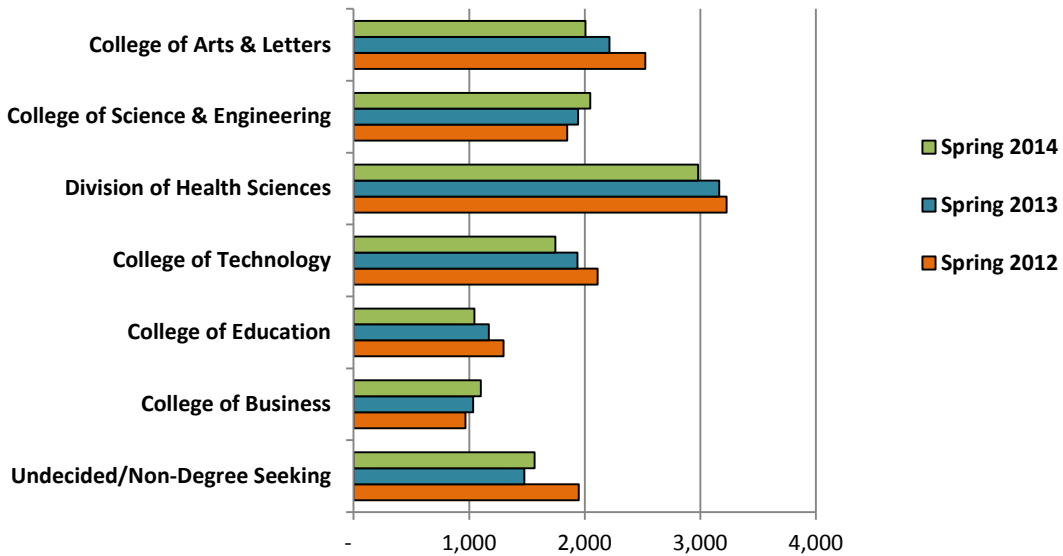


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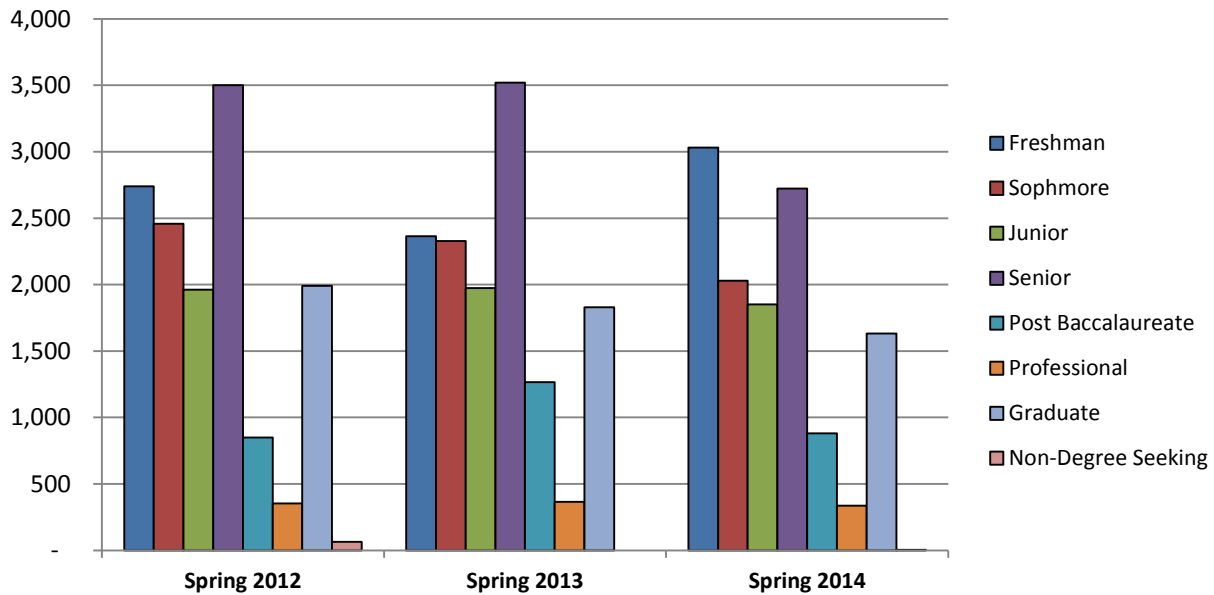
### Total Spring Credit Hours by Colleges/Divisions



### Total Spring Student Headcount by Colleges/Divisions



## Idaho State University Student Headcount by Classification



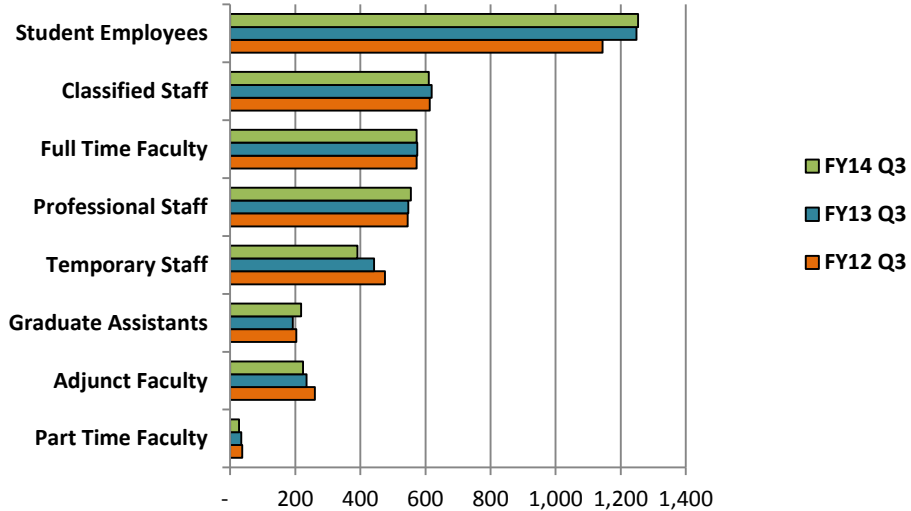
### Employment

The total number of employees paid by the University decreased during the quarter to 3,851 from the same period in fiscal year 2013. This is a total decrease of 41 employees, of which, temporary staff decreased by 51 employees, adjunct faculty decreased by 11, full-time and part-time faculty decreased by 9, and classified staff decreased by 9. The number of graduate assistants increased by 26, professional staff increased by 8, and student employees increased by 5. Except for the decreases in temporary staff and adjunct faculty, offset by the increase in graduate assistants, employment numbers have remained fairly constant in the remaining categories.

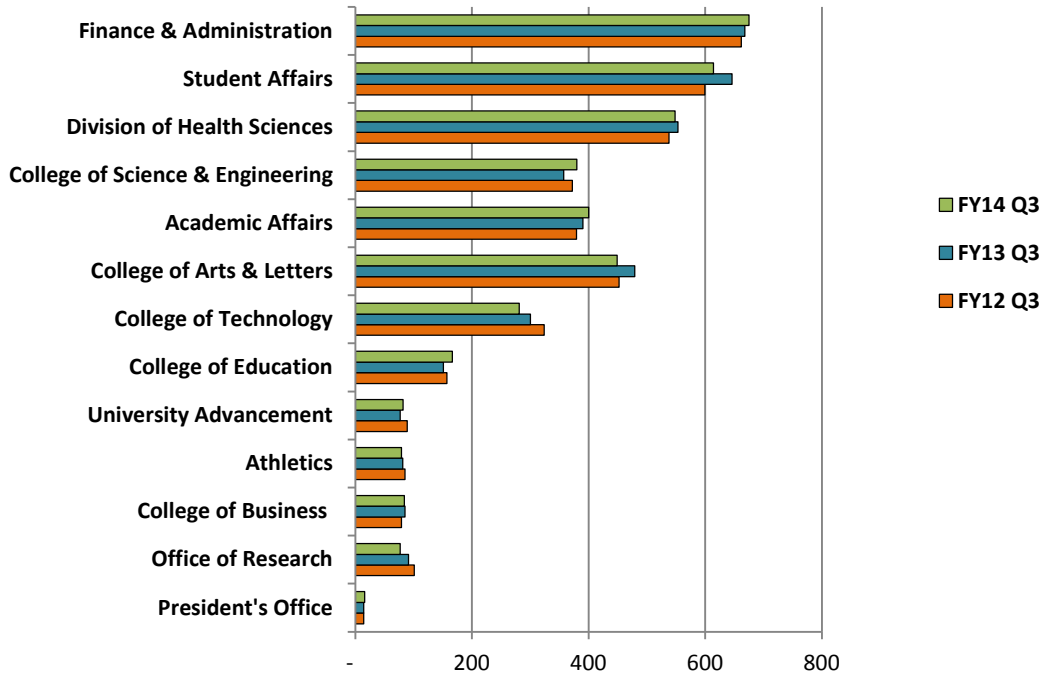
The employment increases in Academic Affairs, Finance and Administration, University Advancement, and the colleges of education and science and engineering are primarily due to an increase of student employees, many of whom participate in the Career Path Internship program, and temporary staff. The employment decreases in Student Affairs and the colleges of technology and arts and letters are largely due to the decrease of temporary staff and student employees. The increase in professional staff primarily took place in Athletics and the Division of Health Sciences.

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## Employee Headcount



## Employee Headcount by Colleges/Divisions



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*Research and Sponsored Activity*

Through the third quarter of fiscal year 2014, ISU submitted 243 proposals requesting nearly \$77.4 million, an increase in requested funds of over 45% from the same time period in fiscal year 2013. ISU received 150 awards from external funding sources totaling over \$15.0 million.

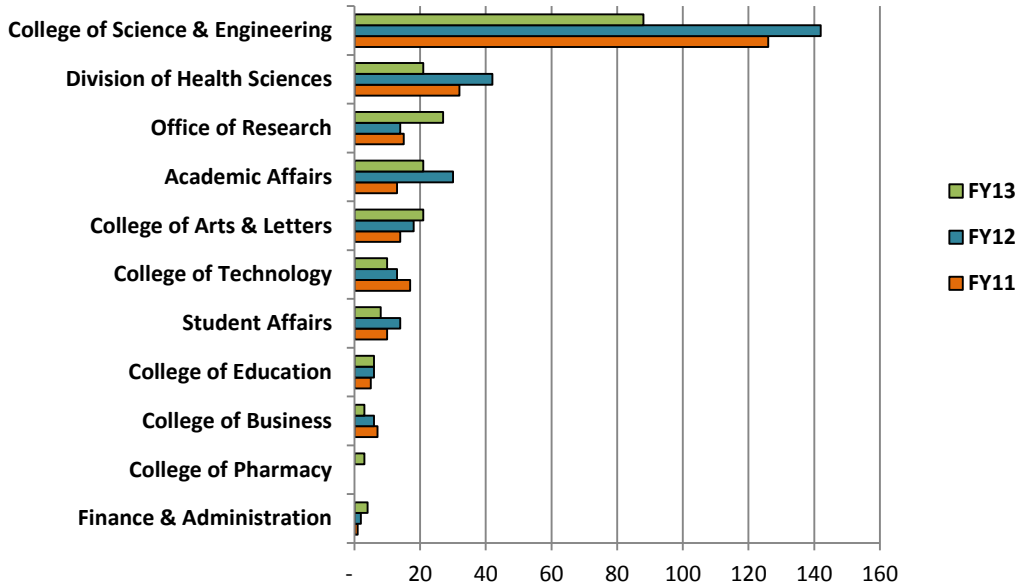
During the quarter, ISU received notable awards from S.M. Stoller Inc. (1 award for \$340,315), Battelle Energy Alliance (6 awards for \$611,720), the Idaho Department of Health and Welfare (3 awards for \$350,872), and the National Science Foundation (1 award for \$176,637). In addition, the University received an immediate award totaling \$457,131 and long-term funding over the next four years totaling \$4.2 million from the U.S. Department of Defense - Office of Naval Research.

The Federal Government shut down for over half of the month in October 2013, reducing the funding activity and levels for the second and third quarters. It is anticipated that effects of the government shutdown may continue to carry over into the fourth quarter. Statistics provided by the government ([www.usaspending.gov](http://www.usaspending.gov)) state that in higher education, the number of federal grant contracts has declined by over 60% and spending has decreased by over 50% comparing federal fiscal year 2013 to the eight months in federal fiscal year 2014.

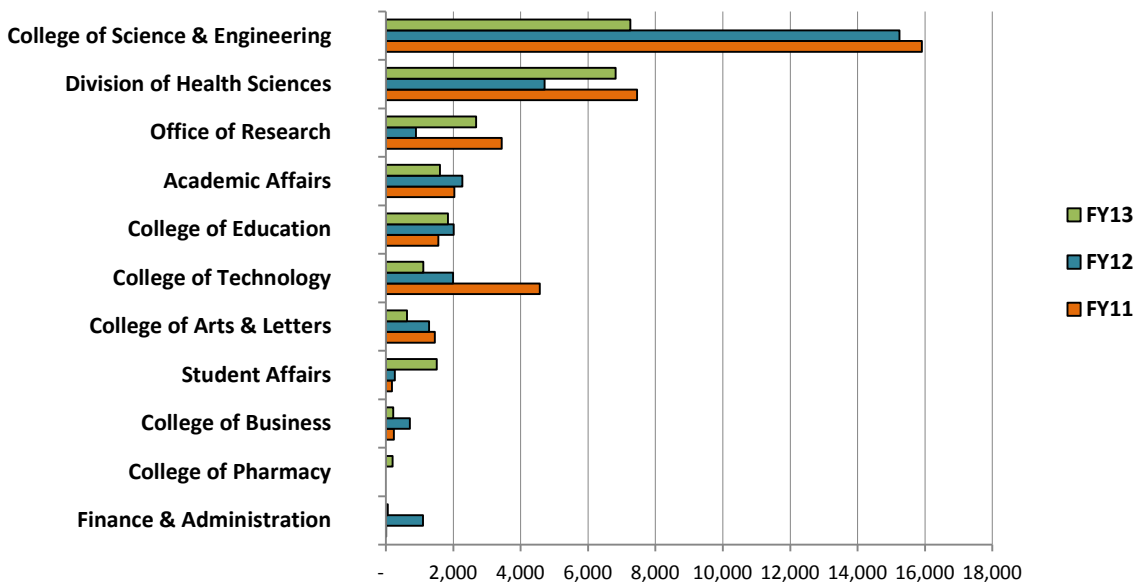
Sponsored Projects	FY14 Q3	FY13 Q3	FY12 Q3
# Submitted	243	276	264
\$ Submitted	\$ 77,360,051	\$ 53,006,310	\$ 102,973,135
# Awarded	150	158	219
\$ Awarded	\$ 15,017,536	\$ 15,965,447	\$ 23,371,345

Sponsored Projects	FY14 Q3 (To Date)	FY13	FY12	FY11	FY10
# Submitted	243	360	375	375	398
\$ Submitted	\$ 77,360,051	\$ 76,410,295	\$ 165,682,468	\$ 102,818,878	\$ 120,173,853
# Awarded	150	212	286	244	282
\$ Awarded	\$ 15,017,536	\$ 23,911,923	\$ 30,528,603	\$ 36,264,509	\$ 37,117,143

## Number of Sponsored Awards by Colleges/Divisions



## Sponsored Awards in \$ by Colleges/Divisions (In thousands)



Idaho State University  
 Quarterly Report  
 For the Nine Months Ended March 31, 2014

Idaho State University Foundation

The Idaho State University Foundation (Foundation) continued its mission to stimulate voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of Idaho State University. The Foundation, through its Board of Directors, appoints an investment committee that determines investment guidelines, sets spending rules, and engages the investment managers and custodians.

The Foundation received an increase of \$400K in gifts for the third quarter of fiscal year 2014, as compared to the same period in 2013. Total gifts have increased by \$1.24 million for the first three periods of fiscal year 2014, over the same periods in fiscal year 2013. Giving during the current fiscal year has supported the Foundation’s expectation of a strong gift year.

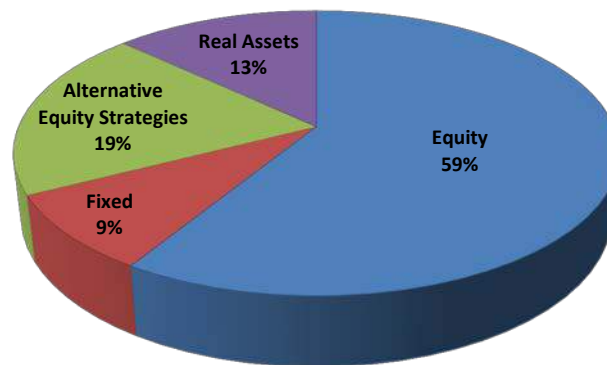
The overall investment policy is to maximize the return on investments within an acceptable range of risks. The Board oversees and approves all investment and asset allocation policies proposed by its Investment Committee.

The chart below illustrates the Foundation’s actual return on investments for the nine-month periods ended March 31, 2014 and 2013 along with the Foundation’s policy benchmarks.

	Quarter Ended 3/31/14	Quarter Ended 3/31/13	12 Month Return
Actual Returns	1.36%	4.61%	11.04%
Policy Benchmark	1.42%	4.23%	10.57%

The fair market value of the endowment was \$40,003,981 and \$36,195,715 for the periods ended March 31, 2014 and March 31, 2013, respectively.

**Total Endowment Market Value as of  
 3/31/2014 - \$40,003,981**



Idaho State University  
Quarterly Report  
For the Nine Months Ended March 31, 2014

**PLAN VS. ACTUAL ANALYSIS**

Appropriated Budget Analysis

<b>General Education Appropriated Budget Summary For the Quarter Ending 3/31/14</b>					
<b>College/Division</b>	<b>Budget</b>	<b>Actual</b>		<b>Budget</b>	
		<b>Expensed</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Remaining</b>
Finance & Administration	\$ 35,693,700	\$ (21,976,143)	\$ (1,383,205)	\$ 12,334,352	35%
College of Arts & Letters	15,521,711	(10,341,231)	(27,373)	5,153,107	33%
College of Science & Engineering	14,620,361	(10,432,721)	(25,054)	4,162,586	28%
Academic Affairs	13,282,972	(6,460,559)	(343,374)	6,479,039	49%
Division of Health Sciences	13,078,753	(8,904,420)	(22,534)	4,151,799	32%
President's Office	5,364,911	(3,868,189)	(132,418)	1,364,304	25%
College of Business	5,221,564	(3,438,376)	(57)	1,783,131	34%
Library	5,207,545	(3,997,020)	(4,209)	1,206,316	23%
Office of Research	5,141,379	(3,321,719)	(234,792)	1,584,868	31%
College of Education	5,051,288	(3,771,015)	(2,535)	1,277,738	25%
Student Affairs	4,483,096	(3,405,555)	(31,300)	1,046,241	23%
College of Pharmacy	3,414,102	(2,362,470)	-	1,051,632	31%
University Advancement	2,490,946	(1,642,773)	(7,139)	841,034	34%
College of Technology	1,291,568	(857,505)	(6,049)	428,014	33%
Graduate School	669,882	(397,004)	(51,400)	221,478	33%
<b>Grand Total</b>	<b>\$ 130,533,778</b>	<b>\$ (85,176,700)</b>	<b>\$ (2,271,439)</b>	<b>\$ 43,085,639</b>	<b>33%</b>

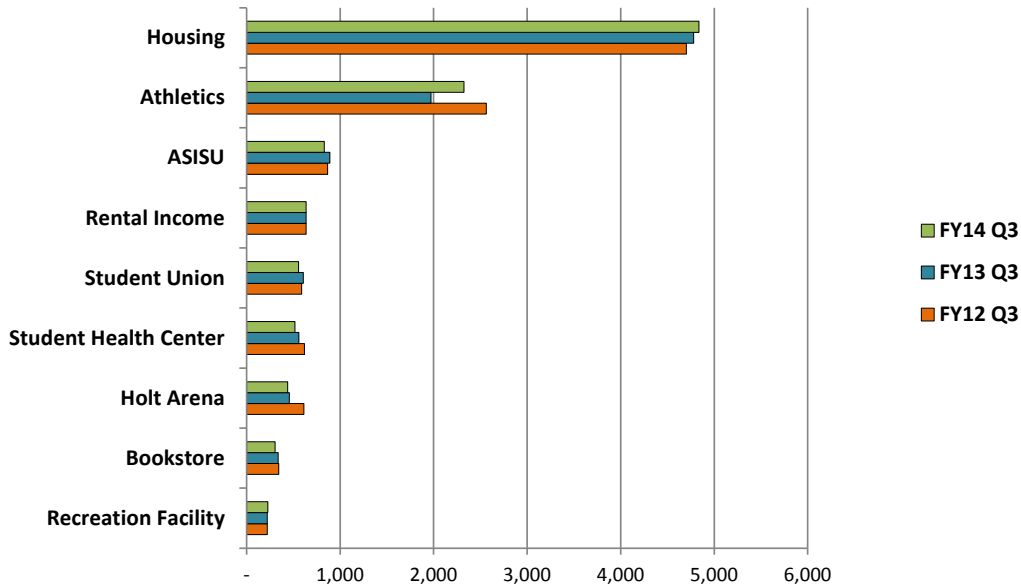
Spending patterns have remained fairly consistent with the third quarter of the prior year. In total, 33% of the appropriated budget is remaining, which is expected given that portions of Spring and Summer semesters remain to be funded.



Idaho State University  
 Quarterly Report  
 For the Nine Months Ended March 31, 2014

Auxiliary Analysis

**Auxiliary Revenue**  
*(in thousands)*



The increase of \$212K in auxiliary revenues for the nine-month period ending March 31, 2014 can be attributed to a few factors. Housing had a \$56K increase in food service sales. Athletics received \$240K more in football game guarantees. In fiscal year 2013, Athletics received a game guarantee of \$600K from the University of Nebraska. In fiscal year 2014, Athletics received \$450K from the University of Washington and \$390K from Brigham Young University. Additionally, the recreation facility received a slight increase in revenue from cheerleader camps, building rentals, and membership fees. Conversely, ASISU student health insurance administration fees and the Student Union’s Chartwells commission revenue declined related to timing differences of when revenue is received. Revenue decreases in the Student Health Center, Bookstore, and Holt Arena were primarily due to declines in lab services and medication sales (pharmaceutical transfer to Bengal Pharmacy), textbook sales, and facility rentals. Auxiliary units are performing as planned.



# *Idaho State University*

*Financial Statements for the Years  
Ended June 30, 2011 and 2010  
and Independent Auditor's Report*

IDAHO STATE UNIVERSITY  
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## REPORT OF INDEPENDENT AUDITORS

The Idaho State Board of Education  
Idaho State University

We have audited the accompanying financial statements of Idaho State University (University) and its discretely presented component unit, Idaho State University Foundation, Inc. (the Foundation) as of and for the years ended June 30, 2011 and 2010, as listed in the table of contents. These financial statements are the responsibility of the University's and Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 14. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it related to the amounts included for that component unit, is based solely on the report of other auditors.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe our audits and the reports of other auditors provide a reasonable basis for our opinion.

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University and its discretely presented component unit as of June 30, 2011 and 2010, and the changes in its financial position and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

The Management's Discussion and Analysis on pages 2 through 11 and certain information in Note 10, *Postemployment Benefits Other Than Pensions*, that is labeled as "required supplementary information" is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2011

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# IDAHO STATE UNIVERSITY

## Management's Discussion and Analysis For the fiscal year ended June 30, 2011

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### *INTRODUCTION*

This Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of Idaho State University for the fiscal year ended June 30, 2011. It is intended to promote greater understanding of Idaho State University's (ISU or the University) financial activities and position. The MD&A includes the University's condensed and comparative statements, along with related graphs and charts. It should be read in conjunction with the financial statements and related footnote disclosures that follow the discussion. The financial statements, footnotes, and this discussion are the responsibility of management.

As a comprehensive public institution of higher learning, Idaho State University, located in Pocatello, Idaho, has served the citizens of the State since 1901, when it was first established as the Academy of Idaho. The University provides both general education and specialized programs in arts, humanities, sciences, the professions, and technologies and contributes to the State and nation through related research and public service programs. Idaho State University offers a diverse range of degree programs from baccalaureate to post-doctoral levels through the Colleges of Science and Engineering, Arts and Letters, Business, Education, Health Professions, Pharmacy, Technology, and the Graduate School. Through its programs in Health Professions, Pharmacy, the Family Practice Medical Residency, and the Idaho Dental Education Program, the University represents the primary higher educational institution for health professions in the state of Idaho.

### *OVERVIEW*

The University's financial statements have been prepared in accordance with the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, as amended by GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*.

The financial statements are comprised of the following components as explained briefly below.

**Independent Auditor's Report** – Presents an unqualified opinion rendered by an independent certified public accounting firm as to the fairness (in all material respects) of the financial statements. The audit firm is selected and engaged by the Idaho State Board of Education.



**Statement of Net Assets** – The statement of net assets includes all assets and liabilities of the University. Assets and liabilities are generally reported at their book value, on an accrual basis, as of the statement date. This statement also identifies any major categories of restrictions on the net assets of the University.

**Statement of Revenues, Expenses, and Changes in Net Assets** – The statement of revenues, expenses, and changes in net assets presents the revenues earned and expenses incurred during the year on an accrual basis, categorized as operating and nonoperating.

**Statement of Cash Flows** – The statement of cash flows presents the inflows and outflows of cash for the year; summarized by operating, non-capital financing, capital and related financing, and investing activities.

**Notes to the Financial Statements** – The Notes provide important additional information that expands and clarifies the financial statement data.

**Component Unit** – The Idaho State University Foundation, Incorporated (the Foundation) is a key partner and contributor to the University’s educational mission and holds significant economic resources that benefit the University. It is the only affiliated organization that qualifies as a component unit of the University. Because the Foundation is a non-governmental entity, their financial statements are based upon reporting standards promulgated by the Financial Accounting Standards Board (FASB) and are audited by separate independent auditors. For purposes of this report, their financial information is presented on separate pages immediately following the corresponding university information.



## ***STATEMENT OF NET ASSETS***

The *Statement of Net Assets* reflects the financial position of the University at the end of the fiscal year. The difference between total assets and total liabilities represents net assets. Changes in net assets occur over time and are one indicator of the financial condition of the University. Net Assets are presented in three major categories on the statement, each of which is described in more detail within the footnotes to the statements. A summary comparison of the assets, liabilities, and net assets for the years ended June 30, 2011, 2010, and 2009, is presented below.

<b>Schedule of Net Assets</b>			
	<b><u>June 30, 2011</u></b>	<b><u>June 30, 2010</u></b>	<b><u>June 30, 2009</u></b>
<b>Assets:</b>			
Current Assets	\$ 94,971,188	\$ 80,612,923	\$ 69,902,072
Noncurrent Assets	<u>196,119,584</u>	<u>191,955,047</u>	<u>192,081,655</u>
Total Assets	<u>291,090,772</u>	<u>272,567,970</u>	<u>261,983,727</u>
<b>Liabilities:</b>			
Current Liabilities	28,439,127	27,585,649	28,214,198
Noncurrent Liabilities	<u>71,749,739</u>	<u>75,445,975</u>	<u>78,931,975</u>
Total Liabilities	<u>100,188,866</u>	<u>103,031,624</u>	<u>107,146,173</u>
<b>Net Assets:</b>			
Invested in capital assets, net of related debt	123,571,307	113,836,708	108,043,090
Restricted, expendable	6,558,524	8,479,940	13,023,152
Unrestricted	<u>60,772,075</u>	<u>47,219,698</u>	<u>33,771,312</u>
Total Net Assets	<u>\$ 190,901,906</u>	<u>\$ 169,536,346</u>	<u>\$ 154,837,554</u>

As shown in the schedule above, the University's total net assets increased by approximately \$21.4 million from the prior fiscal year. The increase results from a variety of issues, but the major contributing factors are holding costs relatively flat, stable enrollment, and reducing debt, coupled with increases in tuition and fees, grants, and additions to capital assets. The overall increase was offset by the continuing decline in state funding.



### ***REVENUES, EXPENSES, AND CHANGES IN NET ASSETS***

A comparative statement summarizing the University's revenues, expenses, and changes in net assets for the years ended June 30, 2011, 2010, and 2009, is shown below.

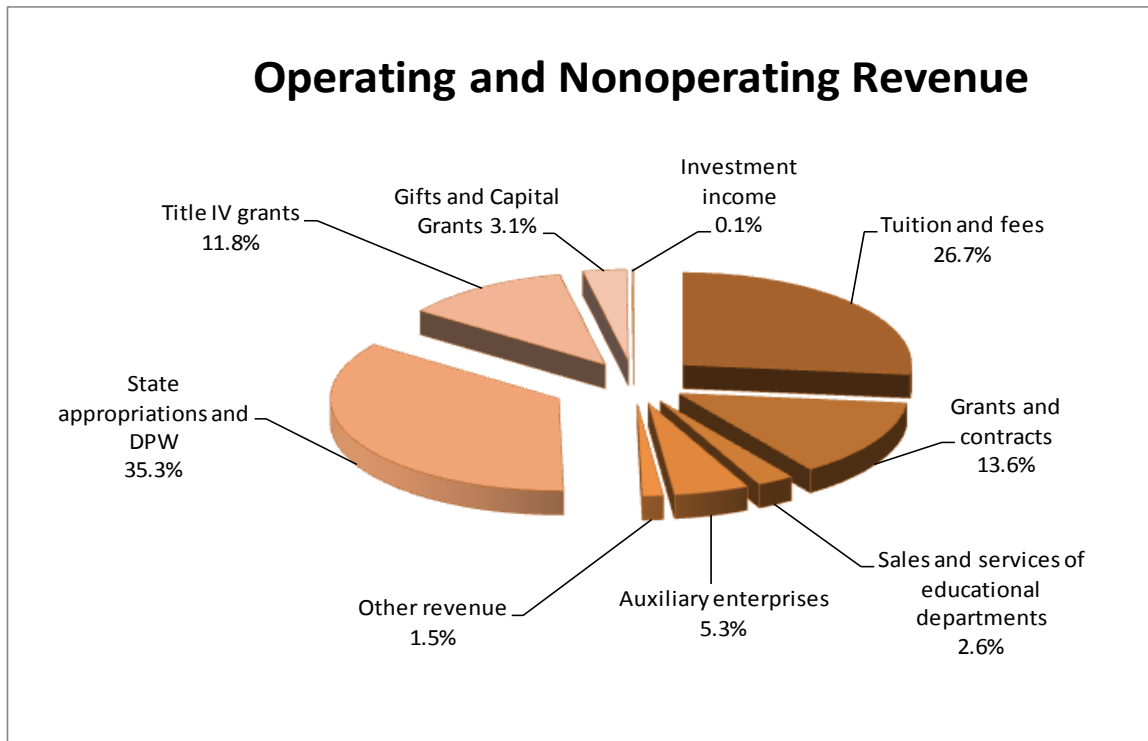


<b>Summary Statement of Revenues, Expenses &amp; Changes in Net Assets</b>			
	<u><b>FY 2011</b></u>	<u><b>FY 2010</b></u>	<u><b>FY 2009</b></u>
<b>Operating revenues</b>			
Student tuition and fees (net of scholarship discounts and allowances)	\$ 62,525,361	\$ 57,721,128	\$ 52,694,142
Federal grants and contracts	13,653,117	14,166,811	13,734,296
State and local grants and contracts	9,786,215	9,813,602	9,822,969
Private grants and contracts	8,532,830	6,719,031	6,932,162
Sales and services of educational activities	6,066,029	5,543,843	4,233,153
Sales and services of auxiliary enterprises	12,426,182	12,444,156	12,222,735
Other	3,470,991	2,821,388	3,349,149
<b>Total operating revenues</b>	<b>116,460,725</b>	<b>109,229,959</b>	<b>102,988,606</b>
<b>Operating expenses</b>	<b>209,724,689</b>	<b>207,824,538</b>	<b>211,124,375</b>
<b>Operating income (loss)</b>	<b>(93,263,964)</b>	<b>(98,594,579)</b>	<b>(108,135,769)</b>
<b>Nonoperating revenues (expenses)</b>			
State appropriations	75,402,147	78,816,476	88,048,039
State Department of Public Works	7,375,601	3,892,864	11,962,205
Title IV grants	27,767,664	24,301,307	15,515,208
Gifts	5,396,289	5,959,068	6,705,788
Net investment income	252,720	238,229	614,313
Amortization of bond financing costs	(60,954)	(60,953)	(60,953)
Interest on capital asset related debt	(3,355,101)	(3,507,755)	(3,502,128)
<b>Net nonoperating revenues (expenses)</b>	<b>112,778,366</b>	<b>109,639,236</b>	<b>119,282,472</b>
<b>Other revenue and expenses</b>			
Capital gifts and grants	1,937,104	3,639,092	84,764
Gain or (loss) on disposal of fixed assets	(85,946)	15,043	(76,953)
<b>Net other revenues and expenses</b>	<b>1,851,158</b>	<b>3,654,135</b>	<b>7,811</b>
<b>Increase in net assets</b>	<b>21,365,560</b>	<b>14,698,792</b>	<b>11,154,514</b>
<b>Net assets - beginning of year</b>	<b>169,536,346</b>	<b>154,837,554</b>	<b>143,683,040</b>
<b>Net assets - end of year</b>	<b>\$ 190,901,906</b>	<b>\$ 169,536,346</b>	<b>\$ 154,837,554</b>

### ***Revenue***

Operating revenues received by the University are the result of providing goods and services to the various customers and constituencies of the University. Student tuition and fees, as well as research grants and contracts, are prime examples of operating revenues. Nonoperating revenues are those monies received for which goods and services are not provided. For example, as a public institution, one of ISU's primary sources of revenue is appropriations provided by the state of Idaho, which, as directed by GASB standards, are classified as nonoperating revenue. As a result, the University's financial statements typically show an operating loss. A more comprehensive assessment of the operations of the University is reflected in the change in net assets at the end of the year.

Total revenues for the year ended June 30, 2011, were \$234.6 million, representing an increase of 3.8% from fiscal year 2010. Below is a graphic illustration of revenues by source (both operating and non-operating) for the year ended June 30, 2011.



Fiscal year 2011, continued the trend in reduced general and programmatic appropriations from the State of Idaho. This is reflected by a 4.3% reduction in appropriated funding, which equates to \$3.4 million. When combined with the Department of Public Works (DPW), total state funding is relatively flat. However, this is a factor of one-time funding of \$5.2 million from the DPW for completion of the Meridian remodel project.



To help offset appropriated funding reductions, all state-supported institutions of higher education in Idaho increased tuition and fees in fiscal year 2011. This increase at ISU, coupled with the on-going cost reduction initiatives, were strategic steps considered necessary to sustain the institution and build reserves to face the challenging and uncertain economic times, and maintain a course that ensures educational excellence for our students. In addition, revenue from federal title IV grant funds delivered as aid to students rose during the year by \$3.5 million, or 14.3%.

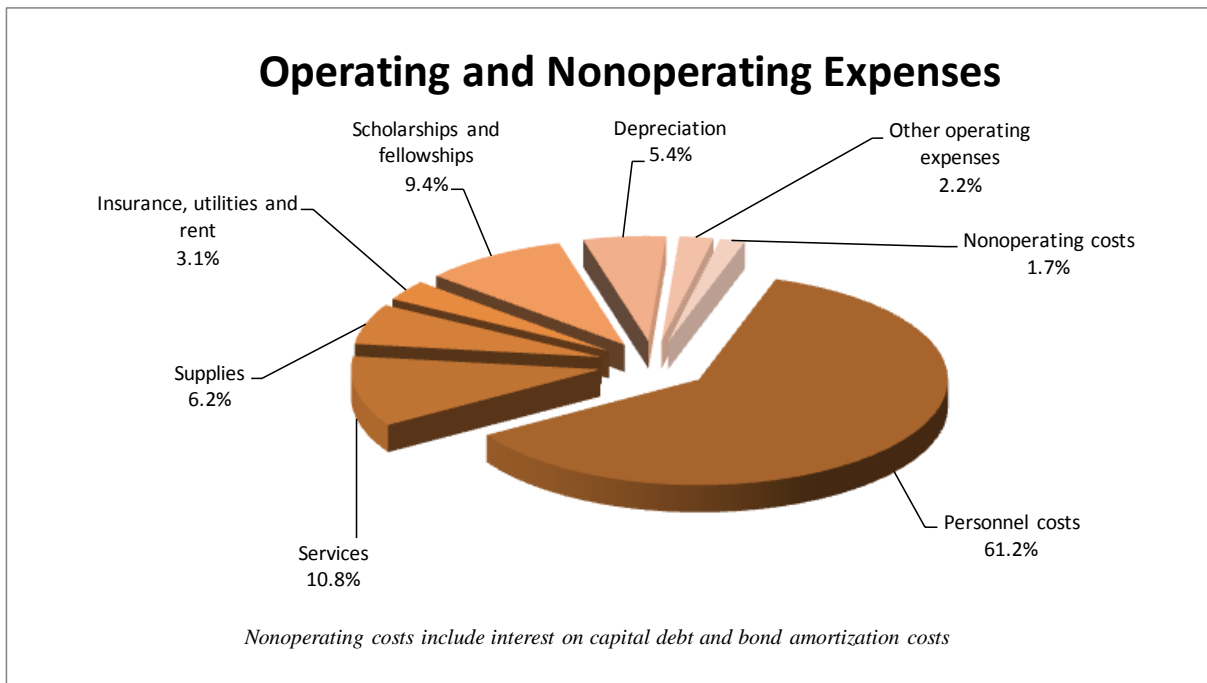
Revenue from research grants was up 4.1%, or about \$1.3 million. The institution continues its strong commitment to research, as evidenced by the Carnegie Foundation's classification of Idaho State University as a Research University-High status. ISU is only one of 98 institutions in the country in this prestigious group. As part of our commitment to research, the University purchased a 209,000 square foot building located in the University Research Park to house the Idaho Joint Research Center. The center

will provide a multidisciplinary approach to energy research, including material sciences, electrical engineering, and nuclear engineering.

**Expenses**

Operating expenses represent the costs associated with providing goods and services to enable us to carry out the mission of the University. A comparative summary of expenses for the years ended June 30, 2011, 2010, and 2009 is presented below, along with a graphic of expenditures by natural classification.

<b>Summary Statement of Expenses</b>			
	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Operating</b>			
Personnel costs	\$ 130,457,000	\$ 133,372,372	\$ 137,900,068
Services	23,073,330	21,246,038	22,905,039
Supplies	13,257,589	11,200,367	12,311,174
Insurance, utilities and rent	6,660,260	7,172,329	7,913,599
Scholarships and fellowships	20,084,127	20,067,882	15,048,716
Depreciation Expense	11,462,198	10,832,307	10,047,530
Other operating Expenses	4,730,185	3,933,243	4,998,249
<b>Total operating expenses</b>	<b>209,724,689</b>	<b>207,824,538</b>	<b>211,124,375</b>
<b>Nonoperating</b>			
Amortization of bond financing costs	60,954	60,953	60,953
Loss (gain) on disposal of fixed assets	85,946	(15,043)	76,953
Interest on capital asset related debt	3,355,101	3,507,755	3,502,128
<b>Total nonoperating expenses</b>	<b>\$ 3,502,001</b>	<b>\$ 3,553,665</b>	<b>\$ 3,640,034</b>



At \$209.7 million, fiscal year 2011 operating expenditures increased by less than 1%. Holding operating costs at a relatively flat position is once again indicative of the initiatives the University implemented to

meet the challenges of the declining economy and budget holdbacks and prepare for additional financial challenges in the future. Where feasible, delayed hiring and the use of temporary employees helped to maintain stable personnel costs. The majority of the \$2.9 million dollar decrease in these costs is related to state insurance premium reprieves during the year. This was partially offset by increases in supplies, which were driven by much needed non-capital expenditures in computer labs and centers, instructional media, and the Center for Advanced Energy Studies research facility. Increased outlays for services were primarily the result of completing necessary repair and maintenance efforts through the DPW and an increase in costs stemming from subcontract work on sponsored grants and projects.

In addition to the natural classification of expenses presented previously, the three-year comparative summary of expenses categorized by functional classification provides additional insight into the nature of University expenditures. While there were no material changes over the prior year, it is noteworthy that expenditures for student services continue to increase. This reflects the infusion of \$380,000 in the Career Path Internship program and enhanced efforts for international students and advising.

<b>Summary Statement of Operating Expenses by Function</b>			
	<b><u>2011</u></b>	<b><u>2010</u></b>	<b><u>2009</u></b>
Instruction	\$ 80,931,125	\$ 81,513,589	\$ 86,851,409
Research	18,092,340	17,394,610	17,282,465
Public Service	4,064,941	4,291,417	5,127,353
Academic Support	11,025,514	11,351,090	11,306,932
Libraries	2,400,075	2,522,461	2,552,186
Student Services	8,269,463	7,443,122	7,428,907
Institutional Support	17,620,322	17,526,844	17,824,842
Maintenance and Operations	14,027,825	13,572,310	16,005,877
Auxiliary Enterprises	21,746,759	21,308,706	21,648,158
Scholarships and Fellowships	20,084,127	20,068,082	15,048,716
Depreciation	11,462,198	10,832,307	10,047,530
<b>Total Functional Expenses</b>	<b><u>\$ 209,724,689</u></b>	<b><u>\$ 207,824,538</u></b>	<b><u>\$ 211,124,375</u></b>

## **CASH FLOWS**

The various sources of cash, along with their application and use, are presented in the *Statement of Cash Flows*. This analytical perspective is useful in assessing the ability of the university to satisfy its financial obligations as they come due. The statement classifies the flow of cash in the following four categories.

Operating activities - Displays the net cash flow required to conduct the day-to-day operating activities of the institution and reflects the continued need for funding from the state of Idaho.

Noncapital financing activities - Reflects the net cash flow of non-operating transactions not related to investing or capital financing activities, and includes funds provided by state appropriations.

Capital and related financing activities - Includes payments for the acquisition of capital assets, proceeds from long-term debt, and debt repayment.

Investing activities – Details the funds involved in the purchase and sale of investments and reflects the change in rates of return on invested funds.

The statement summarizes the net cash flow and reconciles to the operating income or loss, as reflected on the *Statement of Revenues, Expenses, and Changes in Net Assets*.

A summary of the *Statement of Cash Flows* for the year ended June 30, 2011, is presented below.

<b><u>Summary Statement of Cash Flows</u></b>			
	<b><u>FY 2011</u></b>	<b><u>FY 2010</u></b>	<b><u>FY 2009</u></b>
Cash and cash equivalents (used in) or provided by:			
Operating activities	\$ (77,316,030)	\$ (86,116,976)	\$ (91,536,212)
Noncapital financing activities	107,537,874	105,911,573	109,034,526
Capital and related financing activities	(16,803,973)	(14,241,614)	(21,467,964)
Investing activities	<u>214,823</u>	<u>217,735</u>	<u>539,831</u>
Net increase (decrease) in cash	13,632,694	5,770,718	(3,429,819)
Cash and cash equivalents, beginning of year	<u>62,597,060</u>	<u>56,826,342</u>	<u>60,256,161</u>
Cash and cash equivalents, end of year	<u>\$ 76,229,754</u>	<u>\$ 62,597,060</u>	<u>\$ 56,826,342</u>

For purposes of the *Statement of Cash Flows*, the University considers all highly liquid investments with an original maturity of three months or less and all non-negotiable certificates of deposit to be cash equivalents.

### ***CAPITAL ASSET AND DEBT ACTIVITIES***

The University considers the effective management of the institution’s physical resources as a fundamental element of its financial stewardship, including the prudent use of debt to finance such resources. The development and maintenance of our physical resources is a key factor in creating and sustaining a learning environment that permits education to flourish. Idaho State University’s total capital assets before depreciation increased by \$14.0 million; from \$326.0 million in 2010, to \$340.0 million in 2011.

Total institutional long-term debt declined by \$4.3 million from \$75.1 million at June 30, 2010, to \$70.8 million at June 30, 2011. The University incurred no new long-term debt and continued to pay down existing debt according to the debt schedule detailed in the notes of this report.



## ***ECONOMIC OUTLOOK***

Despite the challenges experienced during the economic downturn in the nation and world, ISUs overall financial position remains relatively strong. The University has incurred no new debt in recent years and continues to monitor and minimize expenditures wherever and whenever it makes sense to do so. Managing multiple, consecutive years of reductions in state appropriated dollars has been, and continues to be challenging. Along with cost containment, alternative revenue sources have been utilized to maintain and sustain quality educational programs. As the cost of delivering these programs continues to rise, the University must depend on private gifts, research grants, and tuition and fees for incremental revenue.

The University continued its efforts and progress on many initiatives during the fiscal year. The research efforts of faculty and others continue to produce exemplary results. For example, there will be more family doctors in Idaho due to a \$960,000 grant awarded this fall to the Family Medicine Residency Program. The grant is designed to increase the number of primary care physicians in the state and will increase the total number of medical residents in the residency program from 18 to 21 over the next five years.

The College of Technology received a \$1.2 million dollar “Go On” grant from the J.A. and Kathryn Albertson Foundation to improve Idaho’s student retention rates. Under the program, students will work with the Center for New Directions to develop an educational and career plan and counselors and faculty will serve as mentors. Scholarships will be available for further credit courses and various business and industry representatives will frequently meet with students about their career options and choices.



The Idaho Museum of Natural History, located on the Pocatello campus, was awarded full accreditation by the American Association of Museums. The museum met rigid standards in all areas and was cited as making impressive changes, especially in terms of university support. The Association stated the museum has become not only “...one of the finest in Idaho, but also one of the best in America.”



Efforts by University researchers were bolstered by a \$1.0 million grant from the National Science Foundation dealing with “virtual zooarchaeology.” The grant furthers development of an online two and three-dimensional archeological collection of Arctic animal bones and will provide tools necessary to assist more efficient, accurate, and cost-effective analyses by researchers around the world.

The NCAA Division I Committee on Athletics Certification awarded the Department of Athletics NCAA Certification without condition. In meeting the NCAA requirements, the University increased the number of women's athletic scholarships, increased funding for the program, and improved the women's softball complex and the intercollegiate locker rooms for women's volleyball, softball, and basketball.



Since the University is ultimately subject to the same economic variables that affect other financial entities, it is not possible to predict future outcomes. We have a number of challenges ahead and maintaining the ambitious course we have set will not be a simple task. However, we remain confident that through careful stewardship of our resources, exercising thoughtful and prudent decision making, and continuing to work together with the various stakeholders and constituencies that support Idaho State University, we will continue to offer outstanding educational opportunities for our students.



*The audited financial statements included in this report, along with the accompanying notes to the financial statements, provide pertinent information and details related to the financial activities discussed in this analysis.*

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF NET ASSETS**  
**AS OF JUNE 30, 2011 AND 2010**

	<u>2011</u>	<u>2010</u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 46,469,047	\$ 45,898,241
Cash with Treasurer	29,760,707	16,698,819
Student loans receivable	251,780	299,594
Accounts receivable and unbilled charges, less allowance for doubtful accounts of \$1,358,432 and \$510,614, respectively	13,209,650	11,225,799
Due from state agencies	4,048,548	5,661,440
Interest receivable	128,615	90,718
Inventories	276,492	251,702
Prepaid expenses	826,349	486,610
Total current assets	<u>94,971,188</u>	<u>80,612,923</u>
<b>NONCURRENT ASSETS:</b>		
Student loans receivable, less allowance for doubtful loans of \$504,502 and \$488,852	1,527,146	1,564,654
Assets held in trust	269,941	1,512,602
Deferred bond financing costs	1,037,808	1,125,445
Property, plant, and equipment, net	<u>193,284,689</u>	<u>187,752,346</u>
Total noncurrent assets	<u>196,119,584</u>	<u>191,955,047</u>
<b>TOTAL ASSETS</b>	<u>\$ 291,090,772</u>	<u>\$ 272,567,970</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable and accrued liabilities	\$ 2,685,986	\$ 2,223,049
Due to state agencies	546,367	1,541,318
Accrued salaries and benefits payable	9,452,002	8,915,073
Compensated absences payable	4,288,645	4,594,205
Deposits	179,794	152,637
Funds held in custody for others	698,243	694,740
Deferred revenue	5,300,724	4,438,141
Accrued interest payable	864,961	917,425
Notes and bonds payable	<u>4,422,405</u>	<u>4,109,061</u>
Total current liabilities	<u>28,439,127</u>	<u>27,585,649</u>
<b>NONCURRENT LIABILITIES:</b>		
Other post-employment benefits payable	5,360,000	4,453,000
Notes and bonds payable	<u>66,389,739</u>	<u>70,992,975</u>
Total noncurrent liabilities	<u>71,749,739</u>	<u>75,445,975</u>
<b>TOTAL LIABILITIES</b>	<u>100,188,866</u>	<u>103,031,624</u>
<b>NET ASSETS:</b>		
Invested in capital assets, net of related debt	123,571,307	113,836,708
Restricted, expendable	6,558,524	8,479,940
Unrestricted	<u>60,772,075</u>	<u>47,219,698</u>
Total net assets	<u>190,901,906</u>	<u>169,536,346</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 291,090,772</u>	<u>\$ 272,567,970</u>

**See Accompanying Notes to Financial Statements**



## IDAHO STATE UNIVERSITY COMPONENT UNIT

### IDAHO STATE UNIVERSITY FOUNDATION STATEMENT OF FINANCIAL POSITION AS OF JUNE 30, 2011 AND 2010

ASSETS	2011	2010
Cash and cash equivalents	\$ 2,419,802	\$ 642,044
Cash and cash equivalents-restricted	851,039	735,366
Investments	41,051,000	37,757,721
Gift Pledges receivable, net	3,233,981	3,768,157
Cash surrender value	44,219	40,062
Miscellaneous receivables	20,001	40,509
Capitalized bond issuance costs, net	165,154	188,945
Property held for sale and investments	1,697,327	1,999,271
Total Assets	<u>\$ 49,482,523</u>	<u>\$ 45,172,075</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 58,904	\$ 57,953
Scholarships and other payables to ISU	785,724	787,018
Obligations to beneficiaries under split-interest agreements	710,014	1,216,702
Funds held in custody for others	49,310	42,073
Long term debt	6,000,000	9,260,000
Total liabilities	7,603,952	11,363,746
NET ASSETS		
Unrestricted	(4,793,872)	(10,267,059)
Temporarily restricted	16,622,396	16,127,084
Permanently restricted	30,050,047	27,948,304
Total net assets	<u>41,878,571</u>	<u>33,808,329</u>
Total Liabilities and net assets	<u>\$ 49,482,523</u>	<u>\$ 45,172,075</u>

See Accompanying Notes to Financial Statements

# IDAHO STATE UNIVERSITY

## STATEMENT OF REVENUES EXPENSES AND CHANGES IN NET ASSETS FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
<b>OPERATING REVENUES</b>		
Student tuition and fees (net of scholarship discounts and allowances of \$22,998,668 and \$21,643,103 respectively)	\$ 62,525,361	\$ 57,721,128
Federal grants and contracts	13,653,117	14,166,811
State and local grants and contracts	9,786,215	9,813,602
Private grants and contracts	8,532,830	6,719,031
Sales and services of educational activities	6,066,029	5,543,843
Sales and services of auxiliary enterprises	12,426,182	12,444,156
Other	3,470,991	2,821,388
Total operating revenues	<u>116,460,725</u>	<u>109,229,959</u>
<b>OPERATING EXPENSES</b>		
Personnel costs	130,457,000	133,372,372
Services	23,073,330	21,246,038
Supplies	13,257,589	11,200,367
Insurance, utilities and rent	6,660,260	7,172,329
Scholarships and fellowships	20,084,127	20,067,882
Depreciation	11,462,198	10,832,307
Miscellaneous	4,730,185	3,933,243
Total operating expenses	<u>209,724,689</u>	<u>207,824,538</u>
<b>OPERATING LOSS</b>	<u>(93,263,964)</u>	<u>(98,594,579)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State appropriations:		
State general account - general education	61,632,435	64,586,565
Endowment income	2,124,036	2,124,326
Other state appropriations	2,646,998	2,580,092
Professional technical education	8,998,678	9,525,493
Department of Public Works	7,375,601	3,892,864
Title IV grants	27,767,664	24,301,307
Gifts (including \$5,064,955 and \$4,876,757 respectively, from Idaho State University Foundation)	5,396,289	5,959,068
Net investment income	252,720	238,229
Amortization of bond financing costs	(60,954)	(60,953)
Interest on capital asset related debt net of capitalized	(3,355,101)	(3,507,755)
Net nonoperating revenues	<u>112,778,366</u>	<u>109,639,236</u>
<b>INCOME BEFORE OTHER REVENUES AND EXPENSES</b>	19,514,402	11,044,657
<b>OTHER REVENUES AND EXPENSES</b>		
Capital gifts and grants (including \$0 and \$3,354,000, respectively from Idaho State University Foundation)	1,937,104	3,639,092
Gain or (loss) on disposal of fixed assets	(85,946)	15,043
Net other revenues and expenses	<u>1,851,158</u>	<u>3,654,135</u>
<b>INCREASE IN NET ASSETS</b>	21,365,560	14,698,792
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>169,536,346</u>	<u>154,837,554</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 190,901,906</u>	<u>\$ 169,536,346</u>

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

### IDAHO STATE UNIVERSITY FOUNDATION STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2011

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Contributions and gifts	\$ 2,861,739	\$ 2,444,905	\$ 2,047,129	\$ 7,353,773
Contributed services	745,262	-	-	745,262
Interest and dividends	252,304	391,828	-	644,132
Net realized/unrealized gains on investments	1,046,043	4,891,465	-	5,937,508
Fees, charges, and miscellaneous	670,103	9,176	-	679,279
Net change in value of annuity and life insurance	-	893,447	43,835	937,282
Total revenues and gains	5,575,451	8,630,821	2,090,964	16,297,236
Board and donor designated transfers	(4,067)	(6,712)	10,779	-
Net assets released from program restrictions	8,128,797	(8,128,797)	-	-
Total revenues	13,700,181	495,312	2,101,743	16,297,236
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	2,764,353	-	-	2,764,353
Scholarships	1,041,106	-	-	1,041,106
Athletic	317,685	-	-	317,685
ISU department support	1,644,096	-	-	1,644,096
Support services				
Management and general	468,819	-	-	468,819
Fundraising	1,990,935	-	-	1,990,935
Total expenses	8,226,994	-	-	8,226,994
CHANGE IN NET ASSETS	5,473,187	495,312	2,101,743	8,070,242
NET ASSETS, beginning of year	(10,267,059)	16,127,084	27,948,304	33,808,329
NET ASSETS, end of year	\$ (4,793,872)	\$ 16,622,396	\$ 30,050,047	\$ 41,878,571

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

### IDAHO STATE UNIVERSITY FOUNDATION STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2010

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Contributions and gifts	\$ 3,422,840	\$ 1,925,483	\$ 1,632,330	\$ 6,980,653
Contributed services	617,336	-	-	617,336
Interest and dividends	243,420	675,014	-	918,434
Net realized/unrealized gains/loss on investments	436,283	1,562,663	-	1,998,946
Fees, charges, and miscellaneous	677,436	-	-	677,436
Net change in value of annuity and life insurance	-	262,769	15,373	278,142
Total revenues and gains	5,397,315	4,425,929	1,647,703	11,470,947
Board and donor designated transfers	336,863	(320,109)	(16,754)	-
Net assets released from program restrictions	8,331,636	(8,331,636)	-	-
Total revenues	14,065,814	(4,225,816)	1,630,949	11,470,947
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	6,453,396	-	-	6,453,396
Scholarships	1,046,811	-	-	1,046,811
Athletic	280,483	-	-	280,483
Department support	1,856,561	-	-	1,856,561
Support services				
Management and general	929,337	-	-	929,337
Fundraising	1,013,796	-	-	1,013,796
Total expenses	11,580,384	-	-	11,580,384
<b>CHANGE IN NET ASSETS</b>	2,485,430	(4,225,816)	1,630,949	(109,437)
<b>NET ASSETS, beginning of year</b>	(12,752,489)	20,352,900	26,317,355	33,917,766
<b>NET ASSETS, end of year</b>	\$ (10,267,059)	\$ 16,127,084	\$ 27,948,304	\$ 33,808,329

See Accompanying Notes to Financial Statements

# IDAHO STATE UNIVERSITY

## STATEMENT OF CASH FLOWS FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Student fees	\$ 53,207,671	\$ 50,069,170
Grants and contracts	32,609,310	30,022,009
Sales and services of educational activities	4,873,212	5,379,116
Sales and services from auxiliary enterprises	12,519,251	12,437,410
Other operating revenue	3,825,364	2,514,656
Collection on loans to students	405,447	531,456
Payments to and on behalf of employees	(128,159,792)	(130,463,238)
Payments to suppliers	(43,555,989)	(42,127,255)
Payments for scholarships and fellowships	(12,693,141)	(14,024,438)
Loans issued to students	(347,363)	(455,862)
Net cash used by operating activities	<u>(77,316,030)</u>	<u>(86,116,976)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State appropriations	75,596,855	79,101,114
Gifts	4,770,009	4,494,451
Title IV grants	28,499,455	23,522,731
Agency account receipts	19,360,495	65,859,565
Agency account payments	(21,094,332)	(66,164,858)
Direct lending receipts	77,351,376	78,416,464
Direct lending payments	(76,945,984)	(79,317,894)
Net cash provided by noncapital financing activities	<u>107,537,874</u>	<u>105,911,573</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital gifts and grants	294,781	3,403,961
Capital Purchases	(10,670,641)	(12,414,974)
Transfer from Bond trustee	1,242,661	2,076,195
Principal paid on capital debt	(4,109,061)	(3,575,834)
Interest paid on capital debt	(3,561,713)	(3,730,962)
Net cash used by financing activities	<u>(16,803,973)</u>	<u>(14,241,614)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Investment income	<u>214,823</u>	<u>217,735</u>
Net cash provided by investing activities	214,823	217,735
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	13,632,694	5,770,718
<b>CASH AND CASH EQUIVALENTS--Beginning of year</b>	<u>62,597,060</u>	<u>56,826,342</u>
<b>CASH AND CASH EQUIVALENTS--End of year</b>	<u>\$ 76,229,754</u>	<u>\$ 62,597,060</u>
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH AND CASH EQUIVALENTS USED IN OPERATING ACTIVITIES</b>		
Operating Loss	\$ (93,263,964)	\$ (98,594,579)
Adjustments to reconcile net operating loss to net cash used by operating activities		
Depreciation	11,462,198	10,832,307
Maintenance costs paid by Department of Public Works and other	2,710,159	2,022,568
Change in assets and liabilities		
Accounts receivable, net	(22,526)	(2,577,615)
Prepaid expenses	(339,739)	50,165
Student loans receivable, net	85,323	62,850
Inventory	(24,790)	27,325
Accounts payable and accrued liabilities	431,241	239,202
Accrued salaries and benefits payable	1,126,470	(162,191)
Deposits	27,157	(1,263)
Deferred revenue	492,441	1,984,255
Net cash used in operating activities	<u>\$ (77,316,030)</u>	<u>\$ (86,116,976)</u>
<b>SUPPLEMENTAL SCHEDULE OF NONCASH CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Assets acquired from the Department of Public Works	<u>\$ 5,329,471</u>	<u>\$ 2,543,419</u>
Donated capital assets	<u>\$ 1,642,323</u>	<u>\$ 235,131</u>

**See Accompanying Notes to Financial Statements**

## IDAHO STATE UNIVERSITY COMPONENT UNIT

### IDAHO STATE UNIVERSITY FOUNDATION STATEMENT OF CASHFLOWS FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
<b>CASH FLOWS FROM (USED FOR) OPERATING ACTIVITIES</b>		
Change in net assets	\$ 8,070,242	\$ (109,437)
Adjustments to reconcile increase in net assets to net cash from (used by) operating activities		
Unrealized gain on investments	(5,133,360)	(2,661,545)
Realized gain on investments	(92,822)	-
Realized gain on sale of property held for sale and investment	(711,325)	-
Donated assets held for sale	(100,954)	(285,022)
Write down of property held for sale	-	662,599
Change in value of split interest agreements	(909,537)	(266,594)
Other	4,020	(874)
Amortization expense	23,791	21,338
Changes in assets and liabilities		
Obligations to beneficiaries	506,688	87,040
Payments to beneficiaries	(136,263)	(232,478)
Gift pledges receivable	141,726	355,417
Cash surrender value	(4,157)	(11,548)
Miscellaneous receivable	20,508	45,504
Accounts payable	951	(23,423)
Scholarships and other payables to ISU	(1,294)	787,018
Funds held for others	7,237	5,612
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>1,685,451</b>	<b>(1,626,393)</b>
<b>CASH FLOWS FROM (USED FOR) INVESTING ACTIVITIES</b>		
Proceeds from sale of investments	3,033,000	74,771
Restricted cash	(115,673)	1,558,211
Purchase of investments	(703,290)	(828,984)
Proceeds from sale of land	1,138,270	67,657
<b>NET CASH PROVIDED BY INVESTING ACTIVITIES</b>	<b>3,352,307</b>	<b>871,655</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Payment on bonds payable	(3,260,000)	(1,550,000)
<b>NET CASH USED BY FINANCING ACTIVITIES</b>	<b>(3,260,000)</b>	<b>(1,550,000)</b>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>1,777,758</b>	<b>(2,304,738)</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>642,044</b>	<b>2,946,782</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>\$ 2,419,802</b>	<b>\$ 642,044</b>
<b>SUPPLEMENTAL DISCLOSURES</b>		
Cash paid for interest	\$ 20,301	\$ 23,288
Pledge receivable reclassified as land held for sale	\$ -	\$ 346,400

See Accompanying Notes to Financial Statements

# IDAHO STATE UNIVERSITY

## Notes To Financial Statements Years Ended June 30, 2011 And 2010

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### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Idaho State University (the University) is part of the public system of higher education in the State of Idaho (the State). The system is considered part of the State of Idaho financial reporting entity. The State Board of Education (SBOE), appointed by the Governor and affirmed by the legislature, directs the system. The University is located in Pocatello, Idaho. Significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

**Reporting Entity** – The Idaho State University Foundation, Inc. (the Foundation) is considered a component unit of the University as defined by GASB Statement No 39, *Determining Whether Certain Organizations are Component Units*. As such, the Foundation is discretely presented for fiscal years ended June 30, 2011 and 2010. Additional detail and discussion related to the Foundation can be found in Note 13 of this report.

**Basis of Accounting** – For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

The University has the option to apply all Financial Accounting Standards Board (FASB) pronouncements issued after November 30, 1989, unless FASB conflicts with the GASB. The University has elected not to apply FASB pronouncements issued after the applicable date.

**Cash Equivalents** – The University considers all liquid investments with a remaining maturity of three months or less at the date of acquisition and all non-negotiable certificates of deposit to be cash equivalents.

**Cash with Treasurer**—Balances classified as Cash with Treasurer are amounts that are required to be remitted to the State of Idaho as a result of the student fee collection process and, once remitted, these balances are under the control of the State Treasurer. Interest accruing on the balance is maintained in a separate fund and must be appropriated by the legislature before any expenditure can occur.

**Student Loans Receivable** – Loans receivable from students bear interest at rates ranging from 3.00% to 7.00% and are generally payable to the University in installments over a 5 to 10 year period, commencing 6 or 9 months after the date of separation from the University.

**Accounts Receivable** – Accounts receivable consist of fees charged to students as well as auxiliary enterprise services provided to students, faculty and staff, the majority of each residing in the State of Idaho. Accounts receivable also include amounts due from the federal government, state and local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the University's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.

**Property, Plant and Equipment** – Capital assets are stated at cost when purchased or constructed, or if acquired by gift, at the estimated fair value at date of the gift. The University’s capitalization policy includes all items with a unit cost of \$5,000 or more, and an estimated useful life of greater than one year. Renovations to buildings and land improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 12 to 25 years for land improvements, 10 years for library books, and 5 to 13 years for equipment.

In fiscal year 2010, in accordance with the requirements and definitions of GASB No. 51, *Accounting and Financial Reporting for Intangible Assets*, the University adopted a policy of capitalizing any intangible assets \$200,000 or greater in value that have an expected useful life of three years or longer. The University adopted this policy in compliance with the State of Idaho guidelines related to the requirements of implementation for GASB No. 51.



The University houses collections at the Idaho Museum of Natural History that it does not capitalize. These collections adhere to the University’s policy to (a) maintain them for public exhibition, education, or research; (b) protect, keep unencumbered, care for, and preserve them; and (c) require proceeds from their sale to be used to acquire other collection items. The University charges these collections to operations at the time of purchase, in accordance with generally accepted accounting principles.

**Deferred Revenues** – Deferred revenues include amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year, but related to the subsequent accounting period. Deferred revenues also include amounts received from grant and contract sponsors that have not yet been earned.

**Compensated Absences** – Employee vacation pay that is earned but unused is accrued at year-end for financial statement purposes. Amounts included in accrued salaries and benefits payable in the statement of net assets are \$4,288,645 and \$4,594,205 at June 30, 2011 and 2010, respectively.

**Noncurrent Liabilities** – Noncurrent liabilities include the principal portions of revenue bonds payable, notes payable with contractual maturities greater than one year, and the net amount of other post-employment benefits payable.

**Net Assets** – The University’s net assets are classified as follows.

*Invested in Capital Assets, Net of Related Debt* – This represents the University’s total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.



*Restricted, Expendable* – Restricted expendable net assets include resources which the University is legally or contractually obligated to use in accordance with restrictions imposed by external third parties.

*Unrestricted* – Unrestricted net assets represent resources derived from student fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions related to the educational and general operations of the University, and may be used at the discretion of the institution to meet current expenses for any lawful purpose and in accordance with SBOE policy.

***Income and Unrelated Business Income Taxes*** – The University, as a political subdivision of the State of Idaho, is excluded from Federal income taxes under Section 115(1) of the Internal Revenue Code, as amended. The University is liable for tax on its unrelated business income. Defined by the Internal Revenue Code, unrelated business income is income from a trade or business, regularly carried on, that is not substantially related to the performance by the organization of its exempt purpose or function. The University did not incur unrelated business income tax expense in the fiscal years ended June 30, 2011 or 2010.

***Classification of Revenues*** – The University has classified its revenues as either operating or nonoperating revenues according to the following criteria:

*Operating Revenues* – Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student fees net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, (3) most federal, state and local grants and contracts and federal appropriations, and (4) interest on institutional student loans.

*Nonoperating Revenues* – Nonoperating revenues include activities that have the characteristics of nonexchange transactions such as gifts and contributions, and other revenue resources defined as nonoperating revenues by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB Statement No. 34, such as state appropriations and investment income.

***Scholarship Discounts and Allowances*** – Student fee revenues are reported net of scholarship discounts and allowances in the statements of revenues, expenses, and changes in net assets. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University, and the amount paid by students and/or other third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants and other federal, state, or nongovernmental programs, are recorded as either operating or nonoperating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy student fees and related charges, the University has recorded a scholarship discount and allowance.



***Use of Accounting Estimates*** – The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent liabilities at the date of the financial statements, and revenues and expenses during the year. Actual results could differ from those estimates.

**New Accounting Standards** – The GASB issued Statement No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans* in 2009. This statement addresses issues related to the use of the alternative measurement method and the frequency and timing of measurements by employers that participate in agent multiple-employer OPEB plans. The requirements of this statement are effective for the fiscal year ending June 30, 2012. Management has not yet determined the impact this standard will have on the University’s financial statements.

The GASB issued Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*, in 2010. This statement provides accounting and financial reporting guidance for service concession arrangements. The requirements of this statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact this standard will have on the University’s financial statements.



The GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus - and amendment of GASB Statements No. 14 and No. 34*, in 2010. This Statement will improve the information presented about the financial reporting entity. The requirements of this Statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact this standard will have on the University’s financial statements.

The GASB issued Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989, FASB and AICPA Pronouncements* in 2010. This Statement combines all previous applicable FASB and AICPA guidance into the GASB codification. The requirements of this Statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact these standards will have on the University’s financial statements.

## 2. CASH WITH TREASURER, CASH AND CASH EQUIVALENTS, AND OTHER DEPOSITS

Cash with treasurer is under the control of the Idaho State Treasurer and is carried at cost. The University's deposits are maintained in commercial checking accounts which, as of June 30, 2011 and 2010, have unlimited coverage through the Federal Deposit Insurance Corporation (FDIC) under the Temporary Liquidity Guarantee Program, which provides full deposit insurance coverage for non-interest bearing deposit transaction accounts in institutions insured by the FDIC, regardless of dollar amount. After all debit and credit transactions have posted at the end of each business day, excess balances are automatically moved to the Automated Repurchase Investment Sweep account for overnight investment at competitive market rates to maximize the use of idle funds, including the cash float from outstanding checks. The investments in the sweep account consist of direct obligations or those that are fully guaranteed as to the principal and interest by the U.S. Government or its agencies and are collateralized at 100% of market value. At June 30, 2011 and June 30, 2010, total deposits consisted of the following:

	<u>2011</u>	<u>2010</u>
Cash	\$ 596,717	\$ 331,959
Non-negotiable certificates of deposit	749,293	749,293
Obligations of the U.S. Government and its agencies	47,850,000	46,814,047
Cash equity with the State Treasurer	<u>29,760,707</u>	<u>16,698,819</u>
Total deposits	<u>\$ 78,956,717</u>	<u>\$ 64,594,118</u>

There were no deposit amounts subject to custodial credit risk at June 30, 2011 and June 30, 2010.

At June 30, 2011 and June 30, 2010, the University had \$100,997 and \$90,882, respectively, of cash on hand in various change funds. The carrying amount of the University's cash and cash equivalents at June 30, 2011 and June 30, 2010, was \$76,229,754 and \$62,597,060, respectively. The net difference between deposits and the carrying amount of cash and cash equivalents is primarily a reflection of investment of the daily float.

### 3. ACCOUNTS RECEIVABLE AND DUE FROM STATE AGENCIES

Accounts receivable and due from state agencies consisted of the following at June 30:

	<u>2011</u>	<u>2010</u>
Accounts receivable	\$ 14,568,082	\$ 11,736,413
Due from state agencies	<u>4,048,548</u>	<u>5,661,440</u>
	18,616,630	17,397,853
Less allowance for doubtful accounts	<u>(1,358,432)</u>	<u>(510,614)</u>
Net accounts receivable and Due from state agencies	<u>\$ 17,258,198</u>	<u>\$ 16,887,239</u>

### 4. STUDENT LOANS RECEIVABLE

Student loans made through the Federal Perkins Loan Program (the Program) comprise substantially all of the loans receivable at June 30, 2011 and 2010. Under this Program, the federal government provides approximately 75% of the funding for the Program, with the University providing the balance. The program provides cancellation provisions for borrowers engaging in teaching, public service, service in the military or law enforcement, as well as other disciplines. The Department of Education reimburses the University each year for the principal and interest canceled in its Perkins Loan Fund for all of the cancellation provisions except death, total and permanent disability, and bankruptcy. The University must deposit this reimbursement into its Perkins loan fund. In the event the University should withdraw from the Federal Perkins Loan Program or the government were to cancel the Program, the amount the University would be liable for as of June 30, 2011 and 2010, is \$1,989,979 and \$1,976,001, respectively.

As the University determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are assigned to the U.S. Department of Education. The University has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. At June 30, 2011 and 2010, the allowance for uncollectible loans was approximately \$504,502 and \$488,852, respectively.

In the spring of 2007, the University began participation in the Nursing Faculty Loan Program (NFLP), a federal loan program authorized under Title VIII of the Public Health Service Act, to increase the number of qualified nursing faculty. In the event the University should withdraw from the NFLP Program, or the government was to cancel the Program, the amount the University would be liable for as of June 30, 2011 and 2010, is \$21,801 and \$24,855. Loans receivable from students bear interest at rates ranging from 5.00% to

10.00% and are generally repayable in installments to the University over a 5 to 10 year period commencing 3 to 9 months after the date of separation from the University.

## 5. PROPERTY, PLANT AND EQUIPMENT

Following are the changes in property, plant and equipment for the years ended June 30:

	2010			2011			Balance at June 30, 2011
	Balance at June 30, 2009	Additions	Retirements	Balance at June 30, 2010	Additions	Transfers & Retirements	
Property, plant and equipment:							
Land	\$ 4,064,973	\$ -	\$ -	\$ 4,064,973	\$ 947,580	\$ -	\$ 5,012,553
Construction in progress	10,154,168	5,385,561	(23,783)	15,515,946	1,175,053	(15,465,985)	1,225,014
Total property, plant and equipment not being depreciated	14,219,141	5,385,561	(23,783)	19,580,919	2,122,633	(15,465,985)	6,237,567
Other property, plant and equipment:							
Buildings and improvements	215,088,267	2,567,203	(307,761)	217,347,709	8,791,716	15,465,985	241,605,410
Intangibles	2,214,462	-	-	2,214,462	-	-	2,214,462
Furniture, fixtures and equipment	38,626,231	2,667,850	(220,309)	41,073,772	3,800,885	(3,084,805)	41,789,852
Library materials	43,096,624	2,642,718	-	45,739,342	2,368,753	-	48,108,095
Total other property, plant and equipment	299,025,584	7,877,771	(528,070)	306,375,285	14,961,354	12,381,180	333,717,819
Less accumulated depreciation and amortization:							
Buildings and improvements	(69,506,413)	(5,443,455)	-	(74,949,868)	(6,014,206)	-	(80,964,074)
Intangibles	(55,361)	(110,724)	-	(166,085)	(110,723)	-	(276,808)
Furniture, fixtures and equipment	(25,335,648)	(3,055,104)	220,309	(28,170,443)	(3,041,465)	2,995,358	(28,216,550)
Library materials	(32,694,437)	(2,223,025)	-	(34,917,462)	(2,295,804)	-	(37,213,266)
Total accumulated depreciation and amortization	(127,591,859)	(10,832,308)	220,309	(138,203,858)	(11,462,198)	2,995,358	(146,670,698)
Other property, plant and equipment net of accumulated depreciation	171,433,725	(2,954,537)	(307,761)	168,171,427	3,499,156	(89,447)	187,047,121
Property, Plant and Equipment Summary:							
Property, plant and equipment not being depreciated	14,219,141	5,385,561	(23,783)	19,580,919	2,122,633	(15,465,985)	6,237,567
Other property, plant and equipment at cost	299,025,584	7,877,771	(528,070)	306,375,285	14,961,354	12,381,180	333,717,819
Total property, plant and equipment	313,244,725	13,263,332	(551,853)	325,956,204	17,083,987	(3,084,805)	339,955,386
Less accumulated depreciation and amortization	(127,591,859)	(10,832,308)	220,309	(138,203,858)	(11,462,198)	2,995,358	(146,670,698)
Property, plant and equipment, net	\$ 185,652,866	\$ 2,431,024	\$ (331,544)	\$ 187,752,346	\$ 5,621,789	\$ (89,447)	\$ 193,284,688

The Performing Arts Center was constructed by the Foundation with contributions and the proceeds from the Foundation's Multi-Mode Variable Rate Revenue Bond, issued in 2001. The facility was constructed on land leased by the Foundation from the University for \$1 a year for a 20 year term. The land and improvements were, in turn, leased back to the University for \$1 a year for 20 years, with a provision that title to the improvements transfers to the University at the earlier of the end of the lease or retirement of the bonds. A security interest in the land and improvements is held through a Deed



of Trust issued by the Foundation to Wells Fargo Bank, N.A. The excess of the fair value of the improvements (i.e., cost) over the gross rents payable by the University were recorded as an asset of the University in recognition of the permanent transfer of rights of use to the University for only nominal consideration.

In addition to accounts payable for construction in progress, the estimated cost to complete property authorized or under construction at June 30, 2011, is approximately \$1,100,401. These costs will be financed by available resources of Idaho State University and through General Refunding and Improvement Revenue Bond proceeds.



## 6. DEFERRED REVENUE

Deferred revenue consists of the following at June 30:

	<u>2011</u>	<u>2010</u>
Student Fees	\$ 2,987,975	\$ 2,588,321
Auxiliary enterprises	316,723	70,336
Grants and contracts	1,974,067	1,733,172
Other ticket sales	<u>21,959</u>	<u>46,312</u>
	<u>\$ 5,300,724</u>	<u>\$ 4,438,141</u>

## 7. NONCURRENT LIABILITIES

Notes and bonds payable at June 30 consisted of the following:

Description	Balance Outstanding 6/30/2009			Balance Outstanding 6/30/2010			Balance Outstanding 6/30/2011			Amounts Due Within One Year
	Balance Outstanding 6/30/2009	Additions	Reductions	Balance Outstanding 6/30/2010	Additions	Reductions	Balance Outstanding 6/30/2011	Additions	Reductions	
Note payable to a bank, due in annual amounts varying from a maximum of \$11,200 to \$8,082 plus interest of 8.5% through 08/01/2011	\$ 28,755	\$ -	\$ (8,769)	\$ 19,986	\$ -	\$ (9,513)	\$ 10,473	\$ -	\$ -	\$ 10,473
Note payable to a financial institution due in annual amounts varying from a maximum of \$209,629 to \$200,270 plus interest of 2.64% through 10/13/2009	205,557	-	(205,557)	-	-	-	-	-	-	-
Note payable to a financial institution due in semi-annual installments varying from maximum of \$2,993,916 to \$16,696 plus interest of 5.08% through 09/01/2016	5,706,496	-	(111,508)	5,594,988	-	(699,548)	4,895,440	-	-	846,933
Student Facilities Fee Revenue Bonds, Series 1998, (original balance of \$12,400,000), consisting of serial and term bonds (either directly or through sinking funds) in annual amounts increasing periodically from \$585,000 to a maximum of \$920,000, plus interest from 4.875% to 5.00% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	7,430,000	-	(765,000)	6,665,000	-	(800,000)	5,865,000	-	-	835,000
General Refunding and Improvement Revenue Bonds, Series 2003 (original balance of \$35,895,000), consisting of serial bonds payable in annual amounts increasing periodically from \$715,000 to a maximum of \$3,115,000, plus interest from 3.00% to 5.00% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	29,780,000	-	(1,315,000)	28,465,000	-	(1,385,000)	27,080,000	-	-	1,450,000
General Revenue Bonds, Series 2004A (original balance of \$4,980,000), consisting of serial bonds payable in annual amounts increasing periodically from \$210,000 to a maximum of \$375,000, plus interest from 2.00% to 4.375% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	4,120,000	-	(230,000)	3,890,000	-	(235,000)	3,655,000	-	-	245,000
General Revenue Bonds, Series 2004B (original balance of \$3,305,000), consisting of serial and term bonds payable in annual amounts increasing periodically from \$55,000 commencing in 2022 to a maximum of \$345,000, plus interest from 4.50% to 4.75% through the year 2034. All bonds are collateralized by certain student fees and other revenues.	3,305,000	-	-	3,305,000	-	-	3,305,000	-	-	-
General Revenue Bonds, Series 2004C (original balance of \$2,305,000), consisting of term bonds payable in annual amounts increasing periodically from \$95,000 to a maximum of \$190,000, plus interest of 4.88% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	1,910,000	-	(110,000)	1,800,000	-	(115,000)	1,685,000	-	-	125,000
General Revenue Bonds, Series 2006 (original balance of \$10,000,000), consisting of term bonds payable in annual amounts increasing periodically from \$320,000 to a maximum of \$805,000, plus interest of 5.26% through the year 2028. All bonds are collateralized by certain student fees and other revenues.	10,000,000	-	(320,000)	9,680,000	-	(335,000)	9,345,000	-	-	355,000
General Revenue Bonds, Series 2007 (original balance of \$16,120,000), consisting of term bonds payable in annual amounts increasing periodically from \$270,000 to a maximum of \$1,055,000, plus interest from 3.90% to 5.00% through the year 2032. All bonds are collateralized by certain student fees and other revenues.	15,360,000	-	(510,000)	14,850,000	-	(530,000)	14,320,000	-	-	555,000
	77,845,808	-	(3,575,834)	74,269,974	-	(4,109,061)	70,160,913	-	-	4,422,406
Original issue discount on Note payable	(1,630)	1,630	-	-	-	-	-	-	-	-
Premium on bonds	1,301,077	-	(226,687)	1,074,390	-	(199,889)	874,501	-	-	-
Discount on bonds	(261,446)	19,118	-	(242,328)	19,058	-	(223,270)	-	-	-
Totals	\$ 78,883,809	\$ 20,748	\$ (3,802,521)	\$ 75,102,036	\$ 19,058	\$ (4,308,950)	\$ 70,812,144	\$ -	\$ -	\$ 4,422,406

There are a number of limitations and restrictions contained in the various bond indentures. Management believes there were no conditions of noncompliance with any terms or debt covenants.

Principal and interest maturities on notes and bonds payable in future periods for the year ending June 30, 2011, are as follows:

	Bonds		Notes	
	Principal	Interest	Principal	Interest
2012	\$ 3,565,000	\$ 3,125,048	\$ 857,405	\$ 238,945
2013	3,730,000	2,956,920	895,567	194,433
2014	3,905,000	2,777,994	941,639	148,361
2015	3,990,000	2,592,724	924,257	100,743
2016	4,185,000	2,401,616	946,488	53,512
2017-2021	23,090,000	8,780,107	340,557	8,650
2022-2026	15,855,000	3,479,660	-	-
2027-2031	5,520,000	954,106	-	-
2032-2034	1,415,000	114,886	-	-
	<u>\$ 65,255,000</u>	<u>\$ 27,183,061</u>	<u>\$ 4,905,913</u>	<u>\$ 744,644</u>

**Pledged Revenue**—As disclosed, the University currently has two bond issues outstanding: the Student Facilities Fee Revenue Bond (Series 1998) and the General Refunding and Improvement Revenue Bonds, which were issued pursuant to a Resolution adopted by the State Board of Education on September 17, 1992, providing for the issuance of revenue bonds (the “Original Resolution”). The Original Resolution provided for the issuance of an initial series of facility revenue bonds and authorized the issuance of additional series of revenue bonds pursuant to Supplemental Resolutions.



Currently outstanding issuances are Series 2003, 2004A, 2004B, 2004C, 2006, and 2007. The University has pledged certain revenues as collateral for these bonds. The pledged revenue amounts as of June 30 are as follows:

Pledged Revenues	2011		
	Student Facility Fee Revenue Bonds		
	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 42,600,426	\$ 42,600,426
Student facilities fee	3,706,507	482,708	4,189,215
Revenue of student housing system	-	5,104,221	5,104,221
CAES lease payment	-	850,104	850,104
	<u>\$ 3,706,507</u>	<u>\$ 49,037,459</u>	<u>\$ 52,743,966</u>
Debt Service	<u>\$ 1,123,710</u>	<u>\$ 5,566,338</u>	<u>\$ 6,690,048</u>
Debt service coverage	330%	881%	788%
Coverage requirement	110%	110%	110%

2010

Pledged Revenues	Student Facility Fee Revenue Bonds		
	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 37,433,993	\$ 37,433,993
Student facilities fee	3,630,557	472,816	4,103,373
Revenue of student housing system	-	4,951,674	4,951,674
CAES lease payment	-	850,104	850,104
Investment income	-	10,864	10,864
	<u>\$ 3,630,557</u>	<u>\$ 43,719,451</u>	<u>\$ 47,350,008</u>
Debt Service	<u>\$ 1,126,118</u>	<u>\$ 5,558,496</u>	<u>\$ 6,684,614</u>
Debt service coverage	322%	787%	708%
Coverage requirement	110%	110%	110%

As indicated, the Student Facilities Fee is pledged for Series 1998, Series 2003, Series 2004A, Series 2004B, Series 2004C, Series 2006, and Series 2007 bonds. The Revenue of the Housing System is pledged for the Series 2003 bond and the Center for Advanced Energy Studies (CAES) lease payments are pledged for Series 2006 bonds.

## 8. ACCOUNTING FOR LEASES

The University is a lessor under a ground lease agreement with Portneuf Medical Center (lessee). The lease is for 20 years, expiring on August 11, 2012, with a renewal option for an additional 20 years, exercisable in the final year of the original lease term. The lease allows for the construction of a sports medicine facility (the Facility) on the premises, which was completed in September 1994. The lessee pays rent of \$1 per year for the ground lease, payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution.

The University leases a weight/training room and associated common areas from Portneuf Medical Center (lessor). The lease term is 20 years, with a renewal option for an additional 20 years, exercisable if the lessor exercises its option to renew, as provided in the ground lease agreement. Rent for the weight/training room portion of the lease is \$1 per year. Rent for shared use of the common areas is \$14,000 per year. Rents for the initial term and optional lease term are payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution. Upon expiration of the lease term, the Facility shall become the property of the University.





ISU leases building and office facilities under various non-cancelable operating leases. Total costs for such leases were \$306,017 and \$512,463 for the years ended June 30, 2011 and 2010, respectively.

Future minimum lease payments at June 30, 2011 for all leases are as follows:

<u>Fiscal Years</u>	<u>Payments</u>
2012	\$ 250,597
2013	239,540
2014	139,857
2015	13,355
Totals	<u>\$ 643,349</u>

In 2006, Idaho State University (lessor) entered into a lease agreement with Battelle Energy Alliance, LLC (lessee) for facilities located in the newly constructed CAES facility. The lease commenced September 2009, and extends through March 5, 2028.

Future minimum rental income on this operating lease is as follows:

<u>Fiscal Years</u>	
2012	\$ 850,104
2013	850,104
2014	850,104
2015	850,104
2016	850,104
2017-2028	9,988,722
Totals	<u>\$ 14,239,242</u>

Battelle Energy Alliance, LLC makes all lease payments directly to the trustee. Rental income is restricted and is to be used solely for debt service on the 2006 Revenue bonds, the proceeds from which were used to construct the facility. As on June 30, 2011, the book value of the building is \$16,827,981, which is net of accumulated depreciation in the amount of \$872,868.

## 9. RETIREMENT PLANS AND TERMINATION PAYMENTS

**Public Employee Retirement System of Idaho** – The Public Employee Retirement System of Idaho (“PERSI”), a cost-sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members’ years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with

PERSI. The benefits and obligations to contribute to the plan were established, and may be amended by, the Idaho State Legislature. Financial reports for the plan are available from PERSI's website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

After 60 months of credited service, members become fully vested in retirement benefits earned to date and receive a lifetime benefit at retirement. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.00% of the average monthly salary for the highest consecutive 42 months.

Contributions for the three years ended June 30 are as follows:

	2011	2010	2009
University contributions required and paid	\$ 2,565,255	\$ 2,666,184	\$ 2,862,506
Employee contributions	1,538,160	1,597,805	1,716,406
Total contributions	<u>\$ 4,103,415</u>	<u>\$ 4,263,989</u>	<u>\$ 4,578,912</u>
University required contribution rate	10.39%	10.39%	10.39%
Employee contribution rate	6.23%	6.23%	6.23%

**Optional Retirement Plan** – Effective July 1, 1990, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employee contribution requirement for the ORP is based on a percentage of the total payroll. Employer contributions are determined by the State of Idaho. The plan provisions were established by, and may be amended by, the State of Idaho.

New faculty and exempt employees hired on or after July 1, 1990, automatically enroll in the ORP and select a vendor option. Faculty and exempt employees hired before July 1, 1990, had a one-time opportunity to enroll in the ORP. Enrollees in the ORP no longer belong to PERSI. Vendor options in the ORP include the *Teachers Insurance and Annuity Association - College Retirement Equities Fund* and the *Variable Annuity Life Insurance Company*.

Participants are immediately fully vested in the ORP. Retirement benefits are available as either a lump sum or any portion thereof upon attaining 55 years of age.

Contributions required and paid are as follows:

	2011	2010	2009
University contributions required and paid	\$ 5,430,019	\$ 5,463,978	\$ 5,536,217
Employee contributions	4,082,768	4,108,157	4,164,171
Total Contribution	<u>\$ 9,512,787</u>	<u>\$ 9,572,135</u>	<u>\$ 9,700,388</u>
University required contribution rate	9.30%	9.30%	9.30%
Employee contribution rate	6.96%	6.96%	6.97%

Although enrollees in the ORP no longer belong to PERSI, the University is required to contribute a percentage of the annual covered payroll to PERSI. Effective July 1, 2007, the percentage was

changed from 3.03% to 1.49%, allowing the difference of 1.54% to be used to increase the University's contribution to ORP retirement accounts. In addition, the payoff period of the unfunded liability obligation was extended from July 1, 2015, to July 1, 2025. During the years ended June 30, 2011 and 2010, supplemental funding payments to PERSI were \$874,510 and \$879,094, respectively. These amounts are not included in the regular University PERSI contribution discussed previously.

**Termination Payments** – Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value of their unused sick leave to continue their medical insurance coverage through the University. The University partially funds these obligations by depositing 0.65% of employee gross payroll to PERSI, who administers the plan for all participating ISU employees and retirees under a trust fund. The total contributions for the years ended June 30, 2011 and 2010, were \$541,976 and \$549,987, respectively.

## 10. POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

### *Summary of Plans*

The University participates in other postemployment benefit plans relating to health and disability administered by the State of Idaho as agent multiple-employer defined benefit plans. The life insurance benefit is a single-employer defined benefit plan. Idaho Code, Sections 67-5760 to 67-5767 and 72-1335, establish the benefits and contribution obligations. Each of these benefits is provided by the University to retired or disabled employees. The most recent actuarial valuation is as of June 30, 2010. The University has not set aside any assets to pay future benefits; the University funds these benefits on a pay-as-you-go basis. Details of the plans can be found in the Comprehensive Annual Report of the State of Idaho, which may be obtained as follows:

Office of the Idaho State Controller  
700 W State Street, 4<sup>th</sup> Floor  
P.O. Box 83720  
Boise, ID 83720-0011  
[www.sco.idaho.gov](http://www.sco.idaho.gov)



### *Plan Descriptions and Funding Policy*

**Retiree Healthcare Plan** – A retired employee of the University who is eligible to retire under the Public Employee Retirement System of Idaho (PERSI) may elect to purchase the retiree health insurance coverage for themselves and eligible dependents. Employees must enroll within 60 days of the date of their retirement. Additionally, the unreduced PERSI monthly benefit at the time of retirement must meet or exceed the monthly cost of single retiree health insurance coverage, or employees must have 10 or more years (20,800 or more hours) of credited state service. An employee must have been an active employee on or before June 30, 2009, and must retire directly from State service. Coverage is not available to Medicare-eligible retirees or their Medicare-eligible dependents. Retirees eligible for medical health insurance pay the majority of the premium

cost; however, the retiree plan costs are subsidized by the active employee plan. The maximum benefit is \$1,860 per retiree per year. The University contributed \$16.44 per active employee per month towards the retiree premium cost.

**Long-Term Disability Plan** – Disabled employees are defined as being unable to perform each of the substantial and material duties of the job for which they were hired and unable to earn more than 70% of their monthly salary for the first 30 months of disability. If after 30 months, the employee is unable to perform any job for which they are reasonably qualified by experience, education, or training; and unable to earn more than 60% of their monthly salary, the employee is considered totally disabled. To qualify for long-term disability benefits, the waiting period of the greater of 26 weeks of continuous total disability or the exhaustion of the employee's accrued sick leave must be met.

The plan provides long-term disability income benefits to active employees who become disabled, generally up to a maximum age of 70. The gross benefit equals 60% of monthly pre-disability salary or \$4,000, whichever is less. The benefit does not increase with inflation and may be offset by other sources of income, such as Social Security, worker's compensation, unemployment benefits, and certain retirement benefits. The State of Idaho is self-insured for employees who became disabled prior to July 1, 2003; the state pays 100% of the cost of this benefit. The amount of the contribution is based on active claims and the number of insured individuals.



Employees disabled after July 1, 2003, are insured by Principal Life Insurance Company and the obligation for the payment of benefits has been effectively transferred. The University pays 100% of the cost of the premiums. The University's contribution for the period was 0.324% of payroll in fiscal year 2011. This portion of the long-term disability income benefit is not included in the actuarial estimate.

For up to 30 months following the date of disability, an employee is entitled to continue healthcare coverage under the state plan. The University pays 100% of the University's share of medical and dental premiums while the employee remains disabled. The employee is required to pay the normal active employee contribution for the plan and rate category in which the employee is enrolled. The University's contribution for the period was \$6.96 per active employee per month in fiscal year 2011.

This plan also provides basic life insurance and dependent life coverage to disabled employees, generally up to a maximum age of 70. The life insurance benefit amount is generally 100% of annual salary, but not less than \$20,000. In addition, a \$2,000 life insurance benefit is provided for spouses, and a \$1,000 life insurance benefit is provided for dependent children. These benefits do not increase with inflation. The University pays 100% of the premiums; the contribution is actuarially determined based on actual claims experience.

**Retiree Life Insurance Plan** – This plan provides basic life insurance for certified retired employees. In general, the employee must have completed at least 30 years of credited service or the sum of his/her age and years of credited service must total at least 80 to qualify for this benefit. Eligible retirees receive basic life insurance coverage equal to 100% of their annual salary at retirement. The University pays 100% of the cost of basic life insurance for eligible retirees. The University's contribution for the period as a percent of payroll was 1.177% for retirees under 65

years of age, 0.0894% for retirees between the ages of 65 and 69, and 0.0600% for retirees over age 70.

**Annual OPEB Cost**

The Annual OPEB Cost (AOC) is actuarially determined based on the Annual Required Contribution (ARC) of the employer in accordance with GASB Statement Nos. 43 and 45. The following tables illustrate the annual OPEB cost, the amount of the contributions made, the increase (decrease) in the net OPEB obligation (NOO), and the NOO (funding excess) for the years ended June 30, 2011 and 2010.

**Annual OPEB Cost and Net OPEB Obligation 2011**  
(dollars in thousands)

	Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contributions	\$402	\$83	\$132	\$77	\$913	\$1,607
Interest	113	(2)	6	0	78	195
Adjustment to ARC	(169)	3	(9)	0	(116)	(291)
Total Annual OPEB Cost	346	84	129	77	875	\$1,511
Contributions Made	(155)	(76)	(110)	(115)	(148)	(604)
Increase (Decrease) in NOO	191	8	19	(38)	727	907
NOO – Beginning of Year	2,473	(39)	138	(9)	1,890	4,453
NOO (Funding Excess) – End of Year	\$2,664	(\$31)	\$157	(\$47)	\$2,617	\$5,360

**Annual OPEB Cost and Net OPEB Obligation 2010**  
(dollars in thousands)

	Retiree Healthcare Plan	Long-Term Disability Plan			Retiree Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contributions	\$298	\$86	\$157	\$68	\$881	\$1,490
Interest	108	(3)	3	(0)	56	164
Adjustment to ARC	(145)	4	(4)	0	(75)	(220)
Total Annual OPEB Cost	261	87	156	68	862	\$1,434
Contributions Made	(153)	(69)	(87)	(73)	(223)	(605)
Increase (Decrease) in NOO	108	18	69	(5)	639	829
NOO – Beginning of Year	2,365	(57)	69	(4)	1,251	3,624
NOO (Funding Excess) – End of Year	\$2,473	(\$39)	\$138	(\$9)	\$1,890	\$4,453

### ***Annual OPEB Cost Comparison***

The following table compares the OPEB cost, the percentage of annual OPEB cost contributed, and the net OPEB obligation (funding excess) for the current and prior year.

		<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>	<b>Total</b>
			<b>Healthcare</b>	<b>Life Insurance</b>	<b>Income</b>		
Annual OPEB Cost	2009	\$294	\$161	\$72	\$92	\$832	\$1,451
	2010	261	156	68	87	862	1,434
	2011	346	129	77	84	875	1,511
Percentage of AOC Contributed	2009	111.02%	96.06%	147.37%	96.03%	24.89%	60.76%
	2010	58.79%	56.65%	107.47%	79.71%	25.89%	42.23%
	2011	44.80%	85.27%	149.35%	90.48%	16.91%	39.97%
NOO (Funding Excess) – End of Year	2009	\$2,365	\$69	(\$4)	(\$57)	\$1,251	\$3,624
	2010	2,472	139	(9)	(39)	1,890	4,453
	2011	2,664	157	(47)	(31)	2,617	5,360

***Funded Status and Funding Progress*** - The following table illustrates the funded status and the funding progress for the University (dollars in thousands):

	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>
		<b>Income</b>	<b>Healthcare</b>	<b>Life Insurance</b>	
Actuarial Valuation Date	7/1/2010	7/1/2010	7/1/2010	7/1/2010	7/1/2010
Actuarial Value of Assets	\$0	\$0	\$0	\$0	\$0
Accrued Liability (AAL)	2,417	558	876	974	11,362
Unfunded AAL (UAAL) (2) - (1)	2,417	558	876	974	11,362
Funded Ratios (1) : (2)	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Covered Payroll	\$83,360	\$83,360	\$83,360	\$83,360	\$83,360
UAAL as a Percentage of Covered Payroll (3) : (5)	2.90%	0.67%	1.05%	1.17%	13.63%

### ***Actuarial Methods and Assumptions***

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary contains multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits. Calculations are based on the types of benefits provided under the terms of the plan at the time of each valuation and on the



pattern of sharing costs between the employer and plan members. Any variations in future experience from that expected from these assumptions will result in corresponding changes in the estimated costs of the benefits. The projection of benefits for financial reporting purposes does not incorporate the potential effects of legal funding limitations on the pattern of cost sharing between the employer and plan members in the future. Actuarial calculations reflect a long-term perspective and actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets.

The following table presents the significant methods and assumptions for all plans.

	<b>Significant Methods and Actuarial Assumptions</b>				
	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>
	<b>Healthcare</b>	<b>Life</b>	<b>Insurance</b>	<b>Income</b>	
	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit
Actuarial Cost Method					
Amortization Method	Level Percentage of Payroll	Level Percentage of Payroll	Level Percentage of Payroll	Level Dollar Amount	Level Percentage of Payroll
Amortization Period	11 years, Closed	30 years, Open	30 years, Open	8 years, Closed	30 years, Open
Assumptions:					
Inflation Rate	3.0%	3.0%	3.0%	3.0%	3.0%
Investment Return	4.00%	4.00%	4.00%	4.00%	4.00%
OPEB Increases	N/A	N/A	N/A	N/A	N/A
Projected Salary Increases	3.50%	3.50%	3.50%	3.50%	3.50%
Healthcare Cost Initial Trend Rate	10.00%	10.00%	N/A	N/A	N/A
Healthcare Cost Ultimate Trend Rate	5.00%	5.00%	N/A	N/A	N/A



**Required Supplementary Information**

**Schedule of Funding Progress** (*dollars in thousands*):

OPEB Plan	Actuarial Valuation Date	(1) Actuarial Value of Assets	(2) Accrued Liability (AAL)	(3) Unfunded AAL (UAAL) (2) - (1)	(4) Funded Ratios (1) : (2)	(5) Annual Covered Payroll	(6)
							UAAL as a Percentage of Covered Payroll (3) : (5)
Retiree Healthcare	7/1/2006	\$0	\$33,223	\$33,223	0.0%	\$86,470	38.42%
	7/1/2008	\$0	\$2,228	\$2,228	0.0%	\$84,670	2.63%
	7/1/2010	\$0	\$2,417	\$2,417	0.0%	\$83,360	2.90%
Long-Term Disability:							
Life Insurance	7/1/2006	\$0	\$999	\$999	0.0%	\$86,470	1.16%
	7/1/2008	\$0	\$1,029	\$1,029	0.0%	\$84,670	1.21%
	7/1/2010	\$0	\$974	\$974	0.0%	\$83,360	1.17%
Healthcare	7/1/2006	\$0	\$941	\$941	0.0%	\$86,470	1.09%
	7/1/2008	\$0	\$860	\$860	0.0%	\$84,670	1.02%
	7/1/2010	\$0	\$876	\$876	0.0%	\$83,360	1.05%
Income	7/1/2006	\$0	\$600	\$600	0.0%	\$86,470	0.69%
	7/1/2008	\$0	\$599	\$599	0.0%	\$84,670	0.71%
	7/1/2010	\$0	\$558	\$558	0.0%	\$83,360	0.67%
Retiree Life Insurance	7/1/2006	\$0	\$8,587	\$8,587	0.0%	\$86,470	9.93%
	7/1/2008	\$0	\$9,753	\$9,753	0.0%	\$84,670	11.52%
	7/1/2010	\$0	\$11,362	\$11,362	0.0%	\$83,360	13.63%

Effective July 1, 2009, legislative changes to the Retiree Healthcare Plan regarding eligibility stipulate that an officer or employee must be an active employee on or before June 30, 2009, and retire directly from State service; the maximum benefit is \$1,860 per retiree per year. Additionally, any retiree will remain eligible until they are eligible for Medicare. Beginning January 1, 2010, coverage was not available to Medicare-eligible retirees or their Medicare-eligible dependents.

**Schedule of Employer Contributions** (*dollars in thousands*):

OPEB Plan	Fiscal Year Ended	Annual Required Contribution (ARC)	Actual Contributions	Actual Contributions as Percentage of ARC
Life Insurance	06/30/09	\$832	\$207	24.88%
	06/30/10	\$862	\$223	25.87%
	06/30/11	\$875	\$148	16.91%



**11. NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATION**

2011								
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 69,988,650	\$ 5,742,119	\$ 3,917,682	\$ 243,132	\$ -	\$ -	\$ 1,039,542	\$ 80,931,125
Research	11,948,816	3,550,068	1,801,218	137,351	-	-	654,887	18,092,340
Public services	3,291,391	384,309	191,313	100,716	-	-	97,212	4,064,941
Academic support	7,617,260	1,575,314	1,641,316	6,733	-	-	184,891	11,025,514
Libraries	2,139,742	152,868	95,091	-	-	-	12,374	2,400,075
Student services	6,763,393	778,588	436,304	40,317	-	-	250,861	8,269,463
Institutional support	12,728,825	2,564,283	1,416,377	85,245	-	-	825,592	17,620,322
Maintenance and operations	5,624,328	2,880,317	1,568,498	3,955,249	-	-	(567)	14,027,825
Auxiliary enterprises	10,354,595	5,445,464	2,189,790	2,091,517	-	-	1,665,393	21,746,759
Scholarships and fellowships	-	-	-	-	20,084,127	-	-	20,084,127
Depreciation	-	-	-	-	-	11,462,198	-	11,462,198
<b>Total expenses</b>	<b>\$ 130,457,000</b>	<b>\$ 23,073,330</b>	<b>\$ 13,257,589</b>	<b>\$ 6,660,260</b>	<b>\$ 20,084,127</b>	<b>\$ 11,462,198</b>	<b>\$ 4,730,185</b>	<b>\$ 209,724,689</b>

2010								
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 71,685,567	\$ 5,428,243	\$ 3,300,327	\$ 211,328	\$ -	\$ -	\$ 888,124	\$ 81,513,589
Research	12,324,484	2,780,309	1,558,916	184,649	-	-	546,252	17,394,610
Public services	3,369,945	342,517	352,930	105,853	-	-	120,172	4,291,417
Academic support	8,256,116	1,559,786	1,195,964	28,190	-	-	311,034	11,351,090
Libraries	2,325,247	114,890	70,325	-	-	-	11,999	2,522,461
Student services	6,489,784	550,471	214,551	17,125	-	-	171,191	7,443,122
Institutional support	13,011,417	2,995,627	1,057,630	145,072	-	-	317,098	17,526,844
Maintenance and operations	5,574,623	2,529,755	1,192,941	4,257,773	-	-	17,218	13,572,310
Auxiliary enterprises	10,335,189	4,944,440	2,256,783	2,222,339	-	-	1,549,955	21,308,706
Scholarships and fellowships	-	-	-	-	20,067,882	-	200	20,068,082
Depreciation	-	-	-	-	-	10,832,307	-	10,832,307
<b>Total expenses</b>	<b>\$ 133,372,372</b>	<b>\$ 21,246,038</b>	<b>\$ 11,200,367</b>	<b>\$ 7,172,329</b>	<b>\$ 20,067,882</b>	<b>\$ 10,832,307</b>	<b>\$ 3,933,243</b>	<b>\$ 207,824,538</b>

## **12. CONTINGENCIES AND LEGAL MATTERS**

Revenue from federal research and service grants includes amounts for the recovery of overhead and other costs allocated to these projects. The University may be required to make refunds of amounts received for overhead and other costs reimbursed as a result of audits by agencies of the federal government. University officials are of the opinion that the effect of these refunds, if any, will not have a significant effect on the financial position of the University.

The University is a defendant in litigation arising from the normal course of operations. Based on present knowledge, the University's administration believes any ultimate liability in these matters will not materially affect the financial position of the University.

## **13. RISK MANAGEMENT**

The University participates in the State of Idaho Risk Management Program, which manages property and general liability risk. That program provides liability (cap) protection to \$500,000 per occurrence. Insurance premium payments are made to the state risk management program based on rates determined by a state agency's loss trend experience and asset value covered. Presently, Idaho State University's total insured property value is \$823,569,521.

The University obtains worker's compensation coverage from the Idaho State Insurance Fund. The University's worker's compensation premiums are based on its payroll, its own loss experience, as well as that of the State of Idaho as a whole.

The University carries commercial insurance for other risks of loss, including but not limited to employee bonds and crime, out of state worker's compensation, business interruption, media liability and automobile physical damage insurance.

## **14. COMPONENT UNIT DISCLOSURE**

The Foundation is discretely presented within the financial statements as a component unit.

The Foundation has adopted a policy of preparing its financial statements based upon generally accepted accounting principles in accordance with standards issued by the Financial Accounting Standards Board. The information disclosed hereafter is related to Foundation items that are determined to be significant to the reporting entity as a whole, but is not wholly inclusive. Separate, audited financial statements are prepared for the Foundation and may be obtained in their entirety by contacting the Idaho State University Foundation, 921 S. 8th Ave, Stop 8050, Pocatello, ID 83209-8050.

### ***Foundation Operations***

The Foundation was established in March 1967 to provide support for the private fundraising efforts of the University and to manage privately donated funds. The Foundation is a not-for-profit corporation incorporated in accordance with the laws of the State of Idaho and managed by a volunteer Board of Trustees. Under the Idaho State Board of Education's administrative rules, the Foundation must be independent of, and cannot be controlled by, the University. A memorandum of understanding between the Foundation and the University defines the relationship between the two entities in accordance to the State Board of Education's rules.

### ***Basis of Accounting***

The Foundation financial statements included in this report have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America, whereby revenue is recorded when earned and expenses are recorded when materials or services are received. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions.

Temporarily Restricted Net Assets – Net assets that are subject to donor-imposed stipulations that will be met either by actions of the Foundation and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction.

Permanently Restricted Net Assets – Net assets that are subject to donor-imposed restrictions that they be maintained permanently by the Foundation.

### ***Investments***

Investments are recorded in accordance with FASB Accounting Standards Codification Topic (ASC) ASC 958-320 *Investments – Debt and Equity Securities Held by Not-for-Profit Organizations*. Investments in equity and debt securities that have readily determinable fair values are recorded at quoted market prices. Investment securities without quoted market prices are valued at estimated fair value using appropriate valuation methods that consider the underlying assets and financial reports.

Investment securities, in general, are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the near-term could materially affect account balances and the amounts reported in the accompanying financial statements.

### ***Pledges Receivable***

Unconditional promises to give (pledges) are recognized as an asset and contribution revenue in the period the promise is received. Pledges to be received after one year are discounted at rates commensurate with risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any.

### ***Obligations under Split Interest Agreements***

The Foundation administers such life income agreements as charitable remainder trusts where an income beneficiary is the lifetime recipient of income and the Foundation is the remainder beneficiary. Upon receipt of the gift, a liability is established for the estimated net present value of the lifetime recipient's interest using applicable mortality tables and a discount rate commensurate with the risks involved. A contribution is recognized for the estimated remainder interest.



### ***Fair Value Measurements***

The Foundation has determined the fair value of certain assets and liabilities in accordance with the provisions of ASC 820-10, *Fair Value Measurements*, which provides a framework for measuring fair value under generally accepted accounting principles.

### ***Capitalized Bond Issuance Costs***

Capitalized bond issuance costs consist of legal costs, underwriting fees, printing and other costs incurred to obtain, secure and rate the multi-mode variable rate revenue bonds issued for the construction of the L.E. and Thelma Stephens Performing Arts Center on May 30, 2001. The issuance costs for the bonds have an original cost of \$570,000 at May 30, 2001, and are amortized over the term of the bonds, using the effective interest rate method. Accumulated amortization of these bond costs at the end of June 30, 2011 and 2010 were \$404,846 and \$381,055, respectively.

### ***Fair Value of Assets and Liabilities***

The fair value option was chosen to measure pledges and annuities in order to mitigate volatility in reported changes in net assets. Assets and liabilities measured at fair value on a recurring basis at June 30, 2011 and 2010 are shown below.

	<u>2011</u>	<u>2010</u>
Investment securities		
Mutual funds	\$ 2,079,143	\$ 1,591,289
Fixed income investments	264,451	285,023
Co-mingled and pooled marketable investment funds	36,591,760	34,419,059
Hedge Funds	<u>2,115,646</u>	<u>1,462,350</u>
Total assets	<u>\$41,051,000</u>	<u>\$37,757,721</u>

Assets and liabilities measured at fair value on a nonrecurring basis at June 30, 2011 and 2010 are as follows.

	<u>2011</u>	<u>2010</u>
Gift pledges receivable	\$ 44,458	\$ 3,768,157
Property held for sale and investments	<u>125,000</u>	<u>821,401</u>
Total assets	<u>\$ 169,458</u>	<u>\$ 4,589,558</u>



The related fair value of these assets and liabilities as of June 30, 2011, is determined as follows.

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 2,079,143	\$ -	\$ -	\$ 2,079,143
Fixed income investments	124,460	139,991	-	264,451
Co-mingled and pooled marketable investment funds	-	36,591,760	-	36,591,760
Hedge funds	-	-	2,115,646	2,115,646
	<u>\$ 2,203,603</u>	<u>\$ 36,731,751</u>	<u>\$ 2,115,646</u>	<u>\$ 41,051,000</u>

The related fair value of these assets and liabilities as of June 30, 2010, are determined as follows.

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 1,591,289	\$ -	\$ -	\$ 1,591,289
Fixed income investments	156,434	128,589	-	285,023
Co-mingled and pooled marketable investment funds	-	34,419,059	-	34,419,059
Hedge funds	-	-	1,462,350	1,462,350
	<u>\$ 1,747,723</u>	<u>\$ 34,547,648</u>	<u>\$ 1,462,350</u>	<u>\$ 37,757,721</u>

The fair value for mutual fund investments is determined based on quoted market prices. For fixed income investments, fair value is determined based on the value of the underlying investments. For co-mingled and pooled marketable investment funds, fair value is obtained by using the net asset value of the underlying investments. At this level, the underlying assets have a direct market reference price that is traceable. For hedge funds, fair value is determined with independent, third part valuations occurring monthly to every six months,



depending upon the investment type. Property held for sale and investments are valued based on property sold that had a similar use, size, and location as the property held by the Foundation. The value of pledges receivable is determined at the present value of expected future cash flows and is fair valued at the time of the gift. In subsequent years, the value is amortized over the life of the pledge.

Assets measured at fair value on a recurring and nonrecurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2011, are shown below.

	<u>Hedge Funds</u>
Beginning balance	\$ 1,462,350
Total unrealized gains and losses included in earnings (or changes in net assets)	109,283
Calls	<u>544,013</u>
Ending balance	<u>\$ 2,115,646</u>

Assets measured at fair value on a recurring and nonrecurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2010, are as follows.

	<u>Hedge Funds</u>
Beginning balance	\$ 2,438,978
Total unrealized gains and losses included in earnings (or changes in net assets)	(998,061)
Calls	<u>21,433</u>
Ending balance	<u>\$ 1,462,350</u>





# FY12 ANNUAL FINANCIAL STATEMENTS

Financial Statements for the Years  
Ended June 30, 2012 and 2011  
and Independent Auditor's Report

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**IDAHO STATE UNIVERSITY**  
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## REPORT OF INDEPENDENT AUDITORS

The Idaho State Board of Education  
Idaho State University

We have audited the accompanying financial statements of Idaho State University (University) and the discretely presented component unit, Idaho State University Foundation (Foundation) as of and for the years ended June 30, 2012 and 2011, which collectively comprise the University's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of the Foundation, a discretely presented component unit as described in Note 12. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University and its discretely presented component unit as of June 30, 2012 and 2011, and the changes in their financial position and, where applicable, cash flows thereof for the years then ended in conformity with accounting principles generally accepted in the United States of America.

**REPORT OF INDEPENDENT AUDITORS**  
**(continued)**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on page 3 through 12 and certain information in Note 10, *Postemployment Benefits Other than Pension*, labeled as "required supplementary information" be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Moss Adams LLP*

Eugene, Oregon  
September 28, 2012

**IDAHO STATE UNIVERSITY**

**Management’s Discussion and Analysis  
For the fiscal year ended June 30, 2012**

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***INTRODUCTION***

This Management’s Discussion and Analysis (MD&A) provides an overview of the financial position and activities of Idaho State University for the fiscal year ended June 30, 2012. It is intended to promote greater understanding of Idaho State University’s (ISU or the University) financial activities and position. The MD&A includes the University’s condensed and comparative statements, along with related graphs and charts. It should be read in conjunction with the financial statements and related footnote disclosures that follow the discussion. The financial statements, footnotes, and this discussion are the responsibility of management.

As a comprehensive public institution of higher learning, Idaho State University, located in Pocatello, Idaho, has served the citizens of the State since 1901, when it was first established as the Academy of Idaho. The University provides both general education and specialized programs in arts, humanities, sciences, the professions, and technologies and contributes to the State and nation through related research and public service programs. Idaho State University offers a diverse range of degree programs from baccalaureate to post-doctoral levels through the Colleges of Science and Engineering, Arts and Letters, Business, Education, Health Professions, Pharmacy, Technology, and the Graduate School. Through its programs in Health Professions, Pharmacy, the Family Practice Medical Residency, and the Idaho Dental Education Program, the University represents the primary higher educational institution for health professions in the state of Idaho.



***OVERVIEW***

The University’s financial statements have been prepared in accordance with the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management’s Discussion and Analysis - for State and Local Governments*, as amended by GASB Statement No. 35, *Basic Financial Statements - and Management’s Discussion and Analysis - for Public Colleges and Universities*.

The financial statements are comprised of the following components as explained briefly below.

**Independent Auditor’s Report** – Presents an unqualified opinion rendered by an independent certified public accounting firm as to the fairness (in all material respects) of the financial statements. The audit firm is selected and engaged by the Idaho State Board of Education.

**Statement of Net Assets** – The statement of net assets includes all assets and liabilities of the University. Assets and liabilities are generally reported at their book value, on an accrual basis, as of the statement date. This statement also identifies any major categories of restrictions on the net assets of the University.

**Statement of Revenues, Expenses, and Changes in Net Assets** – The statement of revenues, expenses, and changes in net assets presents the revenues earned and expenses incurred during the year on an accrual basis, categorized as operating and nonoperating.

**Statement of Cash Flows** – The statement of cash flows presents the inflows and outflows of cash for the year; summarized by operating, non-capital financing, capital and related financing, and investing activities.

**Notes to the Financial Statements** – The Notes provide important additional information that expands and clarifies the financial statement data.

**Component Unit** – The Idaho State University Foundation, Incorporated (the Foundation) is a key partner and contributor to the University’s educational mission and holds significant economic resources that benefit the University. It is the only affiliated organization that qualifies as a component unit of the University. Because the Foundation is a non-governmental entity, their financial statements are based upon reporting standards promulgated by the Financial Accounting Standards Board (FASB) and are audited by separate independent auditors. For purposes of this report, their financial information is presented on separate pages immediately following the corresponding university information.



***STATEMENT OF NET ASSETS***

The *Statement of Net Assets* reflects the financial position of the University at the end of the fiscal year. The difference between total assets and total liabilities represents net assets. Changes in net assets occur over time and are one indicator of the financial condition of the University. Net Assets are presented in

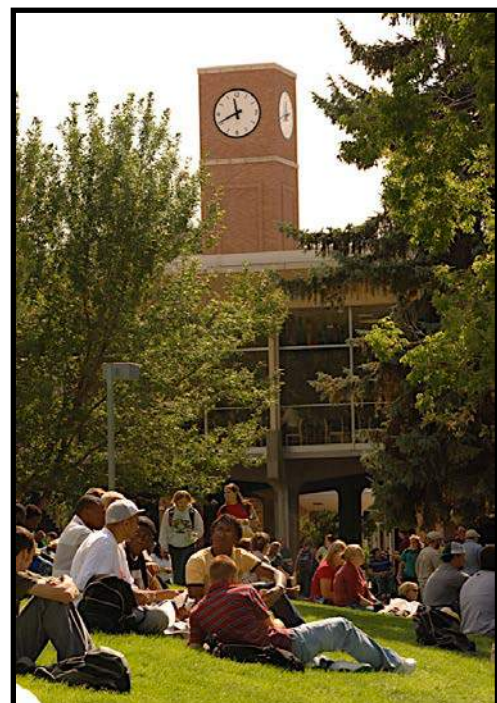
three major categories on the statement, each of which is described in more detail within the footnotes to the statements. A summary comparison of the assets, liabilities, and net assets for the years ended June 30, 2012, 2011, and 2010, is presented below.

**Schedule of Net Assets**

	<u>June 30, 2012</u>	<u>June 30, 2011</u>	<u>June 30, 2010</u>
<b>Assets:</b>			
Current Assets	\$ 106,830,059	\$ 94,971,188	\$ 80,612,923
Noncurrent Assets	<u>194,015,430</u>	<u>196,197,584</u>	<u>191,955,047</u>
<b>Total Assets</b>	<u>\$ 300,845,489</u>	<u>\$ 291,168,772</u>	<u>\$ 272,567,970</u>
<b>Liabilities:</b>			
Current Liabilities	\$ 31,045,698	\$ 28,439,127	\$ 27,585,649
Noncurrent Liabilities	<u>67,805,654</u>	<u>71,827,739</u>	<u>75,445,975</u>
<b>Total Liabilities</b>	<u>98,851,352</u>	<u>100,266,866</u>	<u>103,031,624</u>
<b>Net Assets:</b>			
Invested in capital assets, net of related debt	125,992,772	123,571,307	113,836,708
Restricted, expendable	5,554,894	6,558,524	8,479,940
Unrestricted	<u>70,446,471</u>	<u>60,772,075</u>	<u>47,219,698</u>
<b>Total Net Assets</b>	<u>201,994,137</u>	<u>190,901,906</u>	<u>169,536,346</u>
<b>Total Liabilities and Net Assets</b>	<u>\$ 300,845,489</u>	<u>\$ 291,168,772</u>	<u>\$ 272,567,970</u>

In 2012, the University's total unrestricted net assets increased by \$9.7 million over the prior year. This increase is largely due to an increase in cash of \$14.2 million, which was partially offset by a \$2.4 million decrease in student and various receivables. Net property, plant and equipment decreased \$2.1 million during the year with net fixed asset additions amounting to \$8.4 million. Among the additions were synthetic turf, an electron microscope, plus various other pieces of scientific equipment, some additions to construction in progress and building improvements. The cost of these additions was more than offset by a \$10.5 million increase in accumulated depreciation.

Also during the year, total liabilities decreased by \$1.4 million over 2011 balances due to a decrease in long-term debt of \$4.8 million, which was offset by an increase of \$2.6 million in short-term payables and an increase in other post-employment benefits payable of \$0.8 million.



The University's total net assets include investment in capital assets, net of related debt (increased \$2.4 million to \$126.0 million), restricted net assets (decreased \$1.0 million to \$5.6 million) and unrestricted net assets (increased \$9.7 million to a total of \$70.4 million). The decrease in restricted net assets was related to a decrease of funds restricted for the ERP system. Total net assets of the University at June 30, 2012 were \$202.0 million, an increase of 5.8% (\$11.1 million) over the prior year.

**REVENUES, EXPENSES, AND CHANGES IN NET ASSETS**

A comparative statement summarizing the University's revenues, expenses and changes in net assets for the years ended June 30, 2012, 2011, and 2010, is shown below.

**Summary Statement of Revenues, Expenses & Changes in Net Assets**

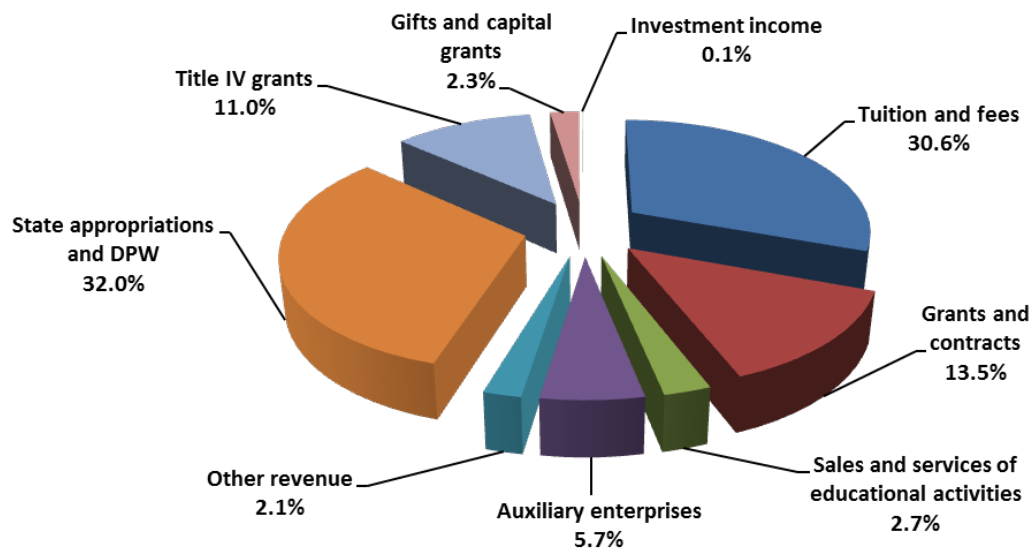
	<u>FY 2012</u>	<u>FY 2011</u>	<u>FY 2010</u>
Operating revenues			
Student tuition and fees (net of scholarship discounts and allowances)	\$ 72,360,828	\$ 62,525,361	\$ 57,721,128
Federal grants and contracts	9,661,792	13,653,117	14,166,811
State and local grants and contracts	10,982,493	9,786,215	9,813,602
Private grants and contracts	11,247,629	8,532,830	6,719,031
Sales and services of educational activities	6,270,535	6,066,029	5,543,843
Sales and services of auxiliary enterprises	13,573,775	12,426,182	12,444,156
Other	5,021,161	3,470,991	2,821,388
Total operating revenues	<u>129,118,213</u>	<u>116,460,725</u>	<u>109,229,959</u>
Operating expenses	<u>222,035,121</u>	<u>209,724,689</u>	<u>207,824,538</u>
Operating income/(loss)	<u>(92,916,908)</u>	<u>(93,263,964)</u>	<u>(98,594,579)</u>
Nonoperating revenues (expenses)			
State appropriations	71,158,994	75,402,147	78,816,476
State Department of Public Works	4,413,710	7,375,601	3,892,864
Title IV grants	26,076,231	27,767,664	24,301,307
Gifts	4,609,727	5,396,289	5,959,068
Net investment income	144,574	252,720	238,229
Amortization of bond financing costs	(60,954)	(60,954)	(60,953)
Interest on capital asset related debt	(3,177,831)	(3,355,101)	(3,507,755)
Net nonoperating revenues/(expenses)	<u>103,164,451</u>	<u>112,778,366</u>	<u>109,639,236</u>
Other revenue and expenses			
Capital gifts and grants	854,931	1,937,104	3,639,092
Gain or (loss) on disposal of fixed assets	(10,243)	(85,946)	15,043
Net other revenues and expenses	<u>844,688</u>	<u>1,851,158</u>	<u>3,654,135</u>
Increase in net assets	11,092,231	21,365,560	14,698,792
Net assets - beginning of year	<u>190,901,906</u>	<u>169,536,346</u>	<u>154,837,554</u>
Net assets - end of year	<u>\$ 201,994,137</u>	<u>\$ 190,901,906</u>	<u>\$ 169,536,346</u>



Operating revenues received by the University are the result of providing goods and services to the various customers and constituencies of the University. Student tuition and fees, as well as research grants and contracts, are prime examples of operating revenues. Nonoperating revenues are those monies received for which goods and services are not provided. For example, as a public institution, one of ISU's primary sources of revenue is appropriations provided by the state of Idaho, which, as directed by GASB standards, are classified as nonoperating revenue. As a result, the University's financial statements typically show an operating loss. A more comprehensive assessment of the operations of the University is reflected in the change in net assets at the end of the year.

Total revenues for the year ended June 30, 2012 were \$236.4 million, representing an increase of 0.8% from fiscal year 2011. Below is a graphic illustration of revenues by source (both operating and nonoperating) for the year ended June 30, 2012.

### Operating and Nonoperating Revenue



#### *Operating Revenue*

Tuition and fee revenue was up by 15.7%, or \$9.8 million, over the prior year for a total of \$72.4 million. The increase is due to a combination of a tuition increase of 7% and a favorable enrollment mix. Fiscal year 2012 showed a decrease in federal grants and contracts revenue over the prior year of \$4.0 million with part of that decrease reflecting the timing of awards closing and new ones beginning. The decrease in federal grant revenue was offset with increases in both our state and private grant revenues of \$1.2 million and \$2.7 million, respectively. In total, operating grant revenues in fiscal year 2012 were \$31.9 million compared to \$32.0 million in 2011. Sales and services revenue showed an increase of \$1.4 million to \$19.8 million for fiscal year 2012. This was due to increases in commissions from our food service concessionaire, housing rentals, NCAA payments and advertising sales. The 'other revenue' category also increased over the prior year from \$3.5 million in 2011 to \$5.0 million in 2012. The reason for this increase was a \$1.6 million repayment from the University's utility provider for overcharges that had occurred over several prior years.

***Nonoperating revenue***

The largest component of nonoperating revenue is State appropriations. In 2012, State funding decreased overall by \$7.2 million, or 8.7%, over the prior year. The largest decrease was in state appropriations for general education totaling \$61.6 million in 2011 and \$57.3 million in 2012, a 7.0% decrease amounting to \$4.3 million. Funding from the Department of Public Works (DPW) fluctuates from year to year depending on the number and extent of the building projects. During 2012, it decreased \$3.0 million from the prior year amount of \$7.4 million to \$4.4 million. State funds allocated for professional technical education increased by \$0.1 million. Another significant component of nonoperating revenue is federal Title IV grants. There was a \$1.7 million decrease in Title IV revenue from the prior year. This decrease was due to the federal government restricting Pell grant availability from summer tuition and the ACG and SMART grant programs closing.

Capital gift revenue decreased in fiscal year 2012 by \$1.1 million largely due to a decrease in capital DPW projects.

***Expenses***

Operating expenses represent the costs associated with providing goods and services to enable us to carry out the mission of the University.

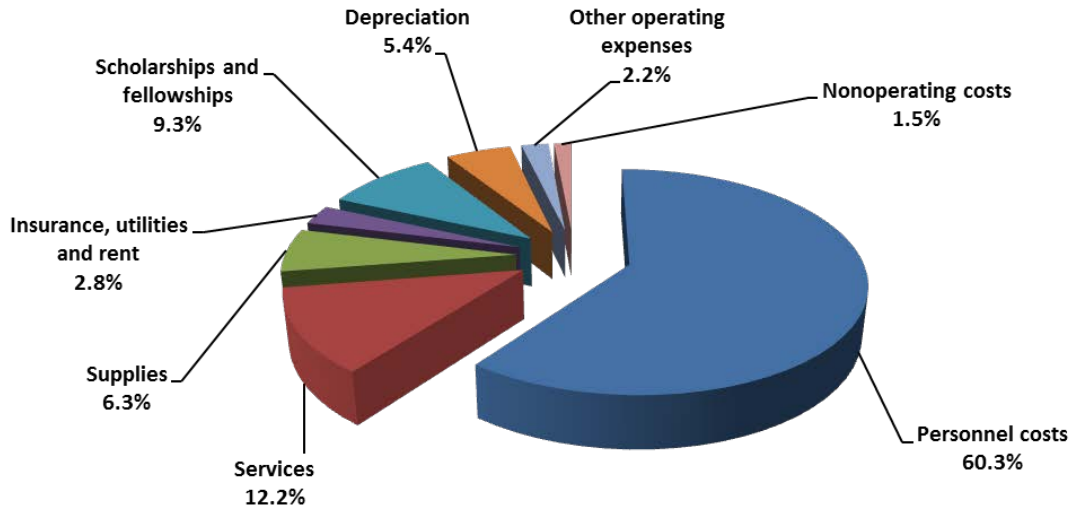
Nonoperating expenses are generally those associated with interest on debt and the disposal loss of fixed assets.



**Summary Statement of Expenses**

	<b>2012</b>	<b>2011</b>	<b>2010</b>
Operating			
Personnel costs	\$ 135,940,976	\$ 130,457,000	\$ 133,372,372
Services	27,513,868	23,073,330	21,246,038
Supplies	14,200,321	13,257,589	11,200,367
Insurance, utilities and rent	6,364,159	6,660,260	7,172,329
Scholarships and fellowships	20,885,766	20,084,127	20,067,882
Depreciation Expense	12,104,795	11,462,198	10,832,307
Other operating Expenses	5,025,236	4,730,185	3,933,243
Total operating expenses	<u>222,035,121</u>	<u>209,724,689</u>	<u>207,824,538</u>
Nonoperating			
Amortization of bond financing costs	60,954	60,954	60,953
Loss (gain) on disposal of fixed assets	10,243	85,946	(15,043)
Interest on capital asset related debt	3,177,831	3,355,101	3,507,755
Total nonoperating expenses	<u>\$ 3,249,028</u>	<u>\$ 3,502,001</u>	<u>\$ 3,553,665</u>

## Operating and Nonoperating Expenses

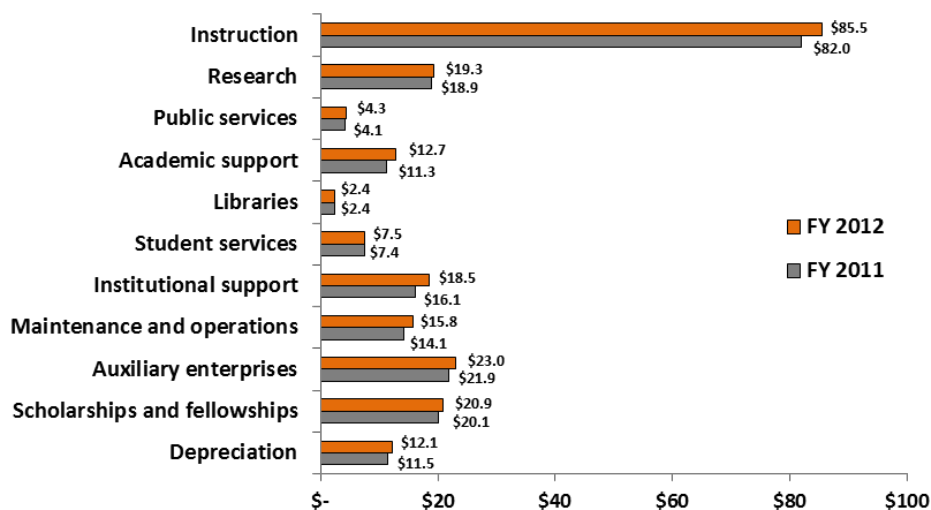


Nonoperating costs include interest on capital debt and bond amortization costs

Expenses in fiscal year 2012 increased by \$12.1 million, or 5.7%, over the prior year. The largest component of this increase is due to an increase in personnel costs of \$5.5 million. Additionally, expenses for services increased \$4.4 million over the prior year totaling \$27.5 million in 2012. Supplies expenses increased by \$0.9 million and scholarship expense increased by \$0.8 million over the prior year amount of \$20.1 million. The remaining expenses increased by \$0.5 million with the majority of that being an increase in depreciation.

## Expense Comparison

(\$ in Millions)



**CASH FLOWS**

The various sources of cash, along with their application and use, are presented in the *Statement of Cash Flows*. This analytical perspective is useful in assessing the ability of the University to satisfy its financial obligations as they come due. The statement classifies the flow of cash in the following four categories.

Operating activities - Displays the net cash flow required to conduct the day-to-day operating activities of the institution and reflects the continued need for funding from the state of Idaho.

Noncapital financing activities - Reflects the net cash flow of nonoperating transactions not related to investing or capital financing activities, and includes funds provided by state appropriations.

Capital and related financing activities - Includes payments for the acquisition of capital assets, proceeds from long-term debt, and debt repayment.

Investing activities – Details the funds involved in the purchase and sale of investments and reflects the change in rates of return on invested funds.

The statement summarizes the net cash flow and reconciles to the operating income or loss, as reflected on the *Statement of Revenues, Expenses and Changes in Net Assets*.

A summary of the *Statement of Cash Flows* for the year ended June 30, 2012 is presented below.

**Summary Statement of Cash Flows**

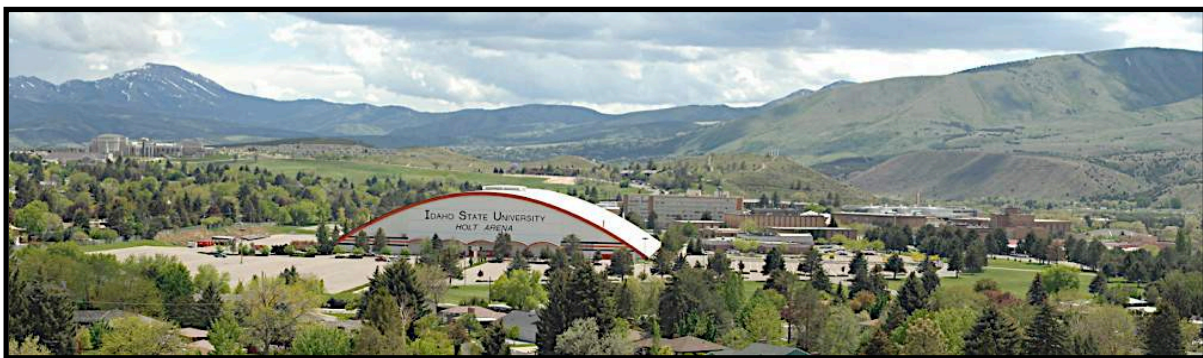
	<u>2012</u>	<u>2011</u>	<u>2010</u>
Cash and cash equivalents (used in) or provided by:			
Operating activities	\$ (74,228,625)	\$ (77,316,030)	\$ (86,116,976)
Noncapital financing activities	103,483,406	107,537,874	105,911,573
Capital and related financing activities	(15,290,744)	(16,803,973)	(14,241,614)
Investing activities	<u>272,979</u>	<u>214,823</u>	<u>217,735</u>
Net increase (decrease) in cash	14,237,016	13,632,694	5,770,718
Cash and cash equivalents, beginning of year	<u>76,229,754</u>	<u>62,597,060</u>	<u>56,826,342</u>
Cash and cash equivalents, end of year	<u>\$ 90,466,770</u>	<u>\$ 76,229,754</u>	<u>\$ 62,597,060</u>

For purposes of the *Statement of Cash Flows*, the University considers all highly liquid investments with an original maturity of three months or less and all non-negotiable certificates of deposit to be cash equivalents.

## ***CAPITAL ASSET AND DEBT ACTIVITIES***

The University considers the effective management of the institution's physical resources as a fundamental element of its financial stewardship, including the prudent use of debt to finance such resources. The development and maintenance of our physical resources is a key factor in creating and sustaining a learning environment that permits education to flourish. Idaho State University's total capital assets before depreciation increased by \$8.4 million; from \$340.0 million in 2011 to \$348.4 million in 2012.

Total institutional long-term debt declined by \$4.8 million from \$66.4 million at June 30, 2011 to \$61.6 million at June 30, 2012. The University incurred no new long-term debt and continued to pay down existing debt according to the debt schedule detailed in the notes of this report.



## ***ECONOMIC OUTLOOK***

The financial position of Idaho State University is stable and improving, however, we are aware of the need to actively pursue other revenue streams and maintain cost controls. We also are cognizant of the fact that the economic recovery is not complete and that there continue to be many demands on limited federal and state resources. For instance, the continuing fires in the Northwest have greatly impacted finances in Idaho and the surrounding states.

The recent executive order for federal agencies to cut their budgets by ten percent is a cause for concern amongst states heavily dependent on federal grants to help fund their research and outreach activities. Higher education institutions, Idaho State University included, will likely be impacted by both the cut back in federal spending directly and by the reduction in federal awards administered by the state of Idaho.

Idaho State University is in a highly competitive student market in southeast Idaho and efforts to expand the recruiting range will require an investment of additional resources. Starting July 2012, federal financial aid will be more limited and a large segment of southeastern Idaho students will be impacted by the tightened eligibility requirements. The institution is considering how best to assist the students most affected by this change.

As part of the ongoing efforts to reduce costs whenever possible, in July, 2012, the University issued \$27,530,000 of Series 2012 revenue bonds. The proceeds of these bonds will be used to refund existing bonds when they become callable. The University took advantage of record low interest rates to save \$3.2 million in interest expense over the next eleven years. Moody's and Standard and Poors Rating

Services rated the bonds A and A1, respectively, both citing the University's stable financial position and debt coverage as part of the basis for their ratings.

The University proposed and received approval for a 4.7% tuition and fee increase for fiscal year 2013, the lowest increase for ISU in 16 years. It reflects a shared balance between faculty, staff, students, and other institutional needs in meeting the University's budget requirements. However, it is only one piece of several initiatives across all areas of the University. ISU is and remains extremely competitive in tuition and fees, even after the increase, which is essential in enabling the University to balance its budget and continue to provide quality educational opportunities to students.

The University is making a strong commitment toward improving the campus physical environment. A reduction in deferred maintenance is viewed as integral to achieving that objective. The University is underway towards creating and implementing a preventative maintenance plan to achieve the following goals: preserve taxpayers' investment in public buildings, help buildings function and operate at peak efficiency, including minimizing energy consumption, prevent building system failures that will cause interruption of occupants' activities and the delivery of public services, sustain a safe and healthful environment, and provide maintenance in ways that are cost-effective.

In light of the economic environment and aware of our responsibility to the citizenry of the state of Idaho, the University has pursued strategic initiatives that promote the health and welfare of our citizens. Using the University's mission as our guide, we will continue to find partnerships that will provide opportunities and innovation for Idaho and the nation.

Idaho State University has reinforced its financial position in order to protect its future against unforeseen economic impacts. Even though the economic environment is a challenging one, maintaining focus on our central mission has never been more critical as we face the future. Because of the national and global economic uncertainties, the University will continue to strive to increase enrollment, to grow research and to promote collaborations and partnerships with other agencies and institutions. Collaborations that build upon one another's strengths, to gain economies of scale and leverage shared knowledge in order to benefit the citizens of Idaho, the nation, the world and beyond.

*The audited financial statements included in this report, along with the accompanying notes to the financial statements, provide pertinent information and details related to the financial activities discussed in this analysis.*



An ISU researcher designed the portable linear accelerators the Idaho National Laboratory used to check the welds on NASA's newest Mars rover's nuclear power supply.

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF NET ASSETS**  
**AS OF JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 51,356,473	\$ 46,469,047
Cash with Treasurer	39,110,297	29,760,707
Student loans receivable	218,025	251,780
Accounts receivable and unbilled charges, less allowance for doubtful accounts of \$1,683,543 and \$1,358,432, respectively	11,354,439	13,209,650
Due from state agencies	3,735,585	4,048,548
Interest receivable	-	128,615
Inventories	284,875	276,492
Prepaid expenses	770,365	826,349
	<u>106,830,059</u>	<u>94,971,188</u>
<b>NONCURRENT ASSETS:</b>		
Student loans receivable, less allowance for doubtful loans of \$535,112 and \$504,502	1,500,893	1,527,146
Assets held in trust	273,497	269,941
Deferred bond financing costs	950,172	1,037,808
Property, plant, and equipment, net	191,215,868	193,284,689
Other long-term assets	75,000	78,000
	<u>194,015,430</u>	<u>196,197,584</u>
<b>TOTAL ASSETS</b>	<u>\$ 300,845,489</u>	<u>\$ 291,168,772</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable and accrued liabilities	\$ 3,941,214	\$ 2,685,986
Due to state agencies	593,510	546,367
Accrued salaries and benefits payable	9,925,660	9,452,002
Compensated absences payable	4,791,459	4,288,645
Deposits	344,180	179,794
Funds held in custody for others	653,483	698,243
Deferred revenue	5,362,840	5,300,724
Accrued interest payable	807,785	864,961
Notes and bonds payable	4,625,567	4,422,405
	<u>31,045,698</u>	<u>28,439,127</u>
<b>NONCURRENT LIABILITIES:</b>		
Other post-employment benefits payable	6,197,000	5,438,000
Notes and bonds payable	61,608,654	66,389,739
	<u>67,805,654</u>	<u>71,827,739</u>
<b>TOTAL LIABILITIES</b>	<u>98,851,352</u>	<u>100,266,866</u>
<b>NET ASSETS:</b>		
Invested in capital assets, net of related debt	125,992,772	123,571,307
Restricted, expendable	5,554,894	6,558,524
Unrestricted	70,446,471	60,772,075
	<u>201,994,137</u>	<u>190,901,906</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 300,845,489</u>	<u>\$ 291,168,772</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY COMPONENT UNIT**

**IDAHO STATE UNIVERSITY FOUNDATION  
STATEMENT OF FINANCIAL POSITION  
AS OF JUNE 30, 2012 AND 2011**

ASSETS	2012	2011
Cash and cash equivalents	\$ 1,335,356	\$ 2,419,802
Cash and cash equivalents-restricted	729,453	851,039
Investments	40,583,656	41,051,000
Gift Pledges receivable, net	5,008,945	3,233,981
Life insurance cash surrender value	69,298	44,219
Miscellaneous receivables	20,187	20,001
Capitalized bond issuance costs, net	145,303	165,154
Property held for sale and investments	1,541,502	1,697,327
Total Assets	\$ 49,433,700	\$ 49,482,523
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable	\$ 32,284	\$ 58,904
Scholarships and other payables to ISU	320,200	785,724
Obligations to beneficiaries under split-interest agreements	683,972	710,014
Funds held in custody for others	59,055	49,310
Long-term debt	5,900,000	6,000,000
Total liabilities	6,995,511	7,603,952
<b>NET ASSETS</b>		
Unrestricted	(5,302,030)	(4,793,872)
Temporarily restricted	16,040,654	16,622,396
Permanently restricted	31,699,565	30,050,047
Total net assets	42,438,189	41,878,571
Total Liabilities and net assets	\$ 49,433,700	\$ 49,482,523

**See Accompanying Notes to Financial Statements**



**IDAHO STATE UNIVERSITY**  
**STATEMENT OF REVENUES EXPENSES AND CHANGES IN NET ASSETS**  
**FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

	2012	2011
<b>OPERATING REVENUES</b>		
Student tuition and fees (net of scholarship discounts and allowances of \$22,412,832 and \$22,998,668 respectively)	\$ 72,360,828	\$ 62,525,361
Federal grants and contracts	9,661,792	13,653,117
State and local grants and contracts	10,982,493	9,786,215
Private grants and contracts	11,247,629	8,532,830
Sales and services of educational activities	6,270,535	6,066,029
Sales and services of auxiliary enterprises	13,573,775	12,426,182
Other	5,021,161	3,470,991
Total operating revenues	<u>129,118,213</u>	<u>116,460,725</u>
<b>OPERATING EXPENSES</b>		
Personnel costs	135,940,976	130,457,000
Services	27,513,868	23,073,330
Supplies	14,200,321	13,257,589
Insurance, utilities and rent	6,364,159	6,660,260
Scholarships and fellowships	20,885,766	20,084,127
Depreciation	12,104,795	11,462,198
Miscellaneous	5,025,236	4,730,185
Total operating expenses	<u>222,035,121</u>	<u>209,724,689</u>
<b>OPERATING LOSS</b>	<u>(92,916,908)</u>	<u>(93,263,964)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State appropriations:		
State general account - general education	57,323,100	61,632,435
Endowment income	2,123,271	2,124,036
Other state appropriations	2,604,540	2,646,998
Professional technical education	9,108,083	8,998,678
Department of Public Works	4,413,710	7,375,601
Title IV grants	26,076,231	27,767,664
Gifts (including \$3,985,199 and \$5,064,955 from the Idaho State University Foundation, respectively)	4,609,727	5,396,289
Net investment income	144,574	252,720
Amortization of bond financing costs	(60,954)	(60,954)
Interest on capital asset related debt net of capitalized	(3,177,831)	(3,355,101)
Net nonoperating revenues	<u>103,164,451</u>	<u>112,778,366</u>
<b>INCOME BEFORE OTHER REVENUES AND EXPENSES</b>	10,247,543	19,514,402
<b>OTHER REVENUES AND EXPENSES</b>		
Capital gifts and grants	854,931	1,937,104
Gain or (loss) on disposal of fixed assets	(10,243)	(85,946)
Net other revenues and expenses	<u>844,688</u>	<u>1,851,158</u>
<b>INCREASE IN NET ASSETS</b>	11,092,231	21,365,560
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>190,901,906</u>	<u>169,536,346</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 201,994,137</u>	<u>\$ 190,901,906</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY COMPONENT UNIT**
**IDAHO STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2012**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
<b>REVENUES</b>				
Contributions and gifts	\$ 2,686,382	\$ 2,786,383	\$ 1,686,944	\$ 7,159,709
Property contributions	-	107,000	-	107,000
Contributed services	702,555	-	-	702,555
Interest and dividends	289,721	387,437	-	677,158
Net realized/unrealized gains on investments	742,112	(2,242,526)	-	(1,500,414)
Fees, charges, and miscellaneous	660,812	-	-	660,812
Net change in value of annuity and life insurance	-	(45,627)	5,975	(39,652)
Total revenues and gains	<u>5,081,582</u>	<u>992,667</u>	<u>1,692,919</u>	<u>7,767,168</u>
Board and donor designated transfers	20,685	22,716	(43,401)	-
Net assets released from program restrictions	<u>1,597,125</u>	<u>(1,597,125)</u>	<u>-</u>	<u>-</u>
Total revenues	<u>6,699,392</u>	<u>(581,742)</u>	<u>1,649,518</u>	<u>7,767,168</u>
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	2,471,149	-	-	2,471,149
Scholarships	1,033,312	-	-	1,033,312
Athletic	206,432	-	-	206,432
ISU department support	1,636,399	-	-	1,636,399
Support services				
Management and general	390,538	-	-	390,538
Fundraising	<u>1,469,720</u>	<u>-</u>	<u>-</u>	<u>1,469,720</u>
Total expenses	<u>7,207,550</u>	<u>-</u>	<u>-</u>	<u>7,207,550</u>
CHANGE IN NET ASSETS	(508,158)	(581,742)	1,649,518	559,618
NET ASSETS, beginning of year	<u>(4,793,872)</u>	<u>16,622,396</u>	<u>30,050,047</u>	<u>41,878,571</u>
NET ASSETS, end of year	<u>\$ (5,302,030)</u>	<u>\$ 16,040,654</u>	<u>\$ 31,699,565</u>	<u>\$ 42,438,189</u>

**IDAHO STATE UNIVERSITY COMPONENT UNIT**
**IDAHO STATE UNIVERSITY FOUNDATION  
 STATEMENT OF ACTIVITIES  
 YEAR ENDED JUNE 30, 2011**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Contributions and gifts	\$ 2,861,739	\$ 2,444,905	\$ 2,047,129	\$ 7,353,773
Contributed services	745,262	-	-	745,262
Interest and dividends	252,304	391,828	-	644,132
Net realized/unrealized gains on investments	1,046,043	4,891,465	-	5,937,508
Fees, charges, and miscellaneous	670,103	9,176	-	679,279
Net change in value of annuity and life insurance	-	893,447	43,835	937,282
Total revenues and gains	<u>5,575,451</u>	<u>8,630,821</u>	<u>2,090,964</u>	<u>16,297,236</u>
Board and donor designated transfers	(4,067)	(6,712)	10,779	-
Net assets released from program restrictions	8,128,797	(8,128,797)	-	-
Total revenues	<u>13,700,181</u>	<u>495,312</u>	<u>2,101,743</u>	<u>16,297,236</u>
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	2,764,353	-	-	2,764,353
Scholarships	1,041,106	-	-	1,041,106
Athletic	317,685	-	-	317,685
ISU department support	1,644,096	-	-	1,644,096
Support services				
Management and general	468,819	-	-	468,819
Fundraising	1,990,935	-	-	1,990,935
Total expenses	<u>8,226,994</u>	<u>-</u>	<u>-</u>	<u>8,226,994</u>
CHANGE IN NET ASSETS	5,473,187	495,312	2,101,743	8,070,242
NET ASSETS, beginning of year	<u>(10,267,059)</u>	<u>16,127,084</u>	<u>27,948,304</u>	<u>33,808,329</u>
NET ASSETS, end of year	<u>\$ (4,793,872)</u>	<u>\$ 16,622,396</u>	<u>\$ 30,050,047</u>	<u>\$ 41,878,571</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Student fees	\$ 61,863,479	\$ 53,207,671
Grants and contracts	30,969,236	32,609,310
Sales and services of educational activities	6,328,257	4,873,212
Sales and services from auxiliary enterprises	13,500,921	12,519,251
Other operating revenue	5,332,920	3,825,364
Collection on loans to students	309,213	405,447
Payments to and on behalf of employees	(130,585,954)	(128,159,792)
Payments to suppliers	(47,709,436)	(43,555,989)
Payments for scholarships and fellowships	(13,957,446)	(12,693,141)
Loans issued to students	(279,815)	(347,363)
	<u>(74,228,625)</u>	<u>(77,316,030)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State appropriations	71,266,518	75,596,855
Gifts	4,421,656	4,770,009
Title IV grants	26,279,045	28,499,455
Agency account receipts	18,107,252	19,360,495
Agency account payments	(17,150,707)	(21,094,332)
Direct lending receipts	77,934,201	77,351,376
Direct lending payments	(77,374,559)	(76,945,984)
	<u>103,483,406</u>	<u>107,537,874</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital gifts and grants	378,855	294,781
Capital purchases	(7,908,352)	(10,670,641)
Proceeds from sale of assets	25,000	-
Transfer from bond trustee	-	1,242,661
Principal paid on capital debt	(4,422,405)	(4,109,061)
Interest paid on capital debt	(3,363,842)	(3,561,713)
	<u>(15,290,744)</u>	<u>(16,803,973)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Investment income	<u>272,979</u>	<u>214,823</u>
	272,979	214,823
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	14,237,016	13,632,694
<b>CASH AND CASH EQUIVALENTS--Beginning of year</b>	<u>76,229,754</u>	<u>62,597,060</u>
<b>CASH AND CASH EQUIVALENTS--End of year</b>	<u>\$ 90,466,770</u>	<u>\$ 76,229,754</u>
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH AND CASH EQUIVALENTS USED IN OPERATING ACTIVITIES</b>		
Operating Loss	\$ (92,916,908)	\$ (93,263,964)
Adjustments to reconcile net operating loss to net cash used by operating activities		
Depreciation	12,104,795	11,462,198
Maintenance costs paid by Department of Public Works and other	3,532,404	2,710,159
Change in assets and liabilities		
Accounts receivable, net	(68,881)	(22,526)
Prepaid expenses	55,984	(339,739)
Student loans receivable, net	60,008	85,323
Inventory	(8,383)	(24,790)
Accounts payable and accrued liabilities	1,209,402	431,241
Accrued salaries and benefits payable	1,728,995	1,126,470
Deposits	12,400	27,157
Deferred revenue	62,115	492,441
Non-current assets	(556)	-
	<u>(74,228,625)</u>	<u>(77,316,030)</u>
<b>Net cash used in operating activities</b>	<u>\$ (74,228,625)</u>	<u>\$ (77,316,030)</u>
<b>SUPPLEMENTAL SCHEDULE OF NONCASH CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Assets acquired from the Department of Public Works	<u>\$ 1,562,357</u>	<u>\$ 5,329,471</u>
Donated capital assets	<u>\$ 494,995</u>	<u>\$ 1,642,323</u>

**See Accompanying Notes to Financial Statements**

**IDAHO STATE UNIVERSITY**  
**Notes To Financial Statements**  
**Years Ended June 30, 2012 And 2011**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Idaho State University (the University) is part of the public system of higher education in the State of Idaho (the State). The system is considered part of the State of Idaho financial reporting entity. The State Board of Education (SBOE), appointed by the Governor and affirmed by the legislature, directs the system. The University is located in Pocatello, Idaho. Significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

**Reporting Entity** – The Idaho State University Foundation, Inc. (the Foundation) is considered a component unit of the University as defined by GASB Statement No 39; *Determining Whether Certain Organizations are Component Units*. As such, the Foundation is discretely presented for fiscal years ended June 30, 2012 and 2011. Additional detail and discussion related to the Foundation can be found in Note 12 of this report.

**Basis of Accounting** – For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

The University has the option to apply all Financial Accounting Standards Board (FASB) pronouncements issued after November 30, 1989, unless FASB conflicts with the GASB. The University has elected not to apply FASB pronouncements issued after the applicable date.

**Cash Equivalents** – The University considers all liquid investments with a remaining maturity of three months or less at the date of acquisition and all non-negotiable certificates of deposit to be cash equivalents.

**Cash with Treasurer** – Balances classified as Cash with Treasurer are amounts that are required to be remitted to the State of Idaho as a result of the student fee collection process and, once remitted, these balances are under the control of the State Treasurer. Interest accruing on the balance is maintained in a separate fund and must be appropriated by the legislature before any expenditure can occur.

**Student Loans Receivable** – Loans receivable from students bear interest at rates ranging from 3.00% to 7.00% and are generally payable to the University in installments over a 5 to 10 year period, commencing 6 or 9 months after the date of separation from the University.

**Accounts Receivable** – Accounts receivable consist of fees charged to students as well as auxiliary enterprise services provided to students, faculty and staff, the majority of each residing in the State of Idaho. Accounts receivable also include amounts due from the federal government, state and local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the University's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.

**Property, Plant and Equipment** – Capital assets are stated at cost when purchased or constructed, or if acquired by gift, at the estimated fair value at date of the gift. The University’s capitalization policy includes all items with a unit cost of \$5,000 or more, and an estimated useful life of greater than one year. Renovations to buildings and land improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 12 to 25 years for land improvements, 10 years for library books, and 5 to 13 years for equipment.



In fiscal year 2010, in accordance with the requirements and definitions of GASB No. 51, *Accounting and Financial Reporting for Intangible Assets*, the University adopted a policy of capitalizing any intangible assets \$200,000 or greater in value that have

an expected useful life of three years or longer. The University adopted this policy in compliance with the State of Idaho guidelines related to the implementation requirements of GASB No. 51.

The University houses collections at the Idaho Museum of Natural History that it does not capitalize. These collections adhere to the University’s policy to (a) maintain them for public exhibition, education, or research; (b) protect, keep unencumbered, care for, and preserve them; and (c) require proceeds from their sale to be used to acquire other collection items. The University charges these collections to operations at the time of purchase, in accordance with generally accepted accounting principles.

**Deferred Revenues** – Deferred revenues include amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year, but related to the subsequent accounting period. Deferred revenues also include amounts received from grant and contract sponsors that have not yet been earned.

**Compensated Absences** – Employee vacation pay that is earned but unused is accrued at year-end for financial statement purposes. Amounts included in accrued salaries and benefits payable in the statement of net assets are \$4,791,459 and \$4,288,645 at June 30, 2012 and 2011, respectively.

**Noncurrent Liabilities** – Noncurrent liabilities include the principal portions of revenue bonds payable, notes payable with contractual maturities greater than one year, and other post-employment benefits payable.

**Net Assets** – The University’s net assets are classified as follows.

*Invested in Capital Assets, Net of Related Debt* – This represents the University’s total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent

debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

*Restricted, Expendable* – Restricted expendable net assets include resources which the University is legally or contractually obligated to use in accordance with restrictions imposed by external third parties.

*Unrestricted* – Unrestricted net assets represent resources derived from student fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions related to the educational and general operations of the University, and may be used at the discretion of the institution to meet current expenses for any lawful purpose and in accordance with SBOE policy.

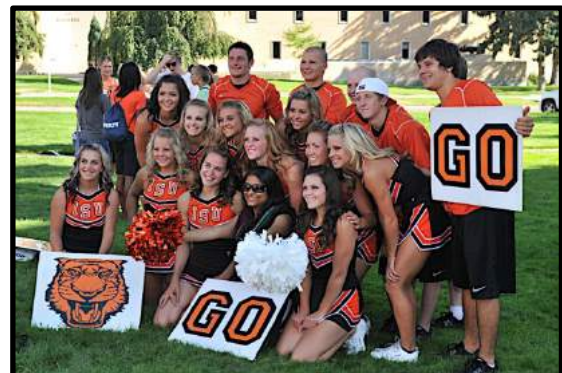
***Income and Unrelated Business Income Taxes*** – The University, as a political subdivision of the State of Idaho, is excluded from Federal income taxes under Section 115(1) of the Internal Revenue Code, as amended. The University is liable for tax on its unrelated business income. Defined by the Internal Revenue Code, unrelated business income is income from a trade or business, regularly carried on, that is not substantially related to the performance by the organization of its exempt purpose or function. The University did not incur unrelated business income tax expense in the fiscal years ended June 30, 2012 or 2011.

***Classification of Revenues*** – The University has classified its revenues as either operating or nonoperating revenues according to the following criteria:

*Operating Revenues* – Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student fees net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, (3) most federal, state and local grants and contracts and federal appropriations, and (4) interest on institutional student loans.

*Nonoperating Revenues* – Nonoperating revenues include activities that have the characteristics of non-exchange transactions such as gifts and contributions, and other revenue resources defined as nonoperating revenues by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB Statement No. 34, such as state appropriations and investment income.

***Scholarship Discounts and Allowances*** – Student fee revenues are reported net of scholarship discounts and allowances in the statements of revenues, expenses, and changes in net assets. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University, and the amount paid by students or other third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants and other federal, state, or nongovernmental programs, are recorded as either operating or nonoperating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy student fees and related charges, the University has recorded a scholarship discount and allowance.



**Use of Accounting Estimates** – The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent liabilities at the date of the financial statements, and revenues and expenses during the year. Actual results could differ from those estimates.

**New Accounting Standards** – The University will be required to implement the provisions of GASB Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*. This statement provides accounting and financial reporting guidance for service concession arrangements. The requirements of this statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the full impact this standard will have on the University’s financial statements.

The University will be required to implement the provisions of GASB Statement No. 61, *The Financial Reporting Entity: Omnibus - and amendment of GASB Statements No. 14 and No. 34*. The University will be required to address modifications to certain requirements for inclusion of component units in the financial reporting entity. The requirements of this statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the full impact this standard will have on the University’s financial statements.

The University will be required to implement the provisions of GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989, FASB and AICPA Pronouncements*. The University will be required to address certain FASB Statements and interpretations, APB opinions, and Accounting Research Bulletins of the AICPA Committee on Accounting Procedure that this standard incorporates into GASB literature. The requirements of this statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact these standards will have on the University’s financial statements.



The University will be required to implement the provisions of GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, effective with the fiscal year ending June 30, 2013. This Statement defines deferred outflows and inflows of resources as elements of consuming or acquiring net assets by the University that is applicable to a future reporting period. The standard also incorporates deferred outflows or inflows of resources into the definition of the required components of the residual measure and by renaming that measure as net position, rather than net assets. The University has not yet determined the full impact of this standard on its financial statements.

**Reclassification** – Certain amounts reported in the June 30, 2011 financial statements have been reclassified to conform to the June 30, 2012 financial statement presentation.



**2. CASH WITH TREASURER, CASH AND CASH EQUIVALENTS, AND OTHER DEPOSITS**

Cash with treasurer is under the control of the Idaho State Treasurer and is carried at cost. The University's deposits are maintained in commercial checking accounts which, as of June 30, 2012 and 2011, have unlimited coverage through the Federal Deposit Insurance Corporation (FDIC) under the Temporary Liquidity Guarantee Program, which provides full deposit insurance coverage for non-interest bearing deposit transaction accounts in institutions insured by the FDIC, regardless of dollar amount. After all debit and credit transactions have posted at the end of each business day, excess balances are automatically moved to the Automated Repurchase Investment Sweep account for overnight investment at competitive market rates to maximize the use of idle funds, including the cash float from outstanding checks. The investments in the sweep account consist of direct obligations or those that are fully guaranteed as to the principal and interest by the U.S. Government or its agencies and are collateralized at 100% of market value. At June 30, 2012 and June 30, 2011, total deposits consisted of the following:

	<u>2012</u>	<u>2011</u>
Cash	\$ 1,910,532	\$ 596,717
Non-negotiable certificates of deposit	-	749,293
Obligations of the U.S. Government and its agencies	50,890,000	47,850,000
Cash equity with the State Treasurer	<u>39,110,297</u>	<u>29,760,707</u>
Total deposits	<u>\$ 91,910,829</u>	<u>\$ 78,956,717</u>

There were no deposit amounts subject to custodial credit risk at June 30, 2012 and June 30, 2011.

At June 30, 2012 and June 30, 2011, the University had \$93,943 and \$100,997, respectively, of cash on hand in various change funds. The carrying amount of the University's cash and cash equivalents at June 30, 2012 and June 30, 2011, was \$90,466,770 and \$76,229,754, respectively. The net difference between deposits and the carrying amount of cash and cash equivalents is primarily a reflection of investment of the daily float.

**3. ACCOUNTS RECEIVABLE AND DUE FROM STATE AGENCIES**

Accounts receivable and due from state agencies consisted of the following at June 30:

	<u>2012</u>	<u>2011</u>
Accounts receivable	\$ 13,037,982	\$ 14,568,082
Due from state agencies	<u>3,735,585</u>	<u>4,048,548</u>
	16,773,567	18,616,630
Less allowance for doubtful accounts	<u>(1,683,543)</u>	<u>(1,358,432)</u>
Net accounts receivable and Due from state agencies	<u>\$ 15,090,024</u>	<u>\$ 17,258,198</u>

#### 4. STUDENT LOANS RECEIVABLE

Student loans made through the Federal Perkins Loan Program (the Program) comprise substantially all of the loans receivable at June 30, 2012 and 2011. Under this Program, the federal government provides approximately 75% of the funding for the Program, with the University providing the balance. The program provides cancellation provisions for borrowers engaging in teaching, public service, service in the military or law enforcement, as well as other disciplines. The Department of Education reimburses the University each year for the principal and interest canceled in its Perkins Loan Fund for all of the cancellation provisions except death, total and permanent disability, and bankruptcy. The University must deposit this reimbursement into its Perkins loan fund. In the event the University should withdraw from the Federal Perkins Loan Program or the government were to cancel the Program, the amount the University would be liable for as of June 30, 2012 and 2011, is \$1,989,605 and \$1,989,979, respectively.

As the University determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are assigned to the U.S. Department of Education. The University has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. At June 30, 2012 and 2011, the allowance for uncollectible loans was approximately \$535,112 and \$504,502, respectively.

In the spring of 2007, the University began participation in the Nursing Faculty Loan Program (NFLP), a federal loan program authorized under Title VIII of the Public Health Service Act, to increase the number of qualified nursing faculty. In the event the University should withdraw from the NFLP Program, or the government was to cancel the Program, the amount the University would be liable for as of June 30, 2012 and 2011, is \$12,870 and \$21,801. Loans receivable from students bear interest at rates ranging from 5.00% to 10.00% and are generally repayable in installments to the University over a 5 to 10 year period commencing 3 to 9 months after the date of separation from the University.



**5. PROPERTY, PLANT AND EQUIPMENT**

Following are the changes in property, plant and equipment for the years ended June 30:

	2011			2012			
	Balance at June 30, 2010	Additions	Transfers & Retirements	Balance at June 30, 2011	Additions	Transfers & Retirements	Balance at June 30, 2012
Property, plant and equipment:							
Land	\$ 4,064,973	\$ 947,580	\$ -	\$ 5,012,553	\$ -	\$ -	\$ 5,012,553
Construction in progress	15,515,946	1,175,053	(15,465,985)	1,225,014	969,926	(889,345)	1,305,595
<b>Total property, plant and equipment not being depreciated</b>	<b>19,580,919</b>	<b>2,122,633</b>	<b>(15,465,985)</b>	<b>6,237,567</b>	<b>969,926</b>	<b>(889,345)</b>	<b>6,318,148</b>
Other property, plant and equipment:							
Buildings and improvements	217,347,709	8,791,716	15,465,985	241,605,410	2,525,881	-	244,131,291
Intangibles	2,214,462	-	-	2,214,462	-	-	2,214,462
Furniture, fixtures and equipment	41,073,772	3,800,885	(3,084,805)	41,789,852	4,837,931	(1,694,471)	44,933,312
Library materials	45,739,342	2,368,753	-	48,108,095	2,679,079	-	50,787,174
<b>Total other property, plant and equipment</b>	<b>306,375,285</b>	<b>14,961,354</b>	<b>12,381,180</b>	<b>333,717,819</b>	<b>10,042,891</b>	<b>(1,694,471)</b>	<b>342,066,239</b>
Less accumulated depreciation and amortization:							
Buildings and improvements	(74,949,868)	(6,014,205)	-	(80,964,073)	(6,253,462)	-	(87,217,535)
Intangibles	(166,085)	(110,723)	-	(276,808)	(110,723)	-	(387,531)
Furniture, fixtures and equipment	(28,170,443)	(3,041,465)	2,995,358	(28,216,550)	(3,363,792)	1,606,973	(29,973,369)
Library materials	(34,917,462)	(2,295,804)	-	(37,213,266)	(2,376,818)	-	(39,590,084)
<b>Total accumulated depreciation and amortization</b>	<b>(138,203,858)</b>	<b>(11,462,197)</b>	<b>2,995,358</b>	<b>(146,670,697)</b>	<b>(12,104,795)</b>	<b>1,606,973</b>	<b>(157,168,519)</b>
<b>Other property, plant and equipment net of accumulated depreciation</b>	<b>168,171,427</b>	<b>3,499,157</b>	<b>15,376,538</b>	<b>187,047,122</b>	<b>(2,061,904)</b>	<b>(87,498)</b>	<b>184,897,720</b>
Property, Plant and Equipment Summary:							
Property, plant and equipment not being depreciated	19,580,919	2,122,633	(15,465,985)	6,237,567	969,926	(889,345)	6,318,148
Other property, plant and equipment at cost	306,375,285	14,961,354	12,381,180	333,717,819	10,042,891	(1,694,471)	342,066,239
<b>Total property, plant and equipment</b>	<b>325,956,204</b>	<b>17,083,987</b>	<b>(3,084,805)</b>	<b>339,955,386</b>	<b>11,012,817</b>	<b>(2,583,816)</b>	<b>348,384,387</b>
Less accumulated depreciation and amortization	(138,203,858)	(11,462,197)	2,995,358	(146,670,697)	(12,104,795)	1,606,973	(157,168,519)
<b>Property, plant and equipment, net</b>	<b>\$ 187,752,346</b>	<b>\$ 5,621,790</b>	<b>\$ (89,447)</b>	<b>\$ 193,284,689</b>	<b>\$ (1,091,978)</b>	<b>\$ (976,843)</b>	<b>\$ 191,215,868</b>

The Performing Arts Center was constructed by the Foundation with contributions and the proceeds from the Foundation's Multi-Mode Variable Rate Revenue Bond, issued in 2001. The facility was constructed on land leased by the Foundation from the University for \$1 a year for a 20 year term. The land and improvements were, in turn, leased back to the University for \$1 a year for 20 years, with a provision that title to the improvements transfers to the University at the earlier of the end of the lease or retirement of the bonds. A security interest in the land and improvements is held through a Deed of Trust issued by the Foundation to Wells Fargo Bank, N.A. The excess of the fair value of the improvements



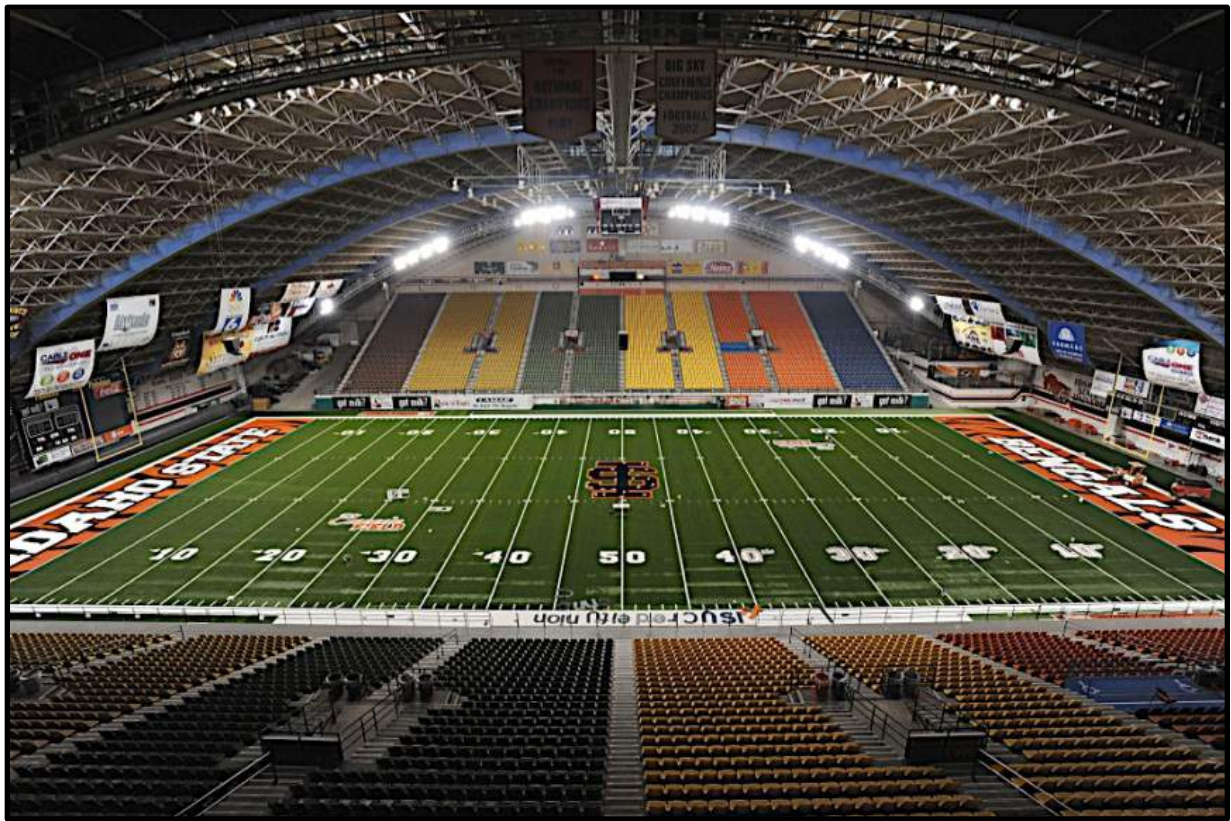
(i.e., cost) over the gross rents payable by the University were recorded as an asset of the University in recognition of the permanent transfer of rights of use to the University for only nominal consideration.

In addition to accounts payable for construction in progress, the estimated cost to complete property authorized or under construction at June 30, 2012, is approximately \$1,719,205. These costs will be financed by available resources of Idaho State University.

**6. DEFERRED REVENUE**

Deferred revenue consists of the following at June 30:

	<u>2012</u>	<u>2011</u>
Student Fees	\$ 3,045,634	\$ 2,987,975
Auxiliary enterprises	59,090	316,723
Grants and contracts	2,188,833	1,974,067
Other ticket sales	69,283	21,959
	<u>\$ 5,362,840</u>	<u>\$ 5,300,724</u>



**7. NONCURRENT LIABILITIES**

Notes and bonds payable at June 30 consisted of the following:

Description	Balance Outstanding 6/30/2010	Additions	Reductions	Balance Outstanding 6/30/2011	Additions	Reductions	Balance Outstanding 6/30/2012	Amounts Due Within One Year
Note payable to a bank, due in annual amounts varying from a maximum of \$11,200 to \$8,082 plus interest of 8.5% through 08/01/2011	\$ 19,986	\$ -	\$ (9,514)	\$ 10,472	\$ -	\$ (10,472)	\$ -	\$ -
Note payable to a financial institution due in semi-annual installments varying from a maximum of \$2,993,916 to \$16,696 plus interest of 5.08% through 09/01/2016	5,594,988	-	(699,547)	4,895,441	-	(846,934)	4,048,507	895,567
Student Facilities Fee Revenue Bonds, Series 1998, (original balance of \$12,400,000), consisting of serial and term bonds (either directly or through sinking funds) in annual amounts increasing periodically from \$585,000 to a maximum of \$920,000, plus interest from 4.875% to 5.00% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	6,665,000	-	(800,000)	5,865,000	-	(835,000)	5,030,000	880,000
General Refunding and Improvement Revenue Bonds, Series 2003 (original balance of \$35,895,000), consisting of serial bonds payable in annual amounts increasing periodically from \$715,000 to a maximum of \$3,115,000, plus interest from 3.00% to 5.00% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	28,465,000	-	(1,385,000)	27,080,000	-	(1,450,000)	25,630,000	1,520,000
General Revenue Bonds, Series 2004A (original balance of \$4,980,000), consisting of serial bonds payable in annual amounts increasing periodically from \$210,000 to a maximum of \$375,000, plus interest from 2.00% to 4.375% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	3,890,000	-	(235,000)	3,655,000	-	(245,000)	3,410,000	255,000
General Revenue Bonds, Series 2004B (original balance of \$3,305,000), consisting of serial and term bonds payable in annual amounts increasing periodically from \$55,000 commencing in 2022 to a maximum of \$345,000, plus interest from 4.50% to 4.75% through the year 2034. All bonds are collateralized by certain student fees and other revenues.	3,305,000	-	-	3,305,000	-	-	3,305,000	-
General Revenue Bonds, Series 2004C (original balance of \$2,305,000), consisting of term bonds payable in annual amounts increasing periodically from \$95,000 to a maximum of \$190,000, plus interest of 4.88% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	1,800,000	-	(115,000)	1,685,000	-	(125,000)	1,560,000	130,000
General Revenue Bonds, Series 2006 (original balance of \$10,000,000), consisting of term bonds payable in annual amounts increasing periodically from \$320,000 to a maximum of \$805,000, plus interest of 5.26% through the year 2028. All bonds are collateralized by certain student fees and other revenues.	9,680,000	-	(335,000)	9,345,000	-	(355,000)	8,990,000	370,000
General Revenue Bonds, Series 2007 (original balance of \$16,120,000), consisting of term bonds payable in annual amounts increasing periodically from \$270,000 to a maximum of \$1,055,000, plus interest from 3.90% to 5.00% through the year 2032. All bonds are collateralized by certain student fees and other revenues.	14,850,000	-	(530,000)	14,320,000	-	(555,000)	13,765,000	575,000
	74,269,974	-	(4,109,061)	70,160,913	-	(4,422,406)	65,738,507	4,625,567
Premium on bonds	1,074,390	-	(199,889)	874,501	-	(174,575)	699,926	-
Discount on bonds	(242,328)	19,058	-	(223,270)	19,058	-	(204,212)	-
Totals	\$ 75,102,036	\$ 19,058	\$ (4,308,950)	\$ 70,812,144	\$ 19,058	\$ (4,596,981)	\$ 66,234,221	\$ 4,625,567

There are a number of limitations and restrictions contained in the various bond indentures. Management believes there were no conditions of noncompliance with any terms or debt covenants.

Principal and interest maturities on notes and bonds payable in future periods for the year ending June 30, 2012, are as follows:

	Bonds		Notes	
	Principal	Interest	Principal	Interest
2013	\$ 3,730,000	\$ 2,956,920	\$ 895,567	\$ 194,433
2014	3,905,000	2,777,994	941,638	148,361
2015	3,990,000	2,592,724	924,257	100,743
2016	4,185,000	2,401,616	946,488	53,512
2017	4,380,000	2,201,070	340,557	8,650
2018-2022	23,695,000	7,659,873	-	-
2023-2027	12,940,000	2,729,206	-	-
2028-2032	4,195,000	690,399	-	-
2033-2034	670,000	48,213	-	-
	<u>\$ 61,690,000</u>	<u>\$ 24,058,015</u>	<u>\$ 4,048,507</u>	<u>\$ 505,699</u>

**Pledged Revenue**—As disclosed, the University currently has two bond issues outstanding: the Student Facilities Fee Revenue Bond (Series 1998) and the General Refunding and Improvement Revenue Bonds, which were issued pursuant to a Resolution adopted by the State Board of Education on September 17, 1992, providing for the issuance of revenue bonds (the “Original Resolution”). The Original Resolution provided for the issuance of an initial series of facility revenue bonds and authorized the issuance of additional series of revenue bonds pursuant to Supplemental Resolutions.



Currently outstanding issuances are Series 2003, 2004A, 2004B, 2004C, 2006, and 2007. The University has pledged certain revenues as collateral for these bonds. The pledged revenue amounts as of June 30 are as follows:

Pledged Revenues	2012		
	Student Facility Fee Revenue Bonds		
	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 49,177,627	\$ 49,177,627
Student facilities fee	3,725,203	485,143	4,210,346
Revenue of student housing system	-	5,709,462	5,709,462
CAES lease payment	-	850,104	850,104
	<u>\$ 3,725,203</u>	<u>\$ 56,222,336</u>	<u>\$ 59,947,539</u>
Debt Service	\$ 1,128,630	\$ 5,558,290	\$ 6,686,920
Debt service coverage	330%	1012%	896%
Coverage requirement	110%	110%	110%

2011			
Student Facility Fee Revenue Bonds			
Pledged Revenues	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 42,600,426	\$ 42,600,426
Student facilities fee	3,706,507	482,708	4,189,215
Revenue of student housing system	-	5,104,221	5,104,221
CAES lease payment	-	850,104	850,104
	<u>\$ 3,706,507</u>	<u>\$ 49,037,459</u>	<u>\$ 52,743,966</u>
Debt Service	<u>\$ 1,123,710</u>	<u>\$ 5,566,338</u>	<u>\$ 6,690,048</u>
Debt service coverage	330%	881%	788%
Coverage requirement	110%	110%	110%

As indicated, the Student Facilities Fee is pledged for Series 1998, Series 2003, Series 2004A, Series 2004B, Series 2004C, Series 2006, and Series 2007 bonds. The Revenue of the Housing System is pledged for the Series 2003 bond and the Center for Advanced Energy Studies (CAES) lease payments are pledged for Series 2006 bonds.

## 8. ACCOUNTING FOR LEASES

The University is a lessor under a ground lease agreement with Portneuf Medical Center (lessee). The lease is for 20 years, expiring on August 11, 2012, with a renewal option for an additional 20 years, exercisable in the final year of the original lease term. The lease allows for the construction of a sports medicine facility (the Facility) on the premises, which was completed in September 1994. The lessee pays rent of \$1 per year for the ground lease, payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution.

The University leases a weight/training room and associated common areas from Portneuf Medical Center (lessor). The lease term is 20 years, with a renewal option for an additional 20 years, exercisable if the lessor exercises its option to renew, as provided in the ground lease agreement. Rent for the weight/training room portion of the lease is \$1 per year. Rent for shared use of the common areas is \$14,000 per year. Rents for the initial term and optional lease term are payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution. Upon expiration of the lease term, the Facility shall become the property of the University.



ISU leases building and office facilities under various non-cancelable operating leases. Total costs for such leases were \$444,101 and \$306,017 for the years ended June 30, 2012 and 2011, respectively.

Future minimum lease payments at June 30, 2012 for all leases are as follows:

<u>Fiscal Years</u>	<u>Payments</u>
2013	\$ 380,534
2014	263,404
2015	87,938
2016	69,947
2017	4,900
Totals	<u>\$ 806,723</u>

In 2006, Idaho State University (lessor) entered into a lease agreement with Battelle Energy Alliance, LLC (lessee) for facilities located in the CAES facility. The lease commenced September 2009, and extends through March 5, 2028.

Future minimum rental income on this operating lease is as follows:

<u>Fiscal Years</u>	
2013	\$ 850,104
2014	850,104
2015	850,104
2016	850,104
2017	850,104
2018-2028	<u>9,138,618</u>
Totals	<u>\$ 13,389,138</u>

Battelle Energy Alliance, LLC makes all lease payments directly to the trustee. Rental income is restricted and is to be used solely for debt service on the 2006 Revenue bonds; the proceeds were used to construct the facility. As of June 30, 2012, the book value of the building is \$16,473,708, which is net of accumulated depreciation in the amount of \$1,227,141.

## 9. RETIREMENT PLANS AND TERMINATION PAYMENTS

**Public Employee Retirement System of Idaho** – The Public Employee Retirement System of Idaho (“PERSI”), a cost-sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members’ years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with



PERSI. The benefits and obligations to contribute to the plan were established, and may be amended by, the Idaho State Legislature. Financial reports for the plan are available from PERSI's website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

After 60 months of credited service, members become fully vested in retirement benefits earned to date and receive a lifetime benefit at retirement. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.00% of the average monthly salary for the highest consecutive 42 months.

Contributions for the three years ended June 30 are as follows:

	2012	2011	2010
University contributions required and paid	\$ 2,544,195	\$ 2,565,255	\$ 2,666,184
Employee contributions	1,525,532	1,538,160	1,597,805
Total contributions	<u>\$ 4,069,727</u>	<u>\$ 4,103,415</u>	<u>\$ 4,263,989</u>
University required contribution rate	10.39%	10.39%	10.39%
Employee contribution rate	6.23%	6.23%	6.23%

**Optional Retirement Plan** – Effective July 1, 1990, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employee contribution requirement for the ORP is based on a percentage of the total payroll. Employer contributions are determined by the State of Idaho. The plan provisions were established by, and may be amended by, the State of Idaho.

New faculty and exempt employees hired on or after July 1, 1990, automatically enroll in the ORP and select a vendor option. Faculty and exempt employees hired before July 1, 1990, had a one-time opportunity to enroll in the ORP. Enrollees in the ORP no longer belong to PERSI. Vendor options in the ORP include the *Teachers Insurance and Annuity Association - College Retirement Equities Fund* and the *Variable Annuity Life Insurance Company*.

Participants are immediately fully vested in the ORP. Retirement benefits are available as either a lump sum or any portion thereof upon attaining 55 years of age.

Contributions required and paid are as follows:

	2012	2011	2010
University contributions required and paid	\$ 5,667,518	\$ 5,430,019	\$ 5,463,978
Employee contributions	4,261,345	4,082,768	4,108,157
Total Contribution	<u>\$ 9,928,863</u>	<u>\$ 9,512,787</u>	<u>\$ 9,572,135</u>
University required contribution rate	9.27%	9.27%	9.27%
Employee contribution rate	6.97%	6.97%	6.97%

Although enrollees in the ORP no longer belong to PERSI, the University is required to contribute a percentage of the annual covered payroll to PERSI. Effective July 1, 2007, the percentage was changed from 3.03% to 1.49%, allowing the difference of 1.54% to be used to increase the University's contribution to ORP retirement accounts. In addition, the payoff period of the unfunded liability obligation was extended from July 1, 2015, to July 1, 2025. During the years ended June 30, 2012 and 2011, supplemental funding payments to PERSI were \$912,212 and \$874,510 respectively. These amounts are not included in the regular University PERSI contribution discussed previously.

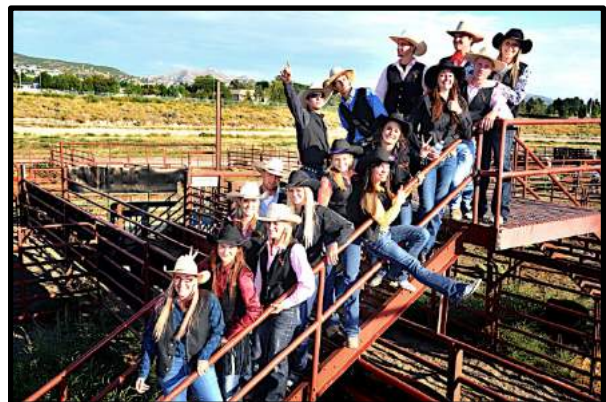
**Termination Payments** – Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value of their unused sick leave to continue their medical insurance coverage through the University. The University partially funds these obligations by depositing 0.65% of employee gross payroll to PERSI, who administers the plan for all participating ISU employees and retirees under a trust fund. The total contributions for the years ended June 30, 2012 and 2011 were \$546,323 and \$541,976, respectively.

## 10. POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

### *Summary of Plans*

The University participates in other postemployment benefit plans relating to health and disability administered by the State of Idaho as agent multiple-employer defined benefit plans. The life insurance benefit is a single-employer defined benefit plan. Idaho Code, Sections 67-5760 to 67-5767 and 72-1335, establish the benefits and contribution obligations. Each of these benefits is provided by the University to retired or disabled employees. The most recent actuarial valuation is as of June 30, 2010. The University has not set aside any assets to pay future benefits; the University funds these benefits on a pay-as-you-go basis. Details of the plans can be found in the Comprehensive Annual Report of the State of Idaho, which may be obtained as follows:

Office of the Idaho State Controller  
700 W State Street, 4<sup>th</sup> Floor  
P.O. Box 83720  
Boise, ID 83720-0011  
[www.sco.idaho.gov](http://www.sco.idaho.gov)



### *Plan Descriptions and Funding Policy*

**Retiree Healthcare Plan** – A retired employee of the University who is eligible to retire under the Public Employee Retirement System of Idaho (PERSI) may elect to purchase the retiree health insurance coverage for themselves and eligible dependents. Employees must enroll within 60 days of the date of their retirement. Additionally, the unreduced PERSI monthly benefit at the time of retirement must meet or exceed the monthly cost of single retiree health insurance coverage, or employees must have 10 or more years (20,800 or more hours) of credited state service. An employee must have been an active employee on or before June 30, 2009, and must retire directly

from State service. Coverage is not available to Medicare-eligible retirees or their Medicare-eligible dependents. Retirees eligible for medical health insurance pay the majority of the premium cost; however, the retiree plan costs are subsidized by the active employee plan. The maximum benefit is \$1,860 per retiree per year. The University contributed \$8.00 per active employee per month towards the retiree premium cost.

**Long-Term Disability Plan** – Disabled employees are defined as being unable to perform each of the substantial and material duties of the job for which they were hired and unable to earn more than 70% of their monthly salary for the first 30 months of disability. If, after 30 months, the employee is unable to perform any job for which they are reasonably qualified by experience, education, or training, and unable to earn more than 60% of their monthly salary, the employee is considered totally disabled. To qualify for long-term disability benefits, the waiting period of the greater of 26 weeks of continuous total disability or the exhaustion of the employee’s accrued sick leave must be met.

The plan provides long-term disability income benefits to active employees who become disabled, generally up to a maximum age of 70. The gross benefit equals 60% of monthly pre-disability salary or \$4,000, whichever is less. The benefit does not increase with inflation and may be offset by other sources of income, such as Social Security, worker’s compensation, unemployment benefits, and certain retirement benefits. The State of Idaho is self-insured for employees who became disabled prior to July 1, 2003; the state pays 100% of the cost of this benefit. The amount of the contribution is based on active claims and the number of insured individuals.



Employees disabled after July 1, 2003, are insured by Principal Life Insurance Company and the obligation for the payment of benefits has been effectively transferred. The University pays 100% of the premium costs. The University’s contribution for the period was 0.318% of payroll in fiscal year 2012. This portion of the long-term disability income benefit is not included in the actuarial estimate.

For up to 30 months following the date of disability, an employee is entitled to continue healthcare coverage under the state plan. The University pays 100% of the University’s share of medical and dental premiums while the employee remains disabled. The employee is required to pay the normal active employee contribution for the plan and rate category in which the employee is enrolled. The University was not required to make a contribution in fiscal year 2012.

This plan also provides basic life insurance and dependent life coverage to disabled employees, generally up to a maximum age of 70. The life insurance benefit amount is generally 100% of annual salary, but not less than \$20,000. In addition, a \$2,000 life insurance benefit is provided for spouses, and a \$1,000 life insurance benefit is provided for dependent children. These benefits do not increase with inflation. The University pays 100% of the premiums; the contribution is actuarially determined based on actual claims experience.

**Retiree Life Insurance Plan** – This plan provides basic life insurance for certified retired employees. In general, the employee must have completed at least 30 years of credited service or the sum of his/her age and years of credited service must total at least 80 to qualify for this benefit. Eligible retirees receive basic life insurance coverage equal to 100% of their annual salary at retirement. The University pays 100% of the cost of basic life insurance for eligible retirees. The University’s contribution for the period as a percent of payroll was 1.177% for retirees under 65 years of age, 0.0894% for retirees between the ages of 65 and 69, and 0.0600% for retirees over age 70.

**Annual OPEB Cost**

The Annual OPEB Cost (AOC) is actuarially determined based on the Annual Required Contribution (ARC) of the employer. The following tables illustrate the annual OPEB cost, the amount of the contributions made, the increase (decrease) in the net OPEB obligation (NOO), and the NOO (funding excess) for the years ended June 30, 2012 and 2011:

**Annual OPEB Cost and Net OPEB Obligation 2012**

*(dollars in thousands)*

	Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contribution	\$ 355	\$ 74	\$ 122	\$ 69	\$ 917	\$ 1,537
Interest	107	(2)	6	(2)	102	211
Adjustment to ARC	(156)	2	(9)	2	(148)	(309)
Total Annual OPEB Cost	306	74	119	69	871	1,439
Contributions Made	(289)	(62)	(109)	(78)	(139)	(677)
Increase (Decrease) in NOO	17	12	10	(9)	732	762
NOO – Beginning of Year	2,664	(31)	157	(47)	2,617	5,360
NOO (Funding Excess) – End of Year	\$ 2,681	\$ (19)	\$ 167	\$ (56)	\$ 3,349	\$ 6,122

**Annual OPEB Cost and Net OPEB Obligation 2011**

*(dollars in thousands)*

	Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contribution	\$ 402	\$ 83	\$ 132	\$ 77	\$ 913	\$ 1,607
Interest	113	(2)	6	-	78	195
Adjustment to ARC	(169)	3	(9)	-	(116)	(291)
Total Annual OPEB Cost	346	84	129	77	875	1,511
Contributions Made	(155)	(76)	(110)	(115)	(148)	(604)
Increase (Decrease) in NOO	191	8	19	(38)	727	907
NOO – Beginning of Year	2,473	(39)	138	(9)	1,890	4,453
NOO (Funding Excess) – End of Year	\$ 2,664	\$ (31)	\$ 157	\$ (47)	\$ 2,617	\$ 5,360

**Annual OPEB Cost Comparison**

The following table compares the OPEB cost, the percentage of annual OPEB cost contributed and the net OPEB obligation (funding excess) for the current and two prior years:

**Annual OPEB Cost and Net OPEB Obligation (NOO) Comparison**  
(dollars in thousands)

		Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
			Healthcare	Life Insurance	Income		
Annual OPEB Cost	2010	\$ 261	\$ 156	\$ 68	\$ 87	\$ 862	\$ 1,434
	2011	346	129	77	84	875	1,511
	2012	306	119	69	74	871	1,439
Percentage of AOC Contributed	2010	58.79%	56.65%	107.47%	79.71%	25.89%	42.23%
	2011	44.80%	85.27%	149.35%	90.48%	16.91%	39.97%
	2012	94.44%	91.60%	113.04%	83.78%	15.96%	47.05%
NOO (Funding Excess) – End of Year	2010	\$ 2,472	\$ 139	\$ (9)	\$ (39)	\$ 1,890	\$ 4,453
	2011	2,664	157	(47)	(31)	2,617	5,360
	2012	2,681	167	(56)	(19)	3,349	6,122

**Funded Status and Funding Progress** – The following table illustrates the funded status and the funding progress for the University (dollars in thousands):

**Funded Status and Funding Progress**  
(dollars in thousands)

	Retiree Healthcare Plan	Long-Term Disability Plan			Retiree Life Insurance Plan
		Income	Healthcare	Life Insurance	
Actuarial Valuation Date	7/1/2010	7/1/2010	7/1/2010	7/1/2010	7/1/2010
Actuarial Value of Assets	\$ -	\$ -	\$ -	\$ -	\$ -
Accrued Liability (AAL)	\$ 2,237	\$ 446,000	\$ 799,000	\$ 833,000	\$ 11,617,000
Unfunded AAL (UAAL) (2) - (1)	\$ 2,237	\$ 446,000	\$ 799,000	\$ 833,000	\$ 11,617,000
Funded Ratios (1) : (2)	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Covered Payroll	\$85,709,000	\$85,709,000	\$85,709,000	\$85,709,000	\$ 85,709,000
UAAL as a Percentage of Covered Payroll (3) : (5)	2.61%	0.52%	0.93%	0.97%	13.55%

**Actuarial Methods and Assumptions**

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information,

contains multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits. Calculations are based on the types of benefits provided under the terms of the plan at the time of each valuation and on the pattern of sharing costs between the employer and plan members. Any variations in future experience from that expected from these assumptions will result in corresponding changes in the estimated costs of the benefits. The projection of benefits for financial reporting purposes does not incorporate the potential effects of legal funding limitations on the pattern of cost sharing between the employer and plan members in the future. Actuarial calculations reflect a long-term perspective and actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets.



The following table presents the significant methods and assumptions for all plans:

**Significant Methods and Actuarial Assumptions**

	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>
	<b>Projected Unit Credit</b>	<b>Healthcare Projected Unit Credit</b>	<b>Life Insurance Projected Unit Credit</b>	<b>Income Projected Unit Credit</b>	<b>Projected Unit Credit</b>
Actuarial Cost Method	Level	Level	Level	Level	Level
Amortization Method	Percentage of Payroll	Percentage of Payroll	Percentage of Payroll	Level Dollar Amount	Percentage of Payroll
Amortization Period	11 years, Closed	30 years, Open	30 years, Open	8 years, Closed	30 years, Open
Assumptions:					
Inflation Rate	3.0%	3.0%	3.0%	3.0%	3.0%
Investment Return	4.00%	4.00%	4.00%	4.00%	4.00%
OPEB Increases	N/A	N/A	N/A	N/A	N/A
Projected Salary Increases	3.50%	3.50%	3.50%	3.50%	3.50%
Healthcare Cost Initial Trend Rate	10.00%	10.00%	N/A	N/A	N/A
Healthcare Cost Ultimate Trend Rate	5.00%	5.00%	N/A	N/A	N/A



**Required Supplementary Information**  
**As of and for Each of the Years Ended June 30**

**Schedule of Funding Progress** (dollars in thousands):

OPEB Plan	Actuarial Valuation Date	(1) Actuarial Value of Assets	(2)	(3)	(4)	(5)	(6)
			Accrued Liability (AAL)	Unfunded AAL (UAAL) (2) - (1)	Funded Ratios (1) : (2)	Annual Covered Payroll	UAAL as a Percentage of Covered Payroll (3) : (5)
Retiree Healthcare	7/1/2006	\$ -	\$33,223,000	\$33,223,000	0.0%	\$86,470,000	38.42%
	7/1/2008	\$ -	\$ 2,228,000	\$ 2,228,000	0.0%	\$84,670,000	2.63%
	7/1/2010	\$ -	\$ 2,417,000	\$ 2,417,000	0.0%	\$83,360,000	2.90%
Long-Term Disability:							
Life Insurance	7/1/2006	\$ -	\$ 999,000	\$ 999,000	0.0%	\$86,470,000	1.16%
	7/1/2008	\$ -	\$ 1,029,000	\$ 1,029,000	0.0%	\$84,670,000	1.21%
	7/1/2010	\$ -	\$ 974,000	\$ 974,000	0.0%	\$83,360,000	1.17%
Healthcare	7/1/2006	\$ -	\$ 941,000	\$ 941,000	0.0%	\$86,470,000	1.09%
	7/1/2008	\$ -	\$ 860,000	\$ 860,000	0.0%	\$84,670,000	1.02%
	7/1/2010	\$ -	\$ 876,000	\$ 876,000	0.0%	\$83,360,000	1.05%
Income	7/1/2006	\$ -	\$ 600,000	\$ 600,000	0.0%	\$86,470,000	0.69%
	7/1/2008	\$ -	\$ 599,000	\$ 599,000	0.0%	\$84,670,000	0.71%
	7/1/2010	\$ -	\$ 558,000	\$ 558,000	0.0%	\$83,360,000	0.67%
Retiree Life Insurance	7/1/2006	\$ -	\$ 8,587,000	\$ 8,587,000	0.0%	\$86,470,000	9.93%
	7/1/2008	\$ -	\$ 9,753,000	\$ 9,753,000	0.0%	\$84,670,000	11.52%
	7/1/2010	\$ -	\$11,362,000	\$11,362,000	0.0%	\$83,360,000	13.63%

Effective July 1, 2009, legislative changes to the Retiree Healthcare Plan regarding eligibility stipulate that an officer or employee must be an active employee on or before June 30, 2009, and retire directly from State service; the maximum benefit is \$1,860 per retiree per year. Additionally, any retiree will remain eligible until they are eligible for Medicare. Beginning January 1, 2010, coverage was not available to Medicare-eligible retirees or their Medicare-eligible dependents.

**Schedule of Employer Contributions** (dollars in thousands):

OPEB Plan	Fiscal Year Ended	Annual Required Contribution (ARC)	Actual Contributions	Actual Contributions as Percentage of ARC
Life Insurance	06/30/10	\$ 881	\$ 223	25.31%
	06/30/11	\$ 913	\$ 148	16.21%
	06/30/12	\$ 917	\$ 139	15.16%

**11. NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATION**

2012

	<b>Personnel Costs</b>	<b>Services</b>	<b>Supplies</b>	<b>Insurance, Utilities and Rent</b>	<b>Scholarships and Fellowships</b>	<b>Depreciation</b>	<b>Miscellaneous</b>	<b>Operating Expenses Totals</b>
Instruction	\$ 73,365,262	\$ 6,194,026	\$ 4,405,860	\$ 237,920	\$ -	\$ -	\$ 1,268,847	\$ 85,471,915
Research	12,716,626	4,338,023	1,479,477	158,083	-	-	620,374	19,312,583
Public services	3,663,766	357,096	144,444	110,427	-	-	67,856	4,343,589
Academic support	9,546,388	1,542,296	1,336,185	6,538	-	-	264,025	12,695,432
Libraries	2,093,104	185,627	67,427	368	-	-	20,195	2,366,721
Student services	6,294,257	745,393	325,223	41,058	-	-	128,459	7,534,390
Institutional support	11,755,816	3,257,997	2,439,894	124,582	-	-	896,008	18,474,297
Maintenance and operations	6,032,099	4,485,063	1,398,383	3,885,968	-	-	19,976	15,821,489
Auxiliary enterprises	10,473,658	6,408,347	2,603,428	1,799,215	-	-	1,739,496	23,024,144
Scholarships and fellowships	-	-	-	-	20,885,766	-	-	20,885,766
Depreciation	-	-	-	-	-	12,104,795	-	12,104,795
<b>Total expenses</b>	<b>\$ 135,940,976</b>	<b>\$ 27,513,868</b>	<b>\$ 14,200,321</b>	<b>\$ 6,364,159</b>	<b>\$ 20,885,766</b>	<b>\$ 12,104,795</b>	<b>\$ 5,025,236</b>	<b>\$ 222,035,121</b>

2011

	<b>Personnel Costs</b>	<b>Services</b>	<b>Supplies</b>	<b>Insurance, Utilities and Rent</b>	<b>Scholarships and Fellowships</b>	<b>Depreciation</b>	<b>Miscellaneous</b>	<b>Operating Expenses Totals</b>
Instruction	\$ 71,055,434	\$ 5,742,119	\$ 3,917,682	\$ 243,132	\$ -	\$ -	\$ 1,039,542	\$ 81,997,909
Research	12,751,116	3,550,068	1,801,218	137,351	-	-	654,887	18,894,640
Public services	3,306,389	384,309	191,313	100,716	-	-	97,212	4,079,939
Academic support	7,882,046	1,575,314	1,641,316	6,733	-	-	184,891	11,290,300
Libraries	2,160,565	152,868	95,091	-	-	-	12,374	2,420,898
Student services	5,920,190	778,588	436,304	40,317	-	-	250,861	7,426,260
Institutional support	11,219,903	2,564,283	1,416,377	85,245	-	-	825,592	16,111,400
Maintenance and operations	5,646,948	2,880,317	1,568,498	3,955,249	-	-	(567)	14,050,445
Auxiliary enterprises	10,514,409	5,445,464	2,189,790	2,091,517	-	-	1,665,393	21,906,573
Scholarships and fellowships	-	-	-	-	20,084,127	-	-	20,084,127
Depreciation	-	-	-	-	-	11,462,198	-	11,462,198
<b>Total expenses</b>	<b>\$ 130,457,000</b>	<b>\$ 23,073,330</b>	<b>\$ 13,257,589</b>	<b>\$ 6,660,260</b>	<b>\$ 20,084,127</b>	<b>\$ 11,462,198</b>	<b>\$ 4,730,185</b>	<b>\$ 209,724,689</b>



## 12. COMPONENT UNIT DISCLOSURE

The Foundation is discretely presented within the financial statements as a component unit.

The Foundation has adopted a policy of preparing its financial statements based upon generally accepted accounting principles in accordance with standards issued by the Financial Accounting Standards Board. The information disclosed hereafter is related to Foundation items that are determined to be significant to the reporting entity as a whole, but is not wholly inclusive. Separate, audited financial statements are prepared for the Foundation and may be obtained in their entirety by contacting the Idaho State University Foundation, 921 S. 8th Ave, Stop 8050, Pocatello, ID 83209-8050.

### *Foundation Operations*

The Foundation was established in March 1967 to provide support for the private fundraising efforts of the University and to manage privately donated funds. The Foundation is a not-for-profit corporation incorporated in accordance with the laws of the State of Idaho and managed by a volunteer Board of Trustees. Under the Idaho State Board of Education's administrative rules, the Foundation must be independent of, and cannot be controlled by, the University. A memorandum of understanding between the Foundation and the University defines the relationship between the two entities in accordance to the State Board of Education's rules.

### *Basis of Accounting*

The Foundation financial statements included in this report have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America, whereby revenue is recorded when earned and expenses are recorded when materials or services are received. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions.

Temporarily Restricted Net Assets – Net assets that are subject to donor-imposed stipulations that will be met either by actions of the Foundation and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction.

Permanently Restricted Net Assets – Net assets that are subject to donor-imposed restrictions that they be maintained permanently by the Foundation.

### *Investments*

Investments are recorded in accordance with FASB Accounting Standards Codification Topic (ASC) ASC 958-320 *Investments – Debt and Equity Securities Held by Not-for-Profit Organizations*. Investments in equity and debt securities that have readily determinable fair values are recorded at quoted market prices. Investment securities without quoted market prices are valued at estimated fair value using appropriate valuation methods that consider the underlying assets and financial reports.

Investment securities, in general, are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the near-term could materially affect account balances and the amounts reported in the accompanying financial statements.

***Pledges Receivable***

Unconditional promises to give (pledges) are recognized as an asset and contribution revenue in the period the promise is received. Pledges to be received after one year are discounted at rates commensurate with risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any.



***Obligations under Split Interest Agreements***

The Foundation administers such life income agreements as charitable remainder trusts where an income beneficiary is the lifetime recipient of income and the Foundation is the remainder beneficiary. Upon receipt of the gift, a liability is established for the estimated net present value of the lifetime recipient’s interest using applicable mortality tables and a discount rate commensurate with the risks involved. A contribution is recognized for the estimated remainder interest.

***Fair Value Measurements***

The Foundation has determined the fair value of certain assets and liabilities in accordance with the provisions of ASC 820-10, *Fair Value Measurements*, which provides a framework for measuring fair value under generally accepted accounting principles.

***Capitalized Bond Issuance Costs***

Capitalized bond issuance costs consist of legal costs, underwriting fees, printing and other costs incurred to obtain, secure and rate the multi-mode variable rate revenue bonds issued for the construction of the L.E. and Thelma Stephens Performing Arts Center on May 30, 2001. The issuance costs for the bonds have an original cost of \$570,000 at May 30, 2001, and are amortized over the term of the bonds, using the effective interest rate method. Accumulated amortization of these bond costs at the end of June 30, 2012 and 2011 were \$424,697 and \$404,846, respectively.

***Fair Value of Assets and Liabilities***

The fair value option was chosen to measure pledges and annuities in order to mitigate volatility in reported changes in net assets. Assets and liabilities measured at fair value on a recurring basis at June 30, 2012 and 2011 are shown below.

	<u>2012</u>	<u>2011</u>
Investment securities		
Mutual funds	\$ 2,191,933	\$ 2,079,143
Fixed income investments	222,024	264,451
Co-mingled and pooled marketable investment funds	34,441,074	36,591,760
Hedge Funds	<u>3,728,625</u>	<u>2,115,646</u>
Total assets	<u>\$40,583,656</u>	<u>\$41,051,000</u>

Assets and liabilities measured at fair value on a recurring basis at June 30, 2012 and 2011 are as follows:

	<u>2012</u>	<u>2011</u>
Gift pledges receivable	\$ 1,729,004	\$ 44,458
Property held for sale and investments	<u>107,000</u>	<u>125,000</u>
Total assets	<u>\$ 1,836,004</u>	<u>\$ 169,458</u>

The related fair value of these assets and liabilities as of June 30, 2012, is determined as follows:

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 2,191,933	\$ -	\$ -	\$ 2,191,933
Fixed income investments	50	145,898	76,076	222,024
Co-mingled and pooled marketable investment funds	-	34,441,074	-	34,441,074
Hedge funds	-	-	<u>3,728,625</u>	<u>3,728,625</u>
	<u>\$ 2,191,983</u>	<u>\$ 34,586,972</u>	<u>\$ 3,804,701</u>	<u>\$ 40,583,656</u>

The related fair value of these assets and liabilities as of June 30, 2011 are determined as follows:

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 2,079,143	\$ -	\$ -	\$ 2,079,143
Fixed income investments	124,460	139,991	-	264,451
Co-mingled and pooled marketable investment funds	-	36,591,760	-	36,591,760
Hedge funds	-	-	2,115,646	2,115,646
	<u>\$ 2,203,603</u>	<u>\$ 36,731,751</u>	<u>\$ 2,115,646</u>	<u>\$ 41,051,000</u>



The fair value for mutual fund investments is determined based on quoted market prices. For fixed income investments, fair value is determined based on the value of the underlying investments. For co-mingled and pooled marketable investment funds, fair value is obtained by using the net asset value of the underlying investments. At this level, the underlying assets have a direct market reference price that is traceable. For hedge funds, fair value is determined with independent, third party valuations occurring monthly to every six months, depending upon the investment type. Property held for sale and investments are valued based on property sold that had a similar use, size, and location as the property held by the Foundation. The value of pledges receivable is determined at the present value of expected future cash flows and is fair valued at the time of the gift. In subsequent years, the value is amortized over the life of the pledge.

Assets measured at fair value on a recurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2012, are shown below.

	<u>Hedge Funds</u>
Beginning balance	\$ 2,115,646
Total unrealized gains and losses included in earnings (or changes in net assets)	258,719
Calls	<u>1,354,260</u>
Ending balance	<u>\$ 3,728,625</u>

Assets measured at fair value on a recurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2011, are as follows.

	<u>Hedge Funds</u>
Beginning balance	\$ 1,462,350
Total unrealized gains and losses included in earnings (or changes in net assets)	109,283
Calls	<u>544,013</u>
Ending balance	<u>\$ 2,115,646</u>



### **13. SUBSEQUENT EVENTS**

In July 2012, the Idaho State Board of Education approved the issuance of Series 2012 Bonds under a supplemental bond resolution adopted by the Board on June 21, 2012. The Series 2012 Bonds were delivered on July 12, 2012. The Series 2012 Bonds are being issued by the University to (i) refund certain outstanding bonds of the University to achieve debt service savings and (ii) pay the costs of issuance of the Series 2012 Bonds. The Series 2012 Bonds will be dated the date of their delivery and are issuable in fully registered form, book-entry-only, in the aggregate principal amount of \$27,530,000. The Series 2012 Bonds bear interest from the date of issuance of 2% to 4%, payable semiannually on April 1 and October 1 of each year, commencing October 1, 2012.

The Series 2012 Bonds are secured on a parity with the Outstanding Parity Bonds by a pledge of the Pledged Revenues, as designated by the Board, including the University's Tuition Fee, the Student Facilities Fee/Facilities, Revenues of the Housing System and CAES Base Rent, all investment income derived from the Revenue Fund and the Bond Fund, and proceeds from the sale of a series of bonds and money and investment earnings thereon.

The Series 2012 Bonds maturing on or prior to April 1, 2022 are not subject to redemption prior to maturity. The Series 2012 Bonds maturing on or after April 1, 2023 are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after April 1, 2022, and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the Series 2012 Bonds to be redeemed plus accrued interest to the date of redemption.

A portion of the proceeds from the sale of the Series 2012 Bonds is being used to provide funds sufficient to refund certain outstanding bonds of the University to achieve debt service savings. The Supplemental Resolution provides for the current refunding of the remaining \$5,030,000 principal amount of the University's Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 which mature April 1, 2017 and April 1, 2022 (the "Series 1998 Refunded Bonds"). The Supplemental Resolution also provides for the advance refunding (i) of \$20,300,000 principal amount of the University's General Refunding and Improvement Revenue Bonds, Series 2003 (ii) of \$2,330,000 principal amount of the University's General Revenue Bonds, Series 2004A and (iii) of \$265,000 principal amount of the University's General Revenue Bonds, Series 2004B.

The university completed the advance refunding to reduce its total debt service payments over the next 10 years by \$3.5 million and to obtain an economic gain (difference between the present values of the old and new debt service payments) of \$3.2 million.

### **14. CONTINGENCIES AND LEGAL MATTERS**

Revenue from federal research and service grants includes amounts for the recovery of overhead and other costs allocated to these projects. The University may be required to make refunds of amounts received for overhead and other costs reimbursed as a result of audits by agencies of the federal government. University officials are of the opinion that the effect of these refunds, if any, will not have a significant effect on the financial position of the University.

The University is a defendant in litigation arising from the normal course of operations. Based on present knowledge, the University's administration believes any ultimate liability in these matters will not materially affect the financial position of the University.

In May, 2011, it was discovered that a server in one of the health clinics associated with the University and attached to the University's network had been compromised. The server contained the protected health information (PHI) of approximately 4,000 individuals. There is no evidence to suggest that this information was accessed. The University notified the Federal Health and Human Services' Office of Civil Rights (OCR) about the situation and OCR has done an investigation of the University's network security. As a result, the University has implemented or is in the process of implementing OCR's recommendations towards securing PHI information.

The potential penalties for HIPAA violations vary depending on knowledge of the breach, whether it was due to reasonable cause or whether it resulted from willful neglect. The fines that could be levied are tiered by severity (see The Health Information Technology for Economic and Clinical Health (HITECH) provisions of the American Recovery and Reinvestment Act of 2009 (ARRA).

“Tier 1: If person is not aware of the violation (and would not have known with reasonable diligence), the minimum penalty is \$100 per violation, to a maximum of \$25,000 for the calendar year.

Tier 2: If violation is due to “reasonable cause” but not willful neglect, the minimum penalty is \$1,000 per violation, to a maximum of \$100,000 for the calendar year.

Tier 3: If violation is due to willful neglect and is corrected within 30 days, the minimum penalty is \$10,000 per violation, to a maximum of \$250,000 for the calendar year.

Tier 4: If violation is due to willful neglect and is not corrected within 30 days, the minimum penalty is \$50,000 per violation, to a maximum of \$1.5 million for the calendar year.”

As of the date of this report, OCR has not finalized its determination and has not indicated that the University will be fined. Therefore, the University's fiscal year 2012 financial statements do not contain an associated loss expense and liability.

## **15. RISK MANAGEMENT**

The University participates in the State of Idaho Risk Management Program, which manages property and general liability risk. That program provides liability (cap) protection to \$500,000 per occurrence. Insurance premium payments are made to the state risk management program based on rates determined by a state agency's loss trend experience and asset value covered. Presently, Idaho State University's total insured property value is \$934,872,255.

The University obtains worker's compensation coverage from the Idaho State Insurance Fund. The University's worker's compensation premiums are based on its payroll, its own loss experience, as well as that of the State of Idaho as a whole.

The University carries commercial insurance for other risks of loss, including but not limited to employee bonds and crime, out of state worker's compensation, business interruption, media liability and automobile physical damage insurance.



# FY13 ANNUAL FINANCIAL STATEMENTS

Financial Statements for the Years  
Ended June 30, 2013 and 2012  
and Report of Independent Auditors

Including Schedule of Expenditures  
of Federal Awards and Single Audit  
Documents for the Year Ended June 30, 2013





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IDAHO STATE UNIVERSITY  
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## REPORT OF INDEPENDENT AUDITORS

Idaho State Board of Education  
Idaho State University

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Idaho State University (University) and Idaho State University Foundation (Foundation), its discretely presented component unit as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the Idaho State University Foundation, a discretely presented component unit as described in Note 12. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, are based solely on the report of other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The financial statements of the Idaho State University Foundation, Inc. were not audited in accordance with *Government Auditing Standards*. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

## **REPORT OF INDEPENDENT AUDITORS (continued)**

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, based on our audits and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of Idaho State University and its discretely presented component unit, as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in conformity with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require the *management's discussion and analysis* listed in the table of contents and certain information in Note 10, *Postemployment Benefits Other Than Pensions*, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**REPORT OF INDEPENDENT AUDITORS  
(continued)**

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Idaho State University's basic financial statements. The schedule of expenditures of federal awards as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* is presented for purposes of additional analysis and is not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2013, on our consideration of Idaho State University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Idaho State University's internal control over financial reporting and compliance.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2013

**IDAHO STATE UNIVERSITY**

**Management’s Discussion and Analysis  
For the fiscal year ended June 30, 2013**

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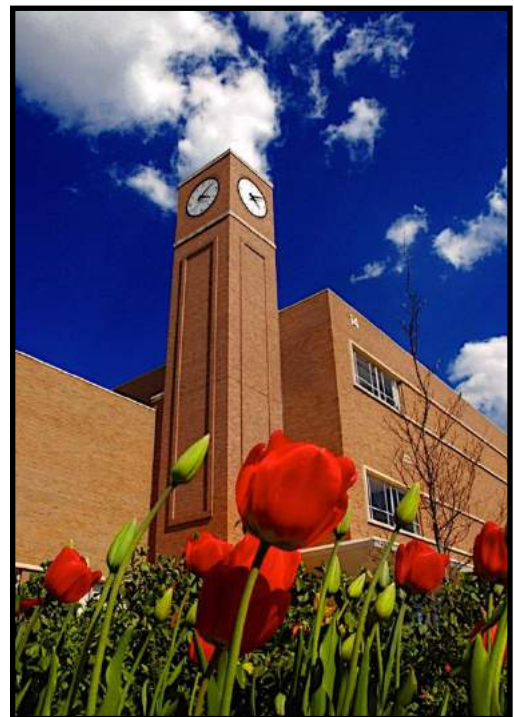
**INTRODUCTION**

This Management’s Discussion and Analysis (MD&A) provides an overview of the financial position and activities of Idaho State University for the fiscal year ended June 30, 2013. It is intended to promote greater understanding of Idaho State University’s (ISU or the University) financial activities and position. The MD&A includes the University’s condensed and comparative statements, along with related graphs and charts. It should be read in conjunction with the financial statements and related footnote disclosures that follow the discussion. The financial statements, footnotes, and this discussion are the responsibility of management.

As a comprehensive public institution of higher learning, Idaho State University, located in Pocatello, Idaho, has served the citizens of the State since 1901, when it was first established as the Academy of Idaho. The University provides both general education and specialized programs in arts, humanities, sciences, the professions, and technologies and contributes to the State and nation through related research and public service programs. Idaho State University offers a diverse range of degree programs from baccalaureate to post-doctoral levels through the Colleges of Science and Engineering, Arts and Letters, Business, Education, Health Professions, Pharmacy, Technology, and the Graduate School. Through its programs in Health Professions, Pharmacy, the Family Practice Medical Residency, and the Idaho Dental Education Program, the University represents the primary higher educational institution for health professions in the state of Idaho.

**OVERVIEW**

The University’s financial statements have been prepared in accordance with the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management’s Discussion and Analysis - for State and Local Governments*, as amended by GASB Statement No. 35, *Basic Financial Statements - and Management’s Discussion and Analysis - for Public Colleges and Universities*.



The financial statements are comprised of the following components as explained briefly below.

**Report of Independent Auditor’s** – Presents an unqualified opinion rendered by an independent certified public accounting firm as to the fairness (in all material respects) of the financial statements. The audit firm is selected and engaged by the Idaho State Board of Education.

**Statement of Net Position** – The statement of net position includes all assets, deferred outflows, deferred inflows and liabilities of the University. Assets, deferred outflows, deferred inflows and liabilities are generally reported at their book value, on an accrual basis, as of the statement date. This statement also identifies major categories of the net position of the University as net investment in capital assets, restricted and unrestricted.

**Statement of Revenues, Expenses, and Changes in Net Position** – The statement of revenues, expenses, and changes in net position presents the revenues earned and expenses incurred during the year on an accrual basis, categorized as operating and non-operating.

**Statement of Cash Flows** – The statement of cash flows presents the inflows and outflows of cash for the year; summarized by operating, non-capital financing, capital and related financing, and investing activities.

**Notes to the Financial Statements** – The Notes provide important additional information that expands and clarifies the financial statement data.

**Component Unit** – The Idaho State University Foundation, Incorporated (the Foundation) is a key partner and contributor to the University’s educational mission and holds significant economic resources that benefit the University. It is the only affiliated organization that qualifies as a component unit of the University. Because the Foundation is a non-governmental entity, their financial statements are based upon reporting standards promulgated by the Financial Accounting Standards Board (FASB) and are audited by separate independent auditors. For purposes of this report, their financial information is presented on separate pages immediately following the corresponding university information.





**STATEMENT OF NET POSITION**

The *Statement of Net Position* reflects the financial position of the University at the end of the fiscal year. The difference between assets plus deferred outflows and liabilities plus deferred inflows represents net position. Changes in net position occur over time and are one indicator of the financial condition of the University. Net Position is presented in three major categories on the statement each of which is described in more detail within the footnotes to the statements. A summary comparison of the assets, deferred outflows, liabilities, deferred inflows and net position for the years ended June 30, 2013, 2012, and 2011, is presented below.

**Schedule of Net Position**

	<u>June 30, 2013</u>	<u>June 30, 2012</u>	<u>June 30, 2011</u>
Assets:			
Current Assets	\$ 120,533,853	\$ 106,830,059	\$ 94,971,188
Noncurrent Assets	<u>187,731,130</u>	<u>193,801,970</u>	<u>196,197,584</u>
Total Assets	<u>308,264,983</u>	<u>300,632,029</u>	<u>291,168,772</u>
Deferred outflows of resources	<u>629,729</u>	<u>213,460</u>	<u>-</u>
Liabilities:			
Current Liabilities	31,896,377	31,045,698	28,439,127
Noncurrent Liabilities	<u>63,714,764</u>	<u>67,805,654</u>	<u>71,827,739</u>
Total Liabilities	<u>95,611,141</u>	<u>98,851,352</u>	<u>100,266,866</u>
Deferred inflows of resources	<u>34,760</u>	<u>-</u>	<u>-</u>
Net Position:			
Invested in capital assets	124,561,381	125,992,772	123,571,307
Restricted, expendable	4,581,880	5,554,894	6,558,524
Unrestricted	<u>84,105,550</u>	<u>70,446,471</u>	<u>60,772,075</u>
Total Net Position	<u>\$ 213,248,811</u>	<u>\$ 201,994,137</u>	<u>\$ 190,901,906</u>

In 2013, the total unrestricted portion of net position increased by \$13.7 million over the prior year. This increase is largely due to an increase in cash and investments of \$11.6 million, an increase in the amount due from state agencies of \$2.4 million, and an increase of \$0.1 million in prepaid expenses. These were partially offset by a \$0.4 million decrease in student and various receivables. Net property, plant and equipment decreased \$5.2 million during the year with net fixed asset additions amounting to \$8.0 million. The cost of these additions was largely offset by a \$12.9 million increase in accumulated depreciation. Net disposals account for the remaining difference of \$0.3 million. Among the additions are: a confocal microscope, an electron microscope, various pieces of scientific equipment and computer network equipment plus some additions to construction in progress and building improvements. The increase in deferred outflow of resources of \$0.4 million stems from the Series 2012 refunding bond issue.

Also during the year, total liabilities decreased by \$3.2 million over 2012 balances due to a net decrease in long-term debt of \$4.6 million, which was offset by an increase of \$0.9 million in short-term payables

and debt and an increase in other post-employment benefits payable of \$0.5 million. The deferred inflow of resources increased by \$34,760 due to the Series 2013 refunding bond issue.

The University's total net position includes investment in capital assets, net of related debt (decreased \$1.4 million to \$124.6 million), the restricted portion of net position (decreased \$1.0 million to \$4.6 million) and the unrestricted portion of net position (increased \$13.7 million to a total of \$84.1 million). The decrease in restricted net position was related to a decrease of funds restricted for the Meridian facility's improvements, the Center for Advanced Energy Studies parking lot and the Pocatello campus beautification project. Total net position of the University at June 30, 2013 was \$213.2 million, an increase of 5.6% (\$11.3 million) over the prior year.

### **REVENUES, EXPENSES, AND CHANGES IN NET POSITION**

A comparative statement summarizing the University's revenues, expenses and changes in net position for the years ended June 30, 2013, 2012, and 2011, is shown below.

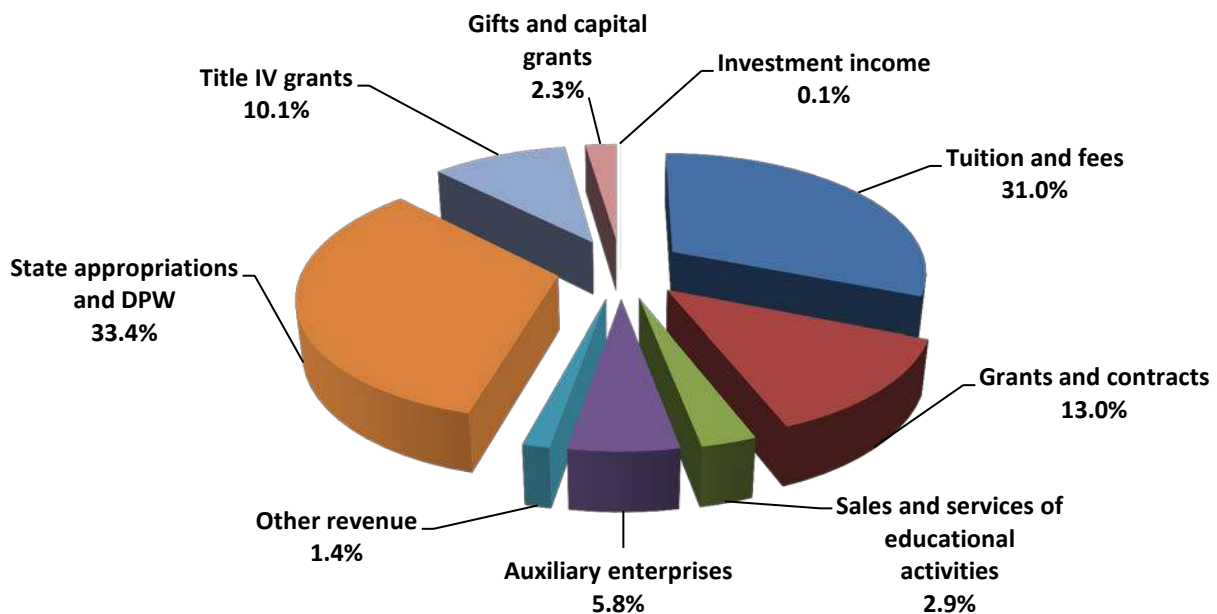
#### **Summary Statement of Revenues, Expenses & Changes in Net Position**

	<b>2013</b>	<b>2012</b>	<b>2011</b>
Operating revenues			
Student tuition and fees (net of scholarship discounts and allowances)	\$ 73,937,311	\$ 72,360,828	\$ 62,525,361
Federal grants and contracts	9,416,032	9,661,792	13,653,117
State and local grants and contracts	11,693,989	10,982,493	9,786,215
Private grants and contracts	9,912,398	11,247,629	8,532,830
Sales and services of educational activities	6,933,778	6,270,535	6,066,029
Sales and services of auxiliary enterprises	13,737,710	13,573,775	12,426,182
Other	3,404,559	5,021,161	3,470,991
Total operating revenues	<u>129,035,777</u>	<u>129,118,213</u>	<u>116,460,725</u>
Operating expenses	<u>223,289,422</u>	<u>222,035,121</u>	<u>209,724,689</u>
Operating income/(loss)	<u>(94,253,645)</u>	<u>(92,916,908)</u>	<u>(93,263,964)</u>
Nonoperating revenues/(expenses)			
State appropriations	77,032,719	71,158,994	75,402,147
State Department of Public Works	2,431,128	4,413,710	7,375,601
Title IV grants	24,104,048	26,076,231	27,767,664
Gifts	5,484,315	4,609,727	5,396,289
Net investment income	60,485	144,574	252,720
Amortization of bond insurance costs	-	(9,539)	(9,539)
Bond issuance costs	(941,514)	(51,415)	(51,415)
Interest on capital asset related debt	<u>(2,354,492)</u>	<u>(3,177,831)</u>	<u>(3,355,101)</u>
Net nonoperating revenues/(expenses)	<u>105,816,689</u>	<u>103,164,451</u>	<u>112,778,366</u>
Other revenues and expenses			
Capital gifts and grants	20,699	854,931	1,937,104
Gain or (loss) on disposal of fixed assets	<u>(329,069)</u>	<u>(10,243)</u>	<u>(85,946)</u>
Net other revenues and expenses	<u>(308,370)</u>	<u>844,688</u>	<u>1,851,158</u>
Increase in net position	11,254,674	11,092,231	21,365,560
Net position - beginning of year	<u>201,994,137</u>	<u>190,901,906</u>	<u>169,536,346</u>
Net position - end of year	<u>\$ 213,248,811</u>	<u>\$ 201,994,137</u>	<u>\$ 190,901,906</u>

Operating revenues received by the University are the result of providing goods and services to the various customers and constituencies of the University. Student tuition and fees, as well as research grants and contracts, are prime examples of operating revenues. Nonoperating revenues are those monies received for which goods and services are not provided. For example, as a public institution, one of ISU’s primary sources of revenue is appropriations provided by the state of Idaho, which, as directed by GASB standards, are classified as non-operating revenue. As a result, the University’s financial statements typically show an operating loss. A more comprehensive assessment of the operations of the University is reflected in the change in net position at the end of the year.

Total revenues for the year ended June 30, 2013 were \$238.2 million, representing an increase of 0.8% from fiscal year 2012. Below is a graphic illustration of revenues by source (both operating and non-operating) for the year ended June 30, 2013.

### Operating and Nonoperating Revenue



#### Operating Revenue

Tuition and fee revenue was up by 2.18%, or \$1.6 million, over the prior year for a total of \$73.9 million. Fiscal year 2013 showed a decrease in federal grants and contracts revenue over the prior year of \$0.2 million to \$9.4 million, with part of that decrease reflecting the timing of awards closing and new ones beginning. Private grant revenue was \$9.9 million in 2013, down \$1.3 million from the 2012 amount of \$11.2. State grant revenue increased by \$0.7 million over 2012 to \$11.7 million for 2013. In total, grant revenue decreased by \$0.8 million in 2013 to \$31.0 million. Sales and services revenue showed an increase of \$0.8 million to \$20.7 million for fiscal year 2013. This was largely due to increases in clinic

revenue and game guarantees which were offset by decreases in advertising revenue. The 'other revenue' category decreased over the prior year from \$5.0 million in 2012 to \$3.4 million in 2013. The reason for this increase was a \$1.6 million repayment in 2012 from the University's utility provider for overcharges that had occurred previously.

### ***Nonoperating revenue***

The largest component of non-operating revenue is State appropriations. In 2013, State funding increased overall by \$3.9 million, or 5.2%, over the prior year. The largest increase was in state appropriations for general education totaling \$62.6 million in 2013 and \$57.3 million in 2012, a 9.3% increase amounting to \$5.3 million. Funding from the Department of Public Works (DPW) fluctuates from year to year depending on the number and extent of the building projects. During 2013, it decreased \$2.0 million from the prior year amount of \$4.4 million to \$2.4 million. State funds allocated for professional technical education increased by \$0.5 million. Another significant component of non-operating revenue is federal Title IV grants. There was a \$2.0 million decrease in Title IV revenue from the prior year. This decrease was due to the federal government restricting Pell grant availability from summer tuition and tighter eligibility requirements.

Capital gift revenue decreased in fiscal year 2013 by \$0.8 million largely due to a decrease in capital DPW projects.

### ***Expenses***

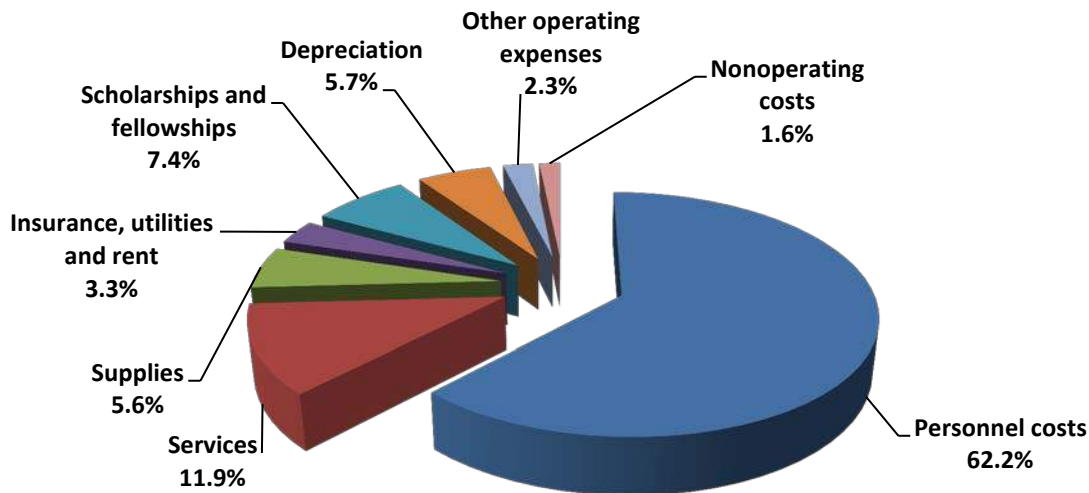
Operating expenses represent the costs associated with providing goods and services to enable us to carry out the mission of the University. Nonoperating expenses are generally those associated with interest on debt and the disposal loss of fixed assets.



**Summary Statement of Expenses**

	<u>2013</u>	<u>2012</u>	<u>2011</u>
Operating			
Personnel costs	\$ 141,146,294	\$ 135,940,976	\$ 130,457,000
Services	27,050,947	27,513,868	23,073,330
Supplies	12,773,653	14,200,321	13,257,589
Insurance, utilities and rent	7,375,222	6,364,159	6,660,260
Scholarships and fellowships	16,851,589	20,885,766	20,084,127
Depreciation Expense	12,914,220	12,104,795	11,462,198
Other operating Expenses	5,177,497	5,025,236	4,730,185
Total operating expenses	<u>223,289,422</u>	<u>222,035,121</u>	<u>209,724,689</u>
Nonoperating			
Amortization of bond insurance costs	-	9,539	9,539
Bond issuance costs	941,514	51,415	51,415
Loss (gain) on disposal of fixed assets	329,069	10,243	85,946
Interest on capital asset related debt	2,354,492	3,177,831	3,355,101
Total nonoperating expenses	<u>\$ 3,625,075</u>	<u>\$ 3,249,028</u>	<u>\$ 3,502,001</u>

**Operating and Nonoperating Expenses**



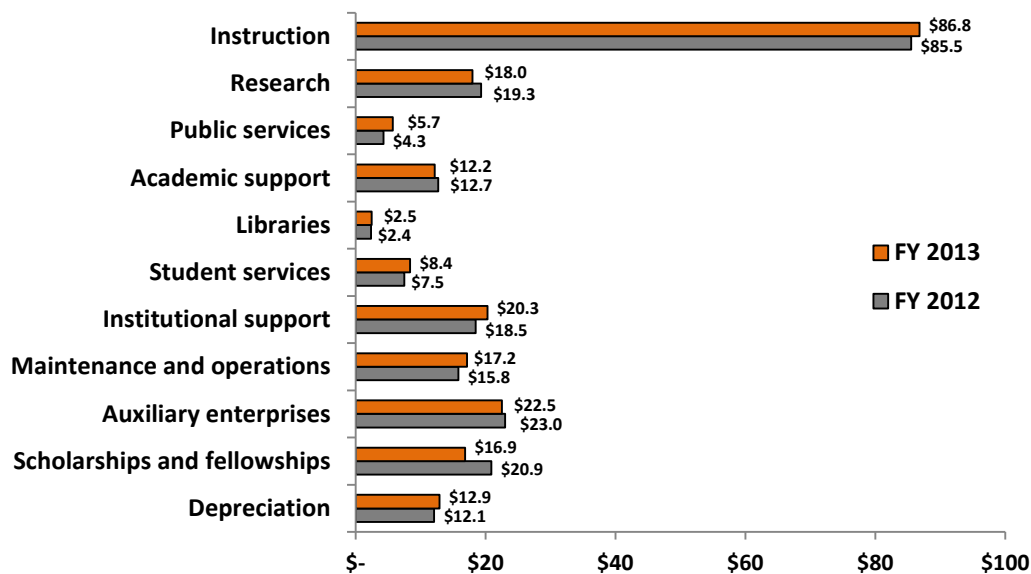
Nonoperating costs include interest on capital debt and bond

Expenses in fiscal year 2013 increased by \$1.6 million, or 0.7%, over the prior year. The largest component of this increase is due to an increase in personnel costs of \$5.2 million. Additionally, expenses for services decreased \$0.5 million over the prior year totaling \$27.0 million in 2013. Supplies expense decreased \$1.4 million and scholarship expense decreased \$4.0 million over the prior year amount of \$20.9 million to \$16.9 in 2013. Depreciation expense increased \$0.8 million from the prior year. The remaining expenses increased by \$1.5 million with the majority of that being an increase in insurance, utilities and rent.

The University has chosen to early implement the requirements of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, as encouraged. According to the Statement, debt issuance costs, except any portion related to prepaid insurance costs, should be recognized as an expense in the period incurred. Therefore, readers of these financial statements will notice a large bond issuance expense for fiscal year 2013 due to the issuance of the Series 2012 and 2013 Refunding Bonds as well as unamortized portions of previous bond issuances. Bond insurance costs will continue to be amortized over time.

## Expense Comparison

(\$ in Millions)



## CASH FLOWS

The various sources of cash, along with their application and use, are presented in the *Statement of Cash Flows*. This analytical perspective is useful in assessing the ability of the University to satisfy its financial obligations as they come due. The statement classifies the flow of cash in the following four categories.

Operating activities – Displays the net cash flow required to conduct the day-to-day operating activities of the institution and reflects the continued need for funding from the state of Idaho.

Noncapital financing activities – Reflects the net cash flow of non-operating transactions not related to investing or capital financing activities, and includes funds provided by state appropriations.

Capital and related financing activities – Includes payments for the acquisition of capital assets, proceeds from long-term debt, and debt repayment.

Investing activities – Details the funds involved in the purchase and sale of investments and reflects the change in rates of return on invested funds.

The statement summarizes the net cash flow and reconciles to the operating income or loss, as reflected on the *Statement of Revenues, Expenses and Changes in Net Position*.

A summary of the *Statement of Cash Flows* for the year ended June 30, 2013 is presented below.

**Summary Statement of Cash Flows**

	<u>2013</u>	<u>2012</u>	<u>2011</u>
Cash and cash equivalents (used in) or provided by:			
Operating activities	\$ (79,414,677)	\$ (74,228,625)	\$ (77,316,030)
Noncapital financing activities	106,108,619	103,483,406	107,537,874
Capital and related financing activities	(15,177,477)	(15,290,744)	(16,803,973)
Investing activities	<u>(4,945,990)</u>	<u>272,979</u>	<u>214,823</u>
Net increase (decrease) in cash	6,570,475	14,237,016	13,632,694
Cash and cash equivalents, beginning of year	<u>90,466,770</u>	<u>76,229,754</u>	<u>62,597,060</u>
Cash and cash equivalents, end of year	<u>\$ 97,037,245</u>	<u>\$ 90,466,770</u>	<u>\$ 76,229,754</u>

For purposes of the *Statement of Cash Flows*, the University considers all highly liquid investments with an original maturity of three months or less and all non-negotiable certificates of deposit to be cash equivalents.

***CAPITAL ASSET AND DEBT ACTIVITIES***

The University considers the effective management of the institution’s physical resources as a fundamental element of its financial stewardship, including the prudent use of debt to finance such resources. The development and maintenance of our physical resources is a key factor in creating and sustaining a learning environment that permits education to flourish. Idaho State University’s total capital assets before depreciation increased by \$6.5 million; from \$348.4 million in 2012 to \$354.9 million in 2013.

Total institutional long-term debt declined by \$4.3 million from \$66.2 million at June 30, 2012 to \$61.9 million at June 30, 2013. The University issued new general revenue refunding bonds to refund existing bonds when they become callable and to reduce its interest expense. The University continues to pay down existing debt according to the debt schedule detailed in the notes of this report.

## ***ECONOMIC OUTLOOK***

The financial position of Idaho State University remains stable due to increases in unrestricted net assets over the past few years. The nationwide college-age population is decreasing after more than a decade of sharp growth and many adults who chose to leave the job market to go back to school during the recession now have been drawn back to work by the economic recovery. According to the National Student Clearinghouse Research Center, national enrollment of four-year public institutions decreased by 1.1% in spring 2013 compared to the prior year.

Idaho State University's local demographics also are impacting the general enrollment of the University. The regional high schools have fewer graduating students than in prior years and the Church of Jesus Christ Latter Day Saints, which represents a large portion of the regional population, recently reduced the mission age to 18 for men and 19 for women. The Utah state legislature in response to the mission age reduction is allowing Utah higher education institutions to offer in-state tuition rates to non-resident students. These reduced tuition programs offered in Utah may lead to adverse effects on ISU's enrollment.

Meanwhile, Moody's Investor Service has noted some significant factors affecting the higher education market. In January 2013, Moody's announced its 2013 outlook for the U.S. higher education sector reflecting increasing pressure on all key university revenue sources. Price sensitivity continues to suppress net tuition revenue growth as years of depressed family income and net worth, uncertain job prospects for graduates, and declines in high school graduates are creating enrollment pressure and weakened pricing power for colleges and universities. Also, the slow economic recovery and economic stress from federal budget reduction measures have increased pressure on non-tuition revenue sources. Further, while employment and earnings data continue to support the underlying value of a degree, rising student loan burden, defaults, and diminishing affordability of higher education are causing a skeptical public perception of the value of a college or university degree. This increase in public scrutiny may lead to more regulation and accreditation sanctions.

As a result, the University is actively pursuing other revenue streams and evaluating programs and processes in an effort to further cut costs. The University took action to reduce its interest expense by issuing \$27,530,000 of Series 2012 revenue bonds in July 2012 to refund existing bonds when they become callable. And in June 2013, the University issued \$3,810,000 of Series 2013 revenue bonds to refund the Series 2003 revenue bonds. The low bond interest rates will save the University approximately \$3.5 million in interest expense over the next eleven years. Moody's and Standard and Poor's Rating Services rated the bonds A and A1, respectively, both citing the University's stable financial position and debt coverage as part of the basis for their ratings.

During the year, the University proposed and received approval for a 4.5% tuition and fee increase for fiscal year 2014, the lowest increase for ISU in 24 years. It reflects a shared balance between faculty, staff, students, and other institutional needs in meeting the University's budget requirements. However, it is only one piece of several initiatives across all areas of the University. ISU is and remains extremely competitive in tuition and fees, even after the increase, which is essential in enabling the University to balance its budget and continue to provide quality educational opportunities to students. In fact, AffordableCollegesOnline.org released a unique new list of 60 low-cost colleges with graduates



who earn high starting salaries. ISU ranks as the 15th lowest-cost public university with high starting salaries for its graduates in the nation.

The University is also undergoing a resource reallocation and prioritization process to provide a greater infusion of performance measurement metrics into institutional budgeting decisions. It will provide data for better program planning and funding allocation decisions, integrating planning efforts, making institutional and state of Idaho missions operational, and reallocating resources from lower to higher priorities. The University has identified two key objectives for the upcoming fiscal year: 1) fund an ongoing university-wide compensation plan for faculty and staff to recruit and retain talented employees, and 2) fund ongoing student programs in order to maximize student success in terms of

access, opportunity, and retention with a focus on additional scholarship funding. In the current climate of declining enrollment, decreasing revenue, and increasing expense, resource reallocation needs to be data driven in order to meet those goals.



The University continues to make a strong commitment toward improving the campus physical environment. A reduction in deferred maintenance is viewed as integral to achieving that objective. The University began implementing a preventative maintenance plan to achieve the following goals: preserve taxpayers' investment in public buildings, help buildings function and operate at peak efficiency (including minimizing energy consumption, preventing building system failures that could cause interruption of occupants' activities, and delivering public services while sustaining a safe and healthful environment), and provide cost-effective maintenance.

In light of the economic environment and aware of our responsibility to the citizens of the state of Idaho, the University has

continued to pursue initiatives that promote the health and welfare of our neighbors. Using the University's mission as our guide, we will continue to find partnerships that will provide opportunities and innovation for Idaho and the nation.

*The audited financial statements included in this report, along with the accompanying notes to the financial statements, provide pertinent information and details related to the financial activities discussed in this analysis.*

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF NET POSITION**  
**AS OF JUNE 30, 2013 AND 2012**

	2013	2012
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 51,351,770	\$ 51,356,473
Cash with Treasurer	45,685,475	39,110,297
Investments	5,003,471	-
Student loans receivable	279,410	218,025
Accounts receivable and unbilled charges, less allowance for doubtful accounts of \$1,636,158 and \$1,683,543, respectively	10,920,831	11,354,439
Due from state agencies	6,131,662	3,735,585
Inventories	265,129	284,875
Prepaid expenses	896,105	770,365
Total current assets	120,533,853	106,830,059
<b>NONCURRENT ASSETS:</b>		
Student loans receivable, less allowance for doubtful loans of \$589,120 and \$535,112, respectively	1,288,709	1,500,893
Assets held in trust	280,727	273,497
Unamortized bond issuance costs	-	736,712
Prepaid bond insurance costs	99,951	-
Property, plant, and equipment, net	185,999,743	191,215,868
Other long-term assets	62,000	75,000
Total noncurrent assets	187,731,130	193,801,970
<b>TOTAL ASSETS</b>	<b>308,264,983</b>	<b>300,632,029</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Series 2012 Bond Defeasance	629,729	-
Series 2003 Bond Defeasance	-	213,460
Total deferred outflows of resources	629,729	213,460
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable and accrued liabilities	3,428,744	3,941,214
Due to state agencies	1,297,696	593,510
Accrued salaries and benefits payable	10,315,434	9,925,660
Compensated absences payable	4,782,004	4,791,459
Deposits	314,185	344,180
Funds held in custody for others	719,451	653,483
Unearned revenues	5,468,290	5,362,840
Accrued interest payable	604,934	807,785
Notes and bonds payable	4,965,639	4,625,567
Total current liabilities	31,896,377	31,045,698
<b>NONCURRENT LIABILITIES:</b>		
Other post-employment benefits payable	6,742,000	6,197,000
Notes and bonds payable	56,972,764	61,608,654
Total noncurrent liabilities	63,714,764	67,805,654
<b>TOTAL LIABILITIES</b>	<b>95,611,141</b>	<b>98,851,352</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Series 2013 Bond Defeasance	34,760	-
<b>NET POSITION:</b>		
Invested in capital assets	124,561,381	125,992,772
Restricted, expendable	4,581,880	5,554,894
Unrestricted	84,105,550	70,446,471
Total net position	\$ 213,248,811	\$ 201,994,137

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY COMPONENT UNIT**

**IDAHO STATE UNIVERSITY FOUNDATION  
STATEMENT OF FINANCIAL POSITION  
AS OF JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 716,215	\$ 1,335,356
Cash held pursuant to bond requirements	568,684	729,453
Promises to give, net	4,320,795	5,008,945
Life insurance cash surrender value	60,616	69,298
Miscellaneous receivables	985	20,187
Capitalized bond issuance costs, net	125,833	145,303
Donated land held for sale	1,434,502	1,541,502
Investments	44,586,428	40,583,656
Total assets	<u>\$ 51,814,058</u>	<u>\$ 49,433,700</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable	\$ 35,681	\$ 32,284
Scholarships and other payables to Idaho State University	221,782	320,200
Obligations to beneficiaries under split-interest agreements	744,490	683,972
Funds held in custody for others	53,329	59,055
Long-term debt	5,800,000	5,900,000
Total liabilities	<u>6,855,282</u>	<u>6,995,511</u>
Net Assets		
Unrestricted	(4,352,789)	(5,302,030)
Temporarily restricted	16,712,393	16,040,654
Permanently restricted	32,599,172	31,699,565
Total net assets	<u>44,958,776</u>	<u>42,438,189</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><u>\$ 51,814,058</u></u>	<u><u>\$ 49,433,700</u></u>

**See Accompanying Notes to Financial Statements**

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF REVENUES EXPENSES AND CHANGES IN NET POSITION**  
**FOR THE YEARS ENDED JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>OPERATING REVENUES</b>		
Student tuition and fees (net of scholarship discounts and allowances of \$24,723,681 and \$22,412,832 respectively)	\$ 73,937,311	\$ 72,360,828
Federal grants and contracts	9,416,032	9,661,792
State and local grants and contracts	11,693,989	10,982,493
Private grants and contracts	9,912,398	11,247,629
Sales and services of educational activities	6,933,778	6,270,535
Sales and services of auxiliary enterprises	13,737,710	13,573,775
Other	3,404,559	5,021,161
Total operating revenues	<u>129,035,777</u>	<u>129,118,213</u>
<b>OPERATING EXPENSES</b>		
Personnel costs	141,146,294	135,940,976
Services	27,050,947	27,513,868
Supplies	12,773,653	14,200,321
Insurance, utilities and rent	7,375,222	6,364,159
Scholarships and fellowships	16,851,589	20,885,766
Depreciation	12,914,220	12,104,795
Miscellaneous	5,177,497	5,025,236
Total operating expenses	<u>223,289,422</u>	<u>222,035,121</u>
<b>OPERATING LOSS</b>	<u>(94,253,645)</u>	<u>(92,916,908)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State appropriations:		
State general account - general education	62,631,800	57,323,100
Endowment income	2,125,560	2,123,271
Other state appropriations	2,662,418	2,604,540
Professional technical education	9,612,941	9,108,083
Department of Public Works	2,431,128	4,413,710
Title IV grants	24,104,048	26,076,231
Gifts (including \$5,058,262 and \$3,985,199 from the Idaho State University Foundation, respectively)	5,484,315	4,609,727
Net investment income	60,485	144,574
Amortization of bond insurance costs	-	(9,539)
Bond issuance costs	(941,514)	(51,415)
Interest on capital asset related debt net of capitalized	(2,354,492)	(3,177,831)
Net nonoperating revenues	<u>105,816,689</u>	<u>103,164,451</u>
<b>INCOME BEFORE OTHER REVENUES AND EXPENSES</b>	11,563,044	10,247,543
<b>OTHER REVENUES AND EXPENSES</b>		
Capital gifts and grants	20,699	854,931
Gain or (loss) on disposal of fixed assets	(329,069)	(10,243)
Net other revenues and expenses	<u>(308,370)</u>	<u>844,688</u>
<b>INCREASE IN NET POSITION</b>	11,254,674	11,092,231
<b>NET POSITION, BEGINNING OF YEAR</b>	<u>201,994,137</u>	<u>190,901,906</u>
<b>NET POSITION, END OF YEAR</b>	<u>\$ 213,248,811</u>	<u>\$ 201,994,137</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY COMPONENT UNIT**
**IDAHO STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2013**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
<b>REVENUES</b>				
Contributions and gifts	\$ 1,416,376	\$ 1,846,446	\$ 825,405	\$ 4,088,227
Contributed services	747,202	-	-	747,202
Interest and dividends	286,928	270,648	-	557,576
Net realized/unrealized gain on investments	262,905	3,164,453	-	3,427,358
Fees, charges, and miscellaneous	683,706	18,342	-	702,048
Net change in value of split-interest agreements and life insurance	-	(13,661)	37,013	23,352
Total revenues and gains	<u>3,397,117</u>	<u>5,286,228</u>	<u>862,418</u>	<u>9,545,763</u>
Donor designated transfers	-	(37,189)	37,189	-
Net assets released from program restrictions	<u>4,577,300</u>	<u>(4,577,300)</u>	-	-
Total revenues	<u>7,974,417</u>	<u>671,739</u>	<u>899,607</u>	<u>9,545,763</u>
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	1,752,259	-	-	1,752,259
Scholarships	1,037,184	-	-	1,037,184
Athletic	388,971	-	-	388,971
Department support	1,960,396	-	-	1,960,396
Support services				
Management and general	387,427	-	-	387,427
Fundraising	<u>1,498,939</u>	-	-	<u>1,498,939</u>
Total expenses	<u>7,025,176</u>	-	-	<u>7,025,176</u>
CHANGE IN NET ASSETS	949,241	671,739	899,607	2,520,587
NET ASSETS, beginning of year	<u>(5,302,030)</u>	<u>16,040,654</u>	<u>31,699,565</u>	<u>42,438,189</u>
NET ASSETS, end of year	<u>\$ (4,352,789)</u>	<u>\$ 16,712,393</u>	<u>\$ 32,599,172</u>	<u>\$ 44,958,776</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY COMPONENT UNIT**
**IDAHO STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2012**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
<b>REVENUES</b>				
Contributions and gifts	\$ 2,686,382	\$ 2,786,383	\$ 1,686,944	\$ 7,159,709
Property contributions	-	107,000	-	107,000
Contributed services	702,555	-	-	702,555
Interest and dividends	289,721	387,437	-	677,158
Net realized/unrealized gain on investments	742,112	(2,242,526)	-	(1,500,414)
Fees, charges, and miscellaneous	660,812	-	-	660,812
Net change in value of annuity and life insurance	-	(45,627)	5,975	(39,652)
Total revenues and gains	<u>5,081,582</u>	<u>992,667</u>	<u>1,692,919</u>	<u>7,767,168</u>
Donor designated transfers	20,685	22,716	(43,401)	-
Net assets released from program restrictions	<u>1,597,125</u>	<u>(1,597,125)</u>	<u>-</u>	<u>-</u>
Total revenues	<u>6,699,392</u>	<u>(581,742)</u>	<u>1,649,518</u>	<u>7,767,168</u>
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	2,471,149	-	-	2,471,149
Scholarships	1,033,312	-	-	1,033,312
Athletic	206,432	-	-	206,432
Department support	1,636,399	-	-	1,636,399
Support services				
Management and general	390,538	-	-	390,538
Fundraising	<u>1,469,720</u>	<u>-</u>	<u>-</u>	<u>1,469,720</u>
Total expenses	<u>7,207,550</u>	<u>-</u>	<u>-</u>	<u>7,207,550</u>
CHANGE IN NET ASSETS	(508,158)	(581,742)	1,649,518	559,618
NET ASSETS, beginning of year	<u>(4,793,872)</u>	<u>16,622,396</u>	<u>30,050,047</u>	<u>41,878,571</u>
NET ASSETS, end of year	<u>\$ (5,302,030)</u>	<u>\$ 16,040,654</u>	<u>\$ 31,699,565</u>	<u>\$ 42,438,189</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2013 AND 2012**

	<u>2013</u>	<u>2012</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Student fees	\$ 64,882,664	\$ 61,863,479
Grants and contracts	31,362,290	30,969,236
Sales and services of educational activities	5,851,796	6,328,257
Sales and services from auxiliary enterprises	13,659,952	13,500,921
Other operating revenue	3,337,962	5,332,920
Collection of loans to students	399,581	309,213
Payments to and on behalf of employees	(137,160,026)	(130,585,954)
Payments to suppliers	(51,480,899)	(47,709,436)
Payments for scholarships and fellowships	(9,965,207)	(13,957,446)
Loans issued to students	(302,790)	(279,815)
Net cash used by operating activities	<u>(79,414,677)</u>	<u>(74,228,625)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State appropriations	76,948,534	71,266,518
Title IV grants	24,148,376	26,279,045
Gifts	4,870,217	4,421,656
Agency account receipts	22,705,449	18,107,252
Agency account payments	(22,542,602)	(17,150,707)
Direct lending receipts	72,493,356	77,934,201
Direct lending payments	(72,514,711)	(77,374,559)
Net cash provided by noncapital financing activities	<u>106,108,619</u>	<u>103,483,406</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital gifts and grants	-	378,855
Capital purchases	(7,646,005)	(7,908,352)
Proceeds from sale of assets	-	25,000
Proceeds from Advance refunding of debt	273,657	-
Cost of issuance for advance refunding bonds	(266,800)	-
Principal paid on capital debt	(5,050,567)	(4,422,405)
Interest paid on capital debt	(2,487,762)	(3,363,842)
Net cash used by financing activities	<u>(15,177,477)</u>	<u>(15,290,744)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of investments	(5,000,000)	-
Investment income	54,010	272,979
Net cash provided by investing activities	<u>(4,945,990)</u>	<u>272,979</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>6,570,475</b>	<b>14,237,016</b>
<b>CASH AND CASH EQUIVALENTS--Beginning of year</b>	<b><u>90,466,770</u></b>	<b><u>76,229,754</u></b>
<b>CASH AND CASH EQUIVALENTS--End of year</b>	<b><u>\$ 97,037,245</u></b>	<b><u>\$ 90,466,770</u></b>
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH AND CASH EQUIVALENTS USED IN OPERATING ACTIVITIES</b>		
Operating Loss	\$ (94,253,645)	\$ (92,916,908)
Adjustments to reconcile net operating loss to net cash used by operating activities		
Depreciation	12,914,220	12,104,795
Maintenance costs paid by Department of Public Works and other	3,113,328	3,532,404
Change in assets and liabilities		
Accounts receivable, net	(2,057,879)	(68,881)
Prepaid expenses	(186,693)	55,984
Student loans receivable, net	150,799	60,008
Inventory	19,747	(8,383)
Accounts payable and accrued liabilities	(138,012)	1,209,402
Accrued salaries and benefits payable	917,275	1,728,995
Deposits	(19,539)	12,400
Unearned revenue	119,952	62,115
Non-current assets	5,770	(556)
Net cash used in operating activities	<u>\$ (79,414,677)</u>	<u>\$ (74,228,625)</u>
<b>SUPPLEMENTAL SCHEDULE OF NONCASH CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Assets acquired from the Department of Public Works	\$ -	\$ 1,562,357
Donated capital assets	<u>\$ 20,699</u>	<u>\$ 494,995</u>

See Accompanying Notes to Financial Statements

**IDAHO STATE UNIVERSITY**  
**Notes To Financial Statements**  
**Years Ended June 30, 2013 And 2012**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Idaho State University (the University) is part of the public system of higher education in the State of Idaho (the State). The system is considered part of the State of Idaho financial reporting entity. The State Board of Education (SBOE), appointed by the Governor and affirmed by the legislature, directs the system. The University is headquartered in Pocatello, Idaho with satellite campuses in Idaho Falls, Twin Falls, and Meridian, Idaho. Significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

**Reporting Entity** – The Idaho State University Foundation, Inc. (the Foundation) is considered a component unit of the University as defined by GASB Statement No. 61, *The Financial Reporting Entity: Omnibus - and amendment of GASB Statements No. 14 and No. 34*. As such, the Foundation is discretely presented for fiscal years ended June 30, 2013 and 2012. Additional detail and discussion related to the Foundation can be found in Note 12 of this report.

**Basis of Accounting** – For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

**Cash Equivalents** – The University considers all liquid investments with a remaining maturity of three months or less at the date of acquisition and all non-negotiable certificates of deposit to be cash equivalents.

**Cash with Treasurer** – Balances classified as Cash with Treasurer are amounts that are required to be remitted to the State of Idaho as a result of the student fee collection process and, once remitted, these balances are under the control of the State Treasurer. Interest accruing on the balance is maintained in a separate fund and must be appropriated by the legislature before any expenditure can occur.

**Investments** – The University accounts for its investments at fair value in accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Investment income is recorded on the accrual basis. Changes in unrealized gains and losses on the carrying value of investments are reported as a component of net investment income in the Statement of Revenues, Expenses and Changes in Net Position.

**Student Loans Receivable** – Loans receivable from students bear interest at rates ranging from 3.00% to 7.00% and are generally payable to the University in installments over a 5 to 10 year period, commencing 6 or 9 months after the date of separation from the University.



**Accounts Receivable** – Accounts receivable consist of fees charged to students as well as auxiliary enterprise services provided to students, faculty and staff, the majority of each residing in the State of Idaho. Accounts receivable also include amounts due from the federal government, state and local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the University's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.

**Property, Plant and Equipment** – Capital assets are stated at cost when purchased or constructed, or if acquired by gift, at the estimated fair value at date of the gift. The University's capitalization policy includes all items with a unit cost of \$5,000 or more, and an estimated useful life of greater than one year. Renovations to buildings and land improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 12 to 25 years for land improvements, 10 years for library books, and 5 to 13 years for equipment.

In fiscal year 2010, in accordance with the requirements and definitions of GASB No. 51, *Accounting and Financial Reporting for Intangible Assets*, the University adopted a policy of capitalizing any intangible assets \$200,000 or greater in value that have an expected useful life of three years or longer. The University adopted this policy in compliance with the State of Idaho guidelines related to the implementation requirements of GASB No. 51.

The University houses collections at the Idaho Museum of Natural History that it does not capitalize. These collections adhere to the University's policy to (a) maintain them for public exhibition, education, or research; (b) protect, keep unencumbered, care for, and preserve them; and (c) require proceeds from their sale to be used to acquire other collection items. The University charges these collections to operations at the time of purchase, in accordance with generally accepted accounting principles.

**Deferred Outflows of Resources** – Deferred outflows of resources are a consumption of net assets by the University that are applicable to future reporting periods. Similar to assets, they have a positive effect on net position.

**Unearned Revenues** – Unearned revenues include amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year, but related to the subsequent accounting period. Unearned revenues also includes amounts received from grant and contract sponsors that have not yet been earned.

**Compensated Absences** – Employee vacation pay that is earned but unused is accrued at year-end for financial statement purposes. Amounts included in accrued salaries and benefits payable in the statement of net position are \$4,782,004 and \$4,791,459 at June 30, 2013 and 2012, respectively.

**Noncurrent Liabilities** – Noncurrent liabilities include the principal portions of revenue bonds payable, notes payable with contractual maturities greater than one year, and other post-employment benefits payable.

**Deferred Inflows of Resources** – Deferred inflows of resources are an acquisition of net assets that are applicable to future reporting periods. Similar to liabilities, they have a negative effect on net position.

**Net Position** – Net position is identified as the residual of all elements presented in the statement of financial position. The University's net position is classified as follows.

*Invested in Capital Assets* – This represents the University's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

*Restricted, Expendable* – Restricted expendable includes resources which the University is legally or contractually obligated to use in accordance with restrictions imposed by external third parties.

*Unrestricted* – Unrestricted represents resources derived from student fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions related to the educational and general operations of the University, and may be used at the discretion of the institution to meet current expenses for any lawful purpose and in accordance with SBOE policy.

**Income and Unrelated Business Income Taxes** – The University, as a political subdivision of the State of Idaho, is excluded from Federal income taxes under Section 115(1) of the Internal Revenue Code, as amended. The University is liable for tax on its unrelated business income. Defined by the Internal Revenue Code, unrelated business income is income from a trade or business, regularly carried on, that is not substantially related to the performance by the organization of its exempt purpose or function. The University did not incur unrelated business income tax expense in the fiscal years ended June 30, 2013 or 2012.

**Classification of Revenues** – The University has classified its revenues as either operating or non-operating revenues according to the following criteria:

*Operating Revenues* – Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student fees net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, (3) most federal, state and local grants and contracts and federal appropriations, and (4) interest on institutional student loans.

*Nonoperating Revenues* – Non-operating revenues include activities that have the characteristics of non-exchange transactions such as gifts and contributions, and other revenue resources defined as non-operating revenues by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary*

*Fund Accounting*, and GASB Statement No. 34, such as state appropriations and investment income.

**Scholarship Discounts and Allowances** – Student fee revenues are reported net of scholarship discounts and allowances in the statements of revenues, expenses, and changes in net position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University, and the amount paid by students or other third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants and other federal, state, or nongovernmental programs, are recorded as either operating or non-operating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy student fees and related charges, the University has recorded a scholarship discount and allowance.

**Use of Accounting Estimates** – The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent liabilities at the date of the financial statements, and revenues and expenses during the year. Actual results could differ from those estimates.

**New Accounting Standards** – The University has early implemented the provisions of *GASB Statement No. 65, Items Previously Reported as Assets and Liabilities*. This Statement establishes a new accounting classification for certain financial statement items that were previously reported as assets and liabilities that will now be classified as deferred outflows of resources and deferred inflows of resources. The requirements of this Statement will improve financial reporting by ensuring consistency in the appropriate use of deferred outflows of resources and deferred inflows of resources. The impact to the University's financial statements of implementing this statement is that the remaining balance of pre-FY 2013 bond issuance costs which were being amortized over the lifetime of the particular bonds associated with them were expensed in FY 2013 along with the issuance costs of the Series 2012 and the Series 2013 bonds issued in FY 2013.

Additional information regarding the impact of this change in accounting principle follows: The line item 'Amortization of bond insurance costs' was added to the face of the statements for clarification and to separate it from the item 'Bond issuance costs'. The bond insurance is attached to the outstanding bonds thus the expense benefits future periods and will be amortized over the life of the bonds. Bond issuance costs do not benefit future periods and is expensed in the period incurred. Both will continue to be reported as nonoperating expenses. In the future 'Bond issuance cost' expense will only be presented during periods when bonds have been issued.

The amount of the pre 2013 bond issuance costs to be expensed due to the implementation of GASB Statement No. 65 was determined to be immaterial to the financial statements and therefore management chose not to restate prior year net position balances as is generally the case when there is a change in accounting principle.

The University will be required to implement the provisions of *GASB Statement No. 67, Financial Reporting for Pension Plans – an amendment of GASB Statement No. 25*. The primary objective of

this Statement is to improve financial reporting of state and local government pension plans. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions, with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency. For defined benefit pension plans, this Statement establishes standards of financial reporting for separately issued financial reports and specifies the required approach to measuring the pension liability of employers and nonemployer contributing entities for benefits provided through the pension plan (the net pension liability). GASB Statement No. 67 is effective for the fiscal year ending June 30, 2014. At this time, management has not yet determined the impact of this Statement on the University's financial statements.

The University will be required to implement the provisions of *GASB Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*. The primary objective of this Statement is to improve accounting and financial reporting of pensions by state and local governments. It also improves information provided by state and local governmental employers about financial support for pensions that is provided by other entities. This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. Note disclosure and required supplementary information requirements about pensions are also addressed. GASB Statement No. 68 is effective for the fiscal year ending June 30, 2015. The University participates in the State's defined benefit retirement plan where the benefits and obligations to contribute to the plan are established, and may be amended by, the Idaho State Legislature. Since the State administers the plan and provides its component units the respective pension benefit and obligation amounts, the University has not yet determined the impact of this Statement on its financial statements.

In January, 2013, the GASB issued *Statement No. 69, Government Combinations and Disposals of Government Operations*. This Statement requires the use of carrying values to measure the assets and liabilities in a government merger. It also requires measurements of assets acquired and liabilities assumed, generally to be based upon their acquisition values. GASB Statement No. 69 also provides guidance for transfers of operations that do not constitute entire legally separate entities and for which no significant consideration is exchanged. The Statement is effective for the fiscal year ending June 30, 2015. Management believes this Statement does not apply to the University at this time.

In April, 2013, the GASB issued *Statement No. 70, Accounting and Financial Reporting for Non-exchange Financial Guarantees*. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments that extend and receive non-exchange financial guarantees. This Statement requires a government that extends a non-exchange financial guarantee to recognize a liability when qualitative factors and historical data, if any, indicate that it is more likely than not that the government will be required to make a payment on the guarantee. This Statement specifies the information required to be disclosed by governments that extend non-exchange financial guarantees. In addition, this Statement requires new information to be disclosed by governments that receive non-exchange financial guarantees. GASB Statement No. 70 is effective for the fiscal year ending June 30, 2014. Under management's current understanding, it does not appear this Statement will have an impact on the University's financial statements.

**Reclassification** – Certain amounts reported in the June 30, 2012 financial statements have been reclassified to conform to the June 30, 2013 financial statement presentation.

**2. CASH WITH TREASURER, CASH AND CASH EQUIVALENTS, OTHER DEPOSITS, AND INVESTMENTS**

***Cash with Treasurer, Cash and Cash Equivalents, and Other Deposits***

Cash with Treasurer is under the control of the Idaho State Treasurer and is carried at cost. The University's deposits are maintained in commercial checking accounts which, as of June 30, 2013, have insurance coverage up to \$250,000 through the Federal Deposit Insurance Corporation (FDIC). After all debit and credit transactions have posted at the end of each business day, excess balances are automatically moved to the Automated Repurchase Investment Sweep account for overnight investment at competitive market rates to maximize the use of idle funds, including the cash float from outstanding checks. The investments in the sweep account consist of direct obligations or those that are fully guaranteed as to the principal and interest by the U.S. Government or its agencies and are collateralized at 100% of market value. At June 30, 2013 and June 30, 2012, total deposits consisted of the following:

	<u>2013</u>	<u>2012</u>
Cash	\$ 54,530,756	\$ 1,910,532
Obligations of the U.S. Government and its agencies	-	50,890,000
Cash equity with the State Treasurer	<u>45,685,475</u>	<u>39,110,297</u>
Total deposits	<u>\$ 100,216,231</u>	<u>\$ 91,910,829</u>

In fiscal year 2012, cash was held in an Automated Repurchase Investment Sweep account. In fiscal year 2013, this cash was moved to an interest-bearing account that will earn a higher rate of return than the sweep account. There was no cash and cash equivalents invested in obligations of the U.S. Government and its agencies for fiscal year 2013.

The deposit amounts subject to custodial credit risk at June 30, 2013 and 2012 were \$54,280,756 and \$0, respectively, which were uncollateralized and uninsured. The increase in risk is attributable to the expiration of the unlimited FDIC insurance coverage provided under the Dodd-Frank Wall Street Reform and Consumer Protection Act on December 31, 2012.

At June 30, 2013 and 2012, the University had \$120,155 and \$93,943, respectively, of cash on hand in various change funds. The carrying amount of the University's cash and cash equivalents at June 30, 2013 and 2012 was \$97,037,245 and \$90,466,770, respectively. The net difference between deposits and the carrying amount of cash and cash equivalents is primarily a reflection of investment of the daily float.

**Investments**

The general investment policy of the University as adopted by the State Board of Education outlines that investments in securities are to be made with the objective of maximizing long-term total return, ensuring safety of principal, and providing satisfactory current income. In accordance with the established investment policy, the University may invest in various mortgage-backed securities, such as collateralized mortgage obligations. These securities are recorded at fair value in the statement of net position. Investment income, including change in fair value of investments, is recognized as revenue in the statement of revenues, expenses and changes in net position.

The following table represents the fair value of investments by type, credit risk (the credit risk ratings issued upon standards set by Standard and Poor’s) and interest rate risk at June 30, 2013 and June 30, 2012, respectively:

Fiscal Year	University Investments	Fair Value	Investment Maturities				Credit Rating
			<1 year	1-3 years	3-5 years	5-10 years	
2013	Mutual Funds – Government Securities	5,003,471	-	650,451	900,625	3,452,395	AA
2012	N/A	-	-	-	-	-	N/A

**Credit Risk**

Credit risk is the risk that the issuer or other counterparty to an investment will not fulfill its obligation, causing the University to experience a loss of principal, or that negative perceptions of issuer’s ability to make these payments will cause prices to decline. GASB Statement No. 40, *Deposit and Investment Risk Disclosure*, requires disclosure of credit quality ratings for investments in debt securities. The University does not presently have a formal policy that addresses credit risk.

Credit risk disclosed for Mutual Funds – Government Securities is related to the mutual funds’ underlying assets. The mutual fund typically holds most of its exposure in mortgage-backed securities, including collateralized mortgage obligations, issued or guaranteed by U.S. Government agencies or government-sponsored entities. In addition, it targets maintaining an average credit quality rating that is equivalent to the highest rating available from a Nationally Recognized Statistical Rating Organization.

**Concentration of Credit Risk**

Concentration of credit risk is defined per GASB Statement No. 40 as the risk of loss attributed to the magnitude of an investment in a single issuer other than the federal government. The Governmental Accounting Standards Board has adopted a principle that governments should provide note disclosure when 5 percent of investments are concentrated in any one issuer. At present, the University does not have a formal policy that addresses concentration of risk. The University did not have any investments at June 30, 2013 or 2012 that represented a 5 percent or greater concentration in any one issuer.

**Custodial Credit Risk**

Custodial credit risk for investments is defined as the risk that, in the event of a failure of the counterparty to a transaction, the University will not be able to recover the value of its investments that are in the possession of an outside party. The University does not have a policy that specifically addresses custodial credit risk. As of June 30, 2013, all investments were held by the University or its counterparty in the University's name.

**Interest Rate Risk**

Interest rate risk is the risk that the value of fixed income securities will decline because of change in interest rates. Currently, the University does not have a formal policy that addresses interest rate risk. Interest rate risk disclosed for Mutual Funds – Government Securities is related to the mutual funds' underlying assets.

**Foreign Currency Risk**

GASB Statement No. 40 defines foreign currency risk as the risk that changes in exchange rates will adversely affect the fair value of an investment of deposit. The University does not presently have a policy that addresses foreign currency risk. As of June 30, 2013, all investments held by the University were denominated in U.S. Dollars; therefore, no foreign currency risk needs to be considered at this time.

**3. ACCOUNTS RECEIVABLE AND DUE FROM STATE AGENCIES**

Accounts receivable and due from state agencies consisted of the following at June 30:

	<u>2013</u>	<u>2012</u>
Accounts receivable	\$ 12,556,989	\$ 13,037,982
Due from state agencies	<u>6,131,662</u>	<u>3,735,585</u>
	18,688,651	16,773,567
Less allowance for doubtful accounts	<u>(1,636,158)</u>	<u>(1,683,543)</u>
Net accounts receivable and Due from state agencies	<u>\$ 17,052,493</u>	<u>\$ 15,090,024</u>

#### 4. STUDENT LOANS RECEIVABLE

Student loans made through the Federal Perkins Loan Program (the Program) comprise substantially all of the loans receivable at June 30, 2013 and 2012. Under this Program, the federal government provides approximately 75% of the funding for the Program, with the University providing the balance. The program provides cancellation provisions for borrowers engaging in teaching, public service, service in the military or law enforcement, as well as other disciplines. The Department of Education reimburses the University each year for the principal and interest canceled in its Perkins Loan Fund for all of the cancellation provisions except death, total and permanent disability, and bankruptcy. The University must deposit this reimbursement into its Perkins loan fund. In the event the University should withdraw from the Federal Perkins Loan Program or the government were to cancel the Program, the amount the University would be liable for as of June 30, 2013 and 2012, is \$1,964,160 and \$1,989,605, respectively.

As the University determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are assigned to the U.S. Department of Education. The University has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. At June 30, 2013 and 2012, the allowance for uncollectible loans was approximately \$589,120 and \$535,112, respectively.

In the spring of 2007, the University began participation in the Nursing Faculty Loan Program (NFLP), a federal loan program authorized under Title VIII of the Public Health Service Act, to increase the number of qualified nursing faculty. In the event the University should withdraw from the NFLP Program, or the government was to cancel the Program, the amount the University would be liable for as of June 30, 2013 and 2012, is \$10,117 and \$12,870. Loans receivable from students bear interest at rates ranging from 5.00% to 10.00% and are generally repayable in installments to the University over a 5 to 10 year period commencing 3 to 9 months after the date of separation from the University.



**5. PROPERTY, PLANT AND EQUIPMENT**

Property, plant and equipment at June 30, 2013 and 2012 consisted of the following:

	2013				Balance June 30, 2013
	Balance July 1, 2012	Additions	Retirements	Transfers	
Property, plant and equipment not being depreciated:					
Land	\$ 5,012,553	\$ -	\$ -	\$ -	\$ 5,012,553
Construction in progress	1,305,595	1,248,697	-	(1,132,694)	1,421,598
<b>Total property, plant and equipment not being depreciated</b>	<b>6,318,148</b>	<b>1,248,697</b>	<b>-</b>	<b>(1,132,694)</b>	<b>6,434,151</b>
Other property, plant and equipment:					
Buildings and improvements	244,131,291	-	(751,928)	752,923	244,132,286
Intangibles	2,214,462	-	-	-	2,214,462
Furniture, fixtures and equipment	44,939,347	4,242,467	(799,904)	379,771	48,761,681
Library materials	50,787,174	2,556,350	-	-	53,343,524
<b>Total other property, plant and equipment</b>	<b>342,072,274</b>	<b>6,798,817</b>	<b>(1,551,832)</b>	<b>1,132,694</b>	<b>348,451,953</b>
Less accumulated depreciation and amortization:					
Buildings and improvements	(87,217,535)	(6,222,582)	431,022	-	(93,009,095)
Intangibles	(387,531)	(110,723)	-	-	(498,254)
Furniture, fixtures and equipment	(29,979,404)	(4,142,132)	771,391	-	(33,350,145)
Library materials	(39,590,084)	(2,438,783)	-	-	(42,028,867)
<b>Total accumulated depreciation and amortization</b>	<b>(157,174,554)</b>	<b>(12,914,220)</b>	<b>1,202,413</b>	<b>-</b>	<b>(168,886,361)</b>
Other property, plant and equipment net of accumulated depreciation	<b>184,897,720</b>	<b>(6,115,403)</b>	<b>(349,419)</b>	<b>1,132,694</b>	<b>179,565,592</b>
Property, plant and equipment summary:					
Property, plant and equipment not being depreciated	6,318,148	1,248,697	-	(1,132,694)	6,434,151
Other property, plant and equipment at cost	342,072,274	6,798,817	(1,551,832)	1,132,694	348,451,953
<b>Total property, plant and equipment</b>	<b>348,390,422</b>	<b>8,047,514</b>	<b>(1,551,832)</b>	<b>-</b>	<b>354,886,104</b>
Less accumulated depreciation and amortization	(157,174,554)	(12,914,220)	1,202,413	-	(168,886,361)
<b>Property, plant and equipment, net</b>	<b>\$ 191,215,868</b>	<b>\$ (4,866,706)</b>	<b>\$ (349,419)</b>	<b>\$ -</b>	<b>\$ 185,999,743</b>

	2012				Balance June 30, 2012
	Balance July 1, 2011	Additions	Retirements	Transfers	
Property, plant and equipment not being depreciated:					
Land	\$ 5,012,553	\$ -	\$ -		\$ 5,012,553
Construction in progress	1,225,014	969,926	-	(889,345)	1,305,595
<b>Total property, plant and equipment not being depreciated</b>	<b>6,237,567</b>	<b>969,926</b>	<b>-</b>	<b>(889,345)</b>	<b>6,318,148</b>
Other property, plant and equipment:					
Buildings and improvements	241,605,410	1,636,536	-	889,345	244,131,291
Intangibles	2,214,462	-	-	-	2,214,462
Furniture, fixtures and equipment	41,789,852	4,843,966	(1,694,471)	-	44,939,347
Library materials	48,108,095	2,679,079	-	-	50,787,174
<b>Total other property, plant and equipment</b>	<b>333,717,819</b>	<b>9,159,581</b>	<b>(1,694,471)</b>	<b>889,345</b>	<b>342,072,274</b>
Less accumulated depreciation and amortization:					
Buildings and improvements	(80,964,073)	(6,253,462)	-	-	(87,217,535)
Intangibles	(276,808)	(110,723)	-	-	(387,531)
Furniture, fixtures and equipment	(28,216,550)	(3,363,792)	1,600,938	-	(29,979,404)
Library materials	(37,213,266)	(2,376,818)	-	-	(39,590,084)
<b>Total accumulated depreciation and amortization</b>	<b>(146,670,697)</b>	<b>(12,104,795)</b>	<b>1,600,938</b>	<b>-</b>	<b>(157,174,554)</b>
<b>Other property, plant and equipment net of accumulated depreciation</b>	<b>187,047,122</b>	<b>(2,945,214)</b>	<b>(93,533)</b>	<b>889,345</b>	<b>184,897,720</b>
Property, plant and equipment summary:					
Property, plant and equipment not being depreciated	6,237,567	969,926	-	(889,345)	6,318,148
Other property, plant and equipment at cost	333,717,819	9,159,581	(1,694,471)	889,345	342,072,274
<b>Total property, plant and equipment</b>	<b>339,955,386</b>	<b>10,129,507</b>	<b>(1,694,471)</b>	<b>-</b>	<b>348,390,422</b>
Less accumulated depreciation and amortization	(146,670,697)	(12,104,795)	1,600,938	-	(157,174,554)
<b>Property, plant and equipment, net</b>	<b>\$ 193,284,689</b>	<b>\$ (1,975,288)</b>	<b>\$ (93,533)</b>	<b>\$ -</b>	<b>\$ 191,215,868</b>

The Performing Arts Center was constructed by the Foundation with contributions and the proceeds from the Foundation's Multi-Mode Variable Rate Revenue Bond, issued in 2001. The facility was constructed on land leased by the Foundation from the University for \$1 a year for a 20 year term. The land and improvements were, in turn, leased back to the University for \$1 a year for 20 years, with a provision that title to the improvements transfers to the University at the earlier of the end of the lease or retirement of the bonds. A security interest in the land and improvements is held through a Deed of Trust issued by the Foundation to Wells Fargo Bank, N.A. The excess of the fair value of the improvements (i.e., cost) over the gross rents payable by the University were recorded as an asset of the University in recognition of the permanent transfer of rights of use to the University for only nominal consideration.

In addition to accounts payable for construction in progress, the estimated cost to complete property authorized or under construction at June 30, 2013, is approximately \$661,427. These costs will be financed by available resources of Idaho State University.

**6. UNEARNED REVENUES**

Unearned revenues consist of the following at June 30:

	<u>2013</u>	<u>2012</u>
Student Fees	\$ 3,829,436	\$ 3,045,634
Auxiliary enterprises and other	347,366	59,090
Grants and contracts	1,225,182	2,188,833
Other ticket sales	66,306	69,283
	<u>\$ 5,468,290</u>	<u>\$ 5,362,840</u>

**7. NONCURRENT LIABILITIES**

Notes and bonds payable at June 30 consisted of the following:

Description	Balance Outstanding 6/30/2011			Balance Outstanding 6/30/2012			Balance Outstanding 6/30/2013		Amounts Due Within One Year
		Additions	Reductions		Additions	Reductions			
Note payable to a bank, due in annual amounts varying from a maximum of \$11,200 to \$8,082 plus interest of 8.5% through 08/01/2011	\$ 10,472	\$ -	\$ (10,472)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Note payable to a financial institution due in semi-annual installments varying from maximum of \$2,993,916 to \$16,696 plus interest of 5.08% through 09/01/2016	4,895,440	-	(846,933)	4,048,507	-	(895,567)	3,152,940	941,639	
Student Facilities Fee Revenue Bonds, Series 1998, (original balance of \$12,400,000), consisting of serial and term bonds (either directly or through sinking funds) in annual amounts increasing periodically from \$585,000 to a maximum of \$920,000, plus interest from 4.875% to 5.00% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	5,865,000	-	(835,000)	5,030,000	-	(5,030,000)	-	-	
General Refunding and Improvement Revenue Bonds, Series 2003 (original balance of \$35,895,000), consisting of serial bonds payable in annual amounts increasing periodically from \$715,000 to a maximum of \$3,115,000, plus interest from 3.00% to 5.00% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	27,080,000	-	(1,450,000)	25,630,000	-	(25,630,000)	-	-	
General Revenue Bonds, Series 2004A (original balance of \$4,980,000), consisting of serial bonds payable in annual amounts increasing periodically from \$210,000 to a maximum of \$375,000, plus interest from 2.00% to 4.375% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	3,655,000	-	(245,000)	3,410,000	-	(2,585,000)	825,000	265,000	
General Revenue Bonds, Series 2004B (original balance of \$3,305,000), consisting of serial and term bonds payable in annual amounts increasing periodically from \$55,000 commencing in 2022 to a maximum of \$345,000, plus interest from 4.50% to 4.75% through the year 2034. All bonds are collateralized by certain student fees and other revenues.	3,305,000	-	-	3,305,000	-	(265,000)	3,040,000	-	
General Revenue Bonds, Series 2004C (original balance of \$2,305,000), consisting of term bonds payable in annual amounts increasing periodically from \$95,000 to a maximum of \$190,000, plus interest of 4.880% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	1,685,000	-	(125,000)	1,560,000	-	(130,000)	1,430,000	135,000	
General Revenue Bonds, Series 2006 (original balance of \$10,000,000), consisting of term bonds payable in annual amounts increasing periodically from \$320,000 to a maximum of \$805,000, plus interest of 5.260% through the year 2028. All bonds are collateralized by certain student fees and other revenues.	9,345,000	-	(355,000)	8,990,000	-	(370,000)	8,620,000	390,000	
General Revenue Bonds, Series 2007 (original balance of \$16,120,000), consisting of term bonds payable in annual amounts increasing periodically from \$270,000 to a maximum of \$1,055,000, plus interest from 3.90% to 5.00% through the year 2032. All bonds are collateralized by certain student fees and other revenues.	14,320,000	-	(555,000)	13,765,000	-	(575,000)	13,190,000	600,000	
General Revenue Refunding Bonds, Series 2012, consisting of annual amounts increasing periodically from \$965,000 to a maximum of \$3,470,000, plus interest from 2.5% to 4.00% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	-	-	-	-	27,530,000	(1,305,000)	26,225,000	965,000	
General Revenue Refunding Bonds, Series 2013, consisting of annual amounts increasing periodically from \$334,000 to a maximum of \$1,669,000 plus interest from 2.25% to 2.75% through the year 2020. All bonds are collateralized by certain student fees and other revenues.	-	-	-	-	3,810,000	-	3,810,000	1,669,000	
Premium on bonds	70,160,912	-	(4,422,405)	65,738,507	31,340,000	(36,785,567)	60,292,940	4,965,639	
Discount on bonds	874,501	-	(174,575)	699,926	2,034,312	(980,083)	1,754,155	-	
Totals	(223,270)	19,058	-	(204,212)	95,520		(108,692)	-	
	\$ 70,812,143	\$ 19,058	\$ (4,596,980)	\$ 66,234,221	\$ 33,469,832	\$ (37,765,650)	\$ 61,938,403	\$ 4,965,639	

Principal and interest maturities on notes and bonds payable in future periods for the year ending June 30, 2013, are as follows:

	Bonds		Notes	
	Principal	Interest	Principal	Interest
2014	\$ 4,024,000	\$ 2,274,781	\$ 941,639	\$ 148,361
2015	4,034,000	2,170,012	924,257	100,743
2016	4,196,000	2,008,099	946,488	53,512
2017	4,357,000	1,838,573	340,556	8,650
2018	4,539,000	1,661,596	-	-
2019-2023	23,390,000	5,736,051	-	-
2024-2028	9,155,000	2,104,417	-	-
2029-2033	3,100,000	490,806	-	-
2034	345,000	16,388	-	-
	<u>\$ 57,140,000</u>	<u>\$ 18,300,723</u>	<u>\$ 3,152,940</u>	<u>\$ 311,266</u>

**Pledged Revenue** — Current outstanding issuances are 2004A, 2004B, 2004C, 2006, 2007, 2012 and 2013. The University has pledged certain revenues as collateral for these bonds. The pledged revenue amounts as of June 30 are as follows:

Pledged Revenues	2013		
	Student Facility Fee Revenue Bonds		
	Series 1998	Series 2004A, 2004B, 2004C, 2006, 2007, 2012 and 2013	Total
Matriculation fee	\$ -	\$ 49,373,663	\$ 49,373,663
Student facilities fee	-	465,944	465,944
Revenue of student housing system	-	5,978,179	5,978,179
CAES lease payment	-	850,104	850,104
	<u>\$ -</u>	<u>\$ 56,667,890</u>	<u>\$ 56,667,890</u>
Debt service	<u>\$ -</u>	<u>\$ 6,298,781</u>	<u>\$ 6,298,781</u>
Debt service coverage	0%	900%	900%
Coverage requirement	0%	110%	110%

Pledged Revenues	2012		
	Student Facility Fee Revenue Bonds		
	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 49,177,627	\$ 49,177,627
Student facilities fee	3,725,203	485,143	4,210,346
Revenue of student housing system	-	5,709,462	5,709,462
CAES lease payment	-	850,104	850,104
	<u>\$ 3,725,203</u>	<u>\$ 56,222,336</u>	<u>\$ 59,947,539</u>
Debt service	<u>\$ 1,128,630</u>	<u>\$ 5,558,290</u>	<u>\$ 6,686,920</u>
Debt service coverage	330%	1012%	896%
Coverage requirement	110%	110%	110%

As indicated, the Student Facilities Fee is pledged for Series 2003, Series 2004A, Series 2004B, Series 2004C, Series 2006, Series 2007, Series 2012 and Series 2013 bonds. The Revenue of the Housing System is pledged for the Series 2012 and 2013 bonds and the Center for Advanced Energy Studies (CAES) lease payments are pledged for Series 2006 bonds.

#### ***Advance Refunding of Debt – Series 2012 Bonds***

On July 12, 2012, General Revenue Refunding Bonds, Series 2012, were issued by the University to refund certain outstanding bonds of the University to achieve debt service savings and to pay the costs of issuance of the Series 2012 Bonds. The Series 2012 Bonds were issued in the aggregate principal amount of \$27,530,000 and bear interest from the date of issuance of 2% to 4% payable semiannually on April 1 and October 1 of each year, commencing October 1, 2012.

The University completed the advance refunding to reduce its total debt service payments over the next 10 years by \$3.5 million and to obtain an economic gain (difference between the present values, on the bonds issuance date, of the prior and refunding debt service payments) of \$3.2 million.

#### ***Advance Refunding of Debt – Series 2013 Bonds***

On June 26, 2013, General Revenue Refunding Bonds, Series 2013, were issued by the University to refund certain outstanding bonds of the University and to pay the cost of issuance of the Series 2013 Bonds. The Series 2013 Bonds were issued in the aggregate principal amount of \$3,810,000 and bear interest from the date of issuance of 2.25% to 2.75% payable on October 1, 2013 and semiannually thereafter on each April 1 and October 1.

The advance refunding resulted in reducing total debt service over the next 7 years by \$315,045 and acquiring an economic gain of \$297,791 (difference between the present values, on the bonds issuance date, of the old and new debt service).

**8. ACCOUNTING FOR LEASES**

The University is a lessor under a current 20 year ground lease agreement with Portneuf Medical Center (lessee). The lease expires May 31, 2032. The lease allowed for the construction of a sports medicine facility (the Facility) on the premises, which was completed in September 1994. The lessee pays rent of \$1 per year for the ground lease, payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution.

The University leases a weight/training room and associated common areas from Portneuf Medical Center (lessor). The current lease is for 20 years. Rent for the weight/training room portion of the lease is \$1 per year. Rent for shared use of the common areas is \$14,000 per year. Rents for the initial term and renewal term are payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution. Upon expiration of the lease term, the Facility shall become the property of the University.

ISU leases building and office facilities under various non-cancelable operating leases. Total costs for such leases were \$393,883 and \$444,101 for the years ended June 30, 2013 and 2012, respectively.

Future minimum lease payments at June 30, 2013 for all leases are as follows:

<u>Fiscal Years</u>	<u>Payments</u>
2014	\$ 298,300
2015	123,439
2016	91,533
2017	18,988
2018	14,000
Totals	<u>\$ 546,260</u>

In 2006, Idaho State University (lessor) entered into a lease agreement with Battelle Energy Alliance, LLC (lessee) for facilities located in the CAES facility. The lease commenced September 2009, and extends through March 5, 2028.

Future minimum rental income on this operating lease is as follows:

<u>Fiscal Years</u>	<u>Income</u>
2014	\$ 850,104
2015	850,104
2016	850,104
2017	850,104
2018	850,104
2019-2028	8,288,514
Totals	<u>\$ 12,539,034</u>

Battelle Energy Alliance, LLC makes all lease payments directly to the trustee. Rental income is restricted and is to be used solely for debt service on the 2006 Revenue bonds; the proceeds were used to construct the facility. As of June 30, 2013, the book value of the building is \$16,119,435, which is net of accumulated depreciation of \$1,581,414.

## 9. RETIREMENT PLANS AND TERMINATION PAYMENTS

**Public Employee Retirement System of Idaho** – The Public Employee Retirement System of Idaho (“PERSI”), a cost-sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members’ years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. The benefits and obligations to contribute to the plan were established, and may be amended by, the Idaho State Legislature. Financial reports for the plan are available from PERSI’s website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

After 60 months of credited service, members become fully vested in retirement benefits earned to date and receive a lifetime benefit at retirement. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.00% of the average monthly salary for the highest consecutive 42 months. Employer contributions to PERSI are made as set forth in Section 59-1322 of Idaho Code, and described in Section 59.01.03 of the Idaho Administrative Procedure Act. Employee contributions are set at 60% of employer contributions per Section 59-1333 of Idaho Code.

Contributions for the three years ended June 30 are as follows:

	2013	2012	2011
University contributions required and paid	\$ 2,621,008	\$ 2,544,195	\$ 2,565,255
Employee contributions	1,571,598	1,525,532	1,538,160
Total contributions	<u>\$ 4,192,606</u>	<u>\$ 4,069,727</u>	<u>\$ 4,103,415</u>
University required contribution rate	10.39%	10.39%	10.39%
Employee contribution rate	6.23%	6.23%	6.23%

**Optional Retirement Plan** – Effective July 1, 1990, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employee contribution requirement for the ORP is based on a percentage of the total payroll. Employer contributions are determined by the State of Idaho. The plan provisions were established by, and may be amended by, the State of Idaho.



New faculty and exempt employees hired on or after July 1, 1990, automatically enroll in the ORP and select a vendor option. Faculty and exempt employees hired before July 1, 1990, had a one-time opportunity to enroll in the ORP. Enrollees in the ORP no longer belong to PERSI. Vendor options in the ORP include the *Teachers Insurance and Annuity Association - College Retirement Equities Fund* and the *Variable Annuity Life Insurance Company*.

Participants are immediately fully vested in the ORP. Retirement benefits are available as either a lump sum or any portion thereof upon attaining 55 years of age.

Contributions required and paid are as follows:

	2013	2012	2011
University contributions required and paid	\$ 5,913,986	\$ 5,667,518	\$ 5,430,019
Employee contributions	4,446,655	4,261,345	4,082,768
Total Contribution	<u>\$ 10,360,641</u>	<u>\$ 9,928,863</u>	<u>\$ 9,512,787</u>
University required contribution rate	9.27%	9.27%	9.27%
Employee contribution rate	6.97%	6.97%	6.97%

Although enrollees in the ORP no longer belong to PERSI, the University is required to contribute a percentage of the annual covered payroll to PERSI. Effective July 1, 2007, the percentage was changed from 3.03% to 1.49%, allowing the difference of 1.54% to be used to increase the University's contribution to ORP retirement accounts. In addition, the payoff period of the unfunded liability obligation was extended from July 1, 2015, to July 1, 2025. During the years ended June 30, 2013 and 2012, supplemental funding payments to PERSI were \$953,925 and \$912,212, respectively. These amounts are not included in the regular University PERSI contribution discussed previously.

**Termination Payments** – Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value of their unused sick leave to continue their medical insurance coverage through the University. The University partially funds these obligations by depositing 0.65% of employee gross payroll to PERSI, who administers the plan for all participating ISU employees and retirees under a trust fund. The total contributions for the years ended June 30, 2013 and 2012 were \$579,840 and \$546,323, respectively.

## 10. POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

### **Summary of Plans**

The University participates in other postemployment benefit plans relating to health and disability administered by the State of Idaho as agent multiple-employer defined benefit plans. The life insurance benefit is a single-employer defined benefit plan. Idaho Code, Sections 67-5760 to 67-5767 and 72-1335, establish the benefits and contribution obligations. Each of these benefits is provided by the University to retired or disabled employees. The most recent actuarial valuation is

as of July 1, 2012. The University has not set aside any assets to pay future benefits; the University funds these benefits on a pay-as-you-go basis. Details of the plans can be found in the Comprehensive Annual Report of the State of Idaho, which may be obtained from the Office of the Idaho State Controller, 700 W State Street, 4<sup>th</sup> Floor, P.O. Box 83720, Boise, ID 83720-0011 [www.sco.idaho.gov](http://www.sco.idaho.gov).

### ***Plan Descriptions and Funding Policy***

**Retiree Healthcare Plan** – A retired employee of the University who is eligible to retire under the Public Employee Retirement System of Idaho (PERSI) may elect to purchase the retiree health insurance coverage for themselves and eligible dependents. Employees must enroll within 60 days of the date of their retirement. Additionally, the employee must be receiving PERSI monthly benefits at the time of retirement and must have 10 or more years (20,800 or more hours) of credited service. An employee must have been an active employee on or before June 30, 2009, and must retire directly from State service. Coverage is not available to Medicare-eligible retirees or their Medicare-eligible dependents. Retirees eligible for medical health insurance pay the majority of the premium cost; however, the retiree plan costs are subsidized by the active employee plan. The maximum benefit is \$1,860 per retiree per year. The University contributed \$18.84 per active employee per month towards the retiree premium cost.

**Long-Term Disability Plan** – Disabled employees are defined as being unable to perform each of the substantial and material duties of the job for which they were hired and unable to earn more than 70% of their monthly salary for the first 30 months of disability. If, after 30 months, the employee is unable to perform any job for which they are reasonably qualified by experience, education, or training, and unable to earn more than 60% of their monthly salary, the employee is considered totally disabled. To qualify for long-term disability benefits, the waiting period of the greater of 26 weeks of continuous total disability or the exhaustion of the employee's accrued sick leave must be met.

For up to 30 months following the date of disability, an employee may continue healthcare coverage under the State plan. The University pays 100% of the University's share of medical and dental premiums while the employee remains disabled. The employee is required to pay the normal active employee contribution for the plan and rate category in which the employee is enrolled. The University was charged \$8 per active employee per month in fiscal year 2013.

The plan provides long-term disability income benefits to active employees who become disabled, generally up to a maximum age of 70. The gross benefit equals 60% of monthly pre-disability salary or \$4,000, whichever is less. The benefit does not increase with inflation and may be offset by other sources of income, such as Social Security, Workers' Compensation, unemployment benefits, employment rehabilitation earnings, and certain retirement benefits. The State of Idaho is self-insured for employees who became disabled prior to July 1, 2003; the State pays 100% of the cost of this benefit. The amount of the contribution is based on active claims and the number of insured individuals.

Employees disabled on or after July 1, 2003, are insured by Principal Life Insurance Company and the obligation for the payment of benefits has been effectively transferred. The University pays 100% of

the premium costs. The University's contribution rate for the period was 0.264% of payroll in fiscal year 2013. This portion of the long-term disability income benefit is not included in the actuarial estimate.

This plan also provides basic life insurance and dependent life coverage to disabled employees, generally up to a maximum age of 70. The life insurance benefit amount is generally 100% of annual salary, but not less than \$20,000. In addition, a \$2,000 life insurance benefit is provided for spouses, and a \$1,000 life insurance benefit is provided for dependent children. These benefits do not increase with inflation. The University pays 100% of the premiums; the contribution is actuarially determined based on actual claims experience.

**Retiree Life Insurance Plan** – This plan provides basic life insurance for certified retired employees. In general, the employee must have completed at least 30 years of credited service or the sum of his/her age and years of credited service must total at least 80 to qualify for this benefit. Eligible retirees receive basic life insurance coverage equal to 100% of their annual salary at retirement. The University pays 100% of the cost of basic life insurance for eligible retirees. The University's contribution for the period as a percent of payroll was 1.177% for retirees under age 65, 0.894% for retirees between the ages of 65 and 69, and 0.600% for retirees over age 70.

**Annual OPEB Cost**

The Annual OPEB Cost (AOC) is actuarially determined based on the Annual Required Contribution (ARC) of the employer. The following tables illustrate the annual OPEB cost, the amount of contributions made, the increase (decrease) in the net OPEB obligation (NOO), and the NOO (funding excess) for the years ended June 30, 2013 and 2012:

**Annual OPEB Cost and Net OPEB Obligation 2013**  
(dollars in thousands)

	Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contribution	\$ 234	\$ 74	\$ 101	\$ 146	\$ 832	\$ 1,387
Interest	102	(1)	6	(2)	103	208
Adjustment to ARC	(202)	2	(13)	4	(203)	(412)
Total Annual OPEB Cost	134	75	94	148	732	1,183
Contributions Made	(189)	(56)	(123)	(154)	(103)	(625)
Increase (Decrease) in NOO	(55)	19	(29)	(6)	629	558
NOO – Beginning of Year	2,681	(19)	167	(56)	3,349	6,122
NOO (Funding Excess) – End of Year	\$ 2,626	\$ -	\$ 138	\$ (62)	\$ 3,978	\$ 6,680

**Annual OPEB Cost and Net OPEB Obligation 2012**  
(dollars in thousands)

	Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
		Income	Healthcare	Life Insurance		
Annual Required Contribution	\$ 355	\$ 74	\$ 122	\$ 69	\$ 917	\$ 1,537
Interest	107	(2)	6	(2)	102	211
Adjustment to ARC	(156)	2	(9)	2	(148)	(309)
Total Annual OPEB Cost	306	74	119	69	871	1,439
Contributions Made	(289)	(62)	(109)	(78)	(139)	(677)
Increase (Decrease) in NOO	17	12	10	(9)	732	762
NOO – Beginning of Year	2,664	(31)	157	(47)	2,617	5,360
NOO (Funding Excess) – End of Year	\$ 2,681	\$ (19)	\$ 167	\$ (56)	\$ 3,349	\$ 6,122

**Annual OPEB Cost Comparison**

The following table compares the annual OPEB cost, the percentage of annual OPEB cost contributed and the net OPEB obligation (funding excess) for the current and two prior years:

**Annual OPEB Cost and Net OPEB Obligation (NOO) Comparison**  
(dollars in thousands)

		Retiree Healthcare Plan	Long-Term Disability Plan			Life Insurance Plan	Total
			Income	Healthcare	Life Insurance		
Annual OPEB Cost	2011	\$ 346	\$ 84	\$ 129	\$ 77	\$ 875	\$ 1,511
	2012	306	74	119	69	871	1,439
	2013	134	75	94	148	732	1,183
Percentage of AOC Contributed	2011	44.80%	90.48%	85.27%	149.35%	16.91%	39.97%
	2012	94.44%	83.78%	91.60%	113.04%	15.96%	47.05%
	2013	141.04%	74.67%	130.85%	104.05%	14.07%	51.65%
NOO (Funding Excess) – End of Year	2011	\$ 2,664	\$ (31)	\$ 157	\$ (47)	\$ 2,617	\$ 5,360
	2012	2,681	(19)	167	(56)	3,349	6,122
	2013	2,626	0	138	(62)	3,978	6,680

**Funded Status and Funding Progress** – The following table illustrates the funded status and the funding progress for the University:

**Funded Status and Funding Progress**  
(dollars in thousands)

	<b>Long-Term Disability Plan</b>				
	<b>Retiree Healthcare Plan</b>				<b>Life Insurance Plan</b>
	<b>7/1/2012</b>	<b>Income 7/1/2012</b>	<b>Healthcare 7/1/2012</b>	<b>Life Insurance 7/1/2012</b>	<b>7/1/2012</b>
Actuarial Valuation Date	7/1/2012	7/1/2012	7/1/2012	7/1/2012	7/1/2012
Actuarial Value of Assets	\$ -	\$ -	\$ -	\$ -	\$ -
Accrued Liability (AAL)	\$ 1,520	\$ 691	\$ 653	\$ 392	\$ 9,898
Unfunded AAL (UAAL) (2) - (1)	\$ 1,520	\$ 691	\$ 653	\$ 392	\$ 9,898
Funded Ratios (1) : (2)	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Covered Payroll	\$ 89,105	\$ 89,105	\$ 89,105	\$ 89,105	\$ 89,105
UAAL as a Percentage of Covered Payroll (3) : (5)	1.71%	0.78%	0.73%	0.44%	11.11%

**Actuarial Methods and Assumptions**

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The Schedule of Funding Progress, presented as required supplementary information, contains multi-year trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits.

Calculations are based on the types of benefits provided under the terms of the plan at the time of each valuation and on the pattern of sharing costs between the employer and plan members. The projection of benefits for financial reporting purposes does not incorporate the potential effects of legal funding limitations on the pattern of cost sharing between the employer and plan members in the future. Actuarial calculations reflect a long-term perspective and actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets.

The following table presents the significant methods and assumptions for all plans:

**Significant Methods and Actuarial Assumptions**

	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Life Insurance Plan</b>
		<b>Healthcare</b>	<b>Life Insurance</b>	<b>Income</b>	
Actuarial Cost Method	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit
Amortization Method	Level Percentage of Payroll	Level Percentage of Payroll	Level Dollar Amount	Level Dollar Amount	Level Percentage of Payroll
Amortization Period	10 years, Closed	30 years, Open	5 years, Closed	6 years, Closed	30 years, Open
Assumptions:					
Inflation Rate	3.0%	3.0%	3.0%	3.0%	3.0%
Investment Return	3.75%	3.75%	3.75%	3.75%	3.75%
OPEB Increases	N/A	N/A	N/A	N/A	N/A
Projected Salary Increases	3.50%	3.50%	3.50%	3.50%	3.50%
Healthcare Cost Initial Trend Rate	4.90%	4.90%	N/A	N/A	N/A
Healthcare Cost Ultimate Trend Rate	5.00%	5.00%	N/A	N/A	N/A

**Required Supplementary Information**  
**As of and for Each of the Years Ended June 30**

**Schedule of Funding Progress**  
*(dollars in thousands)*

OPEB Plan	Actuarial Valuation Date	(1)	(2)	(3)	(4)	(5)	(6)
		Actuarial Value of Assets	Accrued Liability (AAL)	Unfunded AAL (UAAL) (2) - (1)	Funded Ratios (1) : (2)	Annual Covered Payroll	UAAL as a Percentage of Covered Payroll (3) : (5)
Retiree Healthcare	7/1/2008	\$ -	\$ 2,228	\$ 2,228	0.0%	\$ 84,670	2.63%
	7/1/2010	\$ -	\$ 2,417	\$ 2,417	0.0%	\$ 83,360	2.90%
	7/1/2012	\$ -	\$ 1,520	\$ 1,520	0.0%	\$ 89,105	1.71%
Long-Term Disability:							
Life Insurance	7/1/2008	\$ -	\$ 1,029	\$ 1,029	0.0%	\$ 84,670	1.22%
	7/1/2010	\$ -	\$ 974	\$ 974	0.0%	\$ 83,360	1.16%
	7/1/2012	\$ -	\$ 392	\$ 392	0.0%	\$ 89,105	0.44%
Healthcare	7/1/2008	\$ -	\$ 860	\$ 860	0.0%	\$ 84,670	1.02%
	7/1/2010	\$ -	\$ 876	\$ 876	0.0%	\$ 83,360	1.05%
	7/1/2012	\$ -	\$ 653	\$ 653	0.0%	\$ 89,105	0.73%
Income	7/1/2008	\$ -	\$ 599	\$ 599	0.0%	\$ 84,670	0.71%
	7/1/2010	\$ -	\$ 558	\$ 558	0.0%	\$ 83,360	0.67%
	7/1/2012	\$ -	\$ 691	\$ 691	0.0%	\$ 89,105	0.78%
Retiree Life Insurance	7/1/2008	\$ -	\$ 9,753	\$ 9,753	0.0%	\$ 84,670	11.52%
	7/1/2010	\$ -	\$ 11,362	\$ 11,362	0.0%	\$ 83,360	13.63%
	7/1/2012	\$ -	\$ 9,898	\$ 9,898	0.0%	\$ 89,105	11.11%

Effective July 1, 2009, legislative changes to the Retiree Healthcare Plan regarding eligibility stipulate that an officer or employee must be an active employee on or before June 30, 2009, and retire directly from State service; the maximum benefit is \$1,860 per retiree per year. Additionally, any retiree will remain eligible until they are eligible for Medicare. Beginning January 1, 2010, coverage was not available to Medicare-eligible retirees or their Medicare-eligible dependents.

**Schedule of Employer Contributions**  
*(dollars in thousands)*

OPEB Plan	Fiscal Year Ended	Annual Required Contribution (ARC)	Actual Contributions	Actual Contributions as Percentage of ARC
Life Insurance	06/30/11	\$ 913	\$ 148	16.21%
	06/30/12	\$ 917	\$ 139	15.16%
	06/30/13	\$ 832	\$ 103	12.38%

**11. NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATION**

	2013							
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 74,484,956	\$ 6,662,945	\$ 3,937,934	\$ 241,075	\$ -	\$ -	\$ 1,449,493	\$ 86,776,403
Research	12,213,943	3,396,494	1,558,647	311,531	-	-	515,192	17,995,807
Public services	4,663,125	554,073	266,430	149,882	-	-	109,323	5,742,833
Academic support	9,353,886	1,331,417	1,261,835	10,171	-	-	228,231	12,185,540
Libraries	2,189,480	182,191	89,645	159	-	-	13,197	2,474,672
Student services	6,846,205	826,862	338,368	52,095	-	-	330,744	8,394,274
Institutional support	14,102,725	3,894,404	1,563,018	144,792	-	-	577,733	20,282,672
Maintenance and operations	6,757,805	4,135,316	1,449,848	4,809,329	-	-	19,120	17,171,418
Auxiliary enterprises	10,534,169	6,067,245	2,307,928	1,656,188	-	-	1,934,464	22,499,994
Scholarships and fellowships	-	-	-	-	16,851,589	-	-	16,851,589
Depreciation	-	-	-	-	-	12,914,220	-	12,914,220
Total expenses	<u>\$ 141,146,294</u>	<u>\$ 27,050,947</u>	<u>\$ 12,773,653</u>	<u>\$ 7,375,222</u>	<u>\$ 16,851,589</u>	<u>\$ 12,914,220</u>	<u>\$ 5,177,497</u>	<u>\$ 223,289,422</u>

	2012							
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 73,365,262	\$ 6,194,026	\$ 4,405,860	\$ 237,920	\$ -	\$ -	\$ 1,268,847	\$ 85,471,915
Research	12,716,626	4,338,023	1,479,477	158,083	-	-	620,374	19,312,583
Public services	3,663,766	357,096	144,444	110,427	-	-	67,856	4,343,589
Academic support	9,546,388	1,542,296	1,336,185	6,538	-	-	264,025	12,695,432
Libraries	2,093,104	185,627	67,427	368	-	-	20,195	2,366,721
Student services	6,294,257	745,393	325,223	41,058	-	-	128,459	7,534,390
Institutional support	11,755,816	3,257,997	2,439,894	124,582	-	-	896,008	18,474,297
Maintenance and operations	6,032,099	4,485,063	1,398,383	3,885,968	-	-	19,976	15,821,489
Auxiliary enterprises	10,473,658	6,408,347	2,603,428	1,799,215	-	-	1,739,496	23,024,144
Scholarships and fellowships	-	-	-	-	20,885,766	-	-	20,885,766
Depreciation	-	-	-	-	-	12,104,795	-	12,104,795
Total expenses	<u>\$ 135,940,976</u>	<u>\$ 27,513,868</u>	<u>\$ 14,200,321</u>	<u>\$ 6,364,159</u>	<u>\$ 20,885,766</u>	<u>\$ 12,104,795</u>	<u>\$ 5,025,236</u>	<u>\$ 222,035,121</u>



## 12. COMPONENT UNIT DISCLOSURE

The Foundation is discretely presented within the financial statements as a component unit.

The Foundation has adopted a policy of preparing its financial statements based upon generally accepted accounting principles in accordance with standards issued by the Financial Accounting Standards Board. The information disclosed hereafter is related to Foundation items that are determined to be significant to the reporting entity as a whole, but is not wholly inclusive. Separate, audited financial statements are prepared for the Foundation and may be obtained in their entirety by contacting the Idaho State University Foundation, 921 S. 8th Ave, Stop 8050, Pocatello, ID 83209-8050.

### ***Foundation Operations***

The Foundation was established in March 1967 to provide support for the private fundraising efforts of the University and to manage privately donated funds. The Foundation is a not-for-profit corporation incorporated in accordance with the laws of the State of Idaho and managed by a volunteer Board of Directors. Under the Idaho State Board of Education's administrative rules, the Foundation must be independent of, and cannot be controlled by, the University. A memorandum of understanding between the Foundation and the University defines the relationship between the two entities in accordance to the State Board of Education's rules.

During fiscal year 2013, the Foundation formed a limited liability corporation called Bengal Pharmacy, LLC (the Pharmacy) to serve students, staff and faculty being seen by the student health center and residency program, in addition to 340b patients of Health West in Southeast Idaho. During 2013 the Pharmacy's activity was limited to startup costs and initial operations. It is anticipated during 2014 for the Pharmacy to reach full operations and will have an impact on the financial statements for 2014.

### ***Principles of Consolidation***

The consolidated financial statements include the accounts of the Foundation and the Pharmacy because the Foundation has both control and economic interest in the Pharmacy. All significant intercompany accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Foundation.

### ***Basis of Accounting***

The Foundation financial statements included in this report have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America, whereby revenue is recorded when earned and expenses are recorded when materials or services are received. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

Unrestricted Net Assets – Net assets that are not subject to donor-imposed restrictions.

Temporarily Restricted Net Assets – Net assets that are subject to donor-imposed stipulations that will be met either by actions of the Foundation and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction.

Permanently Restricted Net Assets – Net assets that are subject to donor-imposed restrictions that they be maintained permanently by the Foundation.

### ***Investments***

Investments are recorded in accordance with FASB Accounting Standards Codification Topic (ASC) ASC 958-320 *Investments – Debt and Equity Securities Held by Not-for-Profit Organizations*. Investments in equity and debt securities that have readily determinable fair values are recorded at quoted market prices. Investment securities without quoted market prices are valued at estimated fair value using appropriate valuation methods that consider the underlying assets and financial reports.

Investment securities, in general, are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the near-term could materially affect account balances and the amounts reported in the accompanying financial statements.

### ***Promises to Give***

Unconditional promises to give are recognized as an asset and contribution revenue in the period the promise is received. Promises to give received after one year are discounted at rates commensurate with risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any.

### ***Obligations under Split Interest Agreements***

The Foundation administers such life income agreements as charitable remainder trusts where an income beneficiary is the lifetime recipient of income and the Foundation is the remainder beneficiary. Upon receipt of the gift, a liability is established for the estimated net present value of the lifetime recipient's interest using applicable mortality tables and a discount rate commensurate with the risks involved. A contribution is recognized for the estimated remainder interest.

### ***Fair Value Measurements***

The Foundation has determined the fair value of certain assets and liabilities in accordance with the provisions of ASC 820-10, *Fair Value Measurements*, which provides a framework for measuring fair value under generally accepted accounting principles.

***Capitalized Bond Issuance Costs***

Capitalized bond issuance costs consist of legal costs, underwriting fees, printing and other costs incurred to obtain, secure and rate the multi-mode variable rate revenue bonds issued for the construction of the L.E. and Thelma Stephens Performing Arts Center on May 30, 2001. The issuance costs for the bonds have an original cost of \$570,000 at May 30, 2001, and are amortized over the term of the bonds, using the effective interest rate method. Accumulated amortization of these bond costs at the end of June 30, 2013 and 2012 were \$444,167 and \$424,697, respectively.

***Endowments***

The Foundation's endowment consists of approximately 500 individual funds established for a variety of purposes. As required by generally accepted accounting principles, net assets associated with endowment funds are classified and reported based upon the existence or absence of donor-imposed restrictions.

From time to time, the fair value of assets associated with individual endowment funds may fall below the level that the donor or the Idaho Prudent Management of Institutional Funds Act (IPMIFA) requires the Foundation to maintain as a fund of perpetual duration. The corpus balance of the endowment was \$32,630,944 and \$31,726,688 as of June 30, 2013 and 2012, respectively. In accordance with accounting principles generally accepted in the United States of America, deficiencies of this nature that are reported in unrestricted net assets were \$2,171,690 and \$2,837,754 as of June 30, 2013 and 2012, respectively.

***Fair Value of Assets and Liabilities***

The fair value option was chosen to measure pledges and annuities in order to mitigate volatility in reported changes in net assets. Assets and liabilities measured at fair value on a recurring basis at June 30, 2013 and 2012 are shown below.

	<u>2013</u>	<u>2012</u>
Investment securities		
Mutual funds	\$ 2,642,590	\$ 2,191,983
Co-mingled and pooled marketable investment funds	37,550,505	34,586,972
Common stock	-	76,076
Hedge funds	<u>4,393,333</u>	<u>3,728,625</u>
Total assets	<u>\$ 44,586,428</u>	<u>\$ 40,583,656</u>

The related fair value of these assets and liabilities as of June 30, 2013, is determined as follows:

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Stock index fund	\$ 2,642,590	\$ -	\$ -	\$ 2,642,590
Co-mingled and pooled marketable investment funds				
Real estate funds	-	127,454	-	127,454
Bond funds	-	9,646,912	-	9,646,912
Equity funds	-	17,887,355	-	17,887,355
Hedge funds	-	7,418,284	-	7,418,284
Real asset funds	-	2,470,500	-	2,470,500
Hedge funds	-	-	4,393,333	4,393,333
	<u>\$ 2,642,590</u>	<u>\$ 37,550,505</u>	<u>\$ 4,393,333</u>	<u>\$ 44,586,428</u>

The related fair value of these assets and liabilities as of June 30, 2012, is determined as follows:

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Stock index fund	\$ 2,191,983	\$ -	\$ -	\$ 2,191,983
Co-mingled and pooled marketable investment funds				
Real estate funds	-	-	145,898	145,898
Bond funds	-	10,041,327	-	10,041,327
Equity funds	-	15,382,016	-	15,382,016
Money market funds	-	193,706	-	193,706
Hedge funds	-	5,648,741	-	5,648,741
Real asset funds	-	3,175,284	-	3,175,284
Common Stock	-	-	76,076	76,076
Hedge funds	-	-	3,728,625	3,728,625
	<u>\$ 2,191,983</u>	<u>\$ 34,441,074</u>	<u>\$ 3,950,599</u>	<u>\$ 40,583,656</u>

The fair value for mutual fund investments is determined based on quoted market prices. For fixed income investments, fair value is determined based on the value of the underlying investments. For co-mingled and pooled marketable investment funds, fair value is obtained by using the net asset value of the underlying investments. At this level, the underlying assets have a direct market reference price that is traceable. For hedge funds, fair value is determined with independent, third party valuations occurring monthly to every six months, depending upon the investment type.

Property held for sale and investments are valued based on property sold that had a similar use, size, and location as the property held by the Foundation. The value of pledges receivable is

determined at the present value of expected future cash flows and is fair valued at the time of the gift. In subsequent years, the value is amortized over the life of the pledge.

Assets measured at fair value on a recurring basis using significant unobservable inputs (level 3) for the years ended June 30, 2013 and 2012, are shown below.

	2013 Hedge Funds	2012 Hedge Funds
Beginning balance	\$ 3,728,625	\$ 2,115,646
Total unrealized gains and losses included in earnings (or changes in net assets)	88,018	258,719
Calls	576,690	1,354,260
Ending balance	<u>\$ 4,393,333</u>	<u>\$ 3,728,625</u>
 The amount of total gains or losses included in changes in net assets that are attributable to the change in unrealized gains and losses relating to the assets held at the reporting date.	 <u>\$ 88,018</u>	 <u>\$ 258,719</u>

	2013			
	Fair Value	Unfunded Commitment	Redemption Frequency	Redemption Notice Period
Co-mingled and pooled marketable investment funds				
Real estate funds	\$ 127,454	\$ -	Annually	95 days
Bond funds	9,646,912	-	Monthly	5 days
Equity funds	17,868,355	-	Monthly	5 days
Hedge funds	7,418,284	-	Annually	95 days
Real asset funds	2,470,500	-	Monthly	5 days
Hedge funds	4,393,333	3,613,105	Annually	95 days

	2012			
	Fair Value	Unfunded Commitment	Redemption Frequency	Redemption Notice Period
Co-mingled and pooled marketable investment funds				
Real estate funds	\$ 145,898	\$ -	Annually	95 days
Bond funds	10,041,327	-	Monthly	5 days
Equity funds	15,382,016	-	Monthly	5 days
Money market funds	193,706	-	Daily	1 day
Hedge funds	5,648,741	-	Annually	95 days
Real asset funds	3,175,284	-	Monthly	5 days
Hedge funds	3,728,625	2,708,812	Annually	120 days

**Multi-Mode Variable Rate Revenue Bonds**

A Multi-Mode Variable Rate Revenue Bond was issued on May 30, 2001 in the amount of \$22,170,000. The Bonds fully mature on May 1, 2021 and are secured by donations, pledges and other funds held under the Bond Indenture. Debt balance at June 30, 2013 and 2012 was \$5,800,000 and \$5,900,000, respectively. Interest payments are made monthly with a mandatory bond redemption of \$100,000 due annually on May 1<sup>st</sup>. Total interest expense and fees during 2013 and 2012 were \$106,188 and \$91,425, respectively.

The Bonds bear interest at rates determined for the Weekly Rate until converted to another permitted interest rate. The interest rate for the Bonds may be changed from time to time among the Weekly Rate, the Semi-Annual Rate, and the Long-Term Rate. Each rate will be determined by the Remarketing Agent. The interest rate at June 30, 2013 and 2012 was 0.06% and 0.18%, respectively. The Bonds are also secured by a direct pay letter of credit issued by a commercial bank in the amount of \$5,871,507. On an annual basis, the letter of credit is renewed for a fee of 1.5% of the current debt balance at the time of renewal.

Principal maturities on bonds payable for the year ending June 30 are as follows:

2014	\$ 100,000
2015	100,000
2016	475,000
2017	475,000
2018	475,000
Thereafter	<u>4,175,000</u>
	<u>\$ 5,800,000</u>

**13. SUBSEQUENT EVENTS**

No reportable subsequent events.

**14. CONTINGENCIES AND LEGAL MATTERS**

The University is a defendant in litigation arising from the normal course of operations. Based on present knowledge, the University’s administration believes any ultimate liability in these matters will not materially affect the financial position of the University.

In consequence of discovery of disabled server firewall protections, the University agreed to pay \$400,000 to the U.S. Department of Health and Human Services (HHS) to settle alleged violations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Security Rule. The settlement involves the breach of unsecured electronic protected health information (ePHI) of approximately 17,500 patients at ISU’s Pocatello Family Medicine Clinic. The University notified HHS of the breach once the server was discovered to be compromised.

Additionally, the University has agreed to a two-year Corrective Action Plan (CAP). The University Information Technology Services Department has reasonably estimated related costs for implementing the CAP at \$318,000.

## **15. RISK MANAGEMENT**

The University participates in the State of Idaho Risk Management Program, which manages property and general liability risk. That program provides liability (cap) protection to \$500,000 per occurrence. Insurance premium payments are made to the state risk management program based on rates determined by a state agency's loss trend experience and asset value covered. Presently, Idaho State University's total insured property value is \$951,253,781.

The University obtains worker's compensation coverage from the Idaho State Insurance Fund. The University's worker's compensation premiums are based on its payroll, its own loss experience, as well as that of the State of Idaho as a whole.

The University carries commercial insurance for other risks of loss, including but not limited to employee bonds and crime, out of state worker's compensation, business interruption, media liability and automobile physical damage insurance.

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**REPORT OF INDEPENDENT AUDITORS ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Idaho State Board of Education  
Idaho State University

We have audited the financial statements of Idaho State University (University) and its discretely presented component unit, Idaho State University Foundation, Inc. (Foundation), as of and for the year ended June 30, 2013, and the related notes to the financial statements, and have issued our report thereon dated September 30, 2013. Our report includes a reference to other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Other auditors audited the financial statements of the discretely presented component unit as described in our report on the University's financial statements. The financial statements of the Foundation were not audited in accordance with *Government Auditing Standards*, and accordingly this report does not include reporting on internal control over financial reporting or instances of reportable noncompliance associated with the discretely presented component unit.

### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

**REPORT OF INDEPENDENT AUDITORS ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT  
AUDITING STANDARDS* (continued)**

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2013

## **REPORT OF INDEPENDENT AUDITORS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

Idaho State Board of Education  
Idaho State University

### **Report on Compliance for Each Major Program**

We have audited Idaho State University's (University) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2013. The University's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

### ***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University's compliance.

**REPORT OF INDEPENDENT AUDITORS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133  
(continued)**

***Opinion on Each Major Federal Program***

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

***Other Matters***

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with OMB Circular A-133 and which is described in the accompanying schedule of findings and questioned costs as 2013-01. Our opinion on each major federal program is not modified with respect to these matters.

The University's response to the noncompliance finding identified in our audit is described in the accompanying Schedule of Finding and Questioned Costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

**Report on Internal Control over Compliance**

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

**REPORT OF INDEPENDENT AUDITORS ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133  
(continued)**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies, and therefore material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as item 2013-01 that we consider to be a significant deficiency.

The University's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2013

**IDAHO STATE UNIVERSITY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2013**

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**Section I - Summary of Auditor's Results**

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*Financial Statements*

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported

Noncompliance material to financial statements noted?  Yes  No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?  Yes  No

**Identification of Major Programs**

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued</i>
17.275	Program of Competitive Grants for Worker Training and Placement in High Growth and Emerging Industry Sectors – ARRA	Unmodified
Various	Student Financial Aid Cluster	Unmodified
Various	TRIO Cluster	Unmodified
93.778	Medicaid Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs: \$ 756,267

Auditee qualified as low-risk auditee?  Yes  No

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**Section II - Financial Statement Findings**

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None reported.

**IDAHO STATE UNIVERSITY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2013**

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**Section III - Federal Award Findings and Questioned Costs**

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**FINDING 2013-01 – Special Tests and Provisions: Enrollment Reporting – Noncompliance and Significant Deficiency**

**Federal Program:** CFDA 84.268 Federal Direct Loans, CFDA 84.038 Federal Perkins Loans

**Federal Agency:** Department of Education

**Criteria** – For changes in student status, Idaho State University (ISU) must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date, and submit the changes electronically through the batch method or the National Student Loan Database System (NSLDS) website. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer.

**Condition** – ISU reported such changes to a third-party servicer (Clearinghouse); however, the information was not transmitted to NSLDS in a timely manner. ISU did not have monitoring controls in place to ensure the Clearinghouse was reporting all submitted changes to NSLDS timely.

**Questioned Costs** – None

**Context** – During our testing of 25 students, 6 students were not timely reported (or not reported at all) to NSLDS as having a status change.

**Effect** – NSLDS does not have the correct information for these students, which could result in future issues for a student in need of federal aid or for an institution in need of awarding aid to a student.

**Cause** – ISU has controls in place for timely submissions to their third-party servicer; however, ISU was not monitoring that this information was being transmitted to NSLDS.

**Recommendation** – We recommend that ISU implements controls to monitor the NSLDS reporting and that ISU corrects the status of students that were not reported to NSLDS.

**Management’s Response** - Management concurs with the audit finding and has implemented the following processes in response:

A manual review of all students withdrawn after the last date of the Fall and Spring terms will be conducted to make sure the NSLDS records are accurate.

A report has been written to compare student legal first names in the ISU database system with names that were matched in the student financial aid social security matching process. This report is already being generated and reviewed weekly to prevent further NSLDS rejects caused by first name mismatches.

**IDAHO STATE UNIVERSITY**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2013**

<b>Federal Grant/Program Title</b>	<b>Federal CFDA Number</b>	<b>Expenditures</b>	
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
Pass Through Payments:			
WSU Oral Delivery System	10.200	\$	4,099 R
Early Learning Center	10.558		77,729 O
Upward Bound	10.559		10,964 T
BSU Rural Idaho Saves Energy	10.868		15,142 T
			<hr/>
Total U.S. Department of Agriculture		\$	107,934
 <b>U.S. DEPARTMENT OF COMMERCE</b>			
BCAL Map Window	11.460	\$	85,880 R
NOAA Virtual Watersheds	11.468		97,712 R
Pass Through Payments:			
Idaho Manufactrng Alliance/EDA	11.302		21,853 T
Manufacturing Ext. Partnership	11.611		20,492 P
Tech Help NIST	11.611		50,079 T
			<hr/>
Total U.S. Department of Commerce		\$	276,016
 <b>U.S. DEPARTMENT OF DEFENSE</b>			
DOD Fissionable Materials	12.300	\$	47,920 R
SNM Forensics	12.351		187,354 R
DTRA Advanced Diagnostics	12.351		125,193 R
DTRA Adaptation of ISIS	12.351		141,364 R
Smart Prosthetic Hand	12.420		214,723 R
USAF Kirtland Air Force Base	12.800		15,000 R
Pass Through Payments:			
UTEN Accelerator Operations	12.351		44,159 R
SSLEEC	12.750		3,825 R
BSU Memory Research	12.910		3,565 R
UA Ephemeral Streams	12.999		35,261 R
			<hr/>
Total U.S. Department of Defense		\$	818,364
 <b>U.S. DEPARTMENT OF THE INTERIOR</b>			
BLM Curations	15.224	\$	18,024 P
BLM Fossil Census	15.224		738 R
BOR GIS Database for AF Reservoir	15.511		86 R
USFW Grays Lake NWR Bird Survey	15.608		2,298 R



Federal Grant/Program Title	Federal CFDA Number	Expenditures	
U.S. DEPARTMENT OF THE INTERIOR (continued)			
USFW Selawik Slump Evaluation	15.608	16,878	R
USFW Aleutian Islands	15.636	57,277	R
USGS Methow	15.808	(904)	R
USGS Yukon River Watershed	15.808	15,683	R
USGS Renewable Energy - Sage Grouse	15.808	4,892	R
USGS Grad Research Project	15.808	30,258	R
USGS Arctic Contract Hydrologist	15.808	(30)	R
USGS Spatial Patterns of Fuels	15.808	4,918	R
USGS Arctic LCC Contract Hydro	15.808	23,827	R
USGS Sagebrush Ecosystems	15.808	284	R
USGS Nevada Grouse	15.808	137,819	R
NPS In-Situ Durability	15.923	21,550	R
NPS Craters of the Moon	15.945	5,889	T
NPS Database of KALA	15.945	36,425	P
Pass Through Payments:			
IDFG Raven Population	15.611	14,219	R
AV IdahoView	15.815	26,040	R
Total U.S. Department of the Interior		\$ 416,171	
U.S. DEPARTMENT OF JUSTICE			
DOJ Women's Pathways to Jail	16.751	\$ 42,709	R
Pass Through Payments:			
Juvenile Accountability Incentive	16.523	1,260	T
Total U.S. Department of Justice		\$ 43,969	
U.S. DEPARTMENT OF LABOR			
DOL Virtual Safety Training Center	17.502	\$ 41,325	T
DOL Virtual Safety Training Ctr 2	17.502	120,140	T
Pass Through Payments:			
IDOL Renewable Energy Education	17.275	602,237	T (4, 5)
CSI Ladder to Success	17.282	36,125	T
Total U.S. Department of Labor		\$ 799,827	
U.S. DEPARTMENT OF TRANSPORTATION			
Pass Through Payments:			
ITD Highway Trans Training II	20.205	\$ 90,075	T
ITD NSTI Program	20.205	29,167	T
Total U.S. Department of Transportation		\$ 119,242	

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
<b>NATIONAL AERONAUTICS AND SPACE ADMINISTRATION</b>			
NASA RECOVER	43.001	\$ 79,972	R
Pass Through Payments:			
UI NASA EPSCoR Magnuson	43.001	2,411	R
UI Gygli NASA	43.001	1,521	R
OSBE NASA K-12 Coopertaive Agreemen	43.001	2,480	T
UI NASA Undergrad Funds	43.001	(2,614)	R
UI Idaho Space Grant REU	43.001	2,336	R
Total National Aeronautics and Space Administration		\$ 86,106	
<b>NATIONAL ENDOWMENT FOR THE ARTS</b>			
Pass Through Payments:			
ICA Slow Textiles	45.025	\$ 838	P
Total National Endowment for the Arts		\$ 838	
<b>NATIONAL ENDOWMENT FOR THE HUMANITIES</b>			
Pass Through Payments:			
IHC Holocaust Memorial Lecture	45.129	\$ 1,200	T
IHC Global Detectives	45.129	1,974	P
IHC Camas Field Trip	45.129	491	P
Total National Endowment for the Humanities		\$ 3,665	
<b>NATIONAL SCIENCE FOUNDATION</b>			
NSF Bimetallic Complexes	47.049	\$ 67,762	R
NSF Dynamic Signal Modeling	47.049	79,833	R
NSF Genomic Data	47.049	11,605	R
REU for Applied Science	47.049	12,512	R
NSF REU Site for Applied N S	47.049	57,699	R
NSF Electromagnetic Probes	47.049	150,245	R
NSF Indigenous Nations	47.050	58,481	R
NSF Sea Otter Ecosystems	47.050	22,899	R
NSF Late Pleistocene Climate Change	47.050	70,144	R
NSF Alamo Impact Event	47.050	83,240	R
NSF Robotic Hands	47.070	45,632	R
NSF Grass	47.074	10,036	R
NSF Limb Biodiversity	47.074	20,003	R
NSF RAINS	47.074	18,826	R
NSF SNAZ	47.074	52,240	R
NSF MRI Ion PGM	47.074	53,137	R
NSF Post Lapita Fiji	47.075	2,342	R

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
NATIONAL SCIENCE FOUNDATION (continued)			
NSF TUES AMOEBA	47.076	24,652	R
NSF SSTEM Chemistry	47.076	127,186	R
NSF SNAAP AGEP	47.076	30,647	R
Scholarship For Service II	47.076	20,134	R
NSF Scholarship for Service III	47.076	458,074	R
Sanak Biocomplexity Project	47.078	21,596	R
Alaska Thermokarst	47.078	39,119	R
NSF Climate-Mediated Coupling	47.078	64,028	R
NSF VZAP Phase II	47.078	453,048	R
NSF Tebenkof Project	47.078	22,936	R
NSF Alaska Peninsula Project	47.078	1,145	R
NSF Understanding Social Networks	47.080	342,514	R
Arctic Climate Holocene	47.082	37,289	R (5)
JLab NSF	47.082	97,013	R (5)
Pass Through Payments:			
UI Fish Erythrocytes	47.041	3,157	R
QUARKNET - ND/NSF	47.049	9,669	R
HIS Desktop	47.050	1,290	R
Boulder Creek Critical Zone	47.050	134	R
UCB Method of Anchored Distr	47.050	23,082	R
CUAHSI HydroDesktop Maint	47.050	1,479	R
UW Kuril Island Project	47.078	23,791	R
UI NSF WRCC EPSCoR - Liaison	47.081	29,823	R
UI EPSCoR WRCC Postdoc	47.081	67,173	R
UI WRCC EPSCoR - Lohse	47.081	130,990	R
NSF WRCC EPSCoR - Germino	47.081	80,551	R
NSF WRCC EPSCoR - Baxter	47.081	74,821	R
UI EPSCoR WRCC Green	47.081	12,771	R
UI EPSCoR WRCC Delparte	47.081	83,621	R
UI EPSCoR Cyber - Delparte	47.081	44,510	R
NSF WRCC EPSCoR - Crosby	47.081	54,314	R
NSF WRCC EPSCoR - Glenn	47.081	19,638	R
NSF WRCC EPSCoR - Ames	47.081	60,428	R
NSF WRCC EPSCoR - Cybrinfrastructure	47.081	75,055	R
EPSCoR Track 2 Infrastructure	47.081	11,456	R
EPSCoR Cyber Ames	47.081	71,261	R
UI WRCC EPSCoR - Godsey	47.081	115,308	R
UI EPSCoR WRCC Lead Scientist	47.081	76,157	R
NSF WRCC EPSCoR - Office of Research	47.081	205,333	R
UI EPSCoR CI - Weber	47.081	540	R
UA CZO	47.082	29,555	R (5)
UI Campus Connectivity	47.082	14,250	R (5)

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
NATIONAL SCIENCE FOUNDATION (continued)			
Total National Science Foundation		\$ 3,876,174	
SMALL BUSINESS ADMINISTRATION			
Pass Through Payments:			
SBDC - Pocatello Grant	59.037	\$ 31,822	P
SBDC - Idaho Falls Grant	59.037	33,113	P
BSU SBDC Jobs Bill Poc	59.037	18,672	T
BSU SBDC Jobs Bill IF	59.037	17,281	T
BSU SBDC Pocatello FED	59.037	32,250	P
BSU SBDC Idaho Falls FED	59.037	32,977	P
Total Small Business Administration		\$ 166,115	
ENVIRONMENTAL PROTECTION AGENCY			
EPA Long Fellowship	66.514	\$ 11,911	R
Total Environmental Protection Agency		\$ 11,911	
NUCLEAR REGULATORY AGENCY			
Motor Operated Valve Training	77.006	\$ 82,018	T
NRC Faculty Development	77.008	144,071	T
NRC INSE Scholarships	77.008	61,225	T
NRC Safety Curriculum Development	77.008	67,904	T
NRC ESTEC Scholarships II	77.008	130,148	T
Total Nuclear Regulatory Agency		\$ 485,366	
U.S. DEPARTMENT OF ENERGY			
Development of Positron Source	81.049	\$ 52,075	R
Warm Dense Matter	81.049	161,589	R
DOE Non-Invasive Identification	81.113	69,557	R
Nuclear Ed Scholar Program	81.121	51,827	T
DOE NEUP Reactor Upgrades	81.121	114,525	R
Pass Through Payments:			
NEUP Project	81.000	348,848	R
JL Dr. Yujong Kim	81.000	48,385	R
JL Region 1 Drift Chamber	81.000	283,695	R
BEA Fuels Cycle Research	81.000	103,977	R
BEA DRCT High Energy	81.000	25,053	R
JHU Active Measurements	81.000	230,957	R
BEA DRCT MMAS R&D 2	81.000	142,104	R
BEA Fission Transmutation	81.000	384,777	R

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
U.S. DEPARTMENT OF ENERGY (continued)			
LBNL Delayed Gamma	81.000	145,579	R
BEA Treaty Verification 2012	81.000	39,243	R
BEA Support of Collaborative Res	81.000	6,093	R
BEA AECOM Digital	81.000	39,947	R
BEA Standoff Detection 3	81.000	63,232	R
BEA IMEL Joint Appointment	81.000	32,344	R
BEA Bengal Solutions	81.000	9,546	T
BEA NanoMaterials	81.000	9,385	R
BEA Synthesis and Characterization	81.000	46,059	R
BEA Flux Sensors	81.000	28,319	R
PNNL Fission Counters	81.000	(1,496)	R
BEA MANTRA Technical Support	81.000	36,390	R (5)
BEA ATR Test Train Flow Testing	81.000	(5,308)	R
BEA Open Loop Oscillator	81.000	168,583	R
BEA Burgett Joint Appointment	81.000	145,916	R
BEA NEUP Deteriorated Heat Transfer	81.000	313,104	R
BEA NEUP Fuel Performance Exprmnts	81.000	413,069	R
BEA Scaling & Instrumentation II	81.000	22,200	R
BEA Fission Time Projection	81.000	731,414	R
BEA AVTA on EV Data	81.000	60,673	R
PNNL Uranium Fission Counters	81.000	28,801	R
BEA Zydek Joint Appointment	81.000	69,660	R
BEA NEUP Plasmonically Cloaked Scin	81.000	156,512	R
BEA NEUP NanoVision	81.000	211,966	R
BEA Lineberry Joint Appointment	81.000	65,133	R
BEA Nitrogen Generator	81.000	86,756	R
BEA Work for Others Subcontract	81.000	12,150	O
BEA TREAT Thermal Modeling	81.000	8,885	R
BEA Nuclear Operations Main	81.000	146,723	T
BEA ESTEC Educational Support	81.000	123,416	T
BEA Resilient Control	81.000	129	R
BEA Fractured Reservoir	81.000	2,823	R
BEA LDRD Transmission Site	81.000	20,625	R
BEA Assessing Role of Basalt React	81.000	6,972	R
BEA Remote Sensing Prog Joint Appt	81.000	6,628	R
BEA Collaborative Remote Sensing	81.000	17,796	R
INL Education Contract	81.000	559,858	T
BEA NEUP C14 in Graphite	81.000	60,990	R
PNNL DNA Sequencing	81.000	13,892	R
BEA Electrical Transmission Lines	81.000	1,559	R
DNA Sequencing for Battelle	81.000	122	R
BEA Jacobsen Joint Appt	81.000	14,683	R

Federal Grant/Program Title	Federal CFDA Number	Expenditures		
U.S. DEPARTMENT OF ENERGY (continued)				
BEA Harris Joint Appointment	81.000	86,997	R	
BEA Glenn Joint Appointment	81.000	19,369	R	
UI Data Management Project	81.087	36,550	R	(5)
UI Data Mgmt Project Phase II	81.087	14,925	R	(5)
INEEL Oversight Envir. Analysis	81.092	392,526	R	
GIT Ultrafast ZnO	81.113	20,797	R	
BSU CAES Energy Center	81.117	16,272	R	
BSU SunShot	81.117	43,902	R	
BSU Mapper/Sunshot	81.117	49,810	R	
UU Delayed Gamma	81.121	7,876	R	
Stoller Surveillance Project	81.121	268,387	R	
GSS OSL Project	81.121	29,092	R	
CC PNCECE Project	81.122	82,012	R	(5)
Total U.S. Department of Energy		\$ 7,006,255		
U.S. DEPARTMENT OF EDUCATION				
Federal SEOG Grant	84.007	\$ 330,215	T	(1)
Federal College Work Study	84.033	494,789	T	(1)
TRIO Student Support Services	84.042	298,228	T	(2)
TRIO Educational Talent Search-Poc	84.044	528,835	T	(2)
Upward Bound	84.047	46	T	(2)
TRIO Upward Bound	84.047	368,469	T	(2)
TRIO Upward Bound Math & Science	84.047	128,073	T	(2)
Federal Pell Grant 2011	84.063	15	T	(1)
Federal Pell Grant 2012	84.063	(3,429)	T	(1)
Federal Pell Grant 2013	84.063	23,812,997	T	(1)
Federal Pell Grant Prior Year	84.063	5,551	T	(1)
Federal Direct Lending Unsubsidized 2011	84.268	(1,699)	T	(1)
Federal Direct Lending Subsidized 2012	84.268	1,377	T	(1)
Federal Direct Lending Unsubsidized 2012	84.268	12,965	T	(1)
Federal Direct Lending Subsidized 2013	84.268	23,643,985	T	(1)
Federal Direct Lending Unsubsidized 2013	84.268	44,419,189	T	(1)
Federal Direct Lending Plus 2013	84.268	1,035,566	T	(1)
Federal Direct Lending Grad Plus 2013	84.268	3,038,406	T	(1)
Federal TEACH Grant 2012	84.379	4,000	T	(1)
Federal TEACH Grant Grad 2013	84.379	21,074	T	(1)
Federal TEACH Grant 2013	84.379	339,848	T	(1)
Pass Through Payments:				
COT Adult Basic Ed	84.002	228,618	T	
COT Abe Staff Development	84.002	15,398	T	
COT ABE Math ESTEC	84.002	6,213	T	

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
U.S. DEPARTMENT OF EDUCATION (continued)			
COT ABE Math Bridge Pre-COT	84.002	8,355	T
COT EI/Civics Grant	84.002	10,779	T
ISDE IBC Year 4 Non-ARRA	84.010	324,684	T
ISDE IBC Year 5 Non ARRA	84.010	67,055	T
SBOE Regional Special Ed Grant II	84.027	(17,825)	T
OSBE Grow Your Own 2	84.027	81,528	T
ISDE Regional Special Ed 2013	84.027	487,335	T
ISDE Regional Special Ed 2014	84.027	5,943	P
COT Title lic Counselor	84.048	190,763	T
COT Resource Center	84.048	64,139	T
COT HRTD Preservice Workshop	84.048	27,125	T
COT Instructional Equipment Grant	84.048	100,000	T
COT Area V Tech Prep Consortium	84.048	88,414	T
COT Dvrsity/Retention Specialist	84.048	117,368	T
COT Tech General Ed	84.048	156,755	T
Speech and Hearing Clinic	84.181	25,374	T
State of Idaho GEAR UP	84.334	39,437	T
OSBE MSP11	84.366	127,371	T
Total Instructional Alignment	84.367	116,590	T
OSBE Integration of CCSS	84.367	152,745	T
ISDE IBC Year 4 ARRA	84.388	329,536	T (5)
ISDE IBC Year 5 ARRA	84.388	9,827	T (5)
Total U.S. Department of Education		<u>\$ 101,242,027</u>	
NATIONAL ARCHIVES AND RECORDS ADMINISTRATION			
Pass Through Payments:			
IHPO Idaho Heritage	89.003	\$ 3,750	P
Total National Archives and Records Administration		<u>\$ 3,750</u>	
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
NIH Xct Project	93.113	\$ 16,738	R
NIH ID of Functional Targets	93.113	94,958	R
TBI	93.234	208,837	R
AAYS	93.243	202,412	R
Rural Nurse Residency	93.359	290,514	T
HRSA Prim Care Residency Expansion	93.510	139,006	T
DHHS Hospital Discharge Model	93.779	21,917	R
NIH Microvascular in HHcy	93.837	100,478	R
NIH R15 Spectrum Scoring	93.855	136,074	R
NIH Action Patterns	93.865	34,277	R

Federal Grant/Program Title	Federal CFDA Number	Expenditures	
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (continued)			
HRSA BBMH	93.884	214,608	R
Idaho Oral Health Institute	93.887	302,957	T
HRSA RW Early Intervention	93.918	255,534	P
HRSA Hep C 1	93.928	86,295	P
Pass Through Payments:			
IDHW LMS Transition	93.069	30,878	T
Safe & Stable Families (SASF)	93.087	51,235	R
Autoimmune Outcomes	93.136	80,747	R
BS UW HIV Training Program II	93.145	107,789	T
NRHA 2010	93.155	7,040	T
FSU Predictors	93.226	3,217	R
COT HSPS Lab	93.241	10,500	T
IDHW Med Rural Hosp Flex	93.241	21,237	R
UCB Ethanol & Teratogenesis	93.273	18,483	R
UMich Brain Endophenotypes	93.279	13,769	R
INBRE	93.389	(203)	R
IDHW Pregnancy Prevention	93.558	20,328	P
IDHW Title IV-E Scholars Program	93.658	87,645	T
IDHW Child Welfare Training	93.658	361,814	T
IdahoSTARS - QRIS-IFELC	93.713	1,456	T (5)
IdahoSTARS QRIS - PocELC	93.713	357	T (5)
Center For Disability Evaluation	93.778	1,905,889	P (3)
IDHW ICDE - Children	93.778	1,044,550	P (3)
IDHW ICDE - Children II	93.778	90,264	P (3)
IDHW Clinical Services	93.778	5,895	P (3)
USCO Navegantes Para Salud	93.779	6,757	R
AIM-HIGH	93.837	(1,962)	R
CAPTION	93.837	5,756	R
Lovelace Data Examination	93.855	39,874	R
UI INBRE Project Year 4	93.859	315,881	R
Ryan White III Grant	93.918	(828)	P
IDHW HIV Prevention Grant	93.940	9,126	T
Genesis Project	93.940	53,194	P
IDHW Addiction Studies	93.959	20,000	T
IDHW Green Dot	93.991	32,214	T
Total U.S. Department of Health and Human Services		<u>\$ 6,447,507</u>	
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE			
Pass Through Payments:			
ICHC Year 11	94.006	\$ 140,860	P
IHCF Serve Idaho Year 2	94.006	187,019	P



Federal Grant/Program Title	Federal CFDA Number	Expenditures	
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (continued)			
Total Corporation for National and Community Service		\$	327,879
U.S. DEPARTMENT OF HOMELAND SECURITY			
Pass Through Payments:			
IDWR Priest Lake	97.045	\$	89,632 R
BHS IEM LMS	97.067		34,986 T
Total U.S. Department of Homeland Security		\$	124,618
Total Federal Expenditures		\$	122,363,734

- (1) Student Financial Aid
- (2) TRIO Programs
- (3) Medicaid Programs
- (4) Grow Green Program
- (5) ARRA funded programs

Definitions:

- R - Research and Development
- O - Other Programs
- T - Training and Instruction
- P - Public Service

**IDAHO STATE UNIVERSITY****NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2013**

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**1. BASIS OF PRESENTATION**

The schedule of expenditures of federal awards includes the federal grant activity of the University and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments and Non-Profit Organizations. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**2. UNIVERSITY ADMINISTERED LOAN PROGRAMS**

The University administers the following Federal Perkins Loan Program (CFDA number 84.038). The outstanding loan balance and total loan disbursements were \$2,150,129 and \$244,500, respectively, for the year ended June 30, 2013. The cumulative administrative costs allowance as of the year ended June 30, 2013 was \$613,869.

Funds distributed as agent for the Federal Direct Lending Program of \$72,149,789 and the Federal Teach Program of \$364,922 are not included in the revenues or expenses of the University.

**3. FEDERAL WORK STUDY**

The University participates in the Federal Work Study program (FWS). A portion of the federal award amount for this program is used by the University to fund America Reads. Under the America Reads waiver provided by the U.S. Department of Education, the federal government waives the 25% matching requirement and pays 100% of the wages of FWS students who serve as reading mentors or tutors to preschool and elementary school children.

**IDAHO STATE UNIVERSITY**

**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2013**

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**4. SUBRECIPIENTS**

Of the federal expenditures presented in the schedule, the University provided federal awards to the following subrecipients:

<b>Program Title</b>	<b>Federal CFDA Number</b>	<b>Amounts Provided to Subrecipients</b>
<u>SMN Forensics</u>	12.351	
Raytheon, Inc		\$ 990
Battelle Energy Alliance		37,479
<u>USGS Methow</u>	15.808	
Oregon State University		\$ (770)
<u>NPS Craters of the Moon</u>	15.945	
Krista Bolander-Ramacher		\$ 1,160
<u>DOJ Women's Pathways to Jail</u>	16.751	
Georgetown University		\$ 1,833
University of Colorado		15,562
South Caroline Research Foundation		4,441
<u>IDOLRenewable Energy Education</u>	17.275	
Red, Inc. Communications		\$ 75,928
Deborah Pein		4,980
<u>NSF Bimetallic Complexes</u>		
Rice University	47.049	\$ 10,948
<u>NSF Dynamic Signal Modeling</u>		
Erik Andries	47.049	\$ 15,274
<u>NSF Indigenous Nations</u>	47.050	
University of Idaho		\$ 4,423

<b>Program Title</b>	<b>Federal CFDA Number</b>	<b>Amounts Provided to Subrecipients</b>
<u>NSF SNAZ</u> University of Arizona	47.074	\$ 45,945
<u>NSF SNAAP AGEP</u> South Dakota School of Mines and Technology	47.076	\$ 29,467
<u>UI Campus Connectivity</u> Crowell-Schulte Information Technology	47.082	6,000
<u>NEUP Project</u> Colorado School of Mines University of Massachusetts University of Kentucky Washington State University Texas Engineering Experiment Station	81.000	\$ 91,778 42,455 37,433 58,662 6,533
<u>BEA NEUP Deteriorated Heat Transfer</u> Glenn McCreery	81.000	\$ 18,000
<u>BEA NEUP Fuel Performance Experiments</u> Georgia Tech Research Corp University of Florida	81.000	\$ 184,239 82,350
<u>BEA Scaling &amp; Instrumentation II</u> Glenn McCreery	81.000	22,200
<u>BEA Fission Time Projection</u> Colorado School of Mines Oregon State University Ohio University California Polytechnic State University Indiana University Abilene Christian Univeristy	81.000	\$ 98,809 119,038 83,106 116,815 63,539 103,525
<u>BEA NEUP Plasmonically Cloaked Scin</u> Georgia Tech Research Corp	81.000	\$ 49,525
<u>BEA NEUP NanoVision</u> University of Maryland	81.000	\$ 126,033

<b>Program Title</b>	<b>Federal CFDA Number</b>	<b>Amounts Provided to Subrecipients</b>
<u>BEA Fissionable Transmutation</u>	81.000	
Texas Engineering Experiment Station		\$ 122,669
<u>ISDE IBC Year 4 Non ARRA</u>	84.010	
Mary Lu Barry		\$ 16,393
Angela Bergeson		9,406
Ronda Black		9,584
Business of Learning (Mary Gervase)		11,266
Janice Green		7,838
H & H Consultants		26,111
Norman (Nick) Hallett		7,847
Linda Hoge		8,060
Jewel M. Hoopes		16,195
Thomas Hughes		16,413
Kay Jones		31,571
Deb Lund		4,044
Patricia Kay Moor		14,633
Karen Osman		17,647
Schenkar Education Consulting		3,356
Mary Ann Ward		9,942
<u>ISDE IBC Year 4 Non ARRA</u>	84.010	
Mary Lu Barry		\$ 1,380
Angela Bergeson		2,285
Ronda Black		1,590
Business of Learning (Mary Gervase)		6,268
Janice Green		2,595
H & H Consultants		5,249
Linda Hoge		3,208
Jewel M. Hoopes		2,985
Thomas Hughes		4,923
Kay Jones		4,363
Patricia Kay Moor		5,797
Mary Ann Ward		2,172
<u>OSBE MSP11</u>	84.366	
Aberdeen School Dist #58		\$ 1,050
American Assoc of Physics Teachers		11,000
Blackfoot School Dist #55		1,050
Education Assessment & Training Inc		26,000
Idaho Falls School Dist #91		1,750

<b>Program Title</b>	<b>Federal CFDA Number</b>	<b>Amounts Provided to Subrecipients</b>
<u>OSBE MSP11 (continued)</u>		
Janet Mader		5,000
Marsh Valley Joint School Dist		700
Bonneville School Dist #93		2,450
Teton School Dist #401		350
Madison School Dist #321		2,450
<u>OSBE Integration of CCSS</u>	84.367	
Laurie Overman Cavey		\$ 3,500
<u>ISDE IBC Year 4 ARRA</u>	84.388	
Laurie Beebe		\$ 2,688
Angela Bergeson		3,781
Ronda Black		13,888
Business of Learning (Mary Gervase)		9,406
Norman (Nick) Hallett		6,106
H & H Consultants		16,272
Linda Hoge		26,913
Jewel M. Hoopes		19,461
Thomas Hughes		24,318
Deb Lund		9,843
Patricia Kay Moor		20,801
Schenkar Educational Consulting		7,539
Mary Ann Ward		18,796
<u>ISDE IBC Year 5 ARRA</u>	84.388	
Norman (Nick) Hallett		\$ 2,283
<u>Autoimmune Outcomes</u>	93.136	
Roger Diegel		\$ 10,000
<u>TBI</u>	93.234	
AGIS Assistguide		\$ 10,800
<u>AAYS</u>	93.243	
Mountain State Group		\$ 12,500
Suicide Prevention Action Network of Idaho		6,250
<u>Rural Nurse Residency</u>	93.359	
New Mexico Ctr for Nursing Excellence		\$ 33,399
Angeline Bushy		3,351

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Amounts Provided to Subrecipients</u>
<u>NIH R15 Spectrum Scoring</u>	93.855	
Quantified Inc		\$ 10,560
Western Institute of Biomedical Research		51,034
<u>HRSA RW Early Intervention</u>	93.918	
Family Medicine Residency of Idaho		\$ 13,164
<u>HRSA Hep C 1</u>	93.928	
Family Medicine Residency of Idaho		\$ 2,347
TOTAL SUBRECIPIENTS		\$ <u><u>2,324,289</u></u>



FY13 ANNUAL  
FINANCIAL  
STATEMENTS

Idaho State  
UNIVERSITY  
1901  
VERITAS LIBERABIT VOS  
LEADING IN OPPORTUNITY AND INNOVATION



**OPERATING AGREEMENT  
BETWEEN  
IDAHO STATE UNIVERSITY FOUNDATION, INC.  
AND  
IDAHO STATE UNIVERSITY**

2013

THIS AGREEMENT, entered into as of this 17<sup>th</sup> day of September ~~2011~~, is between Idaho State University, herein known as "University" and the Idaho State University Foundation, Inc., herein known as "Foundation".

WHEREAS, the Foundation was organized and incorporated in 1967 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the University, and provide opportunities for students and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University; soliciting cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, furthermore, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Agreement, personnel experienced in planning for and managing private contributions and works with the University to assist and advise in such activities.

WHEREAS, the parties hereby acknowledge that they will at all times conform to and abide by, the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations policy, § V.E., and that they will submit this Agreement for initial prior State Board of Education ("State Board") approval, and thereafter every ~~two (2)~~<sup>three (3)</sup> years, or as otherwise requested by the State Board, for review and re-approval.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

### **ARTICLE I Foundation's Purposes**

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes the Foundation shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable polices of the State Board; or (3) the role and mission of the University.

**ARTICLE II**  
**Foundation's Organizational Documents**

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the University and the State Board. All amendments of such documents shall also be provided to the University and the State Board. Furthermore, the Foundation shall, to the extent practicable, provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws.

**ARTICLE III**  
**University Resources and Services**

1. University Employees.

a. *University/Foundation Liaison:* The University's Vice President for University Advancement shall serve as the University's Liaison to the Foundation.

i. The University's Vice President for University Advancement shall be responsible for coordinating the University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the University to the Foundation.

ii. The Vice President for University Advancement or her/his designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the University to the the Foundation's Board of Directors regarding the University's coordination with the Foundation's fundraising efforts.

b. *Finance Director:* The *Finance Director* of the Foundation is an employee of the University loaned to the Foundation. All of the *Finance Director's* services shall be provided directly to the Foundation as follows:

i. The *Finance Director* shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the *Finance Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in iii below. The *Finance Director* shall be subject to the control and direction of the Foundation.

ii. The *Finance Director* shall be an employee of the University and entitled to University benefits to the same extent and on the same

terms as other full-time University employees of the same classification as the *Finance Director*. The Foundation shall reimburse the University for all costs incurred by the University in connection with the University's employment of the *Finance Director* including such expenses as salary, payroll taxes, and benefits.

iii. The Foundation and the University shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the *Finance Director* is an employee of the University but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the University with respect to the *Finance Director*, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall also result in termination of any obligation of the University to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the University.
3. Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or her/his designee. Further, the Foundation shall have the primary role in hiring a Loaned Employee, subject to applicable State or University requirements.

c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Agreement shall also serve pursuant to a Loaned Employee Agreement, Exhibit "A", which shall set forth their particular responsibilities and duties.

d. *Limited Authority of University Employees.* Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President

or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Staff Services. The University shall provide administrative, financial, accounting, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All University employees who provide support services to the Foundation shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the University the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. University Facilities and Equipment. The University shall provide the use of the University's office space, equipment and associated services to the Foundation's employees upon the terms agreed to by the University and the Foundation. The terms of use (including amount of rent) of the University's office space, equipment and associated services shall be as set forth in the Service Agreement, Exhibit "B" hereto.

4. No Foundation Payments to University Employees. Notwithstanding any provision of this Agreement to the contrary, the Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Foundation pursuant to this Article of this Operating Agreement.

#### **ARTICLE IV Management and Operation of Foundation**

1. Gift Solicitation.

a. *Authority of Vice President for University Advancement.* All Foundation gift solicitations shall be subject to the direction and control of the Vice President for University Advancement.

b. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

c. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University.

## 2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University, and where required by State Board policy, approval of the State Board. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the University shall be approved by the State Board before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted and Unrestricted Gift Transfers.* The Foundation may make restricted donations to the University. Such donated funds will only be expended by the University pursuant to the terms of such restrictions. The Foundation may also make unrestricted donations to the University. Such donated funds will be expended under the oversight of the University President in compliance with state law and University policies. All expenditures notes in this section must comply with the I.R.S. 501(c)(3) code and be consistent with the Foundation's sole mission to support the University.

## 4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions with the University. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature

authority for financial transactions be a University employee nor a "Loaned Employee" as that term is used in this Agreement.

b. Expenditures. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

- a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.
- b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. The institution has raised scholarship funds through an institution activity and the institution wishes to deposit the funds with the foundation for investment and distribution consistent with the scholarship nature of the funds.
- d. Transfers of a *de minimis* amount not to exceed \$10,000 from the institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general university support purposes. This exception shall not apply to payments by the institution to the Foundation for obligations of the institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate, password protected accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some

Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis. Further, the Foundation shall make data available to external auditors as necessary to complete audit responsibilities.

8. Insurance. To the extent that the Foundation is not covered by the State of Idaho Retained Risk program, the Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the University any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation which are attached hereto as Exhibit "D" and the Foundation's Amended and Restated Bylaws which are attached as Exhibit "E." The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the University and the State Board.

11. Conflicts of Interest and Ethical Conduct. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set forth as Exhibit "F", and the Foundations Code of Ethical Conduct is set forth as Exhibit "G".

## **ARTICLE V**

### **Foundation Relationships with the University**

1. Access to Records. The Foundation shall establish and enforce policies to protect donor confidentiality and rights. The donor database, as well as other data, materials and information of the Foundation pertaining to past, current or prospective donors, are proprietary to the Foundation and constitute its confidential information and trade secrets. The University shall not access such information except in compliance with the Foundation's donor confidentiality policies. The Foundation and University shall take the steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.



The Foundation will provide access to data and records to the University on a need-to-know basis in accordance with applicable laws, Foundation policies, and guidelines. The University shall, at any time, have access to the financial records of the Foundation. The scope of this right of the University shall be construed as broadly as needed to conduct a complete audit of the Foundation as such an audit would be conducted under generally accepted accounting procedures if the University should so require. Provided, however, that the University need not conduct an audit to be provided such access, but shall be provided such access at any time.

The University's access shall not include donor specific data such that would provide individually identifiable information about donors or their donations made to the Foundation.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President and any designee of the University's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Except to the extent that records are confidential (including confidential donor information), the Foundation agrees to be open to public inquiries for information that would normally be open in the conduct of University affairs and to provide such information in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Sections 9-337 – 9-350, except where otherwise required by state and federal law.

3. Name and Marks. Each Party hereby is granted a general, non-exclusive, royalty-free license to use the corporate name of the other, specifically: "Idaho State University" and "The Idaho State University Foundation" in all activities conducted in association with or for the benefit of the other. Use of the other Party's name must be in manner that clearly identifies the Parties as separate entities, and neither Party may use the other Party's name to imply approval or action of the other Party. Neither Party may delegate, assign, or sublicense the rights granted hereunder without express written consent from the other Party. This license does not extend to any identifying marks of either Party other than the specified corporate name. Use of other marks must receive prior written approval.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board of Directors will vote to accept such operating budget. Any of the University's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer. If the request is for reimbursement, the University shall provide appropriate documentation to the Foundation to ensure that the funds to be reimbursed were used in compliance with donor intent.

6. Attendance of University's President at Foundation's Board of Director Meetings. The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of University Employees. Unless approved by the State Board, no supplemental compensation of University employees may be made by the Foundation. Provided the Foundation may reimburse the University for those benefits which are necessary for its normal course of operations, including, but not limited to, travel and continuing professional education. This is not intended to proscribe reimbursement by the Foundation of the University's expenses associated with "Loaned Employees" as set forth elsewhere in this Agreement, nor the payment of funds by the Foundation to the University in support of endowed chairs or similar faculty positions.

## **ARTICLE VI**

### **Audits and Reporting Requirements**

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the Board, in accordance with the Board's schedule for receipt of said annual audit. The Foundation's Annual Statements may be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Board Standards Board (GASB). Accordingly, the University, which follows a GASB format, is required to include the Foundation in its Financial Statements. Therefore, if the Foundation presents its audited Financial Statement under FASB, Schedules reconciling the FASB Statements to GASB standards must be provided to the State of Idaho in the detail required by GASB standards. The annual audited Financial Statements and Schedules shall be submitted to the University's Office of Finance and Administration in sufficient time to incorporate the same into the State of Idaho's Comprehensive Annual Financial Review statements.

3. Separate Audit Rights. The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President and the State Board setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the University;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

**ARTICLE VII**  
**Conflict of Interest and Code of Ethics and Conduct**

1. Conflicts of Interest and Code of Ethics and Conduct Policy Statement. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is set as Exhibit "F", and its Code of Ethics and Conduct is set forth as Exhibit "G".
2. Dual Representation. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.
3. Contractual Obligation of University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University and, if applicable under law or policy, the State Board of Education. University approval of any such contract shall comply with policies of the State Board of Education with respect to approval of University contracts.
4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the University shall notify the State Board and where appropriate, the Idaho Legislature, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

**ARTICLE VIII**  
**General Terms**

1. Effective Date. This Agreement shall be effective on the date set forth above.
2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both parties. In addition, either party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either party may terminate this Operating Agreement in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the

Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event the parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be submitted to the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every two (2) years or more frequently if otherwise requested by the State Board.

4. Modification. Any modification to the Agreement shall be in writing and signed by both Parties.

5. Providing Document to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

6. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

7. Notices. Any notices required under this agreement may be mailed or delivered as follows:

To the University:

President  
Idaho State University  
921 South 8<sup>th</sup> Ave. Stop 8310  
Pocatello, ID 83209-8410

To the Foundation:

Vice President for Advancement  
Idaho State University  
921 South 8<sup>th</sup> Ave. Stop 8024  
Pocatello, ID 83209-8024

Finance Director  
Idaho State University Foundation  
921 South 8<sup>th</sup> Ave. Stop 8050  
Pocatello, ID 83209-8050

8. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.

9. Liability. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

10. Indemnification. The University and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

11. Dispute Resolution. The parties agree that in the event of any dispute arising from this Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, the dispute will be referred to the Chair of the Foundation and the University President. If the Foundation and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either party shall have the right to initiate litigation arising from this Agreement. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to

reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

12. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the University, to a reincorporated successor Foundation organized to benefit the University, or to the State of Idaho for public purposes, in accordance with Idaho law.

13. Assignment. This Agreement is not assignable by either party, in whole or in part.

14. Governing Law. This Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this agreement on the above specified date.

Idaho State University

By:   
Its: President

Idaho State University Foundation, Inc.

By:   
Its: President



**Idaho State**  
**UNIVERSITY**  
Division of  
Health  
Sciences

2012 Annual Report



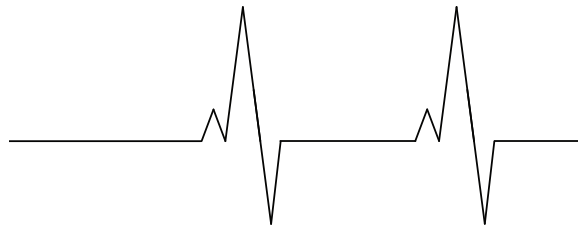
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# Message from the Dean



Each year, the Division of Health Sciences (DHS) at Idaho State University issues an annual report documenting our accomplishments and our challenges. This publication serves both as a means of communicating with our external constituents and as an internal “dashboard,” guiding the DHS faculty and administrators.

The DHS continues to grow, and our reliance on state-appropriated funds continues to decrease. Our professional fees, clinic receipts, external grants and contracts and fund raising help us recruit high-quality faculty and assure that our facilities have state-of-the-art equipment. Our faculty’s scholarly activity brings national recognition to ISU. Our clinics provide the training ground for our entry-level professional students and service individuals in the community who might not otherwise have access to care. We continue to seek to increase our federal grants in this era of austerity.

The DHS is the largest academic unit at ISU. We have a major presence on the Pocatello, Idaho Falls and Meridian campuses. Our size and scope increase our responsibility to the University to be productive, high quality and efficient. The information and data contained in this report indicates that the DHS is serving the University and the State of Idaho well. I thank the dedicated staff, faculty and our hard working students for making the DHS an organization in which I take great pride.



Linda Hatzenbuehler, PhD  
Executive Dean and  
Associate Vice President  
ISU Division of Health  
Sciences

# Division Leadership

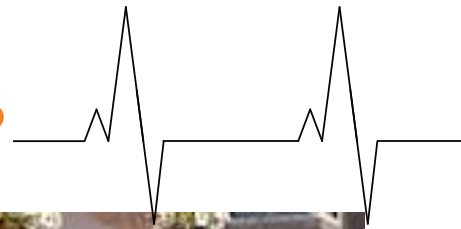


Back Row left to right: Tracy Farnsworth; Paul Cady; Tony Seikel. Front Row left to right: Paula Phelps; Nancy Renn; Linda Hatzenbuehler; Linda Rankin. Not pictured: Neil Piland

Linda Hatzenbuehler, PhD, Executive Dean and  
Associate Vice President, ISU Division of Health Sciences

Linda Rankin, PhD,	Assistant Dean
Paul Cady, PhD,	Dean and Director, College of Pharmacy
Tracy Farnsworth, FACHE,	Interim Associate Dean and Director, Kasiska School of Health Professions
Paula Phelps, MHE	Director, Office of Medical and Oral Health
J Anthony (Tony) Seikel, PhD,	Associate Dean and Director, School of Rehabilitation & Communication Sciences
Nancy Renn, PhD	Interim Chair and Director, School of Nursing
Neil Piland, PhD,	Director, Institute of Rural Health

# Division of Health Sciences



## Mission Statement

Idaho State University's Division of Health Sciences provides continued leadership in the delivery of rural health care by educating caring and competent professionals across all dimensions of health and promotes collaborative research and practice in the health sciences.

## Vision

The Division of Health Sciences is a leader in improving health through collaboration.

## Core Values

- Professional Integrity - Promoting professional ethical standards and respecting the integrated roles of all health professionals
- Holistic Approach to Health - Emphasizing a comprehensive view of human health, including curative and preventive dimensions
- Collaboration - Recognizing the value of internal and external partnerships through professional and community engagement.
- Discovery and Innovation - Seeking new evidence to improve health
- Dedication - Support to the mission and vision of the DHS
- Excellence - Striving for excellence in all aspects of professional, academic and personal endeavors

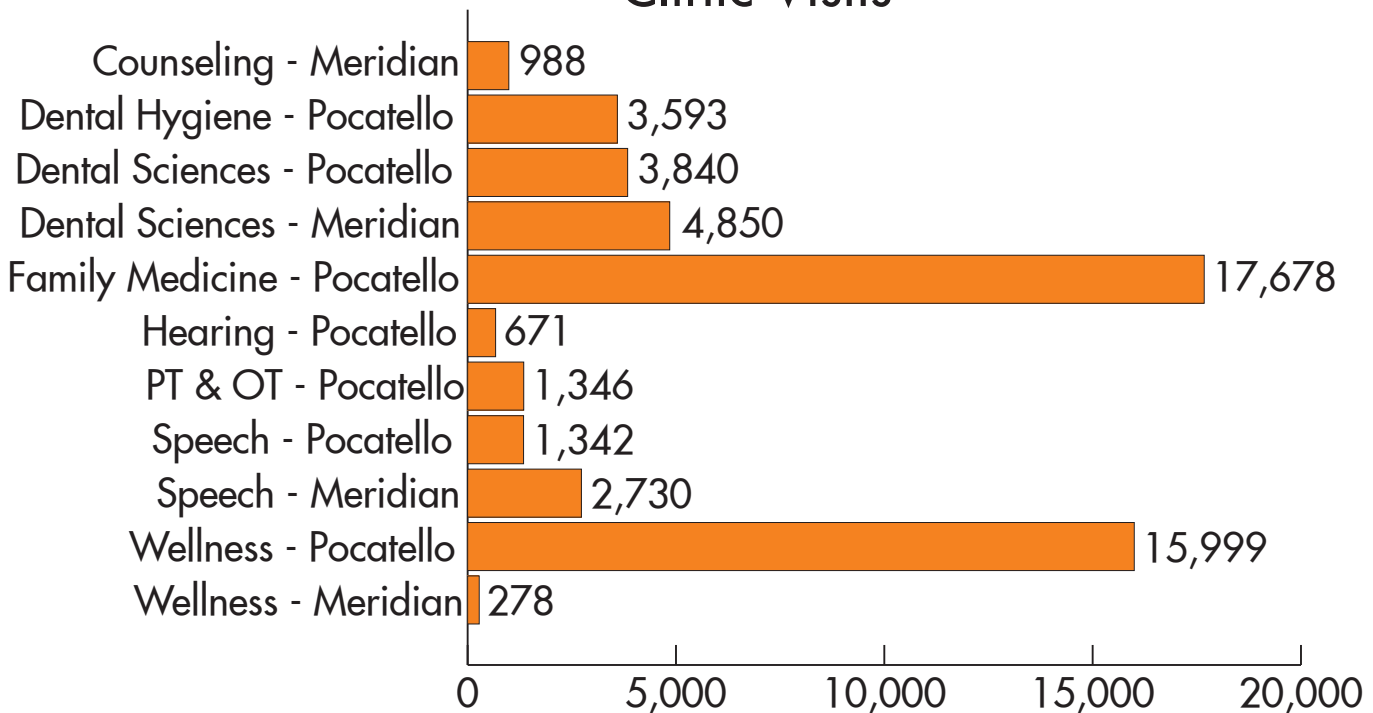
## Goal Areas

- Goal 1 - To assure continued viability and quality for DHS programs and services.
- Goal 2 - To create an environment conducive to inquiry.
- Goal 3 - To continue commitment to excellence and innovation in education in ways that effectively improve the health care delivery system.
- Goal 4 - To expand the DHS image, presence, and influence locally and beyond.
- Goal 5 - To expand University Clinics.

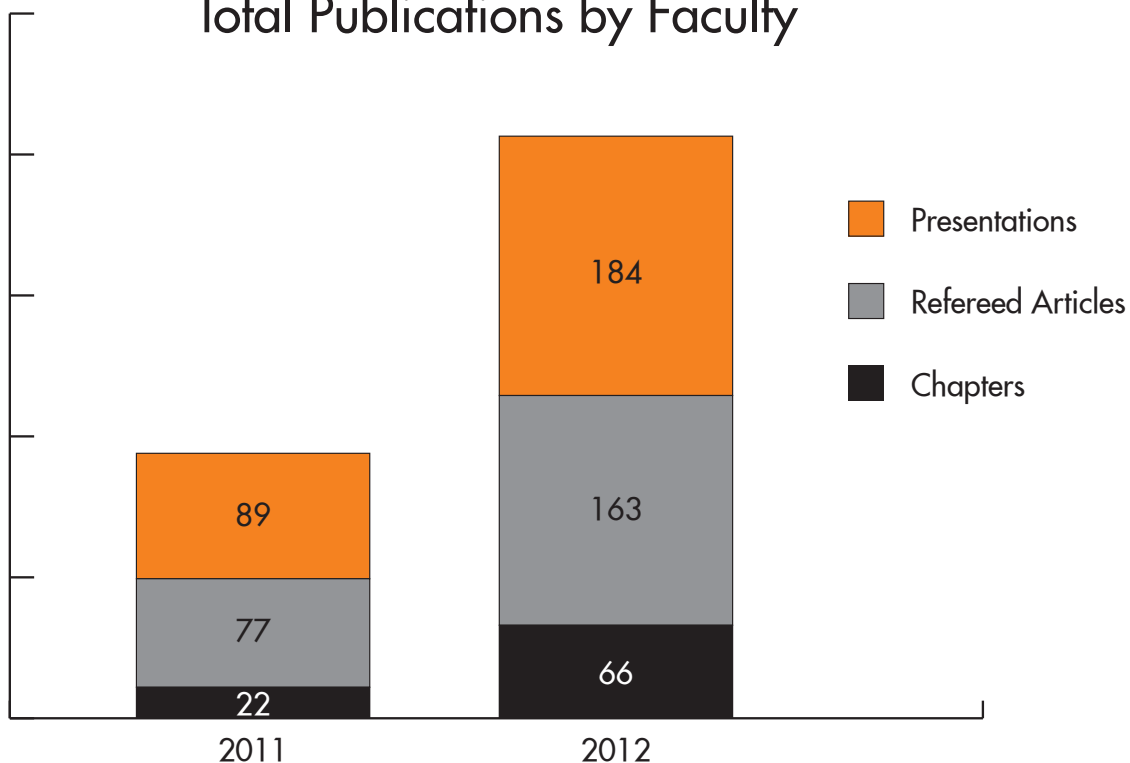


# Clinic Visits & Publications

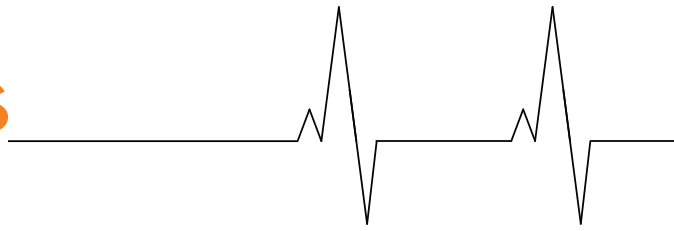
## Division of Health Sciences Clinic Visits



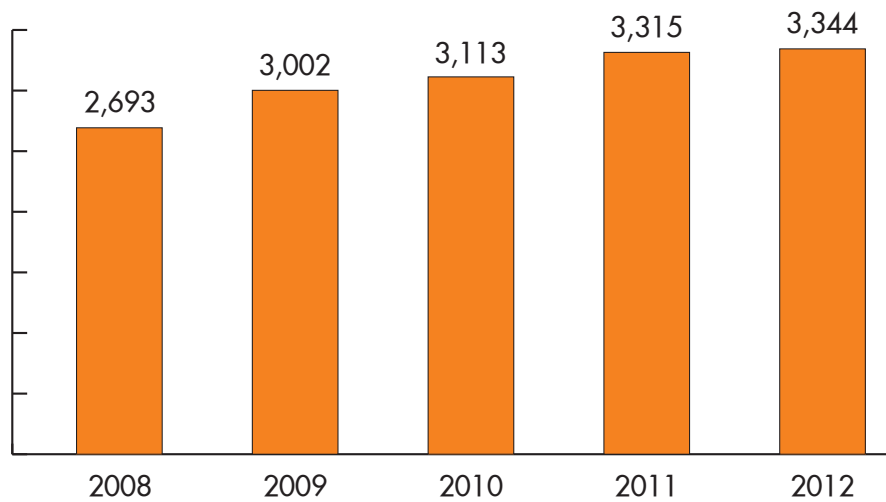
## Division of Health Sciences Total Publications by Faculty



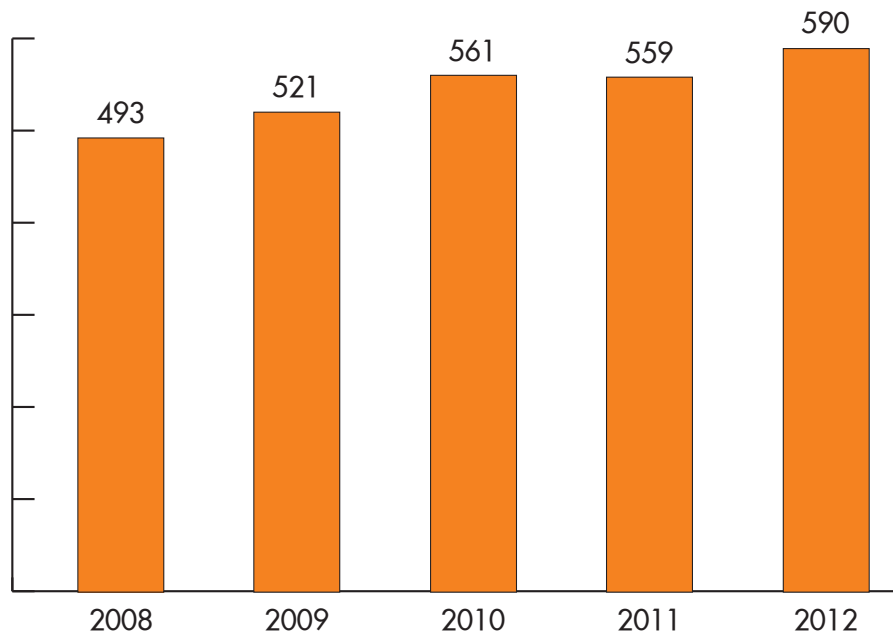
# Enrollment & Degrees



## Division of Health Sciences Student Head Count

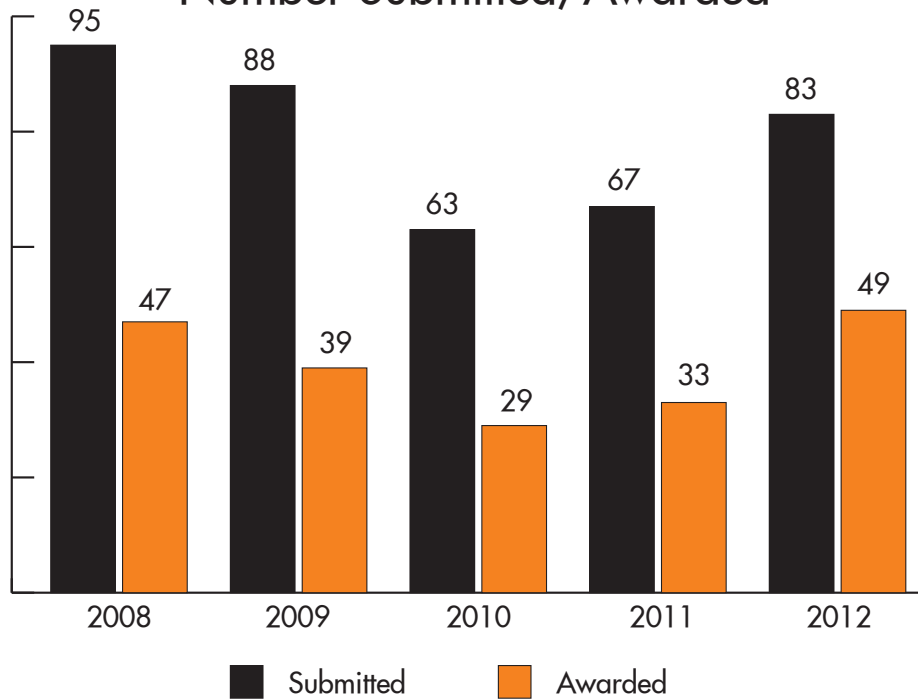


## Division of Health Sciences Degrees & Certificates Awarded

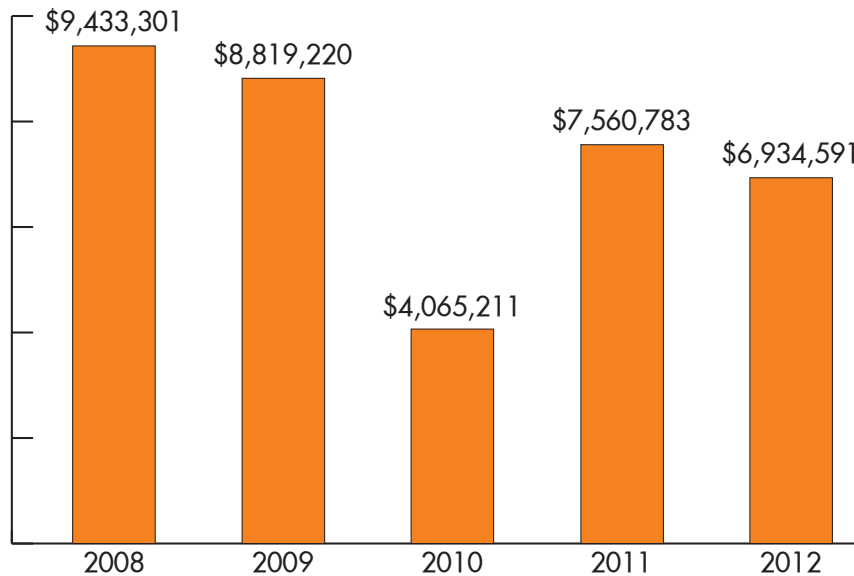


# Grants & Contracts

## Division of Health Sciences Total Grants & Contracts Number Submitted/Awarded

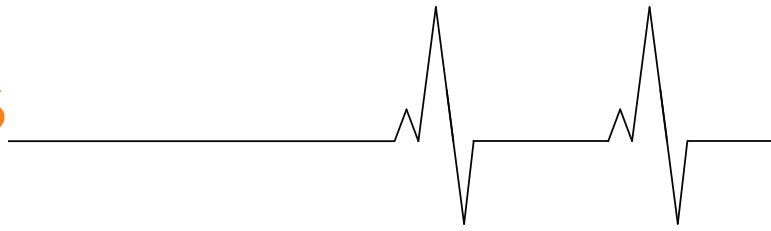


## Division of Health Sciences Total Grants & Contracts Dollars Awarded

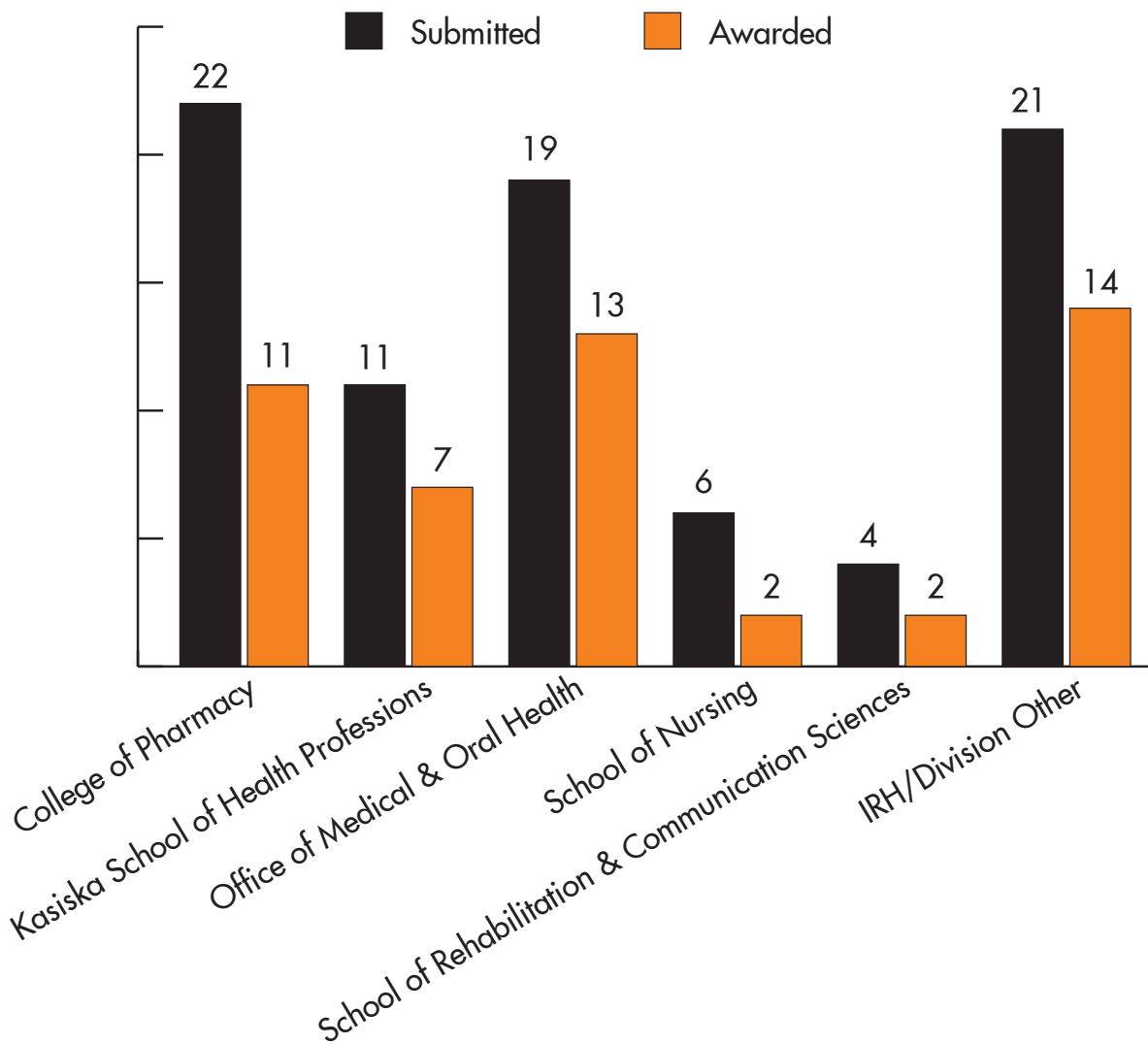




# Grants & Contracts



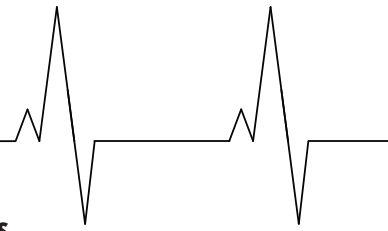
## Division of Health Sciences FY12 Grants & Contracts Number Submitted/Awarded by Unit





# Kasiska School of Health Professions

# Counseling



## Certificate/Degree Programs

- Master of Counseling:
  - School Counseling
  - Clinical Mental Health Counseling
  - Marriage, Couples, and Family Counseling
  - Student Affairs Counseling
- Ed.S. in School Counseling
- Ph.D. program: Counselor Education & Counseling

## New Courses/Programs/Degrees

- Reorganized curriculum for new accreditation standards.

## Student Enrollment

- Master of Counseling:
  - 18 students enrolled in School Counseling
  - 46 students enrolled in Clinical Mental Health Counseling
  - 10 students enrolled in Marriage, Couples, and Family Counseling
  - 3 students enrolled in Student Affairs Counseling
- 1 student enrolled in Ed.S. in School Counseling
- 17 students enrolled in the Ph.D. program: Counselor Education & Counseling

## Post Graduation Idaho Employment

- 75% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 95% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

## Faculty Research Engagement

- 8.5 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- 6 Ph.D. students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

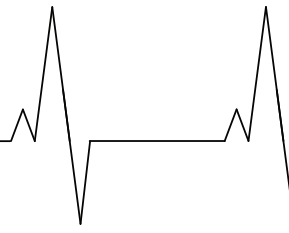
- 23 community members were served at the ISU Community Health Fairs & Screenings in Pocatello.
- 189 community members were served at the ISU Community Health Fairs & Screenings in Meridian.

## Conferences/Seminars Hosted

- Highlights include the inaugural international trip to Malaysia, high commendations for the Sand Tray workshop, provision of first online programs, and the donation of a framed gift from the participants in the Art Therapy workshop.
- Professional Development Workshops

### July – Dec. 2011

- Counseling Ethics in Sandtray, Pocatello, July 8, Jennifer Kerner & Jill Weadick
- Intro in Play & Sandtray Therapy, Pocatello, July 8 & 9, Jennifer Kerner & Jill Weadick
- Art Therapy Cultivating Creativity, Pocatello, July 15 & 16, Amity Miller
- Grief 101, Meridian, July 15 & 16, Elizabeth Horn
- Art Therapy Cultivating Creativity, CDA, July 22 & 23, Amity Miller
- Counseling Ethics & Technology, Pocatello, July 23, Steve Moody & Megan Michalak
- Psychopharmacology Update, Meridian, July 30, Stephen DeNagy
- Professional Development Workshops
- Clinical Supervision for Counselors, Meridian, Aug. 5 & 6, Rick Boyes & Melanie Person
- Understanding Science of Love, Pocatello, Aug. 12 & 13, Mark Young
- Counseling Ethics Adv. Sandtray, Pocatello, Aug. 19, Jennifer Kerner & Jill Weadick
- Advanced Sandtray Therapy, Pocatello, Aug. 19 & 20, Jennifer Kerner & Jill Weadick
- Understanding Science of Love, Meridian, Aug. 19 & 20, Mark Young
- Counseling Ethics Adv. Sandtray, Meridian, Aug. 26, Jennifer Kerner & Jill Weadick
- Advanced Sandtray Therapy, Meridian, Aug. 26 & 27, Jennifer Kerner & Jill Weadick
- Counseling Ethics Child Abuse, Pocatello, Aug. 27, Amanda minor & Megan Michalak
- Counseling Ethics Private Practice, Meridian, Sept. 10, Rick Boyes & Melanie Person
- Grief Coun. & Rollercoaster of Loss, Meridian, Sept. 23 & 24, Karen Johnson



## Conferences/Seminars Hosted (cont.)

- Clinical Supervision for Counselors, Pocatello, Sept. 30 Oct. 1, Cristen McClure & Alyse Anekstein
  - Counseling Ethics in Spirituality, Pocatello, Oct. 15, Steve Moody & Cristen McClure
  - Ethics: Got Clients in Crisis?, Pocatello, Nov. 4, Hillary Locke
  - Gestalt Therapy Now, Pocatello, Nov. 5, Hillary Locke
  - PSR-Intro Interpersonal Comp., Pocatello, May 6 & 7, Desaray Odekirk & Barbara Trolson
  - PSR-Professional Role Comp., Pocatello, June 3 & 4, Desaray Odekirk & Barbara Trolson
  - PSR-Community Integration, Pocatello, July 29 & 30, Desaray Odekirk & Barbara Trolson
  - PSR-Assess/Plan/Outcome, Pocatello, Aug. 26 & 27, Desaray Odekirk & Barbara Trolson
  - PSR-Intervention Goal Achieve, Pocatello, Sept. 9 & 10, Desaray Odekirk & Barbara Trolson
  - PSR-Diversity /Cultural Comp., Pocatello, Oct. 7 & 8, Desaray Odekirk & Barbara Trolson
  - HIC-Applied Behavior Analysis, Idaho Falls, Oct. 4-Dec. 7, Virginia Nodoro
  - Professional Development Workshops
- Nov. 2011 - June 2012**
- Study Abroad: Malaysia, Pocatello, Nov. 5 – Jan. 21, Thana Singarajah
  - Counseling Ethics/Clinical Prac., Twin Falls, Dec. 3, 2011, Jane Krumm
  - Psychodiagnosis: Personality, Pocatello, Jan. 27 & 28, Thana Singarajah
  - Psychodiagnosis: Personality, Meridian (DL), Jan. 27 & 28, Thana Singarajah
  - Intro to Music Therapy, Pocatello, Feb. 3 & 4, Jamie Bartschi
  - Counseling Ethics/Clinical Prac., Meridian, Feb. 4, Jane Krumm
  - Psychodiagnosis: Adult Disorders, Pocatello, Feb. 25 & 25, Zak Warren
  - Psychodiagnosis: Adult Disorders, Meridian (DL), Feb. 25 & 25, Zak Warren
  - Intro to Music Therapy, Meridian, Mar. 2 & 3, Jamie Bartschi
  - Psychodiagnosis: Psychotropic Meds, Pocatello, Mar. 2 & 3, Stephen DeNagy
  - Clinical Supervision for Counselors, Meridian, March 9 & 10, Rick Boyes & Alexandria Kerwin
  - Professional Development Workshops
  - Counseling Ethics & Spirituality, Pocatello, March 10, Cristen McClure & Pam Wells
  - Psychodiagnosis: Childhood Disorders, Pocatello, March 16 & 17, Thana Singarajah
  - Psychodiagnosis: Childhood Disorders, Meridian (DL), March 16 & 17, Thana Singarajah
  - Counseling Ethics w/ Children & Families, Meridian, March 17, Jessica Berry & Matt Niece
  - Psychodiagnosis: Culture, Pocatello, April 13 & 14, Thana Singarajah
  - Psychodiagnosis: Culture, Meridian (DL), April 13 & 14, Thana Singarajah
  - Psychodiagnosis: Psychotropic Meds., Meridian, April 20 & 21, Stephen DeNagy
  - Counseling Ethics & Technology, Pocatello, April 21, Jared Thiemann & Alyse Anekstein
  - Clinical Supervision for Counselors, Pocatello, April 27 & 28, Megan Michalak & Pam Wells
  - Applied Behavior Analysis, Online, Mar. 18–May 15, Virginia Nodoro
  - Creative Sharing, Pocatello, June 16, Megan Michalak
  - Psychodiagnosis: Psychotropic Meds., Pocatello, June 22 & 23, Stephen DeNagy
  - Psychodiagnosis: Psychotropic Meds., Meridian (DL), June 22 & 23, Stephen DeNagy
  - Learning Theory/Psychology Learning, Online, May 9 - July 6, Virginia Nodoro

## National Recognition

Three doctoral students, namely Steve Moody, Rebecca Pender, and Rebecca Tadlock Marlo, were selected as Emerging Leaders by Association for Counselor Education and Supervision in Fall 2011.

## Goals for the Upcoming Year

- Develop vision and core values of department for the next five years.
- Implement revised curriculum at master's and doctoral level starting fall 2012. Support faculty members as they revise syllabi and course experiences.
- Develop and implement student learning outcomes for all majors and degrees.
- Develop rubrics for comprehensive exams at the master's and doctoral level.
- Expand social media and webpage to be more focused on recruitment and promotion.

# Counseling


## Goals for the Upcoming Year (cont.)


- Develop rubrics for master's and doctoral admissions. Revise admissions procedures by diversifying assessment activities.
- Develop a recruitment strategy at the master's and doctoral level.
- Negotiate and revise workload across all faculty members based on programmatic need, faculty preferences, and faculty transitions.
- Increase scholarly productivity by 3%.
- Map out success rate of translating dissertations into professional publications. Develop strategies to more effectively encourage the publication of dissertation.


## Publications



- Doughty, E. A., Wissel, A., & Glorfield, C. (2011). Current trends in grief counseling. Retrieved from [http://counselingoutfitters.com/vistas/vistas11/Article\\_94.pdf](http://counselingoutfitters.com/vistas/vistas11/Article_94.pdf) 
- Doughty, E. A., & Hoskins, W. J. (2011). Death education: An internationally relevant approach to grief counseling. *Journal for International Counselor Education*, 3, 25-38. Retrieved from <http://digitalcommons.library.unlv.edu/jice>
- Harrawood, L. K., Doughty, E.A., & Wilde, B. (October, 2011). Effects of death education on counselor-in-training's death anxiety: A preliminary study. *Counseling and Values*.
- Hill, N.R., Harrawood, L.K., Vereen, L.G., & Doughty, E.A. (October, 2011). Advocacy training: Curriculum for professional and client advocacy. In A. Dixon & C. Chang (Eds.), *Professional Counseling Excellence through Leadership an Advocacy* Routledge.   

- Koltz, R.L., Odegard, M.A., Feit, S., Provost, K., Smith, T., (2012) Parallel Process and Isomorphism: A Model for Decision Making in the Supervisory Triad. *The Family Journal*; Vol. 20 (3) P. 233-238. 
- Koltz, R.L., Feit, S., (2012) A Phenomenological Study: The Experience of Live Supervision During a Pre Practicum Counseling Techniques Course. *The Qualitative Report*, Vol. 17, Article 80, P. 1-24.

- Murray, K., & Kleist, D. M. (2011). The impact of counselor training on students' couple relationships: A Qualitative Inquiry. *The Family Journal*, 19, 122-131. 

- Palmo, A.J., Weikel, W.J., Borsos, D.P., Foundations of Mental Health Counseling, 4th Ed., Harrawood, L.K., Feit, S., Ethics in Counseling, P. 395. Charles C. Thomas Publisher, Springfield, Illinois, 2011. 

- Portrie-Bethke, T., Christian, D., Brown, W., & Hill, N. R. (2012). Navigating the challenges of connecting with male youth: Empowering real-time interventions through Adventure Based Counseling. In S. Degges-White (Ed.) *Counseling Boys and Young Men*. 

- Vereen, L. G., Hill, N. R., & Butler, S. K. (2012). The use of humor and storytelling with African American men: Innovative therapeutic strategies for success in counseling. *The International Journal for the Advancement of Counseling*.   


## Clinics & Clinical Services

- Two locations – Pocatello and Meridian

## Clinic Patient Visits

- 376 patients were seen by the ISU-Pocatello clinic.
- 1,024 patients were seen by the ISU-Meridian clinic.

## Faculty & Student Clinic Participation

- Pocatello:
  - 1 faculty
  - 11 doctoral students
  - 7 master's students (Fall 2011)
  - 7 master's students (Spring 2012)
- Meridian:
  - 2 faculty
  - 5 doctoral students,
  - 11-15 master's students (Fall 2011)
  - 17-20 master's students (Spring 2012)

## Certificate/Degree Programs

- Baccalaureate of Science in Dietetics
- Post Baccalaureate Certificate

## Student Enrollment

- 97 students are enrolled in the Bachelor of Science program called Didactic Program in Dietetics.
- 16 students are enrolled in the Post Baccalaureate Certificate program (Dietetic Internship).

## Post Graduation Idaho Employment

- 53% of the Didactic Program in Dietetics students obtain employment in Idaho after graduation.
- 38% of the Dietetic Internship students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 93% of their Didactic Program in Dietetics students pass the clinical licensure and certification exams.
- 93% of their Dietetic Internship students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

## Faculty Research Engagement

- 5 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- \$48,343 (Cynthia Blanton, PhD, RD, LD)

## Students in Clinical Research

- 7 Didactic Program in Dietetics students participate in clinical research as part of their degree program.
- 16 Dietetic Internship students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- Didactic Program in Dietetics served 500 community members at the ISU & Aberdeen Health Fairs.
- Dietetic Internship program served 50 community members at the ISU-Meridian screening.

## Conferences/Seminars Hosted

- The International Scientific Conference on Probiotics and Prebiotics, Slovakia, June 12-14, 2012. Oral presentation, Dietary synbiotics attenuate bone loss in mature male rats following simulated weightlessness and recovery. Blanton, Cynthia as PI, First Author.
- Experimental Biology 2012, April 21-24: Effect of beef consumption on body iron and cognitive function in iron-deficient women; Blanton, Cynthia as PI, First Author.

## National Recognition

- Dietetic Students/Advisor: Phi Upsilon Omicron National Honor Society-ISU Beta Rho Chapter 1st place regional award for Professional Project.

## Awards & Grants Received

- Dr. Cynthia Blanton - ISU internal grants- \$3380.00

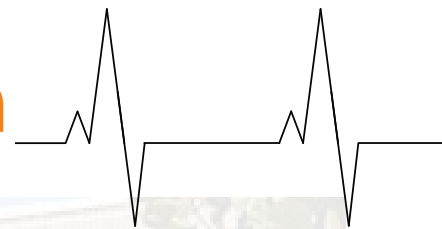
## Goals for the Upcoming Year

- Update DPD and DI program competencies and knowledge statements based upon 2012 ACEND revised standards.
- Complete PAR report with updated short and long term goals for both programs.
- Submit request for NTD 2239 Nutrition course for consideration to meet new University general education goals.
- Conduct needs assessment and develop template for potential combined master's program with Dietetic Internship.

## Publications

- Blanton, C., Green, M., Kretsch, M. (2012). Body Iron is Associated with Cognitive Executive Planning Function in College Women. *Br J Nutrition*, doi:10.1017/S000714512002620.
- Blanton, C., Gabaldon, A. (2012). Effect of dietary synbiotics on bone in mature male rats following recovery from hindlimb unloading. *Int J Probiotics Prebiotics*. Accepted, in press.

# Health Care Administration



## Certificate/Degree Programs

- Baccalaureate Degree in Health Care Administration

## Student Enrollment

- 75 students are enrolled in the Health Care Administration program.

## Post Graduation Idaho Employment

- 50% of their students obtain employment in Idaho after graduation.

## Program Accreditation By

- Association of University Programs in Health Administration

## Awards & Grants Received

- Student Association of Health Care Administrators received \$500 from the American College of Healthcare Executives.

## Goals for the Upcoming Year

- Conduct feasibility of developing a Masters of Health Care Administration Program.
- Grow number of students who declare and admit to major.

## Publications

- Hermanson, P. and Farnsworth, T. (2012). Case 10: Managing Retail-Based Health Clinics: Financial Performance and Mission. In Johnson, J., & Musch, S. (Eds.), *Multi-Sector Casebook in Health Administration, Leadership, and Management*, 1st Ed., Maryland Heights, MO: Delmar Publishers.
- Farnsworth, T., Frantz, A., and McCune, R. (2012). Community-based Distributive Medical Education: Advancing Society. *Medical Education Online*, Vol. 17, 2012.
- Cellucci, L.W. and Farnsworth, T. (2011). HIPAA and the Family Tree Clinics. *Journal of Critical Incidents*. 4. p. 48-51.
- Farnsworth, T. and Cellucci, L.W. (2011). Admit or Not Admit. *Journal of Critical Incidents*. 4. p. 34-37.



# Health Education

## Certificate/Degree Programs

- Baccalaureate of Arts Degree in Health Education
- Baccalaureate of Science Degree in Health Education
- Masters Degree in Health Education

## Student Enrollment

- 32 Majors and 17 minors in the Bachelor's Program
- 26 students are enrolled in the Masters of Health Education program.

## Post Graduation Idaho Employment

- 75% of their students obtain employment in Idaho after graduation.

## Program Accreditation By

- The National Council for Accreditation of Teacher Education (NCATE)

## Faculty Research Engagement

- 5 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Idaho Department of Health and Welfare—Addictions Studies Program—\$20,000

## National Recognition

- Dr. John M. Batacan—Collegiate Educator of the Year (2012) IAHPERD



## Awards & Grants Received

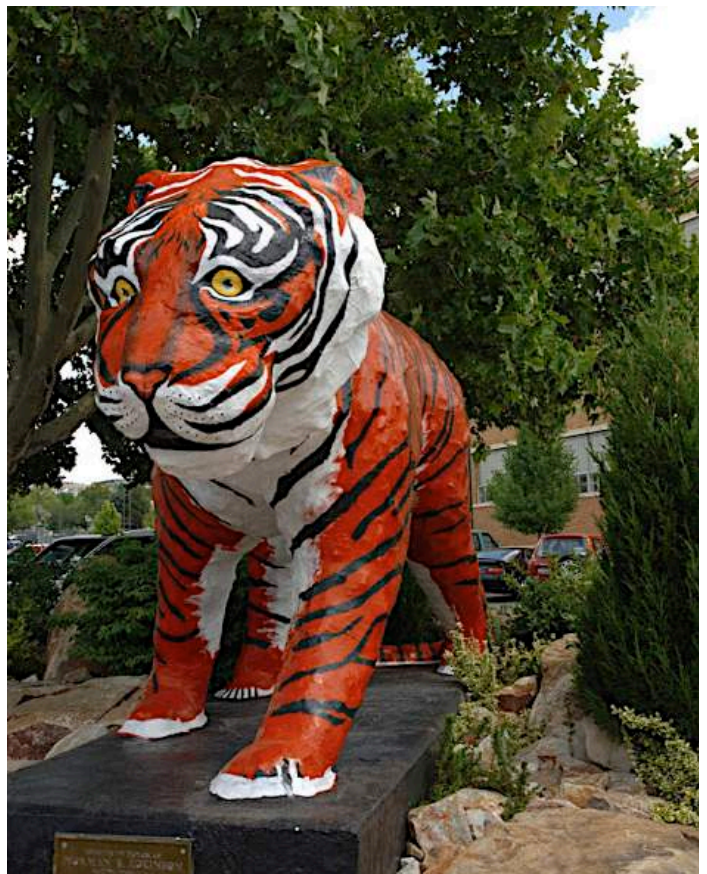
- Idaho Department of Health and Welfare—Addictions Studies Program—\$20,000

## Goals for the Upcoming Year

- Recruit HE/MHE students from all ISU recruiting events
- Each HE faculty member publish one article

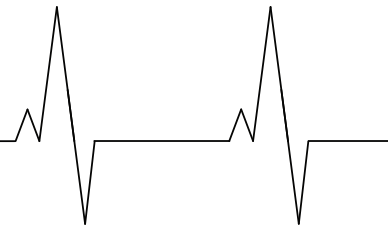
## Publications

- Olsen, J. (2012). Body image in middle-aged Mormon women: A comparative case study [Dissertation Abstracts and Summaries]. *Body Image*. 9(1). Retrieved from <http://about.elsevier.com/bodyimage/Vol9Iss1/index.html>
- Olsen, J. & Bergerson, A.A. (2011). Body image and marital status in middle-aged Latter-day Saint (LDS) women: A comparative case study [Abstract]. *International Journal of Qualitative Methods*. 10(4), 459.
- Louis, G., Vasani, S., & Olsen, J. (2011). Why men 50 years and older do not get screened for colorectal cancer [Abstract]? *International Journal of Qualitative Methods*. 10(4), 529.
- Decker, G., Louis, G., Olsen, J., Crews, J., & Tavenier, S.S. (2011) Exploring the lived experience of healing touch level I and II trainees [Abstract]. *International Journal of Qualitative Methods*. 10(4), 551-552.





# Wellness Center



## Certificate Programs

- CPR/AED Standard Certification
- First Aid Certification
- Basic Life Support for Health Care Providers
- Re-certifications

## New Courses

- New fitness courses offered through Get Fit program:
- High Intensity Interval Training (HITT)
- Resistance, Intervals, Power, Plyometrics, Endurance, Diet (RIPPED)
- Cardio Blast

## Student Enrollment

- CPR/AED Standard Certifications: 61
- First Aid Certifications: 70
- Basic Life Support for Health Care Providers: 71
- Re-certifications: 31
- Note: These are 4 to 8 hour certification trainings, single session. The numbers listed are for completed certifications.

## Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.
- Note: Students are assessed for skills through demonstration and written examinations and have the opportunity to re-take the assessments until skills/knowledge requirements are met.

## Health Fairs & Screening Events

- The Wellness Center served 300 individuals at the ISU Community Health Fairs & Screenings.

## Goals for the Upcoming Year

- Increase program visibility on and off campus
- Increase smoking cessation supports for Smoke Free Campus policy
- Introduce new/popular/trending fitness courses
- Revise Wellness Center website

## Clinics & Clinical Services

- Wellness Center, Idaho State University, Pocatello
- Wellness Center, Idaho State University Health Science Center, Meridian

## Clinic Patient Visits

- 16,277 clients were seen by the ISU Wellness Center

## Faculty & Student Clinic Participation

- 12 Fitness Instructors
- 3 Practicum/Internship Students
- 3 Graduate Teaching Assistants



# Medical Laboratory Science

## Certificate/Degree Programs

- Bachelor of Science in Medical Laboratory Science
- Second Bachelor of Science in Medical Laboratory Science
- Master of Science in Medical Laboratory Science

## Student Enrollment

- 20 students are enrolled in the Bachelor of Science in Medical Laboratory Science program.
- 10 students are enrolled in the Second Bachelor of Science in Medical Laboratory Science program.
- 7 students are enrolled in the Master of Science in Medical Laboratory Science program.

## Post Graduation Idaho Employment

- 66% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 84% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Next review in 2017

## Students in Clinical Research

- All students participate in clinical research as part of their degree program.
- Health Fairs & Screening Events
- Medical Laboratory Science served more than 2,000 individuals at the ISU Community Health Fairs & Screenings, various health fairs, and Meridian clinics.

## Goals for the Upcoming Year

- Stabilize graduate program
- Evaluate program
- Search for new director

## Publications

- Presentations at at least two national and regional meetings by faculty and students.



# Paramedic Science

## Located on the Meridian Campus

### Certificate/Degree Programs

- Associate of Science in Paramedic Science

### Student Enrollment

- 7 student are enrolled in the Paramedic Science program.

### Post Graduation Idaho Employment

- 57% of their students obtain employment in Idaho after graduation.

### Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

### Program Accreditation By

- The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)

### Goals for the Upcoming Year

- Marketing and Enrollment
- Implementation of newly adopted curriculum
- Sustained Faculty
- Submission of a Bachelor's degree program



## Certificate/Degree Programs

- Masters of Public Health

## New Courses/Programs/Degrees

- Spring 2012: Statistics Concepts/Applications—Experimental Course (G. Louis)
- Summer 2012: Survey Development—Experimental Course (G. Louis)

## Student Enrollment

- 56 students are enrolled in the MPH program.

## Post Graduation Idaho Employment

- 80% of their students obtain employment in Idaho after graduation.

## Program Accreditation By

- Council on Education for Public Health (CEPH)

## Faculty Research Engagement

- 3 faculty members are actively engaged in research in the health and biomedical sciences.

## Conferences/Seminars Hosted

- Introduction to Epi Info 7—October 11, 2012 in Meridian, Idaho. Full day training session offered by CDC personnel of Epidemiologic software, hosted by the MPH program. Attendance: MPH faculty, students, and alumni totaling 16 people.

## Awards & Grants Received

- STD/AIDS Compliance and Evaluation—PI: Galen Louis, Co-PI: Elizabeth Fore—Idaho Department of Health and Welfare—\$17,500
- CU Peru—PI: Joshua Campbell—Idaho State University URC Grant—\$2,000
- Rural Health Network Community Health Needs Assessment and Evaluation—PI: Elizabeth Fore—Bingham Memorial Hospital—\$25,000
- Navegantes Para Salud—PI: Elizabeth Fore—University of South Carolina—\$19,206
- Crime and Addiction Reduction Program—PI: Monica Mispireta, Co-PI: Elizabeth Fore—Portneuf Health Care Foundation—\$31,320
- Gateway 2 Health Research Associate—PI: Elizabeth Fore, Co-PI: Monica Mispireta—Portneuf Health Care Foundation—\$5,227

## Goals for the Upcoming Year

- Continue to bring in external funding from research grants
- Recruit a new faculty member for the Meridian campus
- Continue to be involved in the University and Community service activities

## Publications

### Peer-reviewed:

- Determining factors of overweight and obesity in children at school age in Peru. Mispireta ML. *Rev Peru Med Exp Salud Publica*. 2012, Sep; 29(3):361-5
- Safety and immunogenicity of an investigational fully liquid hexavalent DTaP-IPV-Hep B-PRP-T vaccine at two, four and six months of age compared with licensed vaccines in Latin America. Macias M, Lanata CF, Zambrano B, Gil AI, Amemiya I, Mispireta M, Ecker L, Santos-Lima E. *Pediatr Infect Dis J*. 2012, Aug; 31(8):e126-32.



### Other:

- Fore, M. E., Sierra, H., Campbell, J. (2012). Lost Rivers Medical Center Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program.
- Fore, M. E., Sierra, H., Campbell, J. (2012). Bingham Memorial Hospital Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program.
- Fore, M. E., Sierra, H., Campbell, J. (2012). Teton Valley Hospital Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program.
- Kenison, K., Workman, L., Prynne, C., and Fore, M. E. (2012). South Carolina ADRC Expansion Grant: Building Upon Success: Final Evaluation Report. Technical Report. Columbia, SC: University of South Carolina. Center for Health Services and Policy Research.
- Kenison, K., Fore, E., Meetze, E., and Nieri, D. (2012). South Carolina Community Living Program and Veteran Directed-Home and Community Based (VD-HCBS) Program: Final Evaluation Report. Technical Report. Columbia, SC: University of South Carolina. Center for Health Services and Policy Research.



# Radiographic Science

## Certificate/Degree Programs

- Baccalaureate Degree in Radiographic Science

## New Courses/Programs/Degrees

- New courses in MRI and CT

## Student Enrollment

- 35 students in the Baccalaureate Degree Program
- 3 in the MRI program
- 1 in the CT program

## Post Graduation Idaho Employment

- 80% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Joint Review Committee in Education in Radiologic Technology

## Faculty Research Engagement

- 2 faculty members are actively engaged in research in the health and biomedical sciences.

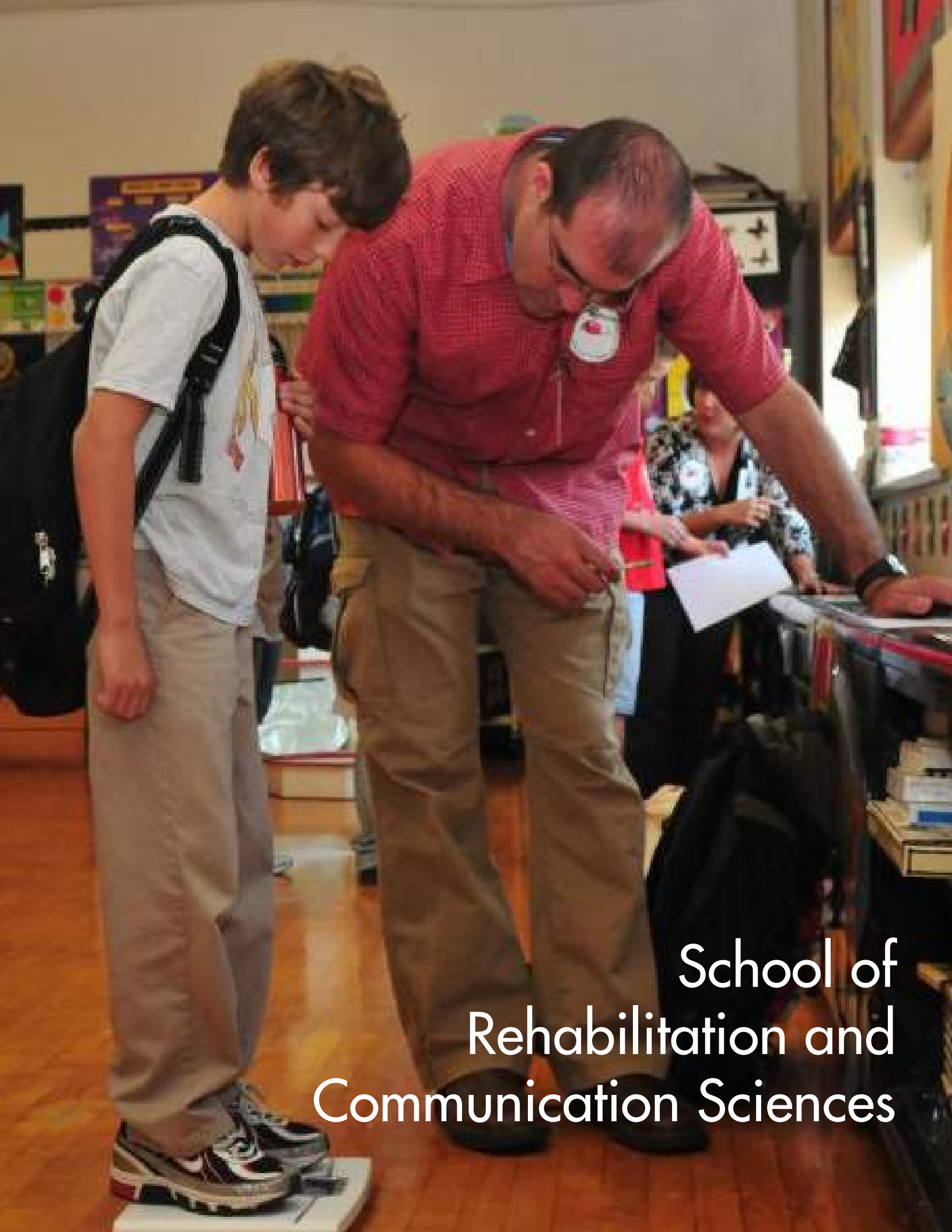
## Conferences/Seminars Hosted

- 1st Place Sierra Lammers Student Research "Patent Foramen Ovale" paper
- 3rd Place Jessica Kowitz, Student Research "Scoliosis" paper
- 1st Place Julie Lakey, Student Research "Aortic Aneurysm" Poster Presentation
- 2nd Place Sierra Lammers, Student Research "Patent Foramen Ovale" Poster Presentation
- 3rd Place Courtney Wolfe, Student Research "Primary Ciliary Dyskinesia" Poster Presentation
- 2nd Place Regional Conference ACERT, Sierra Lammers, Patient Foramen Ovale, paper

## Goals for the Upcoming Year

- Start mammography training





School of  
Rehabilitation and  
Communication Sciences

# Communication Sciences & Disorders and Education of the Deaf



## Certificate/Degree Programs

- Bachelor of Science in Communication Sciences and Disorders, with an emphasis in pre-audiology
- Doctor of Audiology

## Student Enrollment

- 77 students are enrolled in the Bachelor of Science in Communication Sciences and Disorders program (includes both emphasis).
- 23 students are enrolled in the Doctor of Audiology program.

## Post Graduation Idaho Employment

- 29% of Doctor of Audiology students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams (Praxis Exam).

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology

## Faculty Research Engagement

- 6 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- \$261,902 Total (Figure includes the VA service grant and the ISU Faculty grants.)

## Students in Clinical Research

- 9 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- Communication Sciences & Disorders and Education of the Deaf Program served more than 850 community members at the ISU Community Health Fairs & Screenings.

## Awards & Grants Received

- Re-negotiated contract with Veterans Administration. Investigator: Randy Bishop, Mary Whitaker; Idaho State University VA Hearing; Veterans Administration Salt Lake City Health Care System; Veteran's Administration; Received FY2012 \$249,666.88.
- Investigators: Chris Sanford, Jeff Brockett, & Pocatello ENT Physicians. - Project Title: Predicting Conductive Hearing Loss in Children: Test Performance of Wideband Acoustic measurements. - Submitted To: Division of Health Sciences Enhancement Fund, Award Total: \$10,000 (in control of full award) Award Period: January 1, 2011 – October 1, 2011

## Goals for the Upcoming Year

- Complete Strategic Plan for the Department

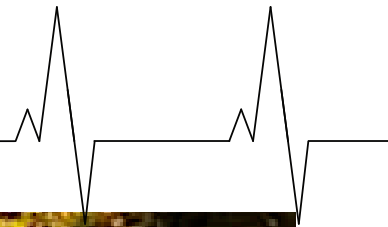
## Publications

- Brockett, J.E., Schow, R.E. (2011) Your Guide to Hearing Aid Care and Maintenance of Hearing Aids. Better Hearing Institute eGuide. <http://www.betterhearing.org/>
- Ellison, J.C., Keefe, D.H., Fitzpatrick, D.F., Gorga, M.P., Cohn, E.S., & Sanford, C.A. (2012). Wideband acoustic transfer functions predict middle-ear effusion. *Laryngoscope*, 122, 887-894.
- Feeney, M.P. & Sanford, C.A. (2012). Application of wideband acoustic transfer functions to the assessment of the infant ear. In J. Kei and F. Zhao (Eds.), *Assessing Middle Ear Function in Infants Ear*. San Diego: Plural Publishing, Inc.
- Sanford, C.A. & Feeney, M.P. (2011). Infant evaluation: Under 6 months. In J.R. Madell & C. Flexer (Eds.), *Pediatric Audiology Casebook*. New York: Thieme Medical Publishers, Inc.
- Sanford, C.A., Schooling, T. & Frymark, T. (2012). Determining the presence or absence of middle-ear disorders: An evidence-based systematic review on the diagnostic accuracy of selected assessment instruments. *American Journal of Audiology*.





# Audiology



- Wallber, J., (2011) Wireless Device Compatibility: Improving Patient Access to Cell Phone Technology. ASHA Audiology Access. September 2011. <http://www.asha.org/aud/Articles/Wireless-Device-Compatibility--Improving-Patient-Access-to-Cell-Phone-Technology.htm>



## Clinics & Clinical Services

- ISU Hearing Clinic (including the VA contract) - Pocatello, ID; ISU campus – hearing services
- ISU Vestibular and Balance Clinic - Pocatello, ID; ISU campus – balance and vestibular testing

## Clinic Patient Visits

- 671 patients were seen by the ISU Hearing Clinic.
- 3,987 VA patients were seen by the ISU Hearing Clinic.
- 100 patients were seen by the ISU Vestibular and Balance Clinic.

## Faculty & Student Clinic Participation

- 4 Faculty Members
- 13 Students



# Educational Interpreting

## Certificate/Degree Programs

- Associate of Science in Sign Language Studies
- Bachelor of Science in Educational Interpreting

## Student Enrollment

- 30 students are enrolled in the Associate of Science in Sign Language Studies program.
- 27 students are enrolled in the Bachelor of Science in Educational Interpreting program.

## Post Graduation Idaho Employment

- 60% of their students obtain employment in Idaho after graduation.

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology

## External Funding for Research

- \$261,902 Total (Figure includes the VA service grant and the ISU Faculty grants.)

## Health Fairs & Screening Events

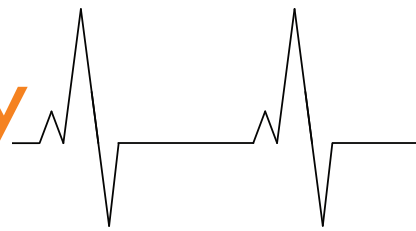
- Communication Sciences & Disorders and Education of the Deaf Program served more than 850 community members at the ISU Community Health Fairs & Screenings.

## Goals for the Upcoming Year

- Complete Strategic Plan for the Department



# Speech-Language Pathology



## Certificate/Degree Programs

- Bachelor of Science in Communication Sciences and Disorders, with an emphasis in pre-speech-language pathology
- Master of Science in Speech-Language Pathology

## Student Enrollment

- 77 students are enrolled in the Bachelor of Science in Communication Sciences and Disorders program (includes both emphasis).
- 104 students are enrolled in the Master of Science in Speech-Language Pathology program.

## Post Graduation Idaho Employment

- 68% of Master of Science in Speech-Language Pathology students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 95% of their students pass the clinical licensure and certification exams (Praxis Exam).

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology

## Faculty Research Engagement

- 7 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- \$261,902 Total (Figure includes the VA service grant and the ISU Faculty grants.)

## Students in Clinical Research

- 6 students participate in clinical research as part of their degree program.
- Health Fairs & Screening Events
- Communication Sciences & Disorders and Education of the Deaf Program served more than 850 community members at the ISU Community Health Fairs & Screenings.

## Conferences/Seminars Hosted

- Annual ISU CSED Winter Symposium – 2/22/2012 – keynote speakers: Tim Kowalski, Joni Loftin

- Annual ISU NSSLHA Conference – “Expanding the Traditional Scope of Practice in SLP Management of Swallowing & Voice and Behavior Intervention” – keynote speakers: Heather Robinson, Shauna Smith, Cheri Atkins

## National Recognition

- Council of State Association Presidents Nancy McKinley Leadership Award – Jody O’Donnell
- Fellowship of the Association – American Speech-Language-Hearing Association – David Sorensen



## Awards & Grants Received

- ISU Faculty Research Grant: Beth Guryan MS, CCC-SLP and Cally Stone MS, CCC-SLP. No FTE Allocation; The Efficacy of Group plus Individual Communication Treatment Compared to Individual Treatment Only; Faculty Research Committee; Award: \$2,235.00; Total award period: January 3, 2011 through December 31, 2011; Dollar amount under my direct control: 2,235.00; Date Award was received: January 5, 2011

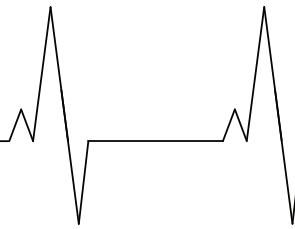
## Goals for the Upcoming Year

- Complete Strategic Plan for the Department
- Hire 2 academic faculty in Speech Language Pathology
- Hire 1 clinical faculty in Speech Language Pathology
- Maintain strength of online programs by maintaining enrollment and moving into year 3 of the 3-year Online Masters in SLP program

## Publications

- Bernthal, J. E., Bankson, N. W., & Flipsen, P., Jr. (2012). Articulation and Phonological Disorders. Speech Sound Disorders in Children (Seventh Edition). Boston, MA: Allyn and Bacon.
- Flipsen, P., Jr. (2011). Examining speech sound acquisition for children with cochlear implants using the GFTA-2. The Volta Review, 111(1), 25-37.





- Flipsen, P., Jr. (2012). Off-label use of norm-referenced tests in speech pathology: Insights gained from children with hearing impairment. In Goldfarb, R. (Ed.). *Translational Speech-Language Pathology and Audiology: Essays in Honor of Dr. Sadanand Singh*. San Diego, CA: Plural Publishing.
- Flipsen, P., Jr., & Lee, S. (2012). Research note: Reference data for the American English acoustic vowel space. *Clinical Linguistics and Phonetics*, 26(11-12), 926-933.
- Flipsen, P., Jr. Created companion web site to accompany textbook *Clinical Phonetics (Fourth Edition)* by Shriberg, L. D., & Kent, R. D. (2012). Publisher: Allyn & Bacon.
- Kangas, K.A., & Lloyd, L.L., (2011). "Chapter 15: Augmentative and Alternative Communication," in N.B. Anderson & G.H. Shames, *Human Communication Disorders: An Introduction*, 8th ed, Upper Saddle River, NJ: Pearson. (Book chapter revised)



### **Clinics & Clinical Services**

- ISU Speech Clinic – Pocatello (Pocatello, ID; ISU campus) – speech therapy services
- ISU Speech Clinic – Meridian (Meridian, ID; ISU-Meridian campus) – speech therapy services

### **Clinic Patient Visits**

- 1,342 patients were seen by the ISU Speech Clinic – Pocatello.
- 2,730 patients were seen by the ISU Speech Clinic – Meridian.

### **Faculty & Student Clinic Participation**

- Pocatello
  - 7 Faculty Members
  - 34 Students
- Meridian
  - 8 Faculty Members
  - 28 Students



# Physical and Occupational Therapy





# Occupational Therapy

## Certificate/Degree Programs

- Masters of Occupational Therapy

## Student Enrollment

- 32 students are enrolled in the Occupational Therapy program.

## Post Graduation Idaho Employment

- 86% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Occupational Therapy Education (ACOTE)

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- 32 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- The Occupational Therapy Program served 150 community members at the Back Pack Awareness community event, and 30 community members at the CarFit community event.

## Conferences/Seminars Hosted

- "Integrating web 2.0 technologies," "Bloom's affective domain to facilitate OT student's attitudes and values of occupation," Bryan Gee, OTD, OT, AOTA National Conference in Indianapolis, IN, May 2012.

## Goals for the Upcoming Year

- Maintain viability of our programs
- Increase capacity of the department to mentor, encourage, and reward faculty involvement in research activities
- Improve the health care delivery system through education, research, and service
- Maintain excellence in education through continuous quality improvement of curricula, didactic and laboratory instruction, and clinical experiences
- Increase the financial contribution of clinic operations to the department budget while continuing to provide valuable educational experiences to students

## Clinics & Clinical Services

- ISU Physical and Occupational Therapy Associates, Garrison House Room 202, Physical and Occupational Therapy Services

## Clinic Patient Visits

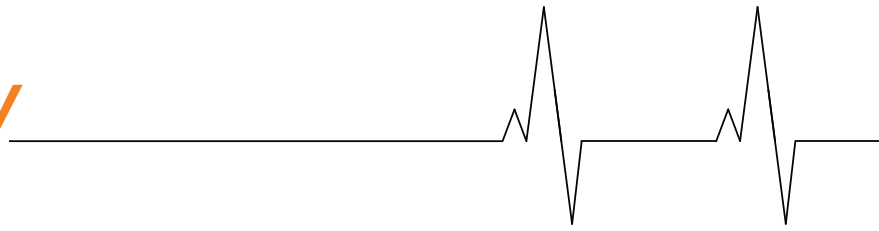
- 10 occupational therapy clients were seen by the ISU Physical and Occupational Therapy Associates clinic.

## Faculty & Student Clinic Participation

- 4 Faculty Members
- 32 Students



# Physical Therapy



## Certificate/Degree Programs

- Doctorate of Physical Therapy

## Student Enrollment

- 71 students are enrolled in the Physical Therapy program.

## Post Graduation Idaho Employment

- 72% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Commission on Accreditation in Physical Therapy Education (CAPTE)

## Faculty Research Engagement

- 8 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Smart Prosthetic Hand – Telemedicine & Advanced Research Center (DoD) \$47,250.
- Baby Boomers Medical Home – Title VII Grant – Share of \$1.5 Million over 5 years

## Students in Clinical Research

- 71 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- The Physical Therapy Program served 20 community members at the Fit-n-Fall Proof community event.

## Conferences/Seminars Hosted

- “Differences, implication of kinesiotape after a single self instruction exposure to either DVD or text context,” “PT management of a patient with bilateral thoracic outlet syndrome secondary to anterior subluxation of bilateral stenooclavicular joints: A case study.” Cindy Seiger, PT, PhD, APTA National Conference in Tampa, FL, June 2012.

- “Diabetes shorts: Mini lessons in prevention and control.” Cindy Seiger, PT, PhD, AAHPERD National Conference, Boston, MA, March 2012.
- “Research to reality: Mobilization in the ICU,” Deanna Dye, Physical Therapy Association of Georgia, Savannah, GA, March 2012

## Awards & Grants Received

- Department Capstone Dissemination Award – 3 DPT students - \$3500.00

## Goals for the Upcoming Year

- Maintain viability of our programs
- Increase capacity of the department to mentor, encourage, and reward faculty involvement in research activities
- Improve the health care delivery system through education, research, and service
- Maintain excellence in education through continuous quality improvement of curricula, didactic and laboratory instruction, and clinical experiences
- Increase the financial contribution of clinic operations to the department budget while continuing to provide valuable educational experiences to students

## Clinics & Clinical Services

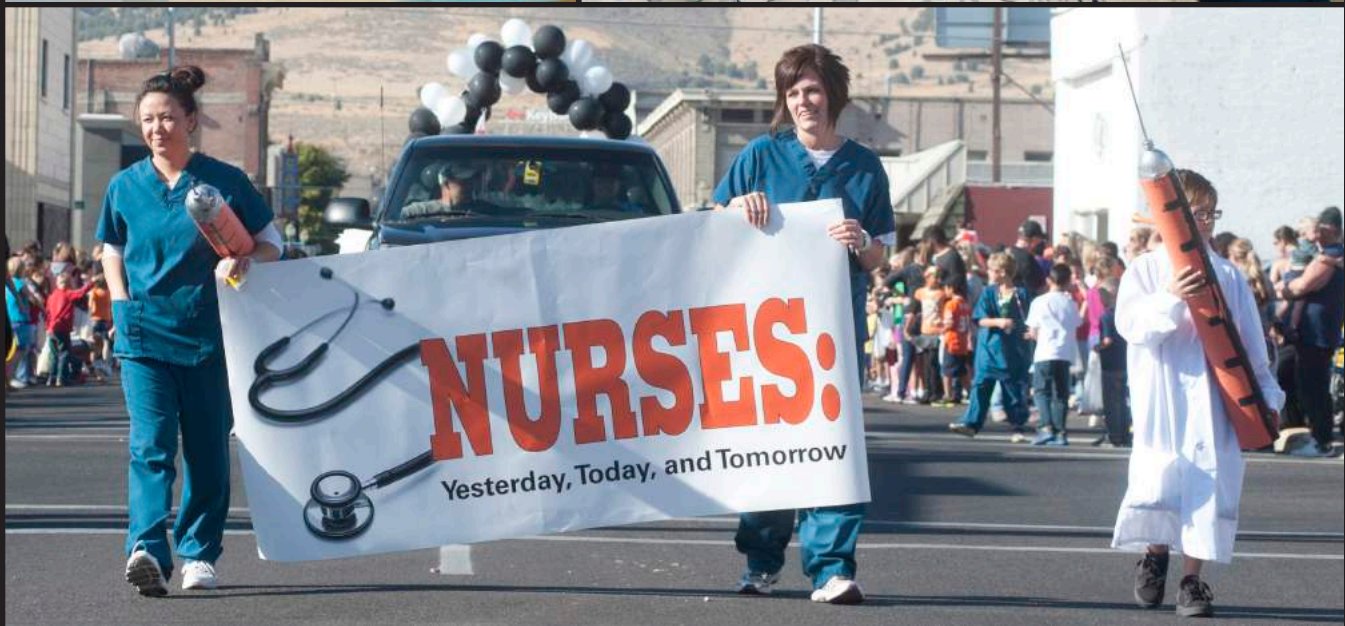
- ISU Physical and Occupational Therapy Associates, Garrison House Room 202, Physical and Occupational Therapy Services

## Clinic Patient Visits

- 1,219 physical therapy patients were seen by the ISU Physical and Occupational Therapy Associates clinic.

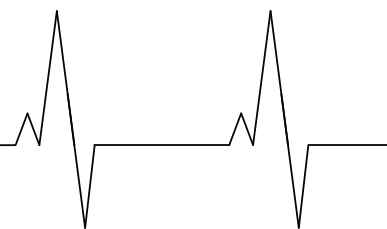
## Faculty & Student Clinic Participation

- 8 Faculty Members
- 71 Students



# School of Nursing





## Certificate/Degree Programs

- Accelerated Bachelor of Science in Nursing
- Bachelor of Science Completion
- Bachelor of Science in Nursing
- Master of Science in Nursing
- Post-Masters Certificate

## Student Enrollment

- 26 new students enrolled in the Accelerated Bachelor of Science in Nursing program during the 2011-2012 academic year.
- 22 new students enrolled in the Bachelor of Science Completion program during the 2011-2012 academic year.
- 70 new students enrolled in the Bachelor of Science in Nursing program during the 2011-2012 academic year.
- 31 new students enrolled in the Master of Science in Nursing program during the 2011-2012 academic year.
- 2 new students enrolled in the Post-Masters Certificate program during the 2011-2012 academic year.

## Licensure/Certification Pass Rate

- 95.51% of their students pass the clinical licensure and certification exams, NCLEX.

## Program Accreditation By

- Commission on Collegiate Nursing Education (CCNE)
- Accreditation effective until June 30, 2021

## Faculty Research Engagement

- 2 faculty members are actively engaged in research in the health and biomedical sciences.
- External Funding for Research
- Deana Molinari—HRSA funding of the Northwest Rural Nurse Residency for three years—\$961,460

## Health Fairs & Screening Events

- The School of Nursing served 1,600 community members at the ISU Community Health Fairs & Screenings.
- Additional Events included:
  - Excel Health Fairs - Pocatello – 300 people served
  - SIPH Health Fairs – Stone, Malad, Soda Springs, Marsh Valley, Preston, Montpelier, Lava Hot Springs, St. Anthony Place – Pocatello, Homeless Standdown – Pocatello, Arco, Aberdeen, American Falls – 155 people served
  - Communiversity – Pocatello, ID – 30 people served.

## Meridian Events

- August 2011—Foster Grandparent Health Screening
- September 2011—Community Health Screening
- October 2011—Community Health Screening
- December 2011—Community Health Screening
- February 2012—Community Health Screening
- March 2012—Shepherders Health Screening Event
- March 2012—Community Health Screening
- March 2012—Foster Grandparents Health Screening
- March 2012—Parma Obesity Screening with Kelly Pesnell
- March 2012—Farmway Village Health Event
- April 2012—Community Health Screening
- May 2012—HDSP BP Screening Event

## Conferences/Seminars Hosted

- Anna Schwartz - Presentations
  - ACSM Guidelines and applications: LIVESTRONG at the YMCA, Word Cancer Conference, Montreal
  - LIVESTRONG Assembly, Keynote presentation, Austin, TX
  - LIVESTRONG Assembly panel discussion: Symptom Management and Exercise.
  - Leading Practices in Functional Assessment, LIVESTRONG at the YMCA meeting, July
  - Invited symposium, Exercise Guidelines: LIVESTRONG at the YMCA application and dissemination, World Cancer Conference, Montreal
  - PAC Tour exercise training and heart rate monitor use
  - MedBridge “Cancer Rehabilitation” 9-hour CE program
- Deana Molinari
  - The Northwest Rural Nurse Residency and the Office of Professional Development provides Continuing education to a national audience of nurses. During this time period: 49 courses were delivered for a total of 2,095.5 nursing contact hours



## National Recognition

- Deana Molinari—President of the Rural Nurse Organization
- Cathy Arvidson—American Academy of Nurse Practitioners, Region 10 Director, Executive Board Member at Large



## Awards & Grants Received

- Beverly Hewett— Grant Principal Investigator and Program Director Northwest Rural Nurse Residency
- Anna Schwartz—Oncology Nursing Society 2012 Rose Mary Carroll-Johnson Distinguished award for consistent contributions to nursing literature—\$2,000
- Deana Molinari—Health Resources and Services Administration funding of the Northwest Rural Nurse Residency for three years—\$961,460

## Goals for the Upcoming Year

- Begin two Doctoral programs: The PhD and the DNP
- Begin the process for developing intraprofessional teams
- Become a College of Nursing

## Publications

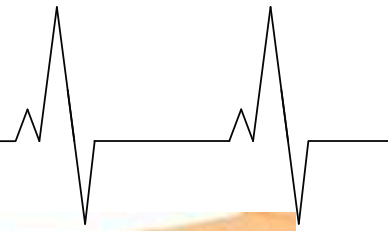
- Bushy, A., & Hewett, B. (2012). Simulation in nursing continuing education: The wherefore's and when-to's. In D. Molinari, & A. Bushy (Eds.), *The rural nurse: Transition to practice* (pp. 305-322). New York: Springer Publishing
- Clifton, J.M., VanBeuge, S.S., Mladenka, C.F., & Wosnik, K.K. (2010). The Genetic Information Nondiscrimination Act of 2008: What clinicians should understand. *Journal of American Academy of Nurse Practitioners*, 22, 242-249. doi: 10.1111/j.1745-7599.2010.00504.x
- Mladenka, C.F. & Molinari, D.L. (2012). Chapter 27. In D. Molinari and A. Bushy (Editors). *Rural Nurse: Transition-to-Practice*. (pp 335-340). Springer Publishing CO: New York.



- Mladenka, T. F. & Clifton, J. Assessing cancer risk with patients from a genomic perspective. *American Journal of Nurse Practitioners*. Accepted 2012. Anticipated publication 2013.
- Schwartz, A.L. Mortality, Accelerated Aging and Cardiopulmonary function in breast cancer survivorship, *JCO*, 2012, podcast.
- Wolin, KY, Schwartz, AL, Matthews, CE, Courneya, KS, Schmitz, KH. Implementing the exercise guidelines for cancer survivors. *J. Support Oncol*, 2012, May 10 [Epub ahead of print].
- Kathryn H. Schmitz, Robert G. Prosnitz, Anna L. Schwartz and Joseph R. Carver Prospective surveillance and management of cardiac toxicity and health in breast cancer survivors (pages 2270–2276) *Cancer* Page: 2270-2276, April 2012. Article first published online: 6 APR 2012 | DOI: 10.1002/cncr.27462
- Kerri M. Winters-Stone, Anna L. Schwartz, Sandra C. Hayes, Carol J. Fabian and Kristin L. Campbell A prospective model of care for breast cancer rehabilitation: Bone health and arthralgias (pages 2288–2299) *Cancer*, April 2012. Article first published online: 6 APR 2012 | DOI: 10.1002/cncr.27465.
- Rock, C. L., Doyle, C., Demark-Wahnefried, W., Meyerhardt, J., Courneya, K. S., Schwartz, A. L., Bandera, E. V., Hamilton, K. K., Grant, B., McCullough, M., Byers, T. and Gansler, T. (2012), Nutrition and physical activity guidelines for cancer survivors. *CA: A Cancer Journal for Clinicians*. doi: 10.3322/caac.21142
- Kushi, L. H., Doyle, C., McCullough, M., Rock, C. L., Demark-Wahnefried, W., Bandera, E. V., Gapstur, S., Patel, A. V., Andrews, K., Gansler, T. and The American Cancer Society 2010 Nutrition and Physical Activity Guidelines Advisory Committee (2012), American Cancer Society guidelines on nutrition and physical activity for cancer prevention. *CA: A Cancer Journal for Clinicians*, 62: 30–67. doi: 10.3322/caac.20140



# Nursing

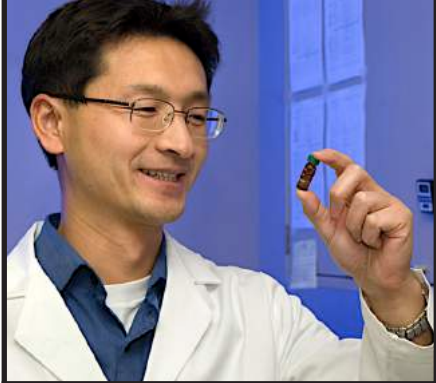


- Winters-Stone, KM, Leo, MC, Schwartz, AL, Exercise effects on hip bone mass in older, postmenopausal breast cancer survivors are age dependent. *Archives Osteoporosis*, In Press 2012



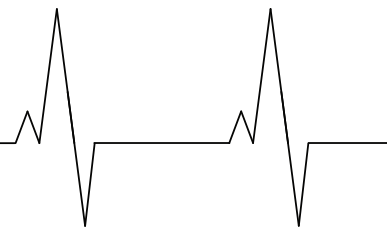
- Winters-Stone KM, Dobek J, Bennett JA, Nail LM, Leo MC, Schwartz A. The effect of resistance training on muscle strength and physical function in older, postmenopausal breast cancer survivors: a randomized controlled trial. *J Cancer Surviv* (in press, 2012).
- Schwartz, A.L. (2012). Exercise In Elderly Cancer Patients In Nathan A. Berger (Ed). *Exercise, Energy Balance and Cancer*.
- Schwartz, A.L., Rote, N, McCance, K. (2012). Alterations of Hematologic Function. In K. McCance & S. Huether (Eds). *Understanding Pathophysiology*. Mosby 5th Edition.
- Schwartz, A.L. "Exercise for Life and Equine therapy". *National Lymphedema Network LymphLink newsletter*. January, 2012. BA





# College of Pharmacy

# Pharmacy



## Certificate/Degree Programs

- Undergraduate minor in Pharmaceutical Sciences (in process of being discontinued)
- Residency
- Master of Science in Pharmaceutical Sciences (with or without thesis)
- Doctor of Pharmacy
- Ph.D. in Pharmaceutical Sciences (4 emphasis areas)
- Nontraditional Doctor of Pharmacy

## New Courses/Programs/Degrees

- Residency Readiness Elective (PHAR 4499)

## Student Enrollment

- 3 students are enrolled in the Residency program.
- 9 students are enrolled in the Master of Science in Pharmaceutical Sciences (5 thesis students, 4 non-thesis students)
- 274 students are enrolled in the Doctor of Pharmacy program.
- 4 students are enrolled in the Ph.D. in Pharmaceutical Sciences program.
- 115 students are enrolled in the Nontraditional Doctor of Pharmacy program.

## Post Graduation Idaho Employment

- 44% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams, the 2012 NAPLEX.

## Program Accreditation By

- Accreditation Council for Pharmacy Education (ACPE)
- Next accreditation cycle scheduled 2017

## Faculty Research Engagement

- 14 Pharmacy Practice and Administrative Science faculty members are actively engaged in research in the health and biomedical sciences.
- 7 Biomedical and Pharmaceutical Sciences faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Pharmacy Practice and Administrative Science Faculty
  - \$228,275
- Biomedical and Pharmaceutical Sciences Faculty
  - \$622,000

## Students in Clinical Research

- 56 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- 3,572 community members received direct patient care at the ISU Community Health Fairs & Screenings.
- 303,000 community members received health-related information through public relations efforts.

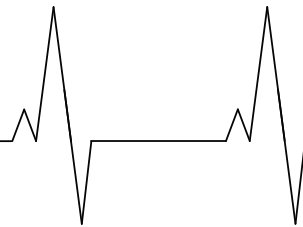
## Conferences/Seminars Hosted

- Annual Spring Continuing Education Seminar
- Meridian -- March 4, 2012, Meridian School District Service Center
- Pocatello -- March 18, 2012, ISU Pond Student Union Building
- Post Falls -- April 1, 2012, Red Lion Templin's Hotel
- Continuing Education (CE) Talks given by COP Faculty
- Richard Rhodes, PharmD--Preceptors Only Education and Breakfast
- Mark Johnston RPh--Pharmacy Law Update
- Jolie Jantz, PharmD, BCPS -- Community-Associated MRSA
- Tom Wadsworth, PharmD, BCPA -- Dementia
- Roger Hefflinger, PharmD -- Sexually Transmitted Infections
- Glenda Carr, PharmD -- Hepatitis C
- Brooke Pugmire, PharmD, BCPS -- Drug Interactions
- John Holmes, PharmD, BCPS -- Vitamin D Deficiency

## National Recognition

- ISU's student outreach project Operation Diabetes ranked #1 nationally by American Pharmacists Association (APhA).
- Dr. Chris Downing - NIH Study Section Service - Genetics of Health and Disease (GHD)
- Dr. James CK Lai - Veterans' Affairs Merit Review







## Awards & Grants Received

- Topical Delivery of Plasmid DNA Nanoparticles into Skin - Idaho State University Research Grant - \$25,000
- Role of Cellular Signaling Elements Imparting Drug Resistance in Pancreatic Cancer Cells - University Research Committee Award from Idaho State University - \$14,000
- Piperacillin-Tazobactam Pharmacokinetics in Critically Ill, obese Patients - ISU Division of Health Sciences - \$10,000
- Claudia Senekowitsch Summer Graduate Fellowship - \$3,600
- ISU Cultural Affairs Council- \$4,032
- David Chu Annual Lectureship - \$5,000
- Intermountain Cardiometabolic Risk Reduction Clinic - PacificSource Community Health Excellence Program - \$58,000 - 12 months
- Saxagliptin Assessment of Vascular Outcomes Recorded in Patients with Diabetes Mellitus (SAVOR-TIMI ; TIMI Study Group and Astra Zeneca - \$170,275 - 5 years

## Goals for the Upcoming Year

- Pharmacy Practice and Administrative Science
  - Grant under submission: Antibiotic Spectrum Scoring to Measure Hospital Level Antibiotic De-escalation - NIH (NIAID) - \$362,586
  - Capstone Pharmacy Review NAPLEX Preparation. Jones and Bartlett Publishers. In press.
  - 8 scholarly/professional articles in preparation for submission next year
- Biomedical and Pharmaceutical Sciences
  - Complete faculty staffing of the Meridian research laboratory
  - Achieve extramural funding of at least \$500,000 direct costs
  - Acquire two more TAs (teaching assistantships)
  - Replace some deteriorated research capital equipment
  - Revitalize the PharmD/PhD program

## Publications

- Pharmacy Practice and Administrative Science
  - Madaras-Kelly KJ, Remington RE, Fan VS, Sloan KL. Predicting Antibiotic Resistance to Community Acquired Pneumonia (CAP) Antibiotics In Culture-Positive Patients with Health Care Associated Pneumonia ( HCAP). *J Hosp Med.* 2011.
- Burton T, Liday C. Is the combination of an SSRI and PDE-5 inhibitor superior to SSRI monotherapy in men with premature ejaculation? *Ann Pharmacother* 2011;45:1000-4. 
- Liday C. Overview of the guidelines and evidence for the pharmacologic management of type 2 diabetes mellitus. *Pharmacotherapy* 2011;31(12 Suppl):37S-43S.
- Woodhouse BM, Cleveland KW. Nebulized antibiotics for the treatment of refractory bacterial chronic rhinosinusitis. *Ann Pharmacother.* 2011;45(6):798-802. 
- Long-Term Effects of Intensive Glucose Lowering on Cardiovascular Outcomes. The ACCORD Study Group. *N Engl J Med*; March 3, 2011. (Epub) (Acknowledged Co-Investigator) \* From Participation in Multicenter Trial ACCORD (146 patients enrolled)
- Biomedical and Pharmaceutical Sciences
  - 67 abstracts
  - 36 publications
  - 3 book chapters

# Office of Medical and Oral Health



# Dental Hygiene

## Certificate/Degree Programs

- Baccalaureate Degree in Dental Hygiene
- Master of Science Degree in Dental Hygiene

## Student Enrollment

- 58 students are enrolled in the Baccalaureate Degree Program.
- 33 students are enrolled in the Master of Science Degree Program.

## Post Graduation Idaho Employment

- 80% of their Baccalaureate Degree students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- American Dental Association, Commission on Dental Accreditation (CODA)
- Next site visit is 2017

## Faculty Research Engagement

- 8.5 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- Graduate students are encouraged to participate in clinical research as part of thesis research.

## Health Fairs & Screening Events

- Dental Hygiene students served 3590 community members (adults and children) through various outreach programs. Students participated in various community health fairs and events including:
  - ISU Health Fair
  - Homeless Stand Down
  - Recovery Fest
  - Portneuf Medical Center Teddy Bear Clinic
  - Give Kids a Smile Day
  - Head Start
  - South East District Health Department
  - School District 25

## Conferences/Seminars Hosted

- (September, 2011). Infectious Disease Management Annual Training Program, presented by Kandis Garland, RDH, MS, Idaho State University, Pocatello, ID, (2.5 hours).

## National Recognition

- Graduate student, Colleen Stephenson, received the Future Leader Award by the American Dental Hygienists' Association.
- Graduate student, Catherine Beebe, received the American Dental Educator's Association Crest Oral-B Scholarship for future educators.
- Graduate student, Tonette L. Hollingworth, was selected to serve as the American Dental Hygienists' Association District X Trustee representing Colorado, Montana, Utah, and Wyoming dental hygienists.
- Kandis Garland was appointed to the Peer Review Panel for Dimensions of Dental Hygiene.

## Awards & Grants Received

- Idaho Oral Health Institute and Distance Education – PI: Kathleen O. Hodges – U.S. Department of Health and Human Services HRSA - \$329,000.
- Building Online Learning Communities – PI: Ellen Rogo - American Dental Hygienists' Association, Institute for Oral Health - \$4857
- Southeast Idaho Give Kids a Smile Day – PI: Jacque Freudenthal - Ronald McDonald House Charities of Idaho, INC. - \$3,400.00

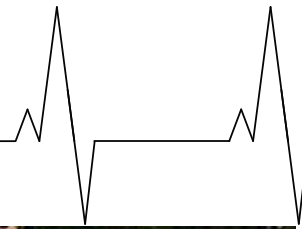
## Goals for the Upcoming Year

- Complete revised strategic plan process for the Department.
- Recruit and hire new faculty for full-time position opening.





# Dental Hygiene



## Publications

- Hodges, K.O. (2011). Prevention is Key and Hygienists are key to Prevention. Idaho Business Review.
- Johnson, T. (2011). Drug Therapy and Dental Hygiene: How Do We Use Our Knowledge to Optimize Care? Access, 25(6), 2-4.
- Garland, KV. (2011). Incorporating alcohol screening to assess risk. Dimensions of Dental Hygiene, 9(12):44-49.
- Gurenlian, JR. (2011). Screening for oral cancer. Access, [Supp]25(8):1-11.
- Brion S.L., Hodges, K.O., Calley, H. K., Seikel J.A. (2012). A Comparison of Dental Ultrasonic Technologies on Subgingival Calculus Removal: A pilot Study. J of Dent Hyg, 86(2), 150-158.
- Calley KH. (2012). Dental Hygiene Process of Care. In Mosby's Comprehensive Review of Dental Hygiene, 7th Ed., Darby ML ed; CV Mosby Co.: St. Louis.
- Gurenlian JR. (2012). Chapter 7: General pathology. In Darby ML. (2012). Mosby's Comprehensive Review of Dental Hygiene, 7th ed. St. Louis: Mosby Elsevier, 173-217.
- Rogo, EJ. & Stephenson, MC. Using Hands-Free Technology in Education to Enhance Patient Care, Journal of Dental Education, 76(2), 262, 2012.
- Agado, B., & Bowen, D. (2012). Periodontal disease and respiratory disease: A systematic review of the evidence. Can J Dent Hygiene, 46(2), 103-114.
- Rogo EJ. & Peterson, T. Legislative Advocacy Education in Dental Hygiene, Journal of Dental Hygiene, 86(1), 42, 2012

## Clinics & Clinical Services

- ISU Dental Hygiene Clinic – ISU campus, Pocatello, ID – Preventive and Restorative Services

## Clinic Patient Visits

- 3,593 patients were seen by the ISU Dental Hygiene Clinic.

## Faculty & Student Clinic Participation

- 58 Dental Hygiene students
- 15 Faculty Members
- 8 Dentists



# Dental Sciences

## Certificate/Degree Programs

- Doctor of Dental Surgery (DDS) - Idaho Dental Education Program (IDEP)
- Advanced Education in General Dentistry Residency program - Idaho Advanced General Dentistry (IAGD)

## Student Enrollment

- 8 students are enrolled in the Doctor of Dental Surgery (DDS) - Idaho Dental Education Program (IDEP).
- 8 students are enrolled in the Advanced Education in General Dentistry Residency program - Idaho Advanced General Dentistry (IAGD).

## Post Graduation Idaho Employment

- 12.5% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- American Dental Association, Commission on Dental Accreditation
- Next site visit 2015

## Faculty Research Engagement

- 1 IDEP faculty member is actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- 8 IDEP students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- The IAGD program served 300 community members at the ISU Community Health Fairs & Screenings.

## Goals for the Upcoming Year

- Increase collaborative interactions and clinical research.

## Clinics & Clinical Services

- Idaho Advanced Education in General Dentistry Residency
  - Pocatello
  - Meridian

## Clinic Patient Visits

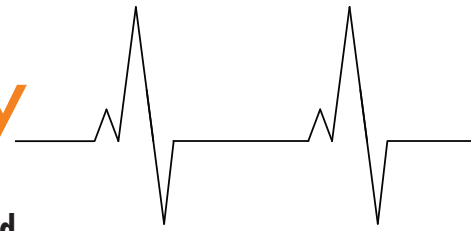
- 8,600 patients were seen by Idaho Advanced General Dentistry.

## Faculty & Student Clinic Participation

- Idaho Dental Education Program (IDEP)
  - 8 Students
  - 2 Faculty Members
- Idaho Advanced General Dentistry (IAGD)
  - 8 Residents
  - 8 IDEP Students
  - 22 Faculty



# Family Medicine Residency



## Certificate/Degree Programs

- Idaho State University and American Board of Family Medicine

## Student Enrollment

- 21 students are enrolled in the Family Medicine Residency program.

## Post Graduation Idaho Employment

- 48% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 88% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Graduate Medical Education (ACGME)

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- 2010-2011 Division of Health Sciences Enhancement Grant, Idaho State University, "Prescription Drug Refill Practices in US Medical Practices" Collaborated with John Holmes, PharmD and Rex Force, Pharm D

## Conferences/Seminars Hosted

- Advanced Life Support in Obstetrics—August 19 and 20, 2011—Speakers: Jonathan Cree, MD; Don Dyer, MD; Kelli Christensen, MD; Charles Clair, MD; Brandon Mickelsen, MD; Jacob Curtis, MD

## National Recognition

- Family Practice Resident, Dr. John Fenstermaker, has been selected to receive the 2012 American Academy of Family Physicians (AAFP) Award for Excellence in Graduate Medical Education.
- "Active Families For Life: Making Multidisciplinary Care Accessible in the Patient-centered Medical Home." Lecture / Discussion. Society of Teachers of Family Medicine. New Orleans, LA. April 28, 2011



## Awards & Grants Received

- 2011-2016—Primary Care Training and Enhancement / Residency Training in Primary Care Program. Title VII, Health Resources and Services Administration. "The Baby Boomer Medical Home Project". William M. Woodhouse, MD, Project Director. Award: \$1,123,155
- 2011—Residency Redistribution Request, Center of Medicare and Medicaid Services, Patient Protection and Affordable Care Act. Wrote proposal on behalf of Portneuf Medical Center to expand Graduate Medical Education slots from ~13.5 FTEs to 22 FTEs. William M. Woodhouse, MD. Additional FTE's. IME: 3.75 / DME: 3.75 New ongoing funding: ~\$260,000 / year.
- 2011—Residency Redistribution Request, Center of Medicare and Medicaid Services, Patient Protection and Affordable Care Act. Wrote proposal on behalf of Madison Memorial Hospital for two new Graduate Medical Education FTE slots for the ISU Madison – Rexburg Rural Training Track. William M. Woodhouse, MD. Additional FTE's. IME: 2.0 / DME: 2.0 New ongoing funding: ~\$140,000 / year.
- 2012—New Access Point Grant. Health Resources and Services Administration. Bureau of Primary Health Care. William M. Woodhouse, MD collaborated with Health West, Inc. and Nattie Prack, grant writer, to develop proposal for transition of Pocatello Family Medicine to a federally qualified health center. Submitted: 2010; Resubmitted and approved: 2012 Award: \$650,000 / year.





## Goals for the Upcoming Year

- Complete merger of the Pocatello Family Medicine Residency and Health West as a new Access Point
- Complete affiliation agreement between PMC and ISU
- Complete affiliation agreement between ISU and Health West
- Achieve an increase in state funding for the ISU residency program through presentations at JFAC in January
- Achieve a good residency match in March 2013
- Start interviewing and recruiting actively for a new director
- Incorporate new faculty, including Dr. Ragan, into the residency program
- Achieve funding for a new fellowship for the residency program as a 4th-year option to start in 2014 and continue annually. Candidates include Dylan Cole, Sarah Tiggelaar.
- Complete reorganization of the department of family medicine as presented at the GMEC meeting in November 2012.

## Publications

- Baergen R, Woodhouse W. "Surrogates and Extra-Familial Interests." Manuscript submitted to The Journal of Clinical Ethics. 11/16/2012



## Clinics & Clinical Services

- Family Medicine Residency
- Family Medicine
- Specialty Clinics (dermatology, ENT, neurology, women's health, gynecology, colposcopy, and pharmacotherapeutic services.
- SE Idaho HIV Clinic
- Obstetric Services
- Geriatrics
- Women's Health/GYN
- Inpatient Medicine
- Sports Medicine Orthopedics
- Psychology Services
- Health Education and Nutrition

## Clinic Patient Visits

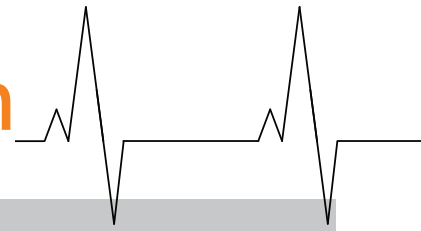
- 17,678 patients were seen by Family Medicine Residency.

## Faculty & Student Clinic Participation

- 21 Students and Faculty members



# Physician Assistant Program



## Certificate/Degree Programs

- Masters of Physician Assistant Studies

## Student Enrollment

- 120 students are enrolled in the PA program.

## Post Graduation Idaho Employment

- 33% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 97% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

## Faculty Research Engagement

- 3 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- The PA program has received \$7,000 in external funding for research.

## Health Fairs & Screening Events

- PA students have participated in 14 events including:
  - Vinyard Clinic – Boise
  - Friendship Clinic – Boise
  - Bi-Mart Pharmacy Health Fair – Emmett
  - Homeless Stand Down – Pocatello
  - Pocatello Free Clinic – Pocatello
  - Community Health Screening Expo – Meridian
  - Shriners - Pediatric Screening- Meridian
  - Homeless Stand Down – Boise
  - Community Health Screening Expo – Meridian
  - Latino Community Outreach- Meridian
  - Community Health Screening Expo- Meridian
  - Community Health Screening Expo, Boise
  - Sports Physicals, American Falls
  - Health Department, American Falls

## National Recognition

- The Department of PA Studies was recognized in a June/July article in AAPA's national magazine, PA Professional, titled, "In Sync with Distance Learning: Answering the Call for More Providers."
- In November 2011, PA student, Wes Morris, was nationally recognized by PAEA (Physician Assistant Education Association) for his receipt of a PAEA grant for studying burn-out in rural PAs.

## Awards & Grants Received

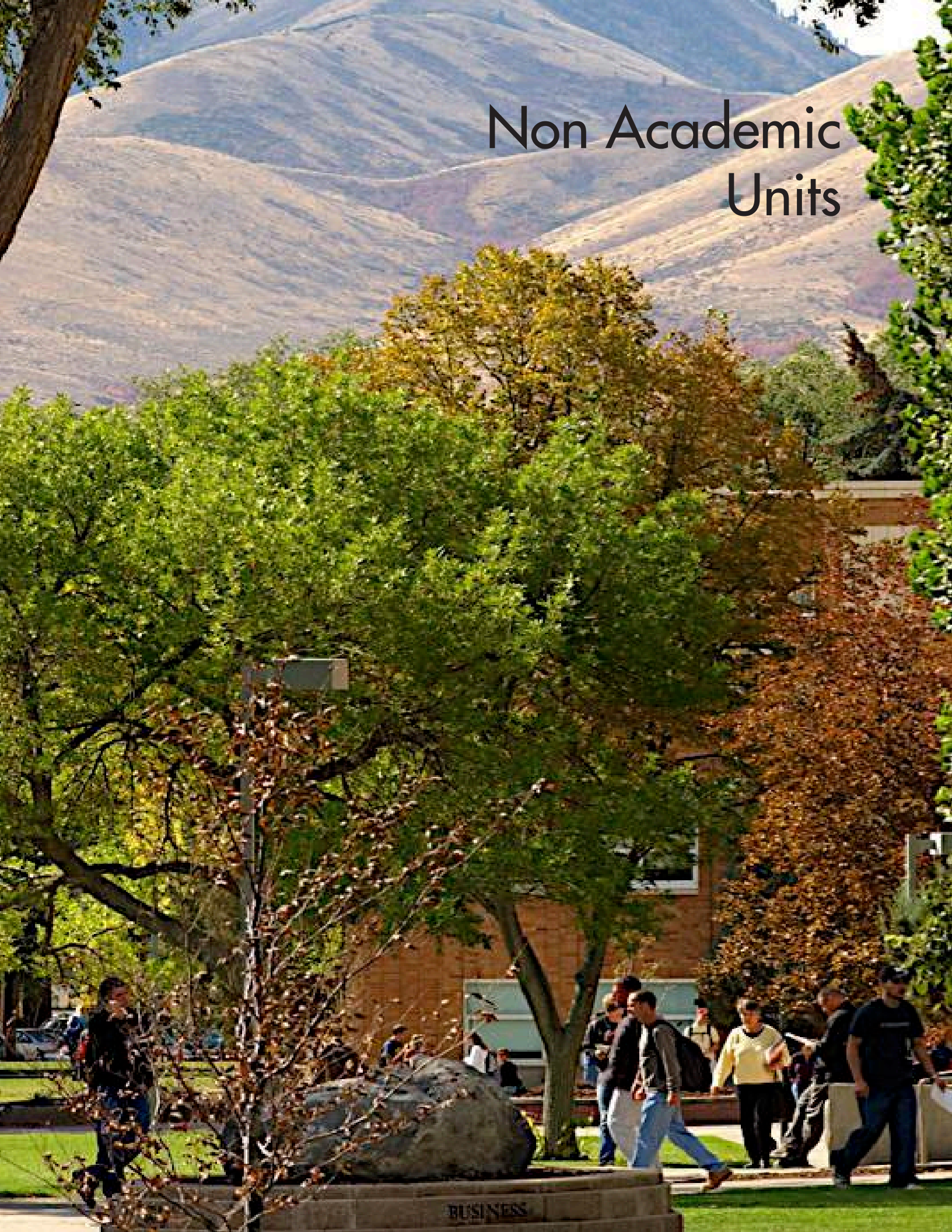
- Clinical Assistant Professor Jared Papa received ISU's Distinguished Public Service Award in May 2012.
- PA student, Russ Singleton, received the ISU-Meridian Health Science Center's Student Excellence Award in May 2012.

## Goals for the Upcoming Year

- Develop alternative funding sources.
- Complete a strategic plan.
- Submit a NOI for program expansion to the College of Idaho to SBOE.
- Submit the "Program Expansion to a Distant Campus" forms to ARC-PA.
- Investigate the feasibility of a physical plant improvement.



# Non Academic Units



# Idaho Center for Disability Evaluation

## Mission

The mission of the Idaho Center for Disabilities Evaluation is to provide high quality assessments that are administered consistently and reliably in all regions of Idaho to adult participants with developmental disabilities.

## Purpose

Idaho State University through the Idaho Center for Disabilities Evaluation (ICDE) has contracted with the Idaho Department of Health and Welfare to assume the duties of assessment, eligibility determination and budget planning for children and adult participants in this statewide initiative. The contract funding is distributed across higher education institutions based upon mutually agreed to responsibilities that address needs of the institution, ICDE, and the participants.

## Services

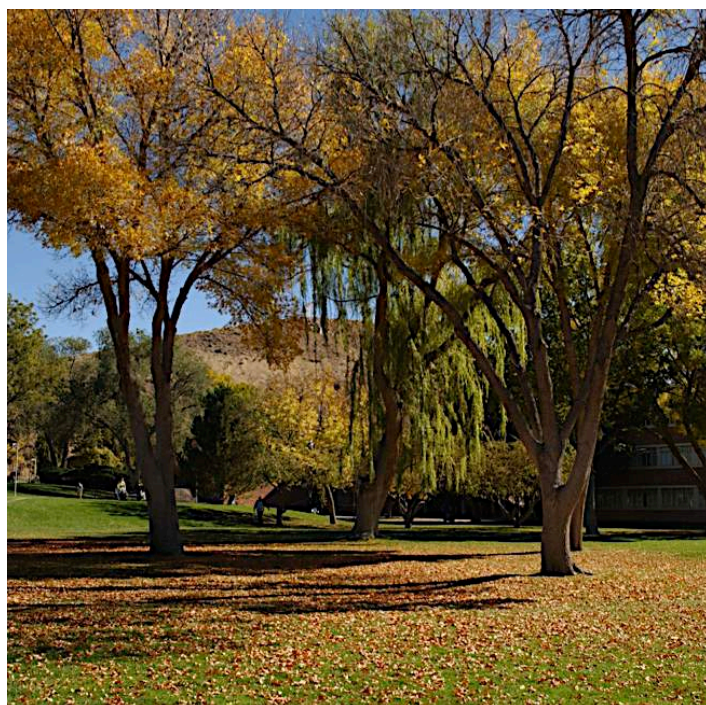
All Clinical Supervisors and Independent Assessment Providers are Qualified Intellectual Disability Professionals (QIDP) in accordance with the Federal Medicaid qualifications. The ICDE staff is distributed in each of the seven Health and Welfare Regions in the state of Idaho.

Independent Assessment Providers (IAP's) conduct assessments with the child and adult participants by reviewing all assessment information and documentation and then determining each participant's eligibility for community services. All assessments follow Medicaid Rule, policies and procedures.

Additionally, Clinical Supervisors supervise the assessment process. They oversee the Independent Assessment Provider's, provide technical and clinical expertise and advice and manage the staff workload to assure fidelity statewide and timely completion of reports. They consult and partner with the Department of Health and Welfare Central Office staff to provide feedback as to the assessment process. Clinical Supervisors also conduct assessments as needed.

## Locations

- Region I  
1120 Ironwood Drive, Suite 102  
Coeur d'Alene, ID 83814  
208-769-1567 ext 8808
- Region II  
1118 F St.  
Lewiston, ID 83501  
208-799-4430
- Region III  
3402 Franklin Rd.  
Caldwell, ID 83605  
208-455-7152
- Region IV  
1720 Westgate Dr, Suite B  
Boise, ID 83704  
208-334-0901
- Region V  
Twin Falls, ID 83301  
601 Poleline Rd., Suite 3  
208-736-3024
- Region VI  
1070 Hiline, Suite 235  
Pocatello, ID 83201  
208-239-6260
- Region VII  
150 Shoup Ave.  
Idaho Falls, ID 83402  
208-528-5849



## Faculty Research Engagement

- 7 faculty members are actively engaged in research in the health and biomedical sciences.

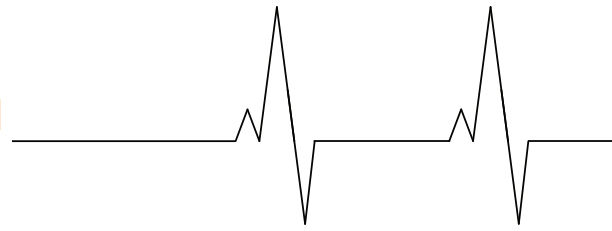
## External Funding for Research

- The Institute of Rural Health has 5 non competing continuing research projects with a total budget of \$999,000 for the 2011-2012 fiscal year.
- The IRH was the recipient of 9 new awards which includes 4 competing renewals with a total budget of \$629,903.31.

## Publications

- Aubrey, D.L. (2011, Autumn). Finding a professional home; IPA Newsletter. (Invited)
- Aubrey, D.L. (2012, Spring) Bullying: An ounce of prevention and the pound of cure; IPA Newsletter. (Invited)
- Fallahian, Naz Afarin, Brey, Richard R., Tivis, Rick D., Piland, Neill F., Simpson, David R. (2012, April). Cancer Deaths and Occupational Exposure in a Group of Plutonium Workers. *Health Physics*, 102(4), 443-452. doi: 10.1097/HPob.13e31823dc308
- Huggard, P., Stamm, B.H. & Pearlman, P.A. (in press). Physician Stress: Compassion Satisfaction, Compassion Fatigue and Vicarious Traumatization. In C.R. Figley & P. Huggard, (Eds.), *First Do No Self-Harm: Understanding and Promoting Physician Stress Resilience*. New Zealand: Oxford University Press.
- Kirkwood & BH Stamm (EDs). *Resources for Community Suicide Prevention*. [CD]. Meridian, ID & Pocatello, ID: Idaho State University. (not peer reviewed)
- Kirkwood, A.D. & Stamm, B.H. (2012). Creating a Suicide Prevention Hotline in Your State or Community: An Idaho Case Study. From Kirkwood & BH Stamm (EDs). *Resources for Community Suicide Prevention*. [CD]. Meridian, ID & Pocatello, ID: Idaho State University. (not peer reviewed)
- Kirkwood, A.D., Stamm, B.H., Piland, N.F. & Hudnall, A.C. (2012). Analysis of Training, Policy, Operations, Finance and Economic Aspects of Suicide and Suicide Prevention Hotlines in the United States. In Kirkwood & BH Stamm (EDs). *Resources for Community Suicide Prevention* [CD]. Meridian and Pocatello, ID: Idaho State University. (not peer reviewed)
- Kirkwood, AD & Stamm (2012). Establishing the Evidence Basis for Better Today's. *Better Tomorrow's*. For Better Mental Health. Gatekeeper Training Curriculum Using Data from 11,000 People over 12 Years. From Kirkwood & BH Stamm (EDs). *Resources for Community Suicide Prevention*. [CD]. Meridian and Pocatello, ID: Idaho State University. (not peer reviewed)
- Kirkwood, AD, Stamm, BH, Story, Chandra R (in press). Eradicating Mental Illness Stigma for Active Military Personnel and Veterans. In T. W. Miller, (Ed). *Veterans Health Reverence Book*. New York: Praeger Press.
- O'Farrell, D., N. Piland, H. Smith, A. Phillipp, K. Black, D. Gans, L. Wolper. (in press). *Public Health and Private Medical Practice Preparedness*. In L. F. Wolper, (Ed.) *Physician Practice Management*, 2nd Edition, Jones and Bartlett: Boston, MA.
- Rojas J.I., Hallford G., Brand M.W., Tivis, L.J. (2012). Latino/as in substance abuse treatment: Substance use patterns, family history of addiction, and depression. *Journal of Ethnicity in Substance Abuse*, 11, 75-85.
- Stamm, B.H. & Kirkwood, A.D. (2012). *Helping the Helpers: Compassion Satisfaction and Compassion Fatigue in Self-Care, Management and Policy*. In A.D. Kirkwood & B.H. Stamm, *Resources for Community Suicide Prevention* [CD]. Meridian and Pocatello, ID: Idaho State University. (not peer reviewed)
- Stamm, B.H., Kirkwood, A.D., and the Teton Valley Suicide Prevention Task Force (2012). *A Community-Based Suicide Prevention Planning Manual for Designing a Program Just Right for Your Community*. Pocatello and Meridian, Idaho: Idaho State University.





- Tivis, L., Beck, K., Spearman, R.C. (2012, May). Idaho's TBI Virtual Grand Rounds: A Step-by-Step Approach to Delivering Highest Quality Web-based Training. IBIA International Neurotrauma Letter, A quarterly E-publication of the International Brain Injury Association.

## Professional Presentations

### Local Presentations:

- Aubrey, D.L. (2012). An effectiveness study: Do web-based resources impact rural patient discharge care? University Research Symposium, Idaho State University, Pocatello, ID.
- Carr, G., Schneider, R., Tivis, R. (2012). Assessing Heart Age and Fruit/Vegetable Consumption in Patients at Free Community Health Screenings. Presented at Idaho State University's Division of Health Sciences Research Day, Meridian, ID.
- Kirkwood, A.D., Stamm, B.H., Piland, N., Hudnall, A. (2012, March). Analysis of Training, Police, Operations, Finance and Economic Aspects of Suicide and Suicide Prevention Hotlines in the United States. Poster presented at the Division of Health Sciences Research Day, Idaho State University, Meridian, ID.
- Kirkwood, A.D., Stamm, B.H., Bennett, L. (2012, March). Better Today's. Better Tomorrow's. Gatekeeper Training Curriculum: Examining Quality, Post-Course Knowledge, Knowing Youth in need of Mental Health Care and Knowing Youth Who Have Attempted or Completed Suicide. Poster presented at the Division of Health Sciences Research Day, Idaho State University, Meridian, ID.
- Moore, K., Carr, G., Mason, B., Tivis, R., Tivis, L. (2012). Pharmacist Delivered Alcohol Screening, Brief Intervention, and Referral: A Customer Attitude Survey (updated). Poster presented at the Division of Health Sciences Research Day, Idaho State University, Meridian ID.

- Neid, S., Tivis, R., Carr, G., (2012, March). Assessing Risk for Type 2 Diabetes Mellitus in a Community Population with Limited Access to Health Care. Poster presented at the Division of Health Sciences Research Day, Idaho State University, Meridian, ID.
- Papa, J., Carr, G., Guryan, B., Katsilometes, B., Nehr-Kanet, S., Powell, P., Schneider, R., Thorne, J., Tivis, L., Tivis, R. (2012, March). Interprofessional Training in the Community Setting. Poster presented at Idaho State University's Division of Health Sciences Research Day, Meridian, ID.
- Spearman, R. (2011, October). From Hospital to Home: Best Practices From the Idaho Person-Centered Hospital Discharge Model. Presented at the Annual Idaho Conference on Health Care and 4th Annual Thomas Geriatric Health Symposium, October 21, Meridian Health Science Center, Meridian, ID.
- Tivis, L. (2011, October 8). Second Saturday Scholarship Society. Presentation on grant writing, University of Phoenix, Meridian ID. (Invited)
- Tivis, L., Beck, K., Spearman, R.C. (2012, April). Idaho's TBI Virtual Grand Rounds: A Step-by-Step Approach to Delivering Highest Quality Web-based Training. Poster presented at the Division of Health Sciences Research Day, Idaho State University, Meridian, ID.
- Tivis, R. (2012, March). Data Analysis and Outcomes From the ISU Community Health Screening. Presentation at the Ada County Health Summit, Boise, ID. (Invited)

### State Presentations:

- Carr, G., Mason, B., Tivis, R., Tivis, L. (2011, September). Pharmacist Delivered Alcohol Screening, Brief Intervention, and Referral: A Customer Attitude Survey. Presented at the annual meeting of the Idaho Society of Health-System Pharmacists, Sun Valley, ID.



### National/International Presentations:

- Aubrey, D.L. (2011). Parental emotional support and adolescents: Bonding in a domestically violent family. International Society of Traumatic Stress Studies, Baltimore, MD.
- Aubrey, D.L. (2011). Rural Health Care Providers: Dissemination of Self-Care Intervention Tools via Web-based Portal. Association for Behavioral and Cognitive Therapies annual convention, Toronto, Canada.
- Garrett, K., Kirkwood, A., Stamm, B.H. (2012, April). Designing Youth Suicide Prevention Infrastructure for Idaho. Presentation at the Garrett Lee Smith Memorial Action Grantee Meeting, Baltimore, MD. (invited)
- Kirkwood, A.D., Stamm, B.H., Bennett, L. (2011, November). Better Today's Better Tomorrows Gatekeeper Training Curriculum: Examining Quality, Post-Course Knowledge, Knowing Youth in need of Mental Health Care and Knowing Youth Who Have Attempted or Completed Suicide. Poster presented at the International Society for Traumatic Stress Studies conference, Baltimore, MD. (invited)
- Kirkwood, A.D., Stamm, B.H., Piland, N., Hudnall, A. (2011 November). Analysis of Training, Police, Operations, Finance and Economic Aspects of Suicide and Suicide Prevention Hotlines in the United States. . Poster presented at the International Society for Traumatic Stress Studies conference, Baltimore, MD. (invited)
- Kirkwood, A. (2012 March). Creating School Postvention Teams for Idaho Schools. Presentation at the National Institute of Mental Health Outreach Partners Conference, Denver, CO. (invited)
- Kirkwood, A.D., Stamm, B.H., Piland, N., Hudnall, A. (2012, March). Analysis of Training, Police, Operations, Finance and Economic Aspects of Suicide and Suicide Prevention Hotlines in the United States. Poster presented at the National Institute of Mental Health Outreach Partners Conference, Denver, CO. (invited)
- Papa, J., Carr, G., Guryan, B., Katsilometes, B., Nehr-Kanet, S., Powell, P., Schneider, R., Thorne, J., Piland, N. (2011, Sept. 16). Determining Costs and Defining Cost-Effectiveness of Teleradiology for Rural, Underserved Populations, Teleradiology Initiative: A Solution for Increased Access to Health Care in Rural New Mexico. University of New Mexico and Indian Health Service, Albuquerque, NM. (Invited)
- Piland, N. (2011, Nov. 3). The Economic Impact of Ill Health in the Health Care Workforce. Health of the Health Professional Conference 2011, Auckland, New Zealand.
- Roll, J.M., Strode, A., Kennedy, J.J. and Stamm, B.H. (2011). Treating Mental Health and Substance Use Disorders in Rural America. Annual Conference of the American Psychological Association, Washington, DC.
- Spearman, R. (presenter), Tivis, L. (author) (2011, September). Idaho's TBI Virtual Grand Rounds: A Step-by-Step Approach to Delivering Highest Quality Web-based Training. Presented at the Ninth Annual Conference on Brain Injury, New Orleans, LA.
- Spearman, R. (2011, Sept). Tele-Education Strategies: North American Brain Injury Society. Presented at the Ninth Annual Conference on Brain Injury, New Orleans, LA. (invited)
- Spearman, R., Beck, K., Sandford, S., Tivis, L. (2012, March). Idaho's TBI Virtual Grand Rounds: A Step-by-Step Approach to Delivering Highest Quality Web-based Training. Presented at the Health Resources Services Administration, Maternal and Child Health Bureau, 14th Annual Federal TBI Program Leadership Meeting, Alexandria, VA. (invited)
- Spearman, R. and Tivis, L.-developers. (2012, April 12). Webinar: TBI in Idaho: A Partial Perspective Using Idaho Trauma Registry Data, Ginger Floerchinger-Franks, DrPH, Director, Idaho Trauma Registry.

# Institute of Rural Health



- Spearman, R. and Tivis, L.-developers. (2012, April 19). Webinar: ISU Veterans Sanctuary: Overcoming Obstacles To Achieve Great Things, Casey Santee, Veteran Recruiter/ Counselor, Veterans' Sanctuary, Idaho State University.
- Spearman, R. and Tivis, L.-developers. (2012, April 26). Webinar: Concussion and the Adolescent Athlete: Critical Management Guidelines, Caroline "Smitty" Faure, EdD, ATC-L, Assistant Professor of Sport Science & Physical Education, Idaho State University.
- Stamm, B.H., Blampied, S. & Beck, K. (2011). An Analysis of U.S. Federal Law and Policy on Service Animals and the Department of Veterans Affairs (VA). International Society for Traumatic Stress Studies. Baltimore, MD.
- Tivis, L., Tivis, R. (2011). Interprofessional Training in the Community Setting. Poster presented at PAEA Annual Educational Forum, New Orleans, LA.



Division of  
Health Sciences  
Data



**Table 2. Division of Health Sciences FY 2012 Budget Summary (State Appropriations)**

Program	Personnel Costs	Operating Costs	Capital Expense	FY2012	FY2011	% Change from FY11	FY2008	% Change from FY2008
Communication Sciences	\$1,803,335.69	\$55,975.00	\$40,100.00	\$1,899,410.69	\$1,898,807.01	0%	\$2,138,721.00	-13%
Counseling	\$919,935.42	\$113,748.20	\$0.00	\$1,033,683.62	\$989,400.67	4%	\$1,034,843.00	-0%
Dental Hygiene	\$1,143,200.46	\$56,937.00	\$0.00	\$1,200,137.46			\$1,388,477.00	-16%
Dental Sciences:								
IAGD	\$106,599.39	\$5,706.03	\$0.00	\$112,305.42	\$106,944.73	5%	\$135,096.00	-20%
IDEP	\$609,813.68	\$1,799,013.68	\$70,000.00	\$2,478,827.36	\$580,387.86	77%	\$414,820.00	83%
Dietetics	\$0.00	\$4,629.00	\$0.00	\$4,629.00	\$294,638.52	-6265%		
Family Practice Residency	\$566,300.00	\$286,773.24	\$4,226.76	\$857,300.00	\$827,450.00	3%	\$721,600.00	16%
Health Care Administration	\$200,328.82	\$16,646.00	\$0.00	\$216,974.82	\$199,931.93	8%	\$335,929.00	-55%
Health Education	\$396,955.60	\$20,857.20	\$0.00	\$417,812.80	\$420,062.04	-1%		
Health and Nutrition Science	\$0.00	\$8,094.00	\$0.00	\$8,094.00	\$0.00	100%	\$1,082,345.00	
Institute of Rural Health	\$107,572.02	\$4,582.00	\$0.00	\$112,154.02	\$121,085.47	-8%	\$150,712.00	-34%
MLS	\$284,337.21	\$16,723.60	\$900.00	\$301,960.81	\$206,857.19	31%		
MPH	\$230,606.36	\$13,438.00	\$0.00	\$244,044.36	\$244,014.75	0%		
Nursing	\$1,949,322.42	\$68,024.26	\$20,000.00	\$2,037,346.68	\$1,951,955.14	4%	\$2,251,526.00	-11%
Occupational Therapy	\$338,260.78	\$0.00	\$0.00	\$338,260.78	\$361,733.09	-7%	\$441,111.00	-30%
Paramedic Science	\$0.00	\$41,387.00	\$0.00	\$41,387.00		100%		
Pharmacy	\$3,284,714.08	\$90,748.60	\$125,000.00	\$3,500,462.68		100%		
Physical Therapy	\$529,438.53	\$419.00	\$11,300.00	\$541,157.53	\$572,442.04	-6%	\$704,887.00	-30%
Physician Assistant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$57,876.00	
Radiographic Science	\$186,765.86	\$13,511.00	\$0.00	\$200,276.86	\$262,598.77	-31%	\$279,599.00	-40%
<b>DHS Totals</b>	<b>\$12,319,225.54</b>	<b>\$2,625,306.81</b>	<b>\$271,526.76</b>	<b>\$15,216,059.11</b>	<b>\$9,038,309.21</b>	<b>41%</b>	<b>\$11,137,542.00</b>	<b>27%</b>

Source: Budget reports from DHS UBO

\*FY11 HNS Department split into the following programs: Dietetics; MPH; HCA; HE

**Table 3. Division of Health Sciences FY 2012 Budget Summary (Non-State Appropriated Funds)**

Program	Personnel Costs	Operating Expenses	Capital Expenses	Total	FY11	% Change from FY11	FY08	% Change from FY08
Communication Sciences	\$558,472.00	\$190,949.00	\$14,823.00	\$764,244.00	\$175,566.04	77.03%	\$135,994.00	82%
Counseling	\$57,049.50	\$86,550.00	\$20,000.00	\$163,599.50	\$71,289.00	56.42%	\$35,175.00	78%
Dental Hygiene	\$174,792.20	\$326,895.66	\$34,000.00	\$535,687.86			\$188,595.00	65%
Dental Sciences:								
IAGD	\$625,118.22	\$380,635.78	\$10,000.00	\$1,015,754.00	\$1,178,339.00	-16.01%	\$1,595,554.00	-57%
IDEP	\$0.00	\$1,600.00	\$0.00	\$1,600.00	\$1,500.00	6.25%	\$-	100%
Dietetics	\$49,519.00	\$32,931.00	\$3,500.00	\$85,950.00	\$254,131.00	-195.67%	NA	
Family Practice Residency	\$1,694,080.00	-\$40,800.00	\$18,000.00	\$1,671,280.00	\$1,725,763.00	-3.26%	\$721,600.00	57%
Health Care Administration	\$0.00	\$6,500.00	\$0.00	\$6,500.00	\$25,166.00	-287.17%	NA	
Health Education	\$12,800.00	\$11,700.00	\$0.00	\$24,500.00	\$16,900.00	31.02%	NA	
Health and Nutrition Science	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	0.00%	\$166,073.00	0%
Institute of Rural Health	\$1,153,988.97	\$371,257.52	\$0.00	\$1,525,246.49	\$1,886,476.57	-23.68%	NA	
Medical Lab Science	\$6,468.00	\$14,000.00	\$39,900.00	\$60,368.00	\$0.00	100.00%	NA	
Nursing	\$392,035.85	\$392,436.00	\$9,000.00	\$793,471.85	\$561,111.68	29.28%	\$347,404.00	56%
Occupational Therapy	\$23,853.00	\$46,800.00	\$10,000.00	\$80,653.00	\$72,432.00	10.19%	\$32,857.00	59%
Paramedic Science	\$2,828.00	\$10,172.00	\$0.00	\$13,000.00	NA	0.00%	NA	NA
Pharmacy	\$2,461,131.83	\$641,696.93	\$209,700.00	\$3,312,528.76		100.00%	NA	
Physical Therapy	\$204,513.00	\$90,200.00	\$80,000.00	\$374,713.00	\$251,875.00	32.78%	\$167,419.00	55%
Physician Assistant	\$1,620,239.00	\$361,949.00	\$42,850.00	\$2,025,038.00	\$1,847,747.00	8.75%	\$1,300,361.00	36%
Public Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	NA	
Radiographic Science	\$0.00	\$17,400.00	\$6,200.00	\$23,600.00	\$14,410.00	38.94%	NA	
<b>DHS Totals</b>	<b>\$9,036,888.57</b>	<b>\$2,942,872.89</b>	<b>\$497,973.00</b>	<b>\$12,477,734.46</b>	<b>\$15,918,580.35</b>	<b>-27.58%</b>	<b>\$4,691,032.00</b>	<b>62%</b>

Source: Budget reports from DHS UBO

\*FY11 HNS Department split into the following programs: Dietetics; MPH; HCA; HE

MLS moved to DHS FY11 from Biology

**Table 4. Operating Budget Expenditures From All Accounts FY 2012**

Program	Clinical Operational Expenses	Student Recruitment Expenses	Faculty Recruitment Expenses	Faculty Development Expenses	Research	Service	Teaching Support	Total	FY11	% Change from FY11	FY08	% Change from FY08
Communication Sciences								\$0.00	\$176,913.00	0%	\$136,470.00	0%
Counseling								\$0.00	\$14,400.00	0%	\$55,689.00	0%
Dental Hygiene								\$0.00		0%		
BS								\$0.00	\$0.00	0%	\$95,201.00	0%
MS								\$0.00	\$0.00	0%	\$7,190.00	0%
Dental Sciences								\$0.00	\$0.00	0%		
IAGD	\$1,668,809.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,668,809.00	\$79,528.00	95%	\$455,667.00	73%
IDEP	\$0.00	\$1,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,600.00	\$2,500.00	-56%	\$25,055.00	-146
Dietetics								\$0.00	\$15,667.00	0%		
Family Practice Residency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%	\$264,900.00	0%
Health Care Administration								\$0.00	\$9,428.00	0%	\$2,596.00	0%
Health Education	\$0.00	\$0.00	\$0.00	\$9,855.78	\$0.00	\$0.00	\$0.00	\$9,855.78	\$9,855.78	0%		
Health and Nutrition Science								\$0.00	*	0%	\$157,690.00	0%
Institute of Rural Health	\$0.00	\$0.00	\$0.00	\$14,547.41	\$315,056.40	\$41,653.71	\$0.00	\$371,257.52	\$458,512.79	-24%	\$429,171.00	-16%
Medical Lab Science	\$1,100.00	\$230.00	\$995.00	\$1,149.00	\$0.00	\$0.00	\$48,900.00	\$52,374.00	\$0.00	100%		
Nursing								\$0.00	\$0.00	0%	\$68,784.00	0%
Occupational Therapy	\$0.00	\$3,983.60	\$200.00	\$5,779.78	\$100.00	\$0.00	\$7,596.43	\$17,659.81	\$4,000.00	77%	\$58,561.00	-232%
Paramedic Science	\$3,818.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,740.00	\$9,558.00	NA	NA	NA	NA
Pharmacy								\$0.00		0%		
Physical Therapy	\$0.00	\$5,889.66	\$0.00	\$10,450.01	\$1,950.00	\$0.00	\$13,430.74	\$31,720.41	\$0.00	100%	\$31,552.00	1%
PTOT Clinic	\$27,615.30							\$27,615.30	\$72,666.00	-163%	\$25,870.00	6%
Physician Assistant	\$0.00	\$312.32	\$7,423.73	\$39,453.65	\$8,288.98		\$66,044.28	\$121,522.96	\$0.00	100%	\$128,289.00	-6%
Public Health								\$0.00		0%		
Radiographic Science	\$0.00	\$50.00	\$0.00	\$2,421.63	\$0.00	\$0.00	\$0.00	\$2,471.63	\$0.00	100%	\$11,600.00	-369%
DHS Totals	\$1,701,342.30	\$12,065.58	\$8,618.73	\$83,657.26	\$325,395.38	\$41,653.71	\$141,711.45	\$2,314,444.41	\$843,470.57	64%	\$1,954,285.00	16%

Source: Budget reports from DHS UBO

\*FY11 HNS Department split into the following programs: Dietetics; MPH; HCA; HE

**Table 5. Annual Income from Non-Appropriated Funds FY 2012**

Program	Program Fees	Course Fees	Clinic Fees	Grants	Other	Total	FY 2011 Total	% Change from FY11	FY 2008 Total	% Change from FY08
Communication Sciences	\$535,992.34	\$343,068.16	\$119,023.74	\$0.00	\$9,399.15	\$1,007,483.39	\$371,476.00	63.13%	\$507,245.00	49.65%
Counseling	\$76,946.75	\$0.00	\$83,292.00	\$0.00	\$1,549.50	\$161,788.25	\$188,185.00	-16.32%	\$208,445.00	-28.84%
Dental Hygiene	\$47,357.66	\$80,792.06	\$119,094.30	\$0.00	\$221,750.82	\$468,994.84		100.00%	\$240,949.00	48.62%
Dental Sciences										
IAGD	\$0.00	\$0.00	\$1,418,608.69	\$0.00	\$859.93	\$1,419,468.62	\$0.00	100.00%	\$1,390,477.00	2.04%
IDEP	\$0.00	\$0.00	\$0.00	\$0.00	\$1,180.00	\$1,180.00	\$0.00	100.00%	\$1,055,319.00	-89333.81%
Dietetics	\$0.00	\$51,518.23	\$0.00	\$0.00	\$5,770.25	\$57,288.48	\$40,000.00	30.18%		
Family Practice Residency	\$0.00	\$0.00	\$1,608,365.82	\$586,192.76	\$22,151.00	\$2,216,709.58	\$18,000.00	99.19%	\$4,086,335.00	-84.34%
Health Care Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$2,843.90	\$2,843.90			\$2,000.00	29.67%
Health Education	\$0.00	\$39,768.54	\$0.00	\$0.00	\$137.50	\$39,906.04				
Health and Nutrition Science	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	*		\$610,701.00	
Institute of Rural Health	\$0.00	\$0.00	\$0.00	\$1,251,831.66	\$147,209.00	\$1,399,040.66	\$1,888,407.63	-34.98%	\$2,681,967.00	-91.70%
Medical Lab Science	\$40,981.87	\$14,500.00	\$0.00	\$0.00	\$0.00	\$55,481.87				
Nursing	\$562,532.06	\$0.00	\$0.00	\$391,955.74	\$24,282.05	\$978,769.85	\$459,830.00	53.02%	\$1,155,186.00	-18.02%
Occupational Therapy	\$67,368.00	\$0.00	\$0.00	\$0.00	\$2,685.00	\$70,053.00	\$504.00	99.28%	\$90,108.00	-28.63%
Paramedic Science	\$12,611.00	\$0.00	\$0.00	\$0.00	\$510.14	\$13,121.14	NA	NA	NA	NA
Pharmacy	\$3,104,886.70	\$0.00	\$0.00	\$715,672.85	\$348,368.96	\$4,168,928.51				
Physical Therapy	\$190,632.00	\$0.00	\$72,797.19	\$0.00	\$13,218.79	\$276,647.98	\$504.00	99.82%	\$207,949.00	24.83%
Physician's Assistant	\$2,153,728.27	\$0.00	\$0.00	\$0.00	\$3,862.75	\$2,157,591.02	\$224,795.00	89.58%	\$1,200,707.00	44.35%
Public Health	\$0.00	\$0.00	\$0.00	\$23,926.31	\$0.00	\$23,926.31				
Radiographic Science	\$31,481.73	\$0.00	\$0.00	\$0.00	\$3,162.00	\$34,643.73	\$0.00	100.00%	\$22,600.00	34.76%
DHS/KCHP (Medicaid)	\$0.00	\$0.00	\$0.00	\$2,637,809.00	\$0.00	\$2,637,809.00			\$2,920,705.00	-10.72%
<b>DHS Total</b>	<b>\$6,824,518.38</b>	<b>\$529,646.99</b>	<b>\$3,421,181.74</b>	<b>\$5,607,388.32</b>	<b>\$808,940.74</b>	<b>\$14,553,867.17</b>	<b>\$3,191,701.63</b>	<b>78.07%</b>	<b>\$16,380,693.00</b>	<b>-12.55%</b>

Source: Budget reports from DHS UBO

\*FY11 HNS Department split into the following programs: Dietetics; MPH; HCA; HE

\*\* Amount to be deposited for eISU fees and Summer 2011-2012 into main local account. No set date from B. Hickenlooper UBO



**Table 6. Number of Student Applications to Programs in the Division of Health Sciences Entering FY2012**

Program	# Received AY12	# Received AY11	% Change from AY11	# Received AY08	% Change from AY08	Number Qualified AY12	AY12 Offers	AY12 Alternates	# Accepted AY 12	# Accepted AY11	% Change from AY11
<b>Communication Sciences:</b>											
Audiology (AUD)	51	30	41.18%	23	54.90%	33	28		11	8	27.27%
Deaf Education*	NA	NA		7						NA	
Educational Interpreter	10	20			100.00%	8	8		8	18	-125.00%
Sign Language Studies	NA	NA								NA	
CDS (was SPA) BS	25	28	-12.00%		100.00%	16	21			18	
SLP MS	276	224	18.84%	101	63.41%	223	110		54	54	0.00%
<b>Counseling:</b>											
Masters	44	46	-4.55%	86	-95.45%	44	32	1	32	41	-28.13%
Ed.S.	0	0	0.00%	0	0.00%	0	0	0	0	0	0.00%
Ph.D.	21	6	71.43%	17	19.05%	21	6	0	6	6	0.00%
<b>Dental Hygiene:</b>											
BS	41	50	-21.95%	76	-85.37%	35	30	7	30	30	0.00%
MS	8	12	-50.00%	13	-62.50%	7	7	0	8	7	12.50%
<b>Dental Sciences:</b>											
IAGD	39	33	15.38%	48	-23.08%	39	9	30	8	8	0.00%
IDEP	46	45	2.17%	61	-32.61%	46	9	18	8	8	0.00%
<b>Dietetics</b>											
BA/BS	23	17	26.09%	21	8.70%	20	16	3	13	13	0.00%
Internship	96	72	25.00%	61	36.46%	87	NA	NA	16	16	0.00%
Family Practice Residency	407	350	14.00%	323	20.64%						
Health Care Administration	63	48	23.81%	13	79.37%	63	NA		63	48	23.81%
<b>Health Education</b>											
BA/BS	27	23	14.81%	39	-44.44%	27	27		27	23	14.81%
MHE	18	11	38.89%	18	0.00%	18	18		18	11	38.89%
MLS	59	52	11.86%	38	35.59%	42	39	5	39	39	0.00%
MPH	18	35	-94.44%	34	-88.89%	9	9	NA	9	18	
<b>Nursing:</b>											
BFT	37	68	-83.78%		100.00%	36	30	6	30	30	0.00%
BS Comp	22	21	4.55%		100.00%	22	22	0	22	21	4.55%
BSN	97	111	-14.43%	140	-44.33%	94	70	15	70	70	0.00%
Masters	115	105	8.70%	80	30.43%	113	38	0	35	52	-48.57%
Post Masters	9	4	55.56%	3	66.67%	9	5	0	4	4	0.00%
Occupational Therapy	62	25	59.68%	14	77.42%	19	8	6	9	14	-55.56%
Paramedic Science	12	NA	NA	NA	NA	10	10	NA	8	NA	NA
<b>Pharmacy</b>											
BPSCI Masters	71	17	76.06%		100.00%	13	4	0	4	4	0.00%
BPSCI PhD	14	4	71.43%		100.00%	4	3	0	3	2	33.33%
PPRA PharmD	406	403	0.74%		100.00%	257	78	23	72	73	-1.39%
PPRA PharmD NonT	24	44	-83.33%		100.00%	17	17	NA	16	31	-93.75%
Physical Therapy	245	229	6.53%	115	53.06%	76	30	46	26	20	23.08%
Physician Assistant	491	525	-6.92%	341	30.55%	285	77	40	60	60	0.00%
Radiographic Science	61	46	24.59%	34	44.26%	61	20	5	18	18	0.00%
<b>DHS Total</b>	<b>2938</b>	<b>1824</b>	<b>37.92%</b>	<b>1706</b>	<b>41.93%</b>	<b>1754</b>	<b>781</b>	<b>205</b>	<b>727</b>	<b>765</b>	<b>-5.23%</b>

**Table 7. FY2012 Characteristics of Students Sent Admissions Letters to Programs in the DHS**

Programs	Average GPA AY12	Average GPA AY11	Average GPA % Change from AY11	Average GPA AY08	Average GPA % Change from AY08	AY12 Average Age	AY12 # of Females	AY12 # of Males	AY12 # of Minorities	AY12 # of Idaho Residents	AY12 % Idaho Residents
<b>Communication Sciences:</b>											
Audiology	3.64	3.54	3%	3.34	8%	26	24	7	5	4	
Deaf Education*	NA	NA		3.45							
Educational Interpreter	2.91	3.24	-11%		100%	23	9	1	4	10	
Sign Language Studies	NA	NA									
SLP BS	3.24	3.25	-0%	3.23	0%	28	19	4	1	21	
SLP MS	3.69	3.58	3%	3.23	12%	28	101	4	9	32	
<b>Counseling:</b>											
Masters	3.47	3.44	1%	3.5	-1%	26	26	14	UNK	14	
Ed. S.	0	0	0%	NA		0	0	0	0	0	
Ph.D.	3.86	3.6	7%	3.9	-1%	30	14	7	UNK	3	
<b>Dental Hygiene:</b>											
BS	3.45	3.47	-1%	3.66	-6%	23	28	0	UNK	2	
MS	3.59	3.67	-2%		100%	38	8	0	2	2	
<b>Dental Sciences:</b>											
IAGD	3.55	3.4	4%	3.51	1%	31	2	6	1	2	
IDEP	3.49	3.58	-3%	3.82	-9%	26	1	7	0	8	100%
<b>Dietetics</b>											
Dietetics BS	3.57	3.43	4%		100%	26	15	1	2	16	100%
Dietetics Intern	3.53	3.65	-3%		100%	28	16	1	0	6	35%
Family Practice Residency	NA	NA		NA							
Health Care Administration	3.07	2.96	4%	3.21	-5%	27	5	9	1	14	
<b>Health Ed</b>											
Health Ed BA/BS	3.19	3.18	0%	3.2	-0%	25	21	6	2	26	100%
Health ED MHE	3.53	3.69	-5%	3.43	3%	28	15	3	4	12	66%
MLS	3.25	3.18	2%	NA	NA	27	21	13	8	23	
MPH	3.47	3.3	5%	3.5	-1%	26	6	2	0	2	
<b>Nursing:</b>											
BFT	3.6	3.7	-3%		100%	32	26	4	4	28	
BS Comp	3.32	3.32	0%		100%	31	13	1	1	13	89%
BSN	3.68	3.69	-0%	3.64	1%	26	62	8	7	68	97%
Masters	3.77	3.71	2%	3.67	3%	36	36	2	3	33	87%
Post Masters	3.87	3.28	15%	3.68	5%	48.2	3	2	0	5	100%
Occupational Therapy	3.69	3.67	1%	3.45	7%	26	14	3	0	11	
Paramedic Science	2.89	NA	NA	NA	NA	29.5	2	6	0	8	100%
<b>Pharmacy</b>											
BPSCI Masters	3.47	3.81	-10%		100%				190	0	0%
BPSCI PhD	3.67	3.52	4%		100%				134	0	0%
PPRA PharmD	3.57	3.57	0%		100%	26	45	39	17	64	
PPRA PharmD NonT	3.41	3.12	9%		100%	42	8	8	4	0	0%
Physical Therapy	3.76	3.66	3%	3.78	-1%	27	14	12	3	15	
Physician Assistant	3.43	3.44	-0%	3.4	1%	28	270	221	64	113	23%
Radiographic Science	3.47	3.57	-3%	3.5	-1%	23.5	14	4	2	18	100%
<b>DHS Total</b>	<b>3.38</b>	<b>3.33</b>	<b>1%</b>	<b>3.51</b>	<b>-4%</b>	<b>28</b>	<b>838</b>	<b>395</b>	<b>468</b>	<b>573</b>	

\* Deaf Education moved to College of Education

Note: SLP AY2008 GPA was not divided by degree. GPA listed for AY08 is the combined GPA.

**Table 8. Characteristics of Students Who Accepted Admissions Offers to Programs in the DHS FY2012**

Programs	Averages:						AY12 Average Age	AY12 # of Females	AY12 # of Males	AY12 # of Minorities	AY12 # of Idaho Residents	AY12 % Idaho Residents
	Average GPA AY12	Average GPA AY11	Average GPA % Change from AY11	Average GPA AY08	Average GPA % Change from AY08							
<b>Communication Sciences</b>												
Audiology	3.41	3.79	-11%	3.48	-2%	27	9	2	3	5		
Educational Interpreter	3.45	3.24	6%		100%	21	7	1	3	8		
Sign Language Studies	NA	NA										
SLP BS	3.27	3.22	2%	3.6	-10%	26	16	4	1	18		
SLP MS	3.67	3.66	0%	3.6	2%	28	48	4	5	27		
<b>Counseling</b>												
Masters	*	3.44		3.5		*	*	*	*	*	*	*
Ph.D.	*	3.6		3.93		*	*	*	*	*	*	*
Ed.S.	*	0		NA		*	*	*	*	*	*	*
<b>Dental Hygiene</b>												
BS	3.45	3.48	-1%	3.62	-5%	23	25	1	4	24	92%	
MS	3.53	3.66	-4%	3.46	2%	42	7	0	NA	2	29%	
<b>Dental Sciences</b>												
IAGD	3.61	3.48	4%	3.58	1%	31	2	6	1	2		
IDEP	3.76	3.84	-2%	3.87	-3%	26	1	7	0	8		
<b>Dietetics</b>												
BS	3.53	3.42	3%	3.32	6%	25	15	1	2	16	100%	
Intern	3.53	3.65	-3%	3.45	2%	28	16	1	0	6	35%	
<b>Health Care Administration</b>	3.07	2.96	4%	NA		27	5	9	1	14		
<b>Health Ed</b>												
BA/BS	3.19	3.18	0%	3.2	-0%	25	21	6	2	26	100%	
MHE	3.53	3.69	-5%	3.43	3%	28	15	3	4	12	66%	
MLS	3.25	3.17	2%	3.29	-1%	27	21	9	7	24	75%	
MPH	3.47	3.3	5%	3.5	-1%	25	2	1	0	1		
<b>Nursing</b>												
BFT	3.6	3.7	-3%		100%	32	26	4	4	28		
BS Comp	3.32	3.32	0%		100%	31	13	1	1	13	89%	
BSN	3.68	3.69	-0%	3.5	5%	26	62	7	7	68	97%	
Masters	3.77	3.71	2%	3.73	1%	37	33	2	3	30	86%	
Post Masters	3.86	3.28	15%	3.68	5%	45.76	2	2	0	4	100%	
<b>Occupational Therapy</b>	3.69	3.67	1%	3.39	8%	26	14	3	0	11		
<b>Paramedic Science</b>	2.89	NA	NA	NA	NA	29.5	2	6	0	8	100%	
<b>Pharmacy</b>												
BPSCI Masters	3.86	3.85	0%				2	1	3	0	0%	
BPSCI PhD	3.86	3.77	2%				1	3	4	0	0%	
PPRA PharmD	3.57	3.57	0%			26	42	30	14	62	86%	
PPRA PharmD NonT	3.41	3.12	9%			42	8	8	4	0	0%	
<b>Physical Therapy</b>	3.73	3.66	2%	3.71	1%	27	14	12	3	15		
<b>Physician Assistant</b>	3.48	3.43	1%	3.4	2%	29	31	29	4	36	60%	
<b>Radiographic Science</b>	3.47	3.57	-3%	3.5	-1%	23.5	14	4	2	18	100%	
<b>DHS Totals</b>	<b>3.51</b>	<b>3.39</b>	<b>4%</b>	<b>3.53</b>	<b>-1%</b>	<b>29</b>	<b>474</b>	<b>167</b>	<b>82</b>	<b>486</b>		

Note: SLP studies were not separated in AY2008. GPA listed is the combined AY08 GPA

\* Indicates Data was not collected

**Table 9. Number of Majors Enrolled by Class Level in Programs in the Division of Health Sciences FY2012**

	Juniors			Seniors			Graduate Students			Professional Program Students			AY12 Totals
	AY12	AY11	% Change from AY11	AY12	AY11	% Change from AY11	AY12	AY11	% Change from AY11	AY12	AY11	% Change from AY11	
Communication Sciences													
Audiology	NA	NA		NA	NA		27	23	15%	NA	NA		27
Educational Interpreter	8	18	-125%	16	6	63%	NA	NA		NA	NA		24
Sign Language Studies	NA	NA		NA	NA		NA	NA		NA	NA		0
SLP BS	48	35	27%	42	41	2%	NA	NA		NA	NA		90
SLP MS	NA	NA		NA	NA		98	102	-4%	NA	NA		98
Counseling													
Masters	NA	NA		NA	NA		77	84	-9%	NA	NA		77
ED.S.	NA	NA		NA	NA		0	0	0%	NA	NA		0
Ph.D.	NA	NA		NA	NA		17	16	6%	NA	NA		17
Dental Hygiene													
BS	30	30	0%	26	26	0%	NA	NA		NA	NA		56
MS	NA	NA		NA	NA		33	33	0%	NA	NA		33
Dental Sciences													
IAGD	NA	NA		NA	NA		8	8	0%	NA	NA		8
IDEP	NA	NA		NA	NA		8	8	0%	NA	NA		8
Dietetics													
Dietetics BS	24		100%	26		100%	4		100%	NA	NA		54
Dietetics Intern	NA	NA		NA	NA		17	16	6%	NA	NA		17
Family Practice Residency	NA	NA		NA	NA		NA	NA		NA	NA		0
Health Care Administration	14	4	71%	10	7	30%			0%	NA	NA		24
Health Education													
Health ED BS/BA	26	13	50%	15	10	33%				NA	NA		41
Health Ed MHE							27	11	59%	NA	NA		27
MLS	NA	NA	0%	30	28	7%	7	3	57%	NA	NA		37
MPH	NA	NA		NA	NA		6	6	0%	NA	NA		6
Nursing													
BFT	30	30	0%	30	27	10%	NA	NA		NA	NA		60
BS Comp			0%	25	16	36%	NA	NA		NA	NA		25
BSN	70	68	3%	65	62	5%	NA	NA		NA	NA		135
Masters	NA	NA		NA	NA		126	116	8%	NA	NA		126
Post Masters	NA	NA		NA	NA		4	1	75%	NA	NA		4
Occupational Therapy	0	0	0%	6	7	-17%	32	21	34%	NA	NA		38
Paramedic Science	0	NA		0	NA		NA	NA		NA	NA		
Pharmacy													
BPSCI Masters	NA	NA		NA	NA		8	4	50%	12	15	-25%	20
BPSCI PhD	NA	NA		NA	NA		5	2	60%	NA	NA		5
PPRA PharmD	NA	NA		NA	NA		NA	NA		274	264	4%	274
PPRA PharmD NonT	NA	NA		NA	NA		NA	NA		120	123	-2%	120
Physical Therapy	NA	NA		NA	NA		71	72	-1%	NA	NA		71
Physician Assistant	NA	NA		NA	NA		120	120	0%	NA	NA		120
Radiographic Science	18	18	0%	18	18	0%	0	0		NA	NA		36
<b>DHS Total</b>	<b>268</b>	<b>254</b>	<b>5%</b>	<b>309</b>	<b>289</b>	<b>6%</b>	<b>695</b>	<b>616</b>	<b>11%</b>	<b>406</b>	<b>402</b>	<b>1%</b>	<b>1272</b>

**Table 10. Number of Graduates by Program and Performance of the 2011-2012 Class on National Examinations.**

Program	Number of Graduates				% Change from AY08	% of Student Pass Rate on National Exam
	AY12	AY11	% Change from AY11	AY08		
<b>Communication Sciences</b>						
Audiology	1	1	0%	2		100%
Educational Interpreter	NA	NA		0		
Sign Language Studies	NA	NA		0		
SLP BS	NA	NA		0		
SLP MS	31	34	-10%	24	23%	94%
<b>Counseling</b>						
Masters	32	34	-6%	40	-25%	95%
Ed.S.	NA	NA		0		
Ph.D.	NA	NA		6		
<b>Dental Hygiene</b>						
BS	25	26	-4%	24	4%	100%
MS	NA	NA		1		
<b>Dental Sciences</b>						
IAGD	8	8	0%	8	0%	100%
IDEP	8	8	0%	8	0%	100%
Family Practice Residency	*	5	0%	6	0%	88%
<b>Dietetics</b>						
BA/BS	14	18	-29%	17	-21%	NA
Intern	16	16	0%	18	-13%	92%
Health Care Administration	13	9	31%	12	8%	
<b>Health Ed</b>						
Health Ed BA/BS	NA	17		19	0%	NA
Health Ed MHE	NA	10		5	0%	NA
MLS	31	28	10%	NA		84%
MPH	6	6	0%	5	17%	
<b>Nursing</b>						
BFT	30	27	10%	0	100%	
BS Comp	25	16	36%	0	100%	
BSN	72	62	14%	121	-68%	
Masters	50	38	24%	23	54%	
Post Masters	0	1	0%	2	0%	
Occupational Therapy	7	6	14%	4	43%	100%
Paramedic Science	7	NA	NA	NA		100%
<b>Pharmacy</b>						
BPSCI Masters	2	5	-150%		100%	NA
BPSCI PhD	1	2			100%	NA
PPRA PharmD	59	60	-2%		100%	100%
PPRA PharmD NonT	NA	NA				NA
Physical Therapy	25	25	0%	19	24%	100%
Physician Assistant	59	50	15%	30	49%	97%
Radiographic Science	18	18	0%	20	-11%	100%
<b>DHS Total</b>	<b>540</b>	<b>398</b>	<b>26%</b>	<b>414</b>	<b>23%</b>	<b>97%</b>

\*Not yet available

**Table 11. Location of First Employment of Students Who Graduated during FY2012**

Program	In State	Out of State	Graduate School	Unemployed	Unknown	Rural
<b>Communication Sciences</b>						
Audiology	1	6	0	0	0	
Educational Interpreter	3	0	0	2	0	3
Sign Language Studies	NA	NA	NA	NA	NA	NA
SLP BS	NA	NA	NA	NA	NA	NA
SLP MS	25	9	0	0	0	7
<b>Counseling</b>						
Masters	UNK	UNK	UNK	UNK	UNK	UNK
Ed.S.	UNK	UNK	UNK	UNK	UNK	UNK
Ph.D.	UNK	UNK	UNK	UNK	UNK	UNK
<b>Dental Hygiene</b>						
BS	0	0	0	0	25	0
MS	0	3	0	0	0	0
<b>Dental Sciences</b>						
IAGD	1	6	8	0	0	4
IDEP	0	0	8	0	0	0
Family Practice Residency	2	5	0	0	0	0
<b>Dietetics</b>						
Dietetics BS**						
Dietetic Interns (not GS, but PB)	7	4	1	NA	3	5
Health Care Administration	8		5			
<b>Health Ed</b>						
Health Ed BA/BS	1	0	0	0	5	0
Health Ed MHE	NA	NA	NA	NA	NA	NA
MLS	8	2	3		10	5
MPH	5	1				
<b>Nursing</b>						
BFT	25	2	1	0	3	0
BS Comp	UNK	UNK	UNK	UNK	UNK	UNK
BSN	UNK	UNK	UNK	UNK	UNK	UNK
Masters	UNK	UNK	UNK	UNK	UNK	UNK
Post Masters	UNK	UNK	UNK	UNK	UNK	UNK
Occupational Therapy	6	1	0	0		3
Paramedic Science	4	1	0	1	1	1
<b>Pharmacy</b>						
BPSCI Masters	UNK	UNK	UNK	UNK	UNK	UNK
BPSCI PhD	UNK	UNK	UNK	UNK	UNK	UNK
PPRA PharmD	40	19	12	0	0	53
PPRA PharmD NonT	NA	NA	NA	NA	NA	NA
Physical Therapy	18	7	0	0		20
Physician Assistant	18	34	1	1	5	8
Radiographic Science	13	0	4	1	0	1
<b>DHS Total</b>	<b>185</b>	<b>100</b>	<b>43</b>	<b>5</b>	<b>52</b>	<b>110</b>

\*\*BS Dietetic Students go on to internship before employment

UNK = Unknown - Data not tracked

**Table 12. Number of Students Accepted in Programs of the Division of Health Sciences from Idaho and Out-of-State Schools FY12**

Program	ISU	BSU	U of I	CSI	BYU-I	NNU	BYU	College of Idaho	LCSC	CWI	Other: Out of State
<b>Communication Science</b>											
Audiology	5	0	0	0	0	0	1	0	0	0	5
Educational Interpreter	6	1	0	1	0	0	0	0	0	0	0
Sign Language Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SLP BS	0	10	0	0	0	0	0	0	0	6	3
SLP MS	23	0	1	0	0	0	4	1	0	0	23
<b>Counseling</b>											
Masters											
Ed.S.											
Ph.D.											
<b>Dental Hygiene</b>											
BS	16	8	0	1	5	0	0	0	0	0	6
MS	1	0	0	1	0	0	0	0	0	0	6
<b>Dental Sciences</b>											
IAGD	0	0	0	0	0	0	0	0	0	0	8
IDEP	0	5	0	0	1	0	2	0	0	0	0
Family Practice Residency	0	0	0	0	0	0	0	0	0	0	7
<b>Dietetics</b>											
Dietitics BA/BS	14	0	0	0	2	0	0	0	0	0	0
Dietitics Intern	5	0	0	0	0	0	2	0	0	0	10
Health Care Administration	14	0	0	0	0	0	0	0	0	0	0
<b>Health Ed</b>											
Health Ed BA/BS	0	3	0	1	1	0	0	0	0	0	1
Health Ed MHE	0	0	0	0	1	0	0	0	0	0	1
MLS	13	10	2	0	2	0	0	0	0	0	8
MPH	5	1	3	0	3	0	3	0	0	0	9
<b>Nursing</b>											
BFT	2	4	5	0	0	1	0	3	0	0	15
BS Comp	5	0	0	7	0	0	0	0	1	0	1
BSN	0	0	0	0	0	0	0	0	0	0	0
Masters	9	7	0	1	4	0	0	0	2	0	12
Post Masters	3	0	0	0	0	1	0	0	0	0	0
Occupational Therapy	1	0	0	0	0	0	0	0	0	0	4
Paramedic Science	2	3	0	1	0	0	0	0	0	2	0
<b>Pharmacy</b>											
BPSCI Masters	0	0	0	0	0	0	0	0	0	0	4
BPSCI PhD	0	0	0	0	0	0	0	0	0	0	2
PPRA PharmD	35	11	1	7	4	0	1	4	0	0	9
PPRA PharmD NonT	0	0	0	0	0	0	0	0	0	0	16
Physical Therapy	3	4	0	0	6	1	0	1	0	0	11
Physician Assistant	4	9	4	0	3	2	4	5	0	0	29
Radiographic Science	18	0	0	0	0	0	0	0	0	0	0
<b>DHS Totals</b>	<b>184</b>	<b>76</b>	<b>16</b>	<b>20</b>	<b>32</b>	<b>5</b>	<b>17</b>	<b>14</b>	<b>3</b>	<b>8</b>	<b>190</b>

**Table 13. Number of Published Papers and Unpublished Presentations by Program Faculty FY2012**

Program	WEB Media	Books	Chapters	Refereed Articles	Unpublished presentaitons	Posters	Total	Presentation locations						Total
								ISU Local	State	Regional	National	Internet	Other	
Communicaton Sciences	4	1	4	4	13	15	41	1	3	8	12	1	3	28
Counseling	0	0	4	6	0	0	10	11	3	0	19	0	0	33
Dental Hygiene	0	0	1	10	0	0	11	0	4	17	12	0	3	36
Dental Sciences (IDEP)	0	0	0	1	0	0	1	0	0	0	0	0	0	0
Dietetics	0	0	1	2	0	8	11	10	0	1	1	0	0	12
Health Care Administration	0	0	0	3	0	0	3	0	1	0	2	0	0	3
Health Education	0	0	0	8	8	0	16	1	3	0	1	0	4	9
Institute of Rural Health	12	0	3	2	0	10	27	11	1	0	14	3	0	29
Master of Public Health	0	0	0	1	1	3	5	3	0	1	1	0	0	5
Medical Lab Science	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Nursing	1	0	2	16	12	2	33	2	1	1	6	1	4	15
Occupational Therapy	0	0	0	0	1	0	1	1	1	0	0	0	0	2
Paramedic Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pharmacy	0	0	3	68	0	61	132	0	12	14	106	0	0	132
Physical Therapy	0	0	0	2	0	0	2	1	3	0	3	0	0	7
Physician Assistant	0	0	0	1	3	2	6	0	0	0	4	0	0	4
Radiographic Science	1	0	3	0	0	1	5	1	0	0	0	0	0	1
<b>DHS Total</b>	<b>18</b>	<b>1</b>	<b>21</b>	<b>124</b>	<b>38</b>	<b>102</b>	<b>304</b>	<b>42</b>	<b>32</b>	<b>43</b>	<b>184</b>	<b>5</b>	<b>14</b>	<b>320</b>



**Table 14. Number of grants and total project funds received from various sources by Program Faculty FY 2012**

Programs	ISU			State			Federal		
	Number Submitted/ Amount	Number Awarded	Amount	Number Submitted/ Amount	Number Awarded	Amount	Number Submitted/ Amount	Number Awarded	Amount
Communication Sciences		2	\$12,235.00	0	0	\$0.00		1	\$249,667.00
Counseling	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Dental Hygiene	0	0	\$0.00	1	0	\$0.00	1	0	\$0.00
Dental Sciences	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Dietetics	3	2	\$3,380.00	1	0	\$0.00	0	0	\$0.00
Family Practice Residency	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Health Care Administration	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Health Education	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Health and Nutrition Sciences									
Institute of Rural Health	2	2	\$34,909.00	2	2	\$295,794.00	10	3	\$158,200.00
Public Health	0	0	\$0.00	1	1	\$16,996.00	0	0	\$0.00
MLS	1	1	\$72,000.00	0	0	\$0.00	0	0	\$0.00
Nursing	0	0	\$0.00	0	0	\$0.00	1	1	\$327,044.00
Occupational Therapy	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Paramedic Science	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Pharmacy	2	2	\$10,040.00	2	1	\$50,000.00	1	1	\$37,000.00
Physical Therapy	1	1	\$1,000.00	0	0	\$0.00	0	0	\$0.00
Physician Assistant	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Radiographic Science	1	1	\$1,440.00	0	0	\$0.00	0	0	\$0.00
Dean's Office									
<b>DHS Total</b>	<b>10</b>	<b>9</b>	<b>\$122,769.00</b>	<b>7</b>	<b>4</b>	<b>\$362,790.00</b>	<b>13</b>	<b>6</b>	<b>\$771,911.00</b>

Programs	Private			Program Total		AY11 Total Amount	AY08 Total Amount
	Number Submitted/ Amount	Number Awarded	Amount	Number Awarded	Amount		
Communication Sciences	0	0	\$0.00	3	\$261,902.00	\$0.00	\$235,491.00
Counseling	0	0	\$0.00	0	\$0.00	\$9,900.00	\$136,500.00
Dental Hygiene	1	0	\$0.00	0	\$0.00	\$3,400.00	\$59,400.00
Dental Sciences	0	0	\$0.00	0	\$0.00	\$0.00	\$903,917.00
Dietetics	3	1*	\$45,000.00	2	\$48,380.00		
Family Practice Residency	0	0	\$0.00	0	\$0.00	\$0.00	\$1,412,000.00
Health Care Administration	0	0	\$0.00	0	\$0.00	\$0.00	NA
Health Education	2	1	\$20,000.00	1	\$20,000.00		
Health and Nutrition Sciences				0	\$0.00	\$19,792.00	\$392,838.00
Institute of Rural Health	5	4	\$142,300.00	11	\$631,203.00	\$356,850.00	\$2,681,967.00
Public Health	3	3	\$65,757.00	4	\$82,753.00	\$30,000.00	
MLS	1	1	\$14,000.00	2	\$86,000.00		
Nursing	0	0	\$0.00	1	\$327,044.00	\$1,212,000.00	\$960,838.00
Occupational Therapy	0	0	\$0.00	0	\$0.00	\$0.00	\$4,300.00
Paramedic Science	0	0	\$0.00	0	\$0.00	NA	NA
Pharmacy	3	3	\$582,500.00	7	\$679,540.00		
Physical Therapy	0	0	\$0.00	1	\$1,000.00	\$0.00	\$0.00
Physician Assistant	0	0	\$0.00	0	\$0.00	\$0.00	\$0.00
Radiographic Science	1	1	\$275.00	2	\$1,715.00	\$0.00	\$1,400.00
Dean's Office				0	\$0.00		\$2,920,705.00
<b>DHS Total</b>	<b>19</b>	<b>13</b>	<b>\$869,832.00</b>	<b>31</b>	<b>\$2,139,537.00</b>	<b>\$3,580,403.00</b>	<b>\$9,709,356.00</b>

\* 1 awarded, 2 pending

**Idaho State**  
**UNIVERSITY**

Division of  
Health Sciences

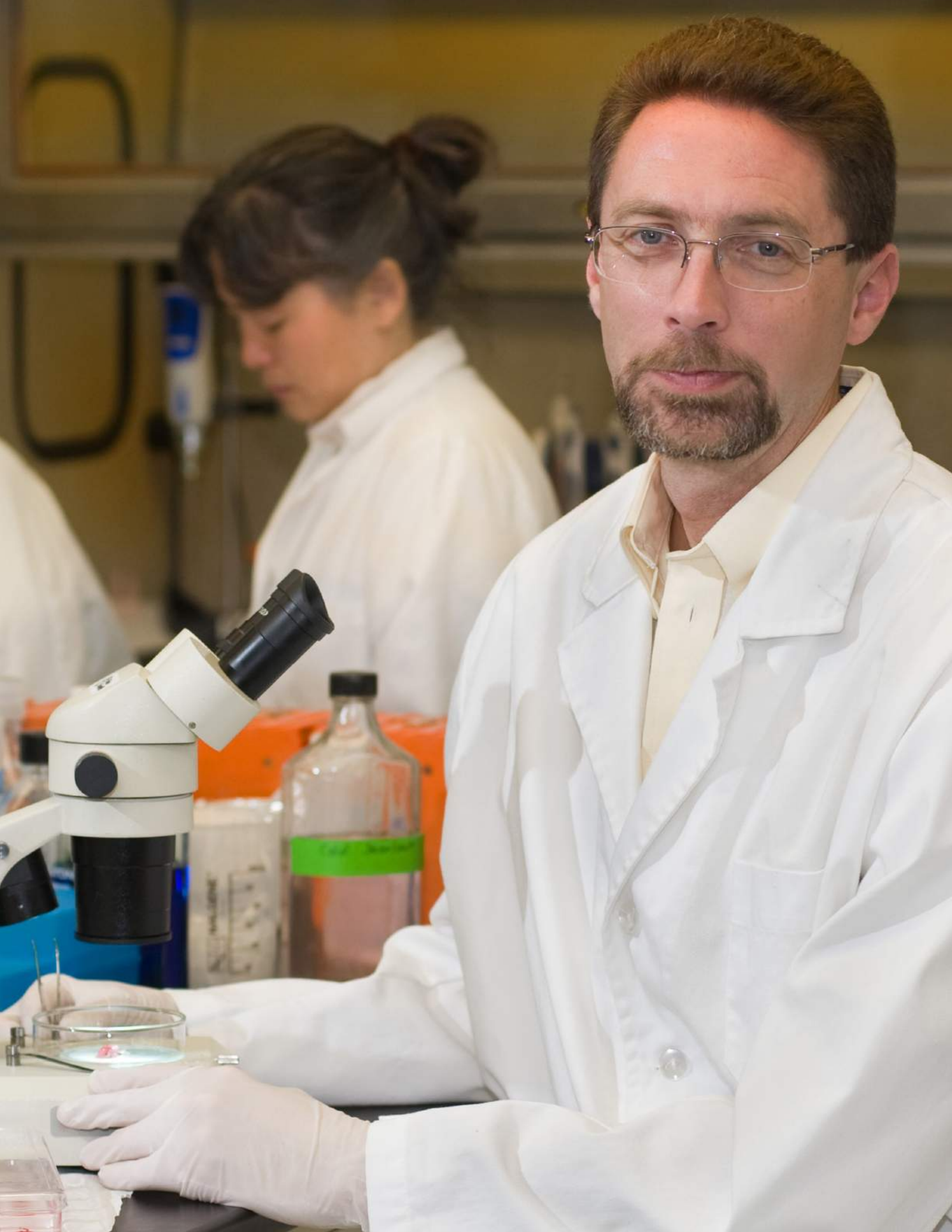


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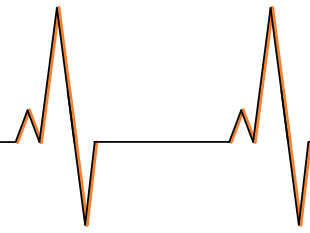
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# Message from the Dean



It is my pleasure to present a report on fiscal year 2013 (July 1, 2012 – June 30, 2013) in the Division of Health Sciences (DHS) at Idaho State University (ISU). The strategic goals of the DHS include:

1. To provide high quality programs that are efficient, cost effective, and student-oriented.
2. To create an environment conducive to inquiry.
3. To expand the DHS image as a destination site for health professions education.

This report, in part, helps us document the progress we have made toward our goals.

The DHS is a comprehensive organization. Our academic units offer programs from associate degrees through post-doctoral certificates in 19 separate professional fields. Several of our programs are fully on-line; others are offered on multiple, in-state campuses. Our programs exceed the requirements dictated by professional accreditation bodies. Our clinics are not only training sites for our student and residents but also provide opportunities for direct service to members of our community in need of care as well as income to support our programs. Supporting and encouraging a culture of inquiry among our faculty and students, including funded research, is a major part of what we do in the DHS. The DHS has our own Idaho Center for Health Research that provides the infrastructure needed for faculty and student scholarship. We also have non-academic units within the DHS that serve the public and bring resources to the DHS that help us meet our academic mission.

This report indicates that FY2013 was a good year for the DHS. Our faculty were productive, our students were successful and our clinics and graduates served the public. ISU is a destination site in Idaho for students pursuing health related careers. Our programs entertain more applicants than they have the capacity to admit.

It is my pleasure to work with the dedicated staff and faculty who make up the DHS. Together we strive to serve our students and the state of Idaho.



Linda Hatzenbuehler, PhD  
Vice Provost and  
Executive Dean  
ISU Division of Health  
Sciences



# Division Leadership



Paul Cady, PhD,  
Dean and Director,  
College of Pharmacy



Brian Crawford, DDS  
Director,  
Office of Medical and Oral  
Health



Nancy Devine, DPT, MS,  
Associate Dean and Director,  
School of Rehabilitation &  
Communication Sciences



Tracy Farnsworth, EdD,  
Interim Associate Dean and  
Director,  
Kasiska School of Health  
Professions



Rex Force, Pharm.D,  
Associate Dean and Director,  
Clinical Research Center



Linda Hatzenbuehler, PhD,  
Vice Provost and Executive  
Dean,  
ISU Division of Health  
Sciences



Mary Nies, PhD,  
Interim Chair and Director,  
School of Nursing



Linda Rankin, PhD,  
Associate Dean

# Division of Health Sciences



## Mission Statement

Idaho State University's Division of Health Sciences provides leadership in the delivery of rural health care by educating caring and competent professionals across all dimensions of health and promotes collaborative research and practice in the health sciences.

## Vision

The Division of Health Sciences is a destination site for health profession education.

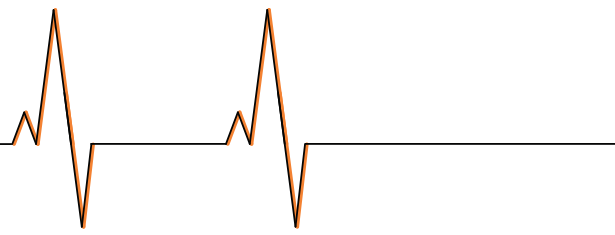
## Core Values

- Professional Integrity - Promoting professional ethical standards and respecting the integrated roles of all health professionals
- Holistic Approach to Health - Emphasizing a comprehensive view of human health, including curative and preventive dimensions
- Collaboration - Recognizing the value of internal and external partnerships through professional and community engagement.
- Discovery and Innovation - Seeking new evidence to improve health
- Dedication - Supporting the mission and vision of the DHS.
- Excellence - Striving for excellence in all aspects of professional, academic and personal endeavors

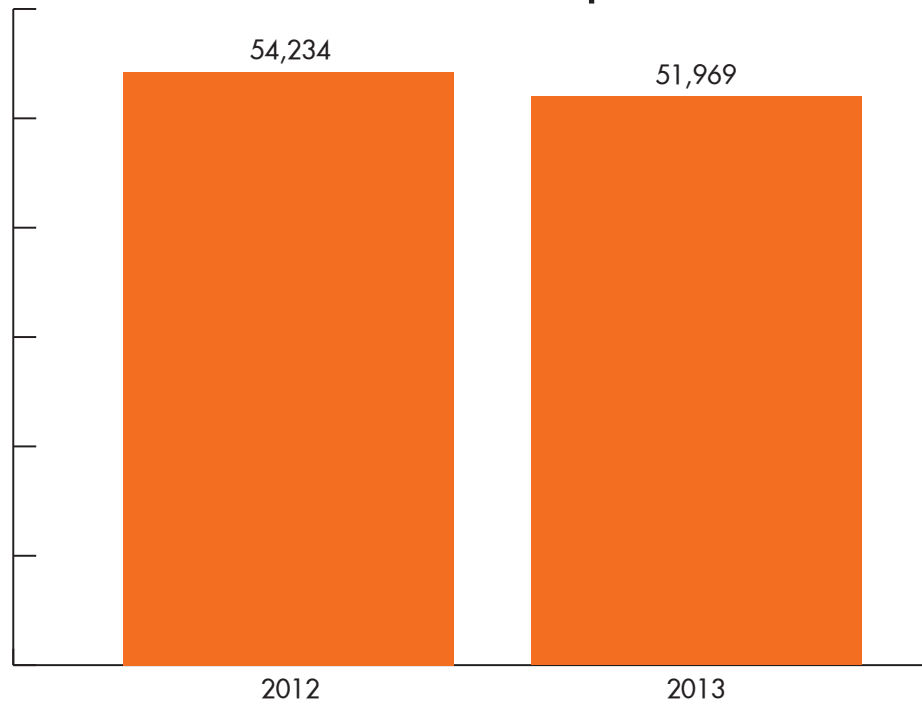
## Goal Areas

- Goal 1 - To provide high quality programs that are efficient, cost effective, and student oriented.
- Goal 2 - To create an environment conducive to inquiry.
- Goal 3 - To expand the DHS image as a destination site for health professions education.

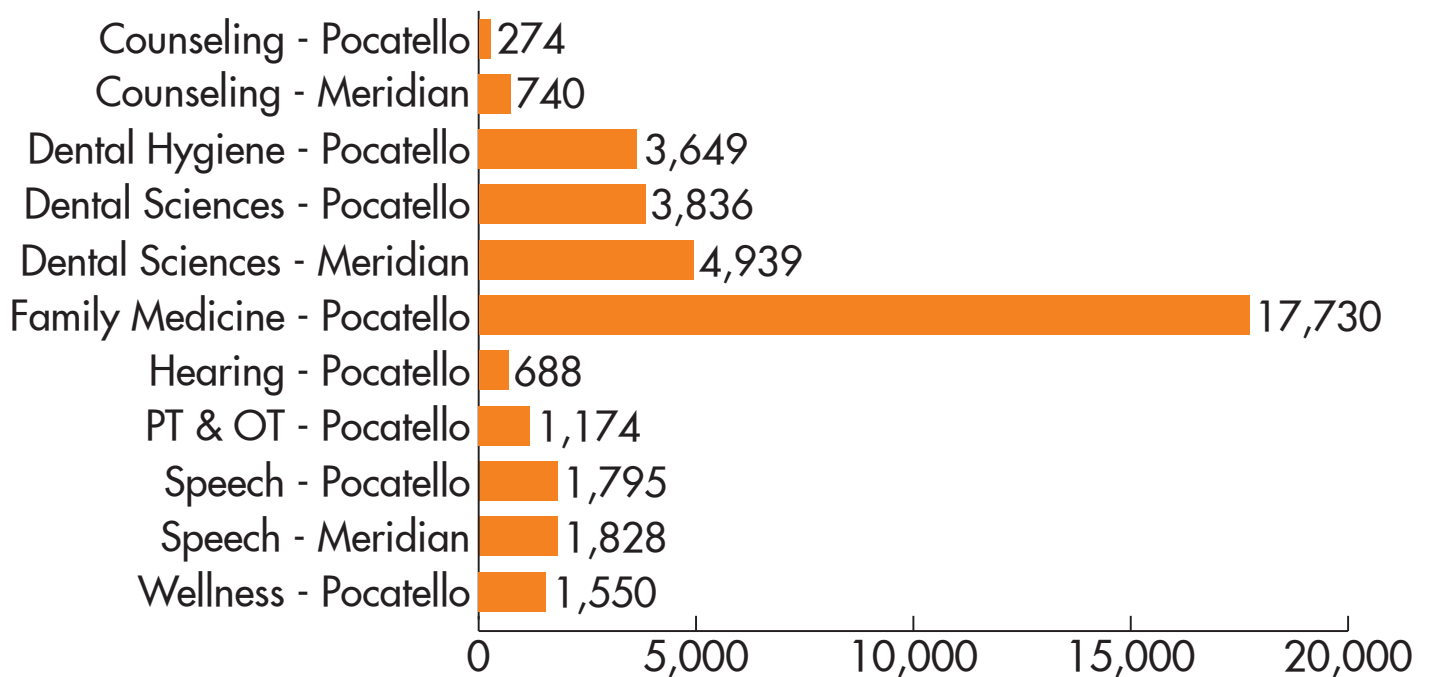




## Idaho State University Clinic Visits Comparison

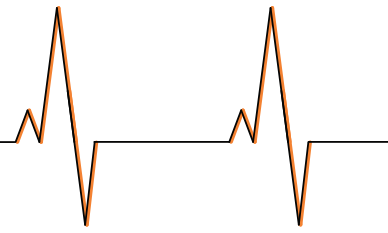


## Division of Health Sciences Clinic Visits

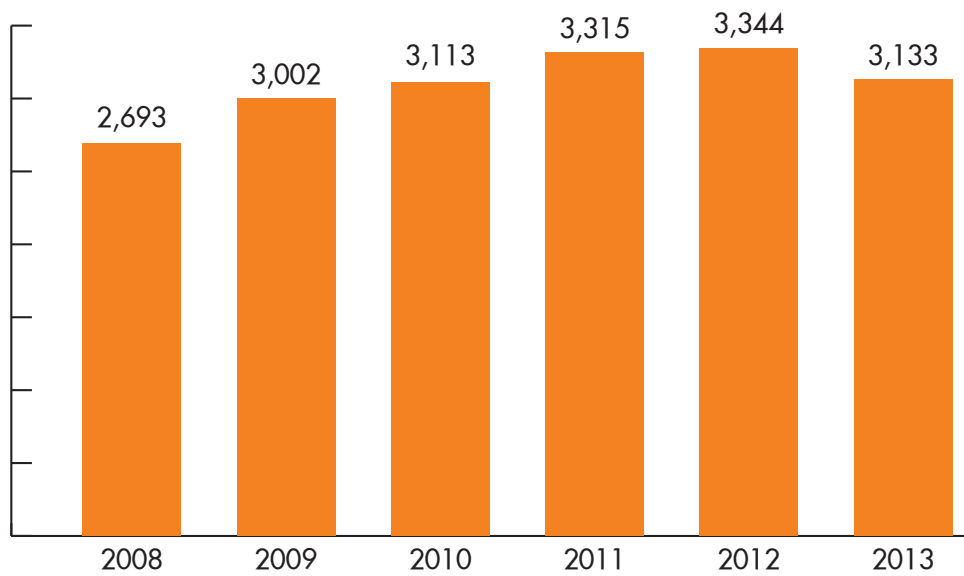




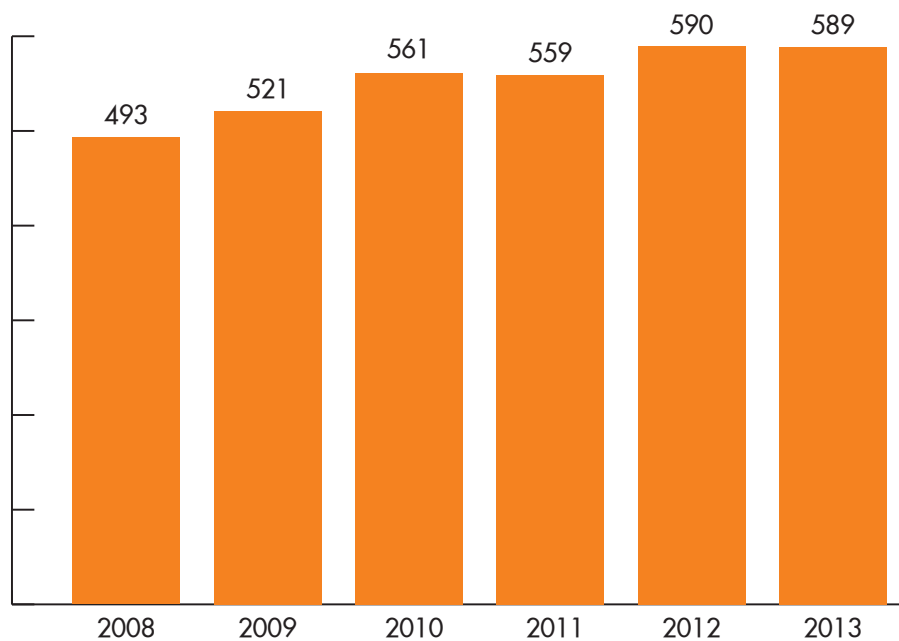
# Enrollment & Degrees



## Division of Health Sciences Student Head Count

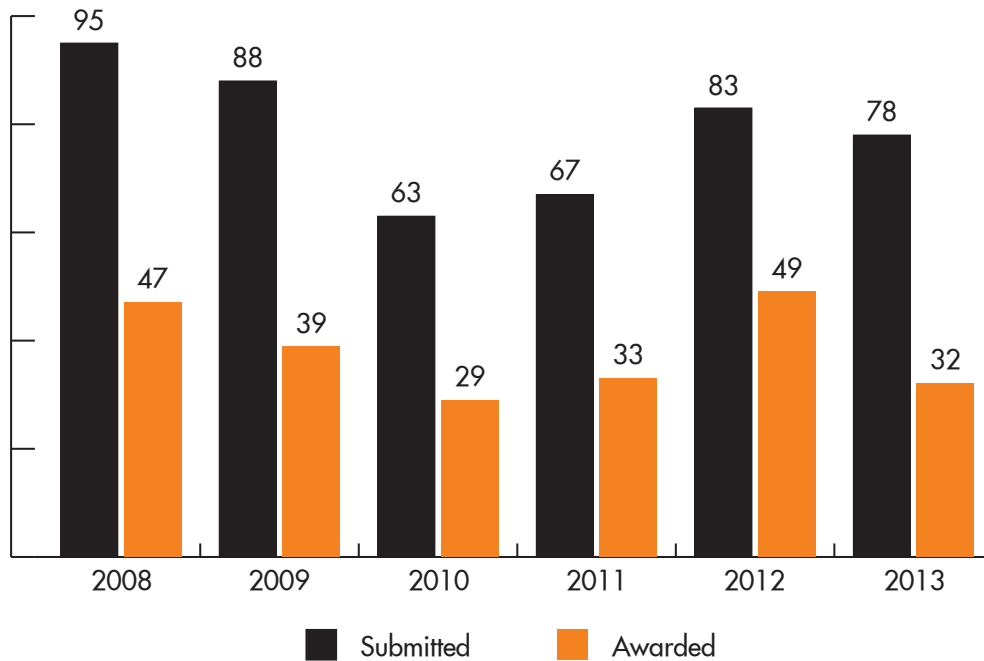


## Division of Health Sciences Degrees & Certificates Awarded

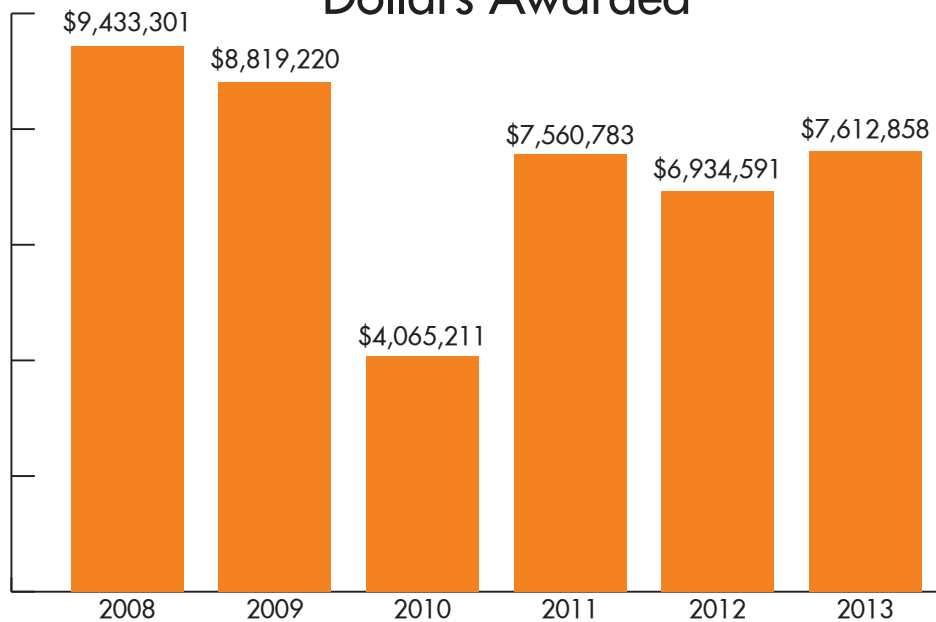


# Grants & Contracts

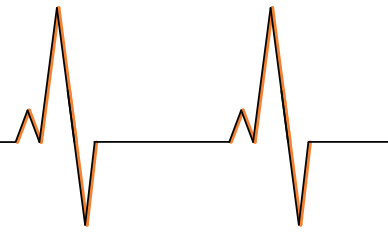
## Division of Health Sciences Total Grants & Contracts Number Submitted/Awarded



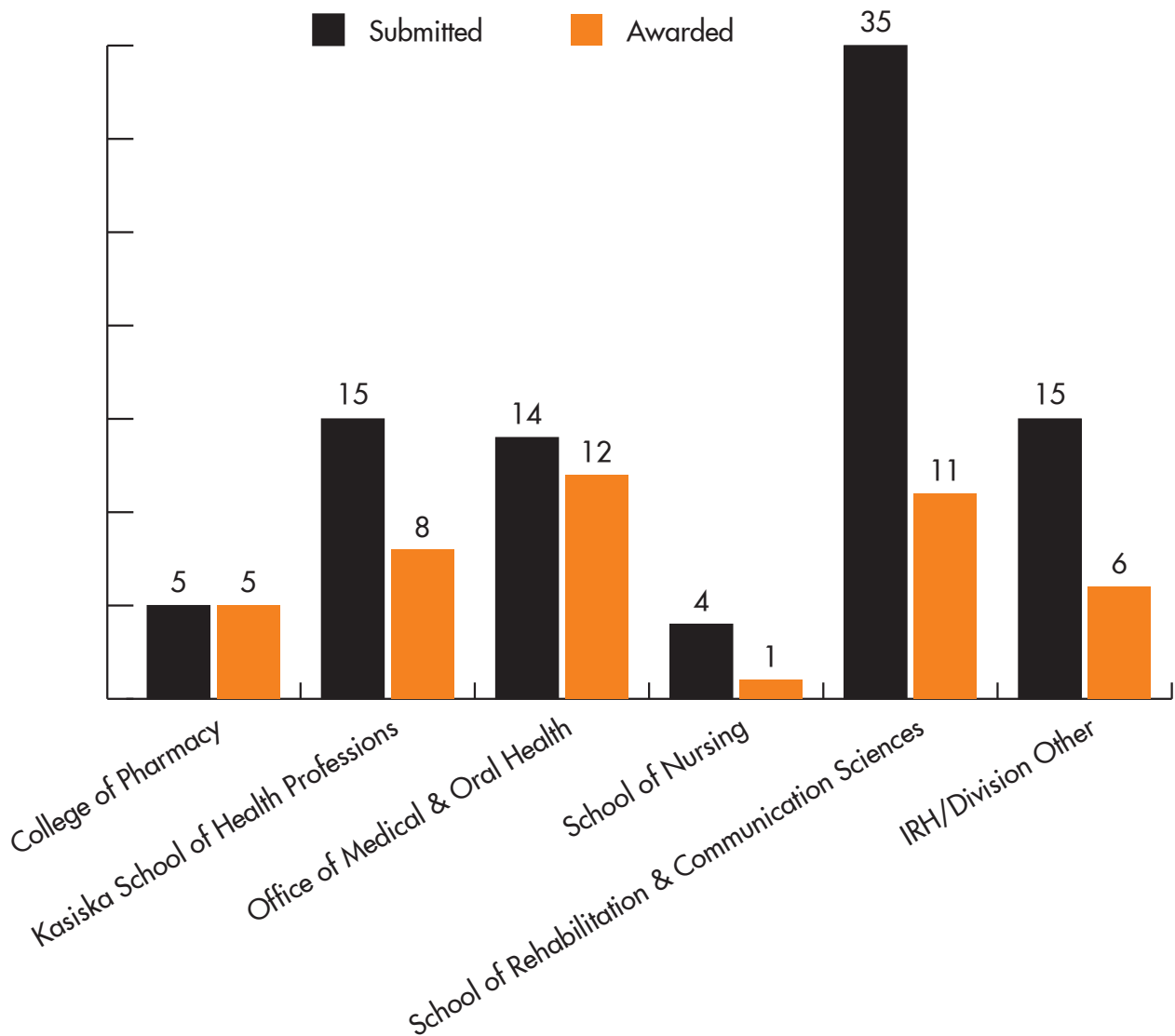
## Division of Health Sciences Total Grants & Contracts Dollars Awarded



# Grants & Contracts



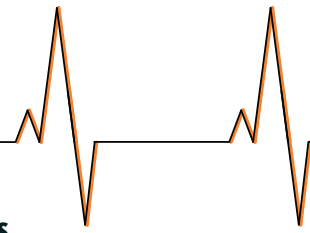
## Division of Health Sciences FY12 Grants & Contracts Number Submitted/Awarded by Unit





# Kasiska School of Health Professions

# Counseling



## Certificate/Degree Programs

- Master of Counseling:
  - School Counseling
  - Clinical Mental Health Counseling
  - Marriage, Couples, and Family Counseling
  - Student Affairs Counseling
- Ed.S. in School Counseling
- Ph.D. program: Counselor Education & Supervision

## Student Enrollment

- 74 students are enrolled in the Master of Counseling programs across both campuses
- 1 student enrolled in Ed.S. in School Counseling
- 17 students enrolled in the Ph.D. program: Counselor Education & Supervision

## Post Graduation Idaho Employment

- 93% of their Master of Counseling students obtain employment in Idaho after graduation.
- 100% of their Ed.S. students obtain employment in Idaho after graduation.
- 20% of their Ph.D. students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 94% of their Master of Counseling students pass the clinical licensure and certification exams.

## Program Accreditation By

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Next site visit 2017

## Faculty Research Engagement

- 8 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- A community grant of approximately \$12,000 was received to support clinical services provided in the in-house clinic.

## Students in Clinical Research

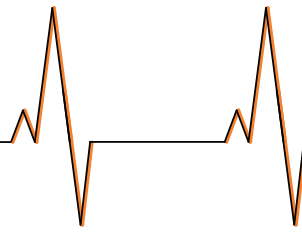
- 17 Ph.D. students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- 216 community members were served at the ISU Community Health Fairs & Screenings in Meridian.

## Conferences/Seminars Hosted

- Reaching At-Risk-Youth - July 13-14 - Chandra Crudup
- Ethics-Boundaries-Practice - July 28 - Jessica Berry/Alex Kerwin
- Ethics Working w/Semi-willing - August 4 - Jared Thiemann/Maurice Pittman
- Clinical Supervision for Counselors - August 17-18 - Megan Michalak/Pam Wells
- Applied Behavior Analysis - Aug. 27-Oct. 23 - Virginia Nodoro
- Ethics in Private Practice - September 22 - Thana Singarajah
- Learning Theory - Sept. 26-Nov. 21 - Virginia Nodoro
- Clinical Supervision for Counselors - Nov. 30-Dec. 1 - Rick Boyes/Matt Niece
- ISCA Conference - Oct. 4-5 - Patty Bolinger
- Trauma Training - Nov. 7 - Cheryle Sharp
- Study Abroad: Malaysia - Dec. 20-Jan. 13 - Thana Singarajah
- Clinical Supervision for Counselors - Dec. 20-Jan. 13 - Katie Kostohrya/Steve Moody
- Applied Behavior Analysis - Feb. 19-Apr. 17 - Virginia Nodoro
- Study Abroad: Paris, France - March 22-31 - Thana Singarajah
- Clinical Supervision for Counselors - April 12-13 - Pam Wells/Kirsten LaMantia
- Ethics Working with Adolescents - April 27 - Anna Elliott/Maurice Pittman
- Journeys: Multicultural Grief - May 3 - Anasuya Jegathevi Jegathesan
- Ethics in Private Practice - May 30 - Thana Singarajah
- Psychodiagnosis: Cultural - May 31-June 1 - Thana Singarajah
- Intro to Play & Sand Play Therapy - May 31-June 1 - Jennifer Kerner/Jill Weadick
- Eating Disorders - June 7-8 - Kristi L. Shohet
- Ethical Issues in PSR - June 14 - Zakery Warren
- Mindfulness Strategies/Therapy - June 14-15 - Jill Weadick
- Psychodiagnosis: Psychotropic Meds - June 21-22 - Stephen DeNagy



- Ethics in Family/Couple Counseling - June 29 - Katie Kostohryz
- Clinical Supervision for Counselors - July 12-13 - Alex Kerwin/Beronica Salazar
- Ethical Issues in PSR - July 20 - Zakery Warren

- Hill, N.R., Crews, J.A. (2013). In Executive Editor: Victoria Kress Associate Editors: Catharina Chang Bradley Erford Casey Barrio Minton Joshua Watson (Ed.), ACA-Practice Briefs. Alexandria, VA 22304: ACA-Practice Briefs. [www.counseling.org/knowledge-center-for-counseling-practice-policy-and-research/practice-briefs](http://www.counseling.org/knowledge-center-for-counseling-practice-policy-and-research/practice-briefs)



- Doughty Horn, E.A., Crews, J., Astramovich, R., & Hoskins, W.J. (2012, October). Promotion and Tenure: Creating Research Strategies that Work. Presentation at the Rocky Mountain Association for Counselor Education and Supervision Conference, Park City, UT.



- Kleist, D. (October 2012). A Picture is Worth a Thousand Words, Research Presentation. Rocky Mountain Association for Counselor Education and Supervision. Park City, UT. Peer Reviewed



- Moody, S.J., Kostohryz, K., & Vereen, L.G. (2012). Behind the looking glass: Promoting authentically engaged learning during live supervision. North Central Association for Counselor Education and Supervision. Regional Conference. Kansas City, MO. October 18-20. Peer Reviewed

- Pittman, H.M., & Vereen, L.G. (2012). Psychodrama and role play: The pre-practicum and skills experience. Rocky Mountain Association for Counselor Educations and Supervision. Park City, UT October 4-7. Peer Reviewed

## National Recognition

- Pam Wells, a 2nd year doctoral student was selected as the Association for Counselor Education and Supervision (ACES) Graduate Student Representative for the 2012-2013 term.
- Dr. Nicole Hill served as President of ACES during this same term. Dr. Hill joins ISU Dept. of Counseling faculty Drs. Kleist and Feit who have also served as President of ACES. ISU is the only counseling program in the nation to have had 3 faculty serve as ACES Presidents.



## Awards & Grants Received

- Research grant on behalf of ISU Dept. of Counseling's Pocatello Counseling Clinic was awarded \$14,000 by the Portneuf Health Care Foundation.
- The Department set up the Steve and Susan Feit Endowment with a starting amount of \$150,000.

## Goals for the Upcoming Year

- Expand School Counselor outreach via workshops
- Enhance relationship with on-site supervisors via consistent outreach
- Explore feasibility of integrating technology into clinic data management as well as tracking of student learning

## Publications

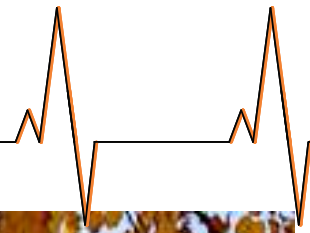
- Binkley, E., Wilde, B., Parmanand, S.P., McCaughan, A. M., Kleist, D.M. (2012). Developing counseling skill using the Landro Play Analyzer (LPA): A grounded theory. *The Practitioner Scholar*, 1, 25-39. Peer Reviewed
- Vereen, L.G., Hill, N.R., and Butler, S.K. (2012). The use of humor and storytelling with African American men: Innovative therapeutic stratifies for success in counseling. *The International Journal for the Advancement of Counseling*, 35, 1, 57-63.



## Presentations

- Benao, K.S., Tivis, R., Doughty Horn, E.A., Carr, G. (2012, April). Prevalence and severity of depression in adults with limited access to healthcare in the Treasure Valley. Poster presented at the Idaho State University Research Day, Meridian, ID.
- Feit, S., (October 2012). CACREP Myths, Rocky Mountain Association for Counselor Education, Park City, UT

# Counseling



## Presentations (cont.)

- Poster, ISU Research Day, ISU, Meridian, ID, The Inter Relationships of Physical Health, Mental Health and Oral Health Is More Than Obesity, Carr, G. (Presenter & Author), Tivis, R.D. (Presenter & Author), Powell, P. (Author Only), Horn, E.A. (Author Only), Nelson, C. (Presenter & Author, Graduate), Moore, K. (Presenter & Author, Graduate), Conference, Local, Academic, Not Published in Proceeding, Not Published Elsewhere, Accepted March 2013.
- Oral Presentation, ICA Conference, Idaho Counseling Association, Coeur d' Alene, ID, Reinventing counseling relationships in the age of social media, Glorfield, C. (Leader), Crews, J.A. (Presenter Only), Horn, E.A. (Presenter Only), Conference, State, The current proliferation of social media has altered the quality and tenor of interpersonal relationships and communication for our clients and ourselves. This presentation will discuss the potential implications of the pseudo-relational aspects of social media on interpersonal relationships. Academic, Not Published Elsewhere, Accepted January 2013.

## Clinics & Clinical Services

- Two locations – Pocatello and Meridian

## Clinic Patient Visits

- 240 hours of counseling services provided by the ISU-Pocatello clinic.
- 740 hours of counseling services provided by the ISU-Meridian clinic.

## Faculty & Student Clinic Participation

- Pocatello:
  - 8 students
- Meridian:
  - 14 students





## Certificate/Degree Programs

- Baccalaureate of Science in Dietetics
- Post Baccalaureate Certificate

## Student Enrollment

- 100 students are enrolled in the Bachelor of Science program called Didactic Program in Dietetics.
- 17 students are enrolled in the Post Baccalaureate Certificate program (Dietetic Internship).

## Post Graduation Idaho Employment

- 35% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 60% of their Didactic Program in Dietetics students pass the clinical licensure and certification exams.
- 74% of their Dietetic Internship students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics
- Next Review in 2018

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- AWARDED but declined by Office for Research and Economic Development \$3575, Probiotics as an adjuvant in enhancing the health benefits of a polyphenol-rich diet. Blanton (Principal Investigator), Marc Benson (Co-Investigator).

## Health Fairs & Screening Events

- The Dietetic programs served 1,000 individuals at the ISU Community Health Fairs & Screenings.

## Conferences/Seminars Hosted

- Blanton, C., Tyler, M., Gabaldon, A., Cortical femur response to synbiotics in aging mice. FASEB Journal. 2013;27:1053.4. Poster presentation at Experimental Biology in Boston, MA, April 2013.

## National Recognition

- Continued accreditation status for the didactic program and dietetic internship through 2018 by the Accreditation Council for Education in Nutrition and Dietetics.

## Awards & Grants Received

- ACTIVE: University Research Committee grant \$7500, Mitigating age-related dysbiosis with a synbiotic diet. Blanton (Principal Investigator), Sheridan (Co-Investigator)

## Goals for the Upcoming Year

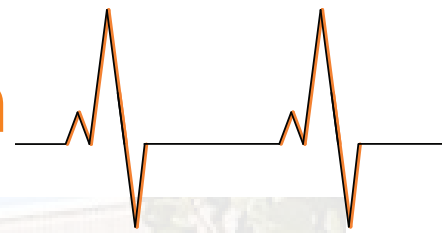
- Continue to increase preceptors for Twin Falls.
- Present a DHS Research Day poster with the dietetic interns
- Obtain funding from the Clinical and Translational Research Infrastructure Network Pilot Grant \$55,000, Enhancing dietary polyphenol bioactivity with probiotics. Blanton (Principal Investigator).
- Obtain funding from Colorado State University for collaborative project Effects of Dietary Synbiotics on Bone Structure, Density, and Mechanical Strength in Aging Male Mice.
- Publish in the journal Nutrients an original research article, Improvements in Iron Status and Cognitive Function in College Women Consuming Beef or Non-Beef Lunches.
- Complete URC-funded project Mitigating age-related dysbiosis with a synbiotic diet and present and publish results.

## Publications

- Blanton, C., Green, M., Kretsch, M. (2013). Body Iron is Associated with Cognitive Executive Planning Function in College Women. Br J Nutrition, 109:906-913.
- Blanton, C., Tyler, M., Gabaldon, A., Cortical femur response to synbiotics in aging mice. FASEB Journal. 2013;27:1053.4.
- Blanton, C., Gabaldon, A. (2012). Effect of Dietary Synbiotics on Bone in Mature Male Rats Following Recovery from Hindlimb Unloading. Int J Probiotics Prebiotics, 7(2):99-108.



# Health Care Administration



## Certificate/Degree Programs

- Baccalaureate Degree in Health Care Administration with a minor in Business

## Student Enrollment

- 133 students are enrolled in the Health Care Administration program.

## Post Graduation Idaho Employment

- 90% (approximately) of their students obtain employment in Idaho after graduation.

## Program Accreditation By

- Association of University Programs in Health Administration
- Next Review in 2015

## Faculty Research Engagement

- 1.5 faculty members are actively engaged in research in the health and biomedical sciences.

## Goals for the Upcoming Year

- Participate in KSHP major initiatives:
  - Leadership in inter-professional education
  - Leadership in online education
  - Leadership in health promotion and wellness
  - University / professional leadership and faculty development

## Publications

- Hermanson, P., Berkshire, S., Piland, N., Leaming, L. (2012). A revolution in healthcare: Store-based retail health clinics. *MGMA Virtual Connexion*, November/December, 53-56.



- Hermanson, P., Farnsworth, T. J. (2013). Case 10: Managing Retail-Based Health Clinics: Financial Performance and Mission. In Johnson, J., & Musch, S. (Eds.), *Multi-Sector Casebook in Health Administration, Leadership, and Management*, 1st Ed. (43-45). Maryland Heights, MO: Delmar Publishers.



## Presentations

- Farnsworth, T.J., Hermanson, P.M. "Using portfolios to promote, support, and evaluate learning in an undergraduate healthcare leadership course." AUPHA Annual Meeting; 2013 June 19 – 22: Monterey, CA.
- Hermanson, P., Farnsworth, T. J. "Evaluating student performance in a traditional health care administration program. Poster session presented at: AUPHA Annual Meeting; 2013 June 19 - 22: Monterey, CA.



# Health Education

## Certificate/Degree Programs

- Baccalaureate of Arts Degree in Health Education
- Baccalaureate of Science Degree in Health Education
- Master of Health Education

## New Courses/Programs/Degrees

- Master of Health Education is fully online

## Student Enrollment

- 26 Majors and 17 minors in the Bachelor's Program
- 20 students are enrolled in the Master of Health Education program.

## Post Graduation Idaho Employment

- 98% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Council for the Accreditation of Education Preparation
- Northwest Commission on Colleges and Universities

## Faculty Research Engagement

- 5 faculty members are actively engaged in research in the health and biomedical sciences.

## Health Fairs & Screening Events

- The Health Education program served between 50 and 60 individuals at the ISU Community Health Fairs & Screenings.

## National Recognition

- American Association for Health Education (AAHE) Health Education Major of the Year: Allison Palmer & Jamie Albright
- Idaho Association for Health, Physical Education, Recreation, and Dance (IAHPERD) Outstanding Collegiate Educator of the Year; Dr. John M. Batacan
- Northwest District for the American Alliance for Health, Physical Education, Recreation and Dance (NWD - AAHPERD) College/University Professional of the Year, Nominee; Dr. John M. Batacan
- AAHE College/University Health Education Specialist, Finalist; Dr. John. M. Batacan



## Awards & Grants Received

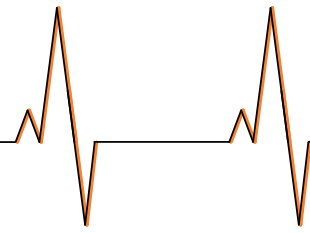
- Dr. Carol Kirkpatrick - Active Schools Acceleration Project Grant, "Implementing the 100 Mile Club® at Gate City Elementary" (\$1,000.00). Co-author with Deanne Dye, M.Ed.
- Dr. Carol Kirkpatrick - Presidential Youth Fitness Program (PYFP) Grant for implementation of the PYFP at Gate City Elementary (~\$2,500.00). Co-author with Deanne Dye, M.Ed.

## Goals for the Upcoming Year

- Increase MHE students by 5 full time
- Increase undergrad online classes by 2 (additional) courses
- Establish close relationship between MHE & MPH programs



# Wellness Center



## Certificate Programs

- National Safety Council Certificate Programs
  - CPR/AED Standard Certification
  - First Aid Certification
  - Basic Life Support for Health Care Providers
  - Re-certifications

## Program Enrollment

- CPR/AED and/or First Aid Certifications: 145
  - Note: These are 2 to 3 hour certification trainings, single session. The numbers listed are for completed certifications.
- GET-FIT Program Passports: 590 purchased

## Certification Pass Rate

- 100% of their students pass the CPR/AED and First Aid certification exams.
  - Note: Students are assessed for skills through demonstration and written examinations and have the opportunity to re-take the assessments until skills/knowledge requirements are met.

## Health Fairs & Screening Events

- The Wellness Center served over 600 individuals at the ISU Community Health Fairs & CommUniversity.

## Goals for the Upcoming Year

- Increase program visibility on and off campus
- Increase smoking cessation supports for Smoke Free Campus policy
- Introduce new/popular/trending fitness courses
- Revise Wellness Center website

## Clinics & Clinical Services

- Wellness Center, Idaho State University, Pocatello
- Wellness Center, Idaho State University Health Science Center, Meridian
- The ISU Wellness Center offers health education/health promotion services rather than clinical services, such as fitness assessments, personal training sessions, and nutrition counseling.

## Clinic Patient Visits

- 1,550 clients were seen by the ISU Wellness Center for fitness assessments, personal training sessions, or nutrition counseling sessions.
- Students:
  - GET-FIT Program: 322 passports were sold to students.
  - Fitness assessments: 484 fitness assessments were completed on students.
  - Personal training: 210 personal training sessions were provided to students.
  - Nutrition counseling: 107 nutrition counseling sessions were provided to students.
- Faculty/Staff:
  - GET-FIT Program: 133 passports were sold to faculty/staff.
  - Fitness assessments: 3 fitness assessments were completed on faculty/staff.
  - Personal training: 9 personal training sessions were provided to faculty/staff.
  - Nutrition counseling: 1 nutrition counseling session was provided to faculty/staff.
- Other ISU Community:
  - GET-FIT Program: 18 passports were sold to student spouses.
  - GET-FIT Program: 49 passports were sold to faculty/staff spouses.
  - GET-FIT Program: 68 passports were sold to ISU alumni.

## Faculty & Student Clinic Participation

- 12 Fitness Instructors
- 2 Graduate Teaching Assistants



# Medical Laboratory Science

## Certificate/Degree Programs

- Bachelor of Science in Medical Laboratory Science
- Second Bachelor of Science in Medical Laboratory Science
- Master of Science in Medical Laboratory Science

## Student Enrollment

- 18 students are enrolled in the Bachelor of Science in Medical Laboratory Science program.
- 8 students are enrolled in the Second Bachelor of Science in Medical Laboratory Science program.
- 5 students are enrolled in the Master of Science in Medical Laboratory Science program.

## Post Graduation Idaho Employment

- 70% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 82% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Next review in 2016

## Faculty Research Engagement

- 1 faculty member is actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- All students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- Medical Laboratory Science served more than 750 individuals at the ISU Community Health Fairs & Screenings, various health fairs, and Meridian clinics.

## Goals for the Upcoming Year

- Stabilize graduate program



# Paramedic Science



## Located on the Meridian Campus

### Certificate/Degree Programs

- Associate of Science in Paramedic Science

### Student Enrollment

- 8 student are enrolled in the Paramedic Science program.

### Post Graduation Idaho Employment

- 50% of their students obtain employment in Idaho after graduation.

### Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

### Program Accreditation By

- The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
- Next Review in October 2013

### Goals for the Upcoming Year

- Marketing and Enrollment
- Implementation of newly adopted curriculum
- Sustained Faculty
- Submission of a Bachelor's degree program



## Certificate/Degree Programs

- Masters of Public Health

## Student Enrollment

- 41 students are enrolled in the MPH program.

## Post Graduation Idaho Employment

- 62% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Council on Education for Public Health (CEPH)
- Next Review 2015

## Faculty Research Engagement

- 2 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- \$26,785.06 Total

## Awards & Grants Received

- Newly awarded in FY 2013
  - Gateway 2 Health \$5,214.08
- Ongoing during FY 2013 (i.e. awarded in FY 2012) with FY 2013 expenditures only
  - Navegantes para Salud \$6,756.53
  - Rural Health Network Community Health Needs Assessment and Evaluation \$14,814.45
  - Decreasing Jail Recidivism in Bannock County \$31,623.31

## Goals for the Upcoming Year

- To move to a completely online format.
- Develop dual degrees in MSDH-MPH and MBA-MPH.
- Revise the curriculum with input from all MPH faculty.

## Publications

### Peer-reviewed:

- Mispireta ML. Determining factors of overweight and obesity of school-age children in Peru. *Rev Peru Med Exp Salud Publica*. 2012 Jul-Sep; 29(3): 361-5
- Macías M, Lanata CF, Zambrano B, Gil AI, Amemiya I, Mispireta M, Ecker L, Santos-Lima E. 1. Safety and Immunogenicity of an Investigational Fully Liquid Hexavalent: DTaP IPV Hep B PRP T Vaccine at 2, 4, 6 Months of Age Compared to Licensed Vaccines in Latin America. *Pediatr Infect Dis J*. 2012 Aug; 31(8):e126-32

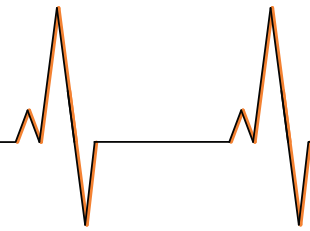


### Other:

- Sierra HE, Fore E, Mispireta ML. Gateway to Health: the Health of Southeastern Idaho. Technical Report. Pocatello, ID: Idaho State University. MPH program
- Fore, M. E., Sierra, H., Campbell, J. (2012). Lost Rivers Medical Center Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program
- Fore, M. E., Sierra, H., Campbell, J. (2012). Bingham Memorial Hospital Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program.
- Fore, M. E., Sierra, H., Campbell, J. (2012). Teton Valley Hospital Community Health and Provider Needs Assessment. Technical Report. Pocatello, ID: Idaho State University. MPH Program.
- Kenison, K., Workman, L, Pryn, C., and Fore, M. E. (2012). South Carolina ADRC Expansion Grant: Building Upon Success: Final Evaluation Report. Technical Report. Columbia, SC: University of South Carolina. Center for Health Services and Policy Research.
- Kenison, K., Fore, E. Meetze, E., and Nieri, D. (2012). South Carolina Community Living Program and Veteran Directed-Home and Community Based (VD-HCBS) Program: Final Evaluation Report. Technical Report. Columbia, SC: University of South Carolina. Center for Health Services and Policy Research.



# Radiographic Science



## Certificate/Degree Programs

- Baccalaureate Degree in Radiographic Science
- Certification in MRI and CT

## New Courses/Programs/Degrees

- RS 4421 Computed Tomography
- RS 475 Registry Review
- RS 4481 Independent Study MRI
- RS 4491 MRI/CT Clinical

## Student Enrollment

- 35 students in the Baccalaureate Degree Program
- 4 in the MRI program
- 2 in the CT program

## Post Graduation Idaho Employment

- 100% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Joint Review Committee in Education in Radiologic Technology

## Faculty Research Engagement

- 2 faculty members are actively engaged in research in the health and biomedical sciences.

## Awards & Grants Received

- Received a grant from the Kasiska Foundation for \$112,000 to purchase a new x-ray machine.

## Goals for the Upcoming Year

- Continue to increase enrollment in MRI/CT certification

## Publications

- Hobbs, Dan L; Mickelsen, Wendy; Wertz, Christopher; Stradling, Cauleen; Boyce, Melissa; Chandler, Nannette; Schneyder, Devin; Jackman, Casey (2013) Investigating Orthogonal Radiography in the Diagnosis of Radial Head Fractures. Radiologic Technology, 85(1), 102-106.

- Mickelsen, Wendy; Hobbs, Dan L; Wertz, Christopher (2013) Lateral Positioning of the Nasal Bones. Radiologic Technology, 84(6), 631-634.



# School of Rehabilitation and Communication Sciences





# Communication Sciences & Disorders and Education of the Deaf



## Certificate/Degree Programs

- Bachelor of Science in Communication Sciences and Disorders, with an emphasis in pre-audiology
- Doctor of Audiology

## Student Enrollment

- 88 students are enrolled in the Bachelor of Science in Communication Sciences and Disorders program (includes both emphasis).
- 28 students are enrolled in the Doctor of Audiology program.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams (Praxis Exam).

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- American Speech-Language-Hearing Association (ASHA)
- Accredited through Oct 31, 2016

## Faculty Research Engagement

- 14 total CSD faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Barga, Gabriel A (Co-Principal), Kangas, Kathleen A (Co-Principal), "Proposal to perform hearing screenings for the Department of Health and Welfare," Sponsored by Idaho Department of Health and Welfare, Early Hearing Detection and Intervention, External to Idaho State University, \$10,000.00. (June 6, 2011 - June 6, 2013).

## Students in Clinical Research

- 27 total CSD students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- Communication Sciences & Disorders and Education of the Deaf Program served more than 6,312 community members at the ISU Community Health Fairs & Screenings.

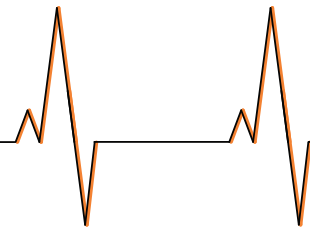
## Conferences/Seminars Hosted

- Fifth Annual Winter Symposium, Feb 21-22, 2013. Speakers: Christina Gildersleeve Neumann, PH.D., Assoc Prof and Chair at Portland State University, Portland, Oregon. Dr. Daniel Hudock, Ph.D., Assist Prof at Idaho State University. (Pocatello)
- Tell Me A Story: Increasing the Language and Social Competence of School-Aged Children and Youth. April 19, 2013. Speaker: Kristine Noel, Ph.D., Professional Development Coordinator in New Mexico. (Meridian)
- Collaborative care between speech language pathologist and school counselors for treating students who stutter. April 20, 2013. Cosponsored by National Association of Young People Who Stutter and CSD Department at ISU. Speakers: Daniel Hudock, Ph.D., CSED Department ISU, and Amy Jones, Ph.D., Counseling Department ISU. (Pocatello)

## Awards & Grants Received

- Altieri, Nicholas A, Sponsored by Idea Network of Biomedical Research Excellence (INBRE), Idaho State University, \$7,600.00. (December 31, 2012 - December 31, 2013).
- Altieri, Nicholas A (Principal), "Obtaining Comprehensive Measures of Audio-Visual Speech Integration Skills," Sponsored by URC: Idaho State University, Idaho State University, \$5,400.00. (December 31, 2012 - December 31, 2013).
- Barga, Gabriel A (Co-Principal), Kangas, Kathleen A (Co-Principal), "Proposal to perform hearing screenings for the Department of Health and Welfare," Sponsored by Idaho Department of Health and Welfare, Early Hearing Detection and Intervention, External to Idaho State University, \$10,000.00. (June 6, 2011 - June 6, 2013).
- Bishop, Randy L (Principal), "Department of Veterans Affairs Network Contract for Idaho State University Hearing Services," Sponsored by Veterans Administration Medical Center, External to Idaho State University, \$237,510.00. (October 1, 2013 - September 30, 2014).
- Brockett, Jeff E (Co-Principal), Sanford, Chris A (Principal), "Evaluation of test-retest reliability of high-frequency evoked otoacoustic emissions in children.," Sponsored by Idaho State University, University Research Committee Grant, Idaho State University, \$21,376.00. (August 1, 2011 - July 31, 2012).

# Audiology



- Brockett, Jeff E (Co-Principal), Sanford, Chris A (Principal), "Predicting Conductive Hearing Loss in Children: Test Performance of Wideband Acoustic Measurements (," Sponsored by Idaho State University, Division of Health Sciences Enhancement Grant, Idaho State University, \$10,000.00. (August 1, 2011 - July 31, 2012)
- Holst, Jennifer E (Other), "Healthy Hearing," Sponsored by Idaho Special Olympics, External to Idaho State University, \$1,385.00. (January 1, 2013 - March 2, 2013).

## Goals for the Upcoming Year

- Establish Mentoring Group to assist tenure-track faculty.
- Develop brown bag seminars focused on research
- Establish a data base of individuals willing to be contacted about participating as subjects in research projects
- Expand space to support all aspects of the mission of the department.
- Preserve time for research, especially for tenure track faculty
- Participate in Quality Matters to maintain and improve quality of online teaching

## Publications

- Nerbonne, M.A., Brockett, J.E. & Holms, A. E. (2012) Case studies: Adults and Elderly Adults. In R. Schow and M. Nerbonne (Eds.) Introduction to Audiology Rehabilitation. Pearson Publishing, Inc. (Chapter in Edited Book)
- Brockett, J.E., Schow, R.L., & Nerbonne, M.A. (2013) Instructor's Resource Manual for Introduction to Audiology Rehabilitation. Pearson Publishing, Inc. (Book/Manual)
- Keefe, D.H., Sanford, C.A., Ellison, J.C., Fitzpatrick, D.F., & Gorga, M.P. (2012). Wideband aural acoustic absorbance predicts conductive hearing loss in children. *International Journal of Audiology*, 51, 880-891.
- Ellison, J.C., Keefe, D.H., Fitzpatrick, D.F., Gorga, M.P., Cohn, E.S., & Sanford, C.A. (2012). Wideband acoustic transfer functions predict middle-ear effusion. *Laryngoscope*, 122, 887-894.

- Feeney, M.P. & Sanford, C.A. (2012). Application of wideband acoustic transfer functions to the assessment of the infant ear. In J. Kei and F. Zhao (Eds.), *Assessing Middle Ear Function in Infants Ear*. San Diego: Plural Publishing, Inc. (Chapter in edited book)
- Sanford, C. A., Brockett, J. E. (in press). Characteristics of Wideband Acoustic Immittance in Ears with Middle Ear Dysfunction. To appear in *Journal of the American Academy of Audiology*.
- Sanford, C.A., Schooling, T. & Frymark, T. (2012). Determining the presence or absence of middle-ear disorders: An evidence-based systematic review on the diagnostic accuracy of selected assessment instruments. *American Journal of Audiology* (In Press)

## Clinics & Clinical Services

- ISU Hearing Clinic (including the VA contract) - Pocatello, ID; ISU campus – hearing services
- ISU Vestibular and Balance Clinic - Pocatello, ID; ISU campus – balance and vestibular testing

## Clinic Patient Visits

- 688 patients were seen by the ISU Hearing Clinic.
- 3,663 VA patients were seen by the ISU Hearing Clinic.

## Faculty & Student Clinic Participation

- 25 Faculty Members total in all CSD Clinics
- 71 Students total in all CSD Clinics



# Educational Interpreting

## Certificate/Degree Programs

- Associate of Science in Sign Language Studies
- Bachelor of Science in Educational Interpreting

## Student Enrollment

- 33 students are enrolled in the Associate of Science in Sign Language Studies program.
- 27 students are enrolled in the Bachelor of Science in Educational Interpreting program.

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- American Speech-Language-Hearing Association (ASHA)
- Accredited through Oct 31, 2016

## Health Fairs & Screening Events

- Communication Sciences & Disorders and Education of the Deaf Program served more than 6,312 community members at the ISU Community Health Fairs & Screenings.

## Conferences/Seminars Hosted

- Fifth Annual Winter Symposium, Feb 21-22, 2013. Speakers: Christina Gildersleeve Neumann, PH.D, Assoc Prof and Chair at Portland state University, Portland, Oregon. Dr. Daniel Hudock, Ph.D., Assist Prof at Idaho State University. (Pocatello)
- Tell Me A Story: Increasing the Language and Social Competence of School-Aged Children and Youth. April 19, 2013. Speaker: Kristine Noel, Ph.D., Professional Development Coordinator in New Mexico. (Meridian)
- Collaborative care between speech language pathologist and school counselors for treating students who stutter. April 20, 2013. Cosponsored by National Association of Young People Who Stutter and CSD Department at ISU. Speakers: Daniel Hudock, Ph.D., CSED Department ISU, and Amy Jones, Ph.D., Counseling Department ISU. (Pocatello)

## Goals for the Upcoming Year

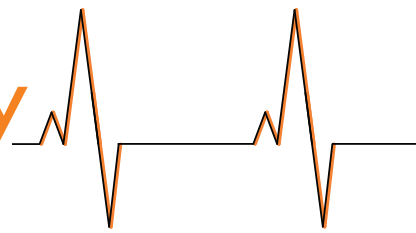
- Establish Mentoring Group to assist tenure-track faculty.
- Develop brown bag seminars focused on research
- Establish a data base of individuals willing to be contacted about participating as subjects in research projects
- Expand space to support all aspects of the mission of the department.
- Preserve time for research, especially for tenure track faculty
- Participate in Quality Matters to maintain and improve quality of online teaching

## Publications

- Melton, J., & Higbee, R. (2012). Interpreting services for students who have cochlear implants: A right or a privilege? Odyssey Magazine, published by the Laurent Clerc National Deaf Education Center at Gallaudet University, Washington D.C. (Peer-reviewed)



# Speech-Language Pathology



## Certificate/Degree Programs

- Bachelor of Science in Communication Sciences and Disorders, with an emphasis in pre-speech-language pathology
- Master of Science in Speech-Language Pathology

## Student Enrollment

- 88 students are enrolled in the Bachelor of Science in Communication Sciences and Disorders program (includes both emphasis).
- 123 students are enrolled in the Master of Science in Speech-Language Pathology program.

## Post Graduation Idaho Employment

- 62% of Master of Science in Speech-Language Pathology students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 94% of their students pass the clinical licensure and certification exams (Praxis Exam).

## Program Accreditation By

- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- American Speech-Language-Hearing Association (ASHA)
- Accredited through Oct 31, 2016

## Faculty Research Engagement

- 14 total CSD faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Hudock, Daniel J (Co-Principal), Kalinowski, Joseph (Co-Principal), Stuart, Andrew (Co-Principal), "Developing web-based and smart phone technology for stuttering," Sponsored by East Carolina University, Office of Technology Transfer., External to Idaho State University, \$25,000.00. (June 2012 - ).
- Ramsdell, Heather L (Supporting), Killeen, Randi (Principal), "Caregiver perception of prelinguistic vocalizations in infant siblings: A case study," Sponsored by American Speech-Language-Hearing Association, External to Idaho State University, \$1,300.00. (January 2013 - May 2014).

- Ramsdell, Heather L (Principal), "The identification of prelinguistic phonological categories in infants with siblings who have autism," Sponsored by 2012 ASHA Foundation New Century Scholar Research Grant, External to Idaho State University, \$10,000.00. (2012).

## Students in Clinical Research

- 27 total CSD students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

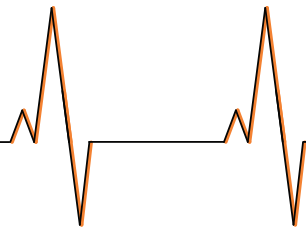
- Communication Sciences & Disorders and Education of the Deaf Program served more than 6,312 community members at the ISU Community Health Fairs & Screenings.

## Conferences/Seminars Hosted

- Fifth Annual Winter Symposium, Feb 21-22, 2013. Speakers: Christina Gildersleeve Neumann, PH.D, Assoc Prof and Chair at Portland state University, Portland, Oregon. Dr. Daniel Hudock, Ph.D., Assist Prof at Idaho State University. (Pocatello)
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- Collaborative care between speech language pathologist and school counselors for treating students who stutter. April 20, 2013. Cosponsored by National Association of Young People Who Stutter and CSD Department at ISU. Speakers: Daniel Hudock, Ph.D., CSED Department ISU, and Amy Jones, Ph.D., Counseling Department ISU. (Pocatello)

## Awards & Grants Received

- Altieri, Nicholas A, Sponsored by Idea Network of Biomedical Research Excellence (INBRE), Idaho State University, \$7,600.00. (December 31, 2012 - December 31, 2013).
- Altieri, Nicholas A (Principal), "Obtaining Comprehensive Measures of Audio-Visual Speech Integration Skills," Sponsored by URC: Idaho State University, Idaho State University, \$5,400.00. (December 31, 2012 - December 31, 2013).



- Hudock, Daniel J (Co-Principal), Kalinowski, Joseph (Co-Principal), Stuart, Andrew (Co-Principal), "Developing web-based and smart phone technology for stuttering," Sponsored by East Carolina University, Office of Technology Transfer., External to Idaho State University, \$25,000.00. (June 2012 - ).
- Johnson, Jeanne M, "Bridging the Summer Learning Gap," Sponsored by Idaho Community Foundation: Southwest Region, External to Idaho State University, \$2,500.00. (June 2012 - July 2012).
- Barga, Gabriel A (Co-Principal), Kangas, Kathleen A (Co-Principal), "Proposal to perform hearing screenings for the Department of Health and Welfare," Sponsored by Idaho Department of Health and Welfare, Early Hearing Detection and Intervention, External to Idaho State University, \$10,000.00. (June 6, 2011 - June 6, 2013).
- Ramsdell, Heather L (Supporting), Killeen, Randi (Principal), "Caregiver perception of prelinguistic vocalizations in infant siblings: A case study," Sponsored by American Speech-Language-Hearing Association, External to Idaho State University, \$1,300.00. (January 2013 - May 2014).
- Ramsdell, Heather L (Principal), "The identification of prelinguistic phonological categories in infants with siblings who have autism," Sponsored by 2012 ASHA Foundation New Century Scholar Research Grant, External to Idaho State University, \$10,000.00. (2012).

### Goals for the Upcoming Year

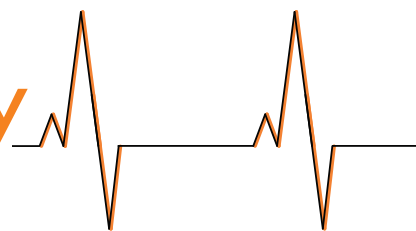
- Establish Mentoring Group to assist tenure-track faculty.
- Develop brown bag seminars focused on research
- Establish a data base of individuals willing to be contacted about participating as subjects in research projects
- Expand space to support all aspects of the mission of the department.
- Preserve time for research, especially for tenure track faculty
- Participate in Quality Matters to maintain and improve quality of online teaching

### Publications

- Townsend, J.T., & Altieri, N. (2012). An accuracy-response time capacity assessment function that measures performance against standard parallel predictions. *Psychological Review*, 119(3), 500-516. (Peer-reviewed)
- Wenger, M.J., Thomas, R. & Altieri, N. (2012). Applying multidimensional signal detection models of the uncertainty task: An example using face recognition. *Journal of Vision*, 12(9), 502. (Reviewed Abstract)
- Altieri, N. (2012). A tutorial on using The General Recognition Theory for assessing perceptual dependencies in full factorial experimental designs. (Technical Report for website)
- Altieri, N., & Wenger, M. (2013). Neural dynamics of audiovisual integration efficiency under variable listening conditions: an individual participant analysis. *Frontiers in Psychology*, 4(615), 1-15. (Peer Reviewed Academic Journal Article)
- Altieri, N., Townsend, J.T., & Wenger, M.J. (2013). A dynamic assessment function for measuring audiovisual speech recognition. *Behavior Research Methods*. Published in online first before print. (Peer Reviewed Academic Journal Article)
- Dunbar, N.E., Altieri, N., Jensen, M.W., & Wenger, M.J. (2013). The viability of EEG as a method of deception detection. *Proceedings of the Rapid Screening Technologies, Deception Detection and Credibility Assessment Symposium*, 66-74. (Reviewed Conference Proceeding)
- Altieri, N. (2013). Audiovisual integration: An introduction to behavioral and neuro-cognitive methods. *Frontiers in Psychology*, 4(642), 1-2. (Editorial)
- Flipsen, P., Jr., & Lee, S. (2012). Research note: Reference data for the American English acoustic vowel space. *Clinical Linguistics and Phonetics*, 26(11-12), 926-933.



# Speech-Language Pathology



## Publications (cont.)

- Flipsen, P., Jr. (2012). Off-label use of norm-referenced tests in speech pathology: Insights gained from children with hearing impairment. In Goldfarb, R. (Ed.). *Translational Speech-Language Pathology and Audiology: Essays in Honor of Dr. Sadanand Singh* (pp. 113-117). San Diego, CA: Plural Publishing. (invited book chapter)

- Bernthal, J. E., Bankson, N. W., & Flipsen, P., Jr. (2013). *Articulation and Phonological Disorders. Speech Sound Disorders in Children* (Seventh Edition). Boston, MA: Allyn and Bacon. (Completed revision of textbook.)

- Peter Flipsen created companion web site to accompany textbook *Clinical Phonetics* (Fourth Edition) by Shriberg, L. D., & Kent, R. D. (2012). Publisher: Allyn & Bacon.

- Hudock, D., & Kalinowski, J. Stuttering inhibition via altered auditory feedback during scripted telephone conversations. *International Journal of Language and Communication Disorders*. (E-pub ahead of print). (Peer-reviewed)



- Maguire, M.J., Magnon, G., Ogiela, D.A., Egbert, R., and Sides, L. (2013). The N300 ERP component reveals developmental changes in object and action identification. *Developmental Cognitive Neuroscience*, 5, 1-9.

- Maguire, M.J., Ogiela, D.A., Magnon, G., Delarosa, B., & Sides, L. (2012). Developmental differences in noun-object and verb-action identification: An Event Related Potentials study. In A. Biller, E.Y. Chung, & A.E. Kimball (Eds.). *Proceedings of the Boston University Annual Conference on Language Development* (pp. 328-338). Somerville, MA: Cascadilla Press.



- Ramsdell, H.L., Oller, D.K., Buder, E.H., Ethington, C.A., & Chorna, L. (2012). Identification of prelinguistic phonological categories. *Journal of Speech, Language, Hearing Research*, 55, pp. 1626-1639. (Peer reviewed)



- Oller, D.K., Buder, E.H., Ramsdell, H.L., Warlaumont, A.S., Chorna, L., & Bakeman, R. (2013). Functional flexibility of infant vocalization and the emergence of language. *Proceedings of the National Academy of Sciences*, 110, 6318-6323. (Peer-reviewed)

## Presentations

- Brion-Lopez, L., Hodges, K., Calley, K., Seikel, J. A. (2012). A Comparison of dental ultrasonic technologies on subgingival calculus removal: A pilot study.



- Hudock, D., & Altieri, N. (2013). Foundations to theories and perspectives on stuttering from a historical perspective of societal influences: Part I. *Proceedings of the International Stuttering Conference*.

- Hudock, D., & Altieri, N. (2013). Foundations to theories and perspectives on stuttering from a historical perspective of societal influences: Part II. *Proceedings of the International Stuttering Conference*.

## Clinics & Clinical Services

- ISU Speech Clinic – Pocatello (Pocatello, ID; ISU campus) – speech therapy services
- ISU Speech Clinic – Meridian (Meridian, ID; ISU-Meridian campus) – speech therapy services

## Clinic Patient Visits

- 1,795 patients were seen by the ISU Speech Clinic – Pocatello.
- 1,828 patients were seen by the ISU Speech Clinic – Meridian.

## Faculty & Student Clinic Participation

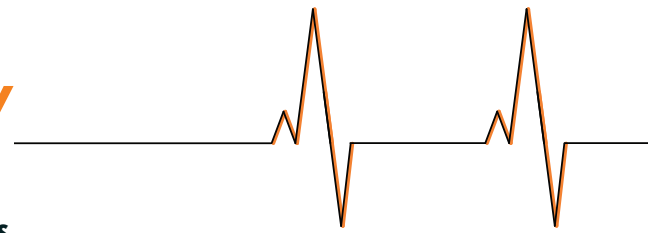
- 25 Faculty Members total in all CSD Clinics
- 71 Students total in all CSD Clinics



# Physical and Occupational Therapy



# Occupational Therapy



## Certificate/Degree Programs

- Master of Occupational Therapy

## Student Enrollment

- 37 students are enrolled in the Occupational Therapy program.

## Post Graduation Idaho Employment

- 90% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Occupational Therapy Education (ACOTE)
- Next Review in 2016

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- All 2nd and 3rd year students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- The Occupational Therapy Program participated in three health fairs, and provided consultative services to up to 100 community members.

## Conferences/Seminars Hosted

- AOTA's Fieldwork Educator Certification Course – February 8th and 9th, 2013.

## National Recognition

- Bryan Gee, OTD, OTR/L, BCP – Service Commendation from the American Occupational Therapy Association for his service on the BASC – Phase II committee.

## Goals for the Upcoming Year

- Customer Service – increase notification of semester schedules from one week prior to the semester start to at least 6 weeks.

## Publications

- Gee, B. M., Devine, N., Werth, A., & Phan, V. (2013). Paediatric Occupational Therapists' Use of Sound-based Interventions: A Survey Study. *Occupational therapy international*, 20, 155-162.

## Clinics & Clinical Services

- ISU Physical and Occupational Therapy Associates, Garrison House Room 202, Physical and Occupational Therapy Services

## Clinic Patient Visits

- 1,151 occupational therapy and physical therapy clients were seen by the ISU Physical and Occupational Therapy Associates clinic.



# Physical Therapy

## Certificate/Degree Programs

- Doctorate of Physical Therapy

## Student Enrollment

- 72 students are enrolled in the Physical Therapy program.

## Post Graduation Idaho Employment

- 72% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 92% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Next Review in 2014

## Faculty Research Engagement

- 7 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- 72 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- The Occupational Therapy Program participated in three health fairs, and provided consultative services to up to 100 community members.

## Conferences/Seminars Hosted

- AOTA's Fieldwork Educator Certification Course – February 8th and 9th, 2013.

## Goals for the Upcoming Year

- Customer Service – increase notification of semester schedules from one week prior to the semester start to at least 6 weeks.

## Clinics & Clinical Services

- ISU Physical and Occupational Therapy Associates, Garrison House Room 202, Physical and Occupational Therapy Services

## Clinic Patient Visits

- 1,151 occupational therapy and physical therapy clients were seen by the ISU Physical and Occupational Therapy Associates clinic.

## Faculty & Student Clinic Participation

- 7 Faculty Members
- 72 Students



# School of Nursing



## Certificate/Degree Programs

- Accelerated Bachelor of Science in Nursing
- Bachelor of Science Completion
- Bachelor of Science in Nursing
- Master of Science in Nursing
- Post-Masters Certificate
- Doctor of Philosophy in Nursing
- Doctor of Nursing Practice

## New Courses/Programs/Degrees

- Doctor of Philosophy in Nursing
- Doctor of Nursing Practice

## Student Enrollment

- 30 new students enrolled in the Accelerated Bachelor of Science in Nursing program during the 2012-2013 academic year.
- 1 new student enrolled in the Bachelor of Science Completion program during the 2012-2013 academic year.
- 70 new students enrolled in the Bachelor of Science in Nursing program during the 2012-2013 academic year.
- 9 new students admitted in the Master of Science in Nursing program during the 2012-2013 academic year.
- 7 new students admitted in the Doctor of Nursing Practice program during the 2012-2013 academic year.
- 2 new students admitted in the Doctor of Philosophy in Nursing program during the 2012-2013 academic year.

## Licensure/Certification Pass Rate

- 92% of their students pass the clinical licensure and certification exams, NCLEX.
- 95% of their students pass the clinical licensure and certification exams, Family Nurse Practitioner.

## Program Accreditation By

- Commission on Collegiate Nursing Education (CCNE)
- Accreditation effective until June 30, 2021

## Faculty Research Engagement

- 5 faculty members are actively engaged in research in the health and biomedical sciences.

## Health Fairs & Screening Events

- The School of Nursing served 385 community members at the ISU Community Health Fairs & Screenings.
- Events included:
  - Fall Rural screening: 12 clinical sites
  - Spring Health fair
  - Summer Activities

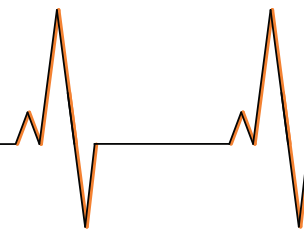
## Goals for the Upcoming Year

- Lead and disseminate scholarship
- Comprehensive evaluative data enhance SON processes and outcomes
- Continue to expand existing innovative programs and increase innovative opportunities for students, faculty and community
- Increase student and faculty engagement in opportunities to improve the health of rural and diverse populations.

## Publications

- Kazemi, D., Levine, M., Dmochowski, J., Nies, M.A., Sun, L. (2013) Effects of Motivational Interviewing Intervention on Blackouts Among College Freshmen. *Journal of Nursing Scholarship*. 45 (3), 221-229.
- Nies, M.A., Troutman-Jordan, M., Branche, D. Moore-Harrison, T., Hohensee, C. (2013) Physical Activity Preferences For Low-Income Sedentary Urban African American Older Adults. *Journal of Gerontological Nursing*. 39 (6), 20-29.
- Salandy, S.W. & Nies, M. A. (2013) The Effect of Nutrition on the Stress Management, Interpersonal Relationships, and Alcohol Consumption of College Freshmen. *College Student Affairs Journal*. 31 (1), 69-76.
- Tait, E.M., Laditka, J.N., Laditka, S.B., Nies, M.A., Racine, E.F., & Tsulukidze, M.M., (2013) Reasons Why Older Adults Use Complementary and Alternative Medicine: Costly and Ineffective Conventional Medicine and Recommendations from Health Care Providers, Family, and Friends. *Educational Gerontology*. 39 (9), 684-700.





## Publications (cont.)

- Willits, K.A., Platonova, E.A., Nies, M.A., Racine, E. F., Troutman, M. L., and Harris, H.L. (2013). Medical Home and Pediatric Primary Care Utilization among Children with Special Healthcare Needs. *Journal of Pediatric Health Care*. 27 (3), 202-208.

- Westman, M. K., Troutman-Jordan, M. & Nies, M.A., (2013). Successful Aging Among Assisted Living Community Older Adults. *Journal of Nursing Scholarship*. 45 (3), 1-9.

- Willits, K.A., Troutman, M.L., Nies, M.A., Racine, E.F., Platonova, E.A., & Harris, H.L. (2013). Presence of Medical Home and School Attendance: An Analysis of the 2005-2006 National Survey of Children with Special Healthcare Needs. *Journal of School Health*. 83 (2), 93-98.

- Troutman-Jordan, M., Nies, M.A., and Davis, B. (2013) An Examination of Successful Aging Among Southern Black and White Older Adults. *Journal of Gerontological Nursing*. 39 (3), 42-52.

- Amerine, C., Boyd, L., Bowen, D., Neill, K, Johnson, T., & Peterson, T. Oral health champions in long-term care facilities – A pilot study. *Special Care Dentistry*. (In Press).



- Wintch, P.M., Johnson, T.L., Gurenlian, J.R., & Neill, K. (2012). Executive Directors' perceptions of oral health care of aging adults in long term care settings. *Journal of Dental Hygiene* (In Press).

- Pesnell, K.F. (2013). *Campylobacter jejuni* in a rural community: A case study. *Online Journal of Rural Nursing and Healthcare*. Accepted for publication.



- Tavernier, S.S, Beck, S. L. and Dudley, W.N. (2013). Diffusion of the Distress Management Guideline Into Practice. *Psycho-Oncology*. 22; 2332-2338. DOI 10.1002/pon.3295

- Tavernier, S.S. Symptom Distress in Cancer Symptom Management 4th Ed. Henke-Yarbro, C., Wujcik, D. & Holmes-Gobel, B, editors (2013). Jones & Bartlett; Burlington, MA.



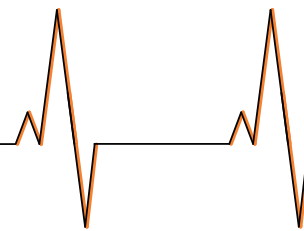
- Dicke, N. L., Hodges, K. O., Rogo, E. J., Hewett, B. J. (in press). A Survey of Clinical Faculty Calibration in Dental Hygiene Programs. To appear in *Journal of Dental Hygiene*.





# College of Pharmacy

# Pharmacy



## Certificate/Degree Programs

- Residency
- Master of Science in Pharmaceutical Sciences (with or without thesis)
- Doctor of Pharmacy
- Ph.D. in Pharmaceutical Sciences (4 emphasis areas)
- Non-traditional Doctor of Pharmacy

## Student Enrollment

- 4 students are enrolled in the Residency program.
- 9 students are enrolled in the Master of Science in Pharmaceutical Sciences (5 thesis students, 4 non-thesis students)
- 288 students are enrolled in the Doctor of Pharmacy program.
- 3 students are enrolled in the Ph.D. in Pharmaceutical Sciences program.
- 98 students are enrolled in the Nontraditional Doctor of Pharmacy program.

## Post Graduation Idaho Employment

- 68% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 96.6% of their students passed the clinical licensure and certification exams, the 2013 NAPLEX.

## Program Accreditation By

- Accreditation Council for Pharmacy Education (ACPE)
- Next accreditation cycle scheduled 2016-2017

## Faculty Research Engagement

- 19 Pharmacy Practice and Administrative Science faculty members are actively engaged in research in the health and biomedical sciences.
- 8 Biomedical and Pharmaceutical Sciences faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- Pharmacy Practice and Administrative Science Faculty
  - \$679,540
- Biomedical and Pharmaceutical Sciences Faculty
  - \$130,000

## Students in Clinical Research

- 72 students participate in clinical research as part of their degree program.

## Health Fairs & Screening Events

- 8,741 community members received direct patient care at the ISU Community Health Fairs & Screenings.
- 1,527,272 community members received health-related information through public relations efforts.

## Conferences/Seminars Hosted

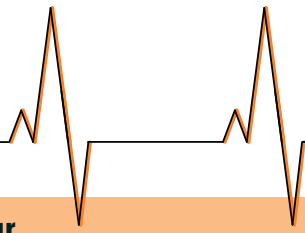
- The Dr. David Chu Annual Lectureship Fund, visiting lecturer Dr. Rommie Amaro, PhD., Tuesday, January 29, 2013-- Meridian
- College of Pharmacy Dean's Advisory Council (DAC) Meetings
  - Meridian, April 13, 2013
  - Pocatello, October 27, 2012
- College of Pharmacy Continuing Education (CE)
  - Pocatello, March 17, 2013
  - Meridian, March 10, 2013
  - Couer d'Alene, April 14, 2013
- Idaho State Board of Pharmacy Meeting- Pocatello- April 4, 2013

## National Recognition

- 2012 Graduates had 100% NAPLEX pass rate
- 2013 Graduates had 96.6% NAPLEX pass rate
- Students received Awards
  - Operation Diabetes won nationally for Rural Outreach Projects
  - Operation Immunization won Region 7 Award at MRM
- First student selected for the Rural Pharmacy Residency Program-Autumn Hayes
- Cory Nelson chosen as 2013-2014 International Standing Committee Contact Person in the APhA Academy of Student Pharmacists

## Awards & Grants Received

- PPRA faculty Guang Yan received \$50,000 HERC Grant--BPSCI
- Vaughn Culbertson and Dong Xu proposal funded by ALSAM-- BPSCI
- Secured contract with MedImpact to develop drug monographs to support formularies used by insurance companies



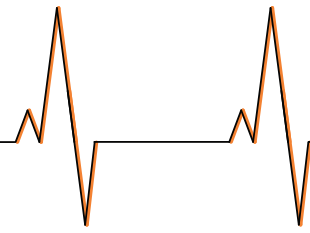
## Goals for the Upcoming Year

- Pursue opportunity to provide pharmacy education in Alaska
- Increase successful extramural funding in both departments
- Strategic hiring for both departments
- Revitalize graduate program for MS and PhD
- Increase our participation in MTM
- Continue Dr. David Chu Annual Lectureship
- Support & expand Bengal Pharmacy, LLC.
- Open House at Meridian Health Science Center—showcase our faculty & labs
- Create historic pharmacy memorabilia displays at Meridian Health Science Center
- Increase experiential support in Eastern Idaho
- Support rural pharmacy initiatives

## Publications

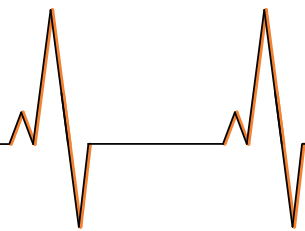
- Pharmacy Practice and Administrative Science
  - Hoover RM, Erramouspe J, Bell EA, Cleveland KW. Effect of inhaled corticosteroids on long-term growth in pediatric patients with asthma and allergic rhinitis. *Ann Pharmacother.* 2013;47(9):1175-1181.
  - Graber C, Madaras-Kelly K, Jones M, Neuhauser, M, Goetz M, Unnecessary Antimicrobial Use in the Context of Clostridium difficile infection: A call to Arms from the Veterans Affairs Antimicrobial Stewardship Taskforce *Infect. Control Hosp. Epidemiol.* 2013, June; 34 (6): 651-3
  - Hoover, R., Erramouspe, J., Bell, E., Cleveland K. Effect of Inhaled Corticosteroids on Long-Term Growth in Pediatric Patients with Asthma and Allergic Rhinitis. *Ann Pharmacother* 2013; 47: 1175-1181.
  - Scirica BM, Deepak BL, Braunwald E, et al. for the SAVOR-TIMI 53 Steering Committee and Investigators. Saxagliptin and cardiovascular Outcomes in patients with type 2 diabetes mellitus. *N Engl J Med* 2013;369:1317-1326.
- Hoover RM, Erramouspe J, Bell EA, Cleveland KW. Effect of Inhaled Corticosteroids on Long-Term Growth in Pediatric Patients with Asthma and Allergic Rhinitis. *Ann Pharmacother.* 2013;47:1175-1181, doi:10.1177/1060028013503125
- Baergen, R and Owens CT. Dietary Supplements in Retail Pharmacies: Practices, Attitudes, and Responsibilities. *Journal of Alternative and Complementary Medicine.* submitted June 2010.
- Owens CT. Parkinson's Disease. In: *Capstone Pharmacy Review (CPR) NAPLEX Review Text*, Mason B & Lott R, eds. In press. August 2011.
- Cleveland KW, Erramouspe J. Attention-Deficit Hyperactivity Disorder. In: *Pharmacotherapy Principles and Practice*. 3rd Ed. Chisholm MA, Wells BG, et al. (Editors). McGraw-Hill, New York. August 2013.
- Oliphant CM. Invasive fungal infections. *ASHP's PharmPrep Case-Based Board Review, 4th Edition.*
- Oliphant CM. Electrolytes. *Capstone Pharmacy Review Board Prep System*. 1st Edition. Jones and Bartlett
- Oliphant CM, Madaras-Kelly K. Antimicrobial Regimen Selection. *Pharmacotherapy Principles and Practice*. Eds. Chisolm-Burns M, Wells BG, Schwinghammer TL, et al. 3rd edition. Mc-Gaw Hill NY.
- Oliphant CM. Superficial fungal infections. *ASHP's PharmPrep Case-Based Board Review, 4th Edition.*
- Oliphant CM. Upper and lower respiratory tract infections. *ASHP's PharmPrep Case-Based Board Review, 4th Edition.*
- JANTZ JO. Headache, in MASON B, PARKER D, LOTT RS (Editors). *Capstone Pharmacy Review NAPLEX Preparation*. Jones and Bartlett Publishers. Published 2013.





## Publications (cont.)

- Pharmacy Practice and Administrative Science (cont.)
  - LOTT RS. Drug Interactions, in MASON B, PARKER D, LOTT RS (Editors). Capstone Pharmacy Review NAPLEX Preparation. Jones and Bartlett Publishers. 2013.
  - LOTT RS. Depression, in MASON B, PARKER D, LOTT RS (Editors). Capstone Pharmacy Review NAPLEX Preparation. Jones and Bartlett Publishers. 2013.
  - LOTT RS. Epilepsy, in MASON B, PARKER D, LOTT RS (Editors). Capstone Pharmacy Review NAPLEX Preparation. Jones and Bartlett Publishers. 2013.
  - Owens CT. Inflammatory Bowel Disease. In: Capstone Pharmacy Review (CPR) NAPLEX Review Text, Mason B & Lott R, eds. In press. August 2011.
  - Owens CT. Parkinson's Disease. In: Capstone Pharmacy Review (CPR) NAPLEX Review Text, Mason B & Lott R, eds. In press. August 2011.
  - Owens CT. Inflammatory Bowel Disease. In: Capstone Pharmacy Review (CPR) NAPLEX Review Text, Mason B & Lott R, eds. In press. August 2011.
  - Owens CT. Parkinson's Disease. In: Capstone Pharmacy Review (CPR) NAPLEX Review Text, Mason B & Lott R, eds. In press. August 2011.
  - Owens CT. Inflammatory Bowel Disease. In: Capstone Pharmacy Review (CPR) NAPLEX Review Text, Mason B & Lott R, eds. In press. August 2011.
  - Erramouspe J, Cleveland KW. Attention-Deficit Hyperactivity Disorder. In: Pharmacotherapy Principles and Practice Study Guide: A Case Based Care Plan Approach. 3rd Ed. Chisholm MA, Katz M, Matthias K (Editors). McGraw-Hill, New York. October 2013.
  - Erramouspe J, Cleveland KW. Attention-Deficit Hyperactivity Disorder. NABPLEX Capstone Pharmacy Review. July 2013.
- Cleveland KW, Erramouspe J. Attention-Deficit Hyperactivity Disorder. In: Chisholm-Burns MA, Wells BG, Schwinghammer TL, Malone PM, Kolesar JM, DiPiro JT, eds. Pharmacotherapy Principles & Practice. 3rd ed. New York, NY: McGraw-Hill; 2013: 745-755.
- Steed, ML. (2013) Anemia of Chronic Kidney Disease. In: Mason B, Parker D, Lott RS. Capstone Pharmacy Review. Burlington, MA: Jones & Bartlett Learning.
- Eroschenko K, Cleveland KW, Heyneman-Cashmore CA. Benign prostatic hyperplasia. Disease state title. In: Schwinghammer TL, Koehler JM, eds. Pharmacotherapy Casebook: A Patient-Focused Approach. 9th ed. New York: McGraw-Hill, 2014.
- Liday C. Erectile Dysfunction. In Chisholm-Burns MA, et al. eds. Pharmacotherapy Principles & Practice. 3rd ed. New York, NY: McGraw-Hill, 2013.
- Liday C. Erectile Dysfunction. In Schwinghammer TL, et al. eds. Pharmacotherapy Casebook: A Patient-Focused Approach. 9th ed. New York: McGraw-Hill, 2014 (In press).
- Kirkpatrick C, Liday, C. Challenges in implementing an interdisciplinary cardiometabolic risk reduction clinic. Journal of Clinical Lipidology 2013;7:257. Poster presented at National Lipid Association Spring Clinical Lipid Update, New Orleans, LA, May 2013.
- September- 2013: Antibiotic Spectrum Scoring to Measure Antimicrobial De-escalation". Pharmacy Benefits Management Services (PBM) and National Infectious Diseases Service (NIDS): VHA Antimicrobial Stewardship Taskforce Strategic Planning Meeting. NIDS Program Office, Cincinnati, OH
- January- 2013: Careers in Academia - Part of curriculum for Pharmacy Resident Academic Certificate Program for Boise Residents/ Preceptors

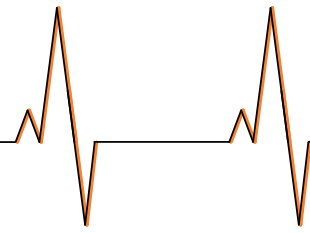


- March- 2013: POSTER PRESENTATION Shah K, Gould T: The flipped classroom: an experiment to enhance active learning. Poster presentation at Idaho State University Division of Health Sciences Research Day, Pocatello, Idaho, March 15, 2013.
- March- 2013: \*Borzadek EZ, Pettinger TK, Pugmire B, Cashmore CA. Active vs. Passive Learning: Pharmacists' Knowledge Acquisition and Attitudes in Continuing Pharmacy Education. Accepted for poster presentation, Idaho State University Division of Health Science Research Day 2013. Pocatello, ID. March 15.
- Eroschenko, K. Carr, G. ; Using a Pharmacy Based Women's Health Elective to Improve Pregnancy Education Awareness through Student Outreach Events. ; Idaho Chapter of the March of Dimes; \$2500; 1 year
- Eroschenko K, Carr Glenda. Amount Requested: \$2,500 funded October 2013 ; Using a Pharmacy Based Women's Health Elective to Improve Pregnancy Education Awareness through Student Outreach Events.; March of Dimes, Idaho Chapter; 2,500; 1 year
- Madaras-Kelly K (PI - 0.4 FTE), Hill N (Co-I-0.1 FTE), Jones, Huttner B, Samore M, Remington R; Antibiotic Spectrum Scoring to Measure Hospital Level Antibiotic De-escalation; NIH (NIAID); \$364,038; 4/1/12 to 3/31/15
- PI: Glassman P, Goetz M, Graber C, Jones M, Samore M, Weir C, Madaras-Kelly K (0.10 FTE-Subcontract); Cognitive Support: Antimicrobial Stewardship Therapeutic Decision making through Veteran-Centered Population Analytics (CRE 12-313).; Health Services Research and Development,, Dept. of Veterans Affairs ; Unknown; 4/1/13 to 3/31/2016
- Smith S, Wilper A, Weppner W. Consultant (Madaras-Kelly), Sub-contract \$62,500 (0.07); Patient Aligned Care Team Center of Excellence Education Award.; Veterans Affairs Office of Academic Affiliations.(training award); 5,000,000; 5/1/2011 - 5/1/2016

- Robert Valuck, Heather Anderson, Vaughn Culbertson, Danny Xu, Brooke Pugmire; Population based Pharmacosurveillance of Anticholinergic and Polypharmacologic Toxicity Employing Computational Molecular Modeling Techniques; ALSAM Foundation; \$75,000; July 1, 2014 to June 30, 2015; Clinical Pharmacy Services Family Medicine Residency
- Gary Soucie, Tracy Pettinger (0.1 FTE), Paul Beckett; Saxagliptin Assessment of Vascular Outcomes Recorded in Patients with Diabetes Mellitus (SAVOR-TIMI ; TIMI Study Group and Astra Zeneca; \$170,275; 5 years

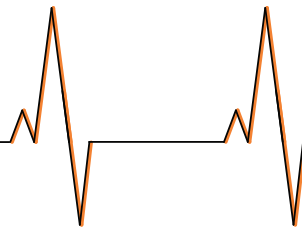
## Presentations

- Pharmacy Practice and Administrative Science
  - Jones M, Huttner B, Leecaster M, Huttner, A, Nielsen C, Rubin M, Goetz, M, Madaras-Kelly K, Samore M. Does Active Surveillance Influence anti-MRSA antibiotic use? Submitted to Clin. Infect. Dis., November, 2013
  - Madaras-Kelly KJ, Jones M, Remington R, Hill N, Huttner B, Samore M. Development for an Antimicrobial Spectrum Score to Measure Antibiotic De-escalation based upon Perceptions of Antimicrobial Stewards Obtained through a Modified Delphi Method. Submitted to Infect. Ctrl. Hosp. Epidemiol., December, 2013
  - Foster JN, Holmes JT, Pugmire B, Borzadek EZ, Force RW. Interdisciplinary Continuous Quality Improvement within a Family Medicine Residency Clinic: Response to Citalopram-Associated QT Prolongation. American College of Clinical Pharmacy 2013 Virtual Poster Symposium. May 2013. Published online at [http://www.accp.com/docs/meetings/abstracts/2013\\_virtual.pdf](http://www.accp.com/docs/meetings/abstracts/2013_virtual.pdf).
  - Holmes JT, Borzadek E, Pugmire B, Foster JN, Placek M, Cole D, Woodhouse WM, Force RW. QT-Prolongation with Citalopram: Assessment of Patient Safety. North American Primary Care Research Group 41st Annual Meeting Proceedings. Published online at [www.NAPCRG.org](http://www.NAPCRG.org).

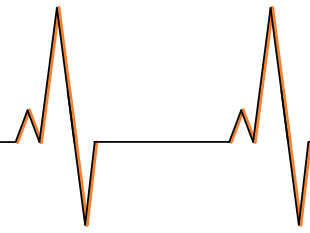


## Presentations (cont.)

- Pharmacy Practice and Administrative Science (cont.)
  - Force RW, Pugmire B, Holmes JT, Borzadek E, Foster JN, Johnson C, Wilde T, Woodhouse WM. Untoward Consequences of a Quality Improvement Intervention in Patients with Depression. North American Primary Care Research Group 41st Annual Meeting Proceedings. Published online at [www.NAPCRG.org](http://www.NAPCRG.org).
  - Carr G, Tivis R, Tivis L, Mason B Pharmacist Delivered Alcohol Screening, Brief Intervention, and Referral: A Customer Attitude Survey, poster presentation AACP Chicago
  - Allison A. Cardona, PharmD Candidate, Vaughn Culbertson, PharmD, Catherine A. Cashmore, PharmD, MS, ANP, FASC, Identification of Curricular Measures Associated with Inferior APPE performance. presented at American Association of Colleges of Pharmacy, Annual Meeting, Chicago, IL July 2013
  - Malamakal JA\*, Lauren Whiteford L, Carlson S, Lott RS. Analysis of Prescribing Frequencies of Antipsychotics for the Primary Diagnosis of Schizophrenia: Potential Areas for Pharmacy Intervention.
  - Student Poster. Annual Meeting, Idaho Society of HealthSystem Pharmacists, Sun Valley ID, September 2013 - Koyle M (Presenter), Lott RS, Koenig S. A Retrospective Evaluation of Concomitant use and Outcomes Related to use of Prazosin with other Alpha-1 Antagonist.
  - Student Poster. American Society of Health-System Pharmacists, MidYear Clinical Meeting, Orlando, Florida, December 2013. - Ponce E. (Presenter) Nguyen E. Mason B. Pharmacists role in state Alzheimers Plan ISHP Poster, Sun Valley
  - Mason B. Carr G. Community Health Screenings and Cross Disciplinary Education AACP School Poster Chicago 2013
- Madaras-Kelly KJ, Remington R, Hill N, Jones M, Huttner B, Samore M. Development of an Antibiotic Spectrum Score to Measure Antibiotic De-escalation Based Upon Perceptions of Antibiotic Stewards Obtained Through a Modified Delphi Method. Presented at the 51st Annual Infectious Diseases Society of America Meeting, San Francisco, CA, October, 2013. Presentation #1006
- Madaras-Kelly KJ, Remington R, Hill N, Jones M, Huttner B, Samore M. Development of an Antibiotic Spectrum Score to Measure Antibiotic De-escalation Based Upon Perceptions of Antibiotic Stewards Obtained Through a Modified Delphi Method. Invited Encore presentation for Posters in the Park, ID Week Societies (IDSA, SHEA, PIDS) business meetings. San Francisco, CA, October, 2013. Presentation #26
- Huttner B, Jones M, Madaras-Kelly K, Neuhauser, M, Maw M, Rubin M, Goetz M, Samore M. Impact of the Propensity to Commence or terminate Antibiotic Regimens on Overall Antimicrobial Use. Presented at the 53rd Annual Interscience Conference on Antimicrobial Agents and Chemotherapy, Denver CO, September, 2013 Presentation K-1543
- Belongie K, Madaras-Kelly K, Kaster L. Appropriate Chemotherapy Dosing for Obese Adult Patients with Cancer at the Boise Veterans Affairs Medical Center. Presented at the Idaho Health-Systems Pharmacists Annual meeting, Sun Valley, ID, September, 2013
- Nguyen E, Madaras-Kelly K, Black P, Mason B. A Medication Use Evaluation of Blood Pressure Variation in Consecutive Office Blood Pressure Measurements. Presented at the Idaho Health-Systems Pharmacists Annual meeting, Sun Valley, ID. September, 2013
- Johnson E, Lojeski E, Mallea D, Madaras-Kelly K. Evaluation of a New Opioid Renewal Clinic at the Boise Veterans Affairs Medical Center. Presented at the Idaho Society of Health-Systems Pharmacists Annual Meeting, Sun Valley, ID

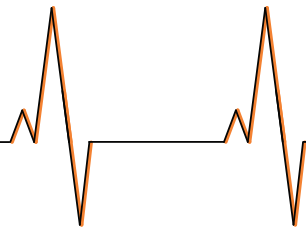


- Crenshaw, KS, Steed ML, Seeley JL, et al. Pharmacists Impact on Optimizing Care and Decreasing Re-admittance in Patients Hospitalized with Congestive Heart Failure. Idaho State University Research Day. Pocatello, Idaho. March 15, 2013.
- Shah K, Corbridge J, Wilson A, Griffith B, Seeley J, Steed M. Implementation and Assessment of an Intern Development Program. Idaho Society of Health Systems Pharmacists Annual Fall Meeting. Sun Valley, Idaho. September 27, 2013.
- Reeder L, Garner J, Griffith B, Seeley J, Steed M. Implementation of a Recycling and Waste Management Program. Idaho Society of Health Systems Pharmacists Annual Fall Meeting. Sun Valley, Idaho. September 27, 2013.
- Griffith B, Steed ML, Seeley J, et al. Assessment of Initial Vancomycin Monitoring Practices in Neonates. Idaho Society of Health Systems Pharmacists Annual Fall Meeting. Sun Valley, Idaho. September 27, 2013.
- Griffith B, Steed ML, Seeley JL, et al. Assessment of Initial Vancomycin Monitoring Practices in Neonates. American Society of Health Systems Pharmacists Midyear Regional Meeting. Orlando, FL. December 7, 2013.
- Boyle J, Eroschenko K, Oliphant C. Changing trends in bacterial susceptibility at local acute care hospitals; a 10 year review. ASHP Midyear Clinical Meeting, 12/2013 and ISHP Meeting 9/2013.
- Nelson A, Oliphant C. Assessing the efficacy of online and face-to-face presentations about prescription drug abuse. Midyear Clinical Meeting, 12/2013 and ISHP meeting 9/2013.
- Oliphant C, Eroschenko K. Residency readiness elective with a focus on research. American Association of Colleges of Pharmacy Annual Meeting, 7/2013.
- Eroschenko K, Oliphant C, Carr G, Wadsworth T. Innovative elective course to prepare third-year pharmacy students for a postgraduate residency. American Association of Colleges of Pharmacy Annual Meeting, 7/2013.
- Pharmacist impact on pain management in the patient-centered medical home. Gower J, Eroschenko K. ASHP 2013
- Survey of hospital pharmacists regarding vancomycin dosing protocols in obese patients. ASHP 2013
- IV Acetaminophen Medication Utilization Evaluation (MUE) at a local acute care hospital. Zabka A, Eroschenko K-ASHP 2013
- Use of Social Media for Medical Advice- Lombardo L, Eroschenko K-ISHP 2013
- Patient Case Scenarios Taught by Pharmacy Students in an Over the Counter Elective-Davis G, Eroschenko, K
- Residency Readiness Elective with a Focus on Research-Oliphant C, Eroschenko K-AACP 2013
- Innovative elective course to prepare third-year pharmacy students for a postgraduate pharmacy residency-Eroschenko K, Oliphant C, Carr G, Wadsworth T-ISU research day 2013, AACP 2013
- Malamakal J, Wadsworth T. Assessing the knowledge status of diabetes at a community weightloss event. Poster presented at: ISU Research Day; 2013 March; Meridian, ID
- Rostock R, Wadsworth T. Case report of glycemic monitoring in a patient with beta-thalassemia. Poster presented at: ASHP Mid-year; 2012 Dec; Las Vegas, NV.

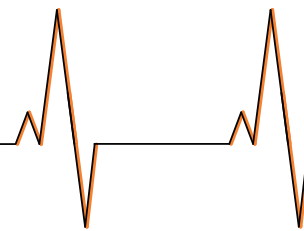


## Presentations (cont.)

- Pharmacy Practice and Administrative Science (cont.)
  - Foster JN, Holmes JT, Pugmire B, Borzadek EZ, Force RW. Interdisciplinary Continuous Quality Improvement within a Family Medicine Residency Clinic: Response to Citalopram-Associated QT Prolongation. Accepted for poster presentation, American College of Clinical Pharmacy 2013 Virtual Poster Symposium. May 2013.
  - Force RW, Pugmire B, Holmes JT, Borzadek E, Foster JN, Johnson C, Wilde T, Woodhouse WM. Untoward Consequences of a Quality Improvement Intervention in Patients with Depression. Accepted for poster presentation, North American Primary Care Research Group 41st Annual Meeting. Ottawa, Ontario. November 2013.
  - Holmes JT, Borzadek E, Pugmire B, Foster JN, Placek M, Cole D, Woodhouse WM, Force RW. QT-Prolongation with Citalopram: Assessment of Patient Safety. Accepted for poster presentation, North American Primary Care Research Group 41st Annual Meeting. Ottawa, Ontario. November 2013.
  - Shah K, Cashmore CA, Reeder L, Cleveland KW, Nelson M, Nestler J, Shay B, Woods M, Marchetti D. Assessment of a collaborative project to increase availability and accessibility of influenza immunizations. AACP Annual Conference, June 2013.
  - Hoover RM, Griffith BL, Cleveland KW. Increasing Importance of Gluten-Free Excipients: An Analysis of Idaho Drug Information Center Caller Data. Poster presentation at APhA national meeting March 2013.
  - Ward S, Oliphant C. Risk Factors for Acquisition of Nosocomial Clostridium difficile Infection. ISU Research Day.
  - Thompson E, Oliphant C. Networking: An Essential Part in the Prevention of Prescription Drug Abuse and Misuse. ISU Research Day.
- Nelson A, Oliphant C. Expanding your Reach Through Technology: Pharmacy Students Combatting Prescription Drug Abuse.
- Eroschenko K, Oliphant C, Aggers P. Evaluation of Vancomycin in the Obese Population. ISU Research Day.
- Vickers, J., Hoover, R. Pill Identification: Assessment of online databases. Poster Presentation. ISHP 2013.
- Johns R, Oliphant, C. Top 10 drugs detected in post-mortem toxicology screens in Ada County, Idaho during 2011-2012. ASHP Midyear Clinical Meeting, 12/2013.
- Johns R, Oliphant C. Frequent drug combinations identified in post-mortem toxicology screens in Ada County, Idaho during 2011-2012. ASHP Midyear Clinical Meeting, 12/2013.
- Mattson M, Oliphant C, McCullough B. The incidence of Clostridium difficile infection in patients receiving double anaerobic coverage. ASHP Midyear Clinical Meeting, 12/2013.
- Tsupa A, Oliphant C, McCullough B. Evaluation of the severe sepsis/septic shock protocol and empiric use of antibiotics at St. Luke's Regional Medical Center. ASHP Midyear Clinical Meeting, 12/2013.
- Litke J, Oliphant C. Development of daptomycin nonsusceptibility in a patient with vancomycin resistant enterococcus (VRE). ASHP Midyear Clinical Meeting, 12/2013.
- Oliphant C, Eroschenko K. Breakthrough fungemia in a patient receiving posaconazole: the case of the missing fat. ASHP Midyear Clinical Meeting, 12/2013.
- Oliphant C, Eroschenko, K. Survey of hospital pharmacists regarding vancomycin dosing in obese patients. ASHP Midyear Clinical Meeting, 12/2013.

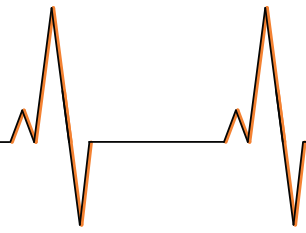


- Drug interactions in high-risk patients admitted to the hospital through the emergency department (ED). Owens N, Eroschenko K-ASHP 2013
- Changing trends in antimicrobial susceptibility patterns at two local acute care hospitals; ten year review. Permyakov J, Eroschenko K, Oliphant- ISHP, ASHP 2013
- Infectious Diseases Section Co-Editor and Reviewer. Oliphant CM. ASHP's PharmPrep Case-Based Board Review, 4th Edition.
- Section Editor Capstone Pharmacy NAPLEX Review Fluid/Electrolytes/Nutrition
- MASON B, PARKER D, LOTT RS (Editors). Capstone Pharmacy Review NAPLEX Preparation. Jones and Bartlett Publishers. 2013. (Editor for 11 chapters)
- Editorial Board for Mental Health Clinician. Online, open-access, peer-reviewed journal of the College of Psychiatric and Neurologic Pharmacists (<http://cpnp.org/resource/mhc/2013>)
- March- 2013: Borzadek E, Pettinger TK, Pugmire B, Cashmore CA. Active vs. Passive Learning: Pharmacists' Knowledge Acquisition & Attitudes in Continuing Pharmacy Education · Poster presentation during the Idaho State University Division of Health Sciences Research Day in Pocatello, Idaho
- March- 2013: Foster JN, Holmes JT, Pugmire BA, Borzadek EZ, Force RW. Interdisciplinary Continuous Quality Improvement within a Family Medicine Residency Clinic: Response to Citalopram-Associated QT Prolongation · Poster presented during the Idaho State University Division of Health Sciences Research Day in Pocatello, Idaho
- November- 2013: Holmes JT, Borzadek EZ, Pugmire BA, Foster JN, Placek MS, Cole D, Woodhouse WM, Force, RW. QT Prolongation with Citalopram: Assessment of Patient Safety (QCAPS) · Poster presented during North American Primary Research Group 41st Annual Meeting on November 12, 2013 in Ottawa, Ontario
- November- 2013: Force RW, Holmes JT, Pugmire BA, Borzadek EZ, Foster JN, Johnson C, Wilde T, Woodhouse WM. Untoward Consequences of a Quality Improvement Intervention in Patients with Depression. · Poster presented during North American Primary Research Group 41st Annual Meeting on November 12, 2013 in Ottawa, Ontario
- March- 2013: Pannier, A., Liday C. The Cost of Free: The Impact of Prescription Copay Coupons on the Healthcare System. ISU College of Pharmacy Continuing Education, Meridian, ID, March 2013.
- March- 2013: Pannier, A., Liday C. The Cost of Free: The Impact of Prescription Copay Coupons on the Healthcare System. ISU College of Pharmacy Continuing Education, Pocatello, ID, March 2013.
- April- 2013: Pannier, A., Liday C. The Cost of Free: The Impact of Prescription Copay Coupons on the Healthcare System. ISU College of Pharmacy Continuing Education, Coeur d'Alene, ID, April 2013.
- January- 2013: Community Health Screening: An Organic Solution Canyon County Health Care Summit
- February- 2013: Community Health Screening: A Focus on Student Involvement Idaho State University- Division of Health Sciences: First Friday Series
- March- 2013: Establishing Primary Medical Care As A Result Of Participation In A Community Health Screening. Podium presentation for Idaho State University's Research Day
- March- 2013: Establishing Primary Medical Care As A Result Of Participation In A Community Health Screening. Ada County Commissioners and Community Partners



## Presentations (cont.)

- Pharmacy Practice and Administrative Science (cont.)
  - September- 2013: Community Health Screening as an Interdisciplinary Project. Boise VAMC Center of Excellence Patient Centered Medical Home Education Collaborative
  - September- 2013: Osgood, T., Carr, G. (September 2013). A Methodological Approach Towards Correlating Medication Compliance to PHQ-9 Scores in Patients With Limited Health Care Accessibility. Poster session presented for Idaho Society of Health-Systems Pharmacists Annual Fall Meeting; Sun Valley, ID.
  - September- 2013: Krawtz, K., Carr, G. (September 2013). A Retrospective Analysis of Contraceptive Prescribing Practices in Women of Childbearing Age Receiving Statin Therapy. Poster session presented for Idaho Society of Health-Systems Pharmacists Annual Fall Meeting; Sun Valley, ID.
  - August- 2013: Carr, G., Nelson, C., Moore, K., & Tivis, R. (August 2013). Community Health Screening: Student Pharmacist Involvement. Poster session presented for International Pharmaceutical Students' Federation World Congress; Utrecht, The Netherlands.
  - July- 2013: Mason, B.J., Carr, G. (July 2013). Integrative Public Health Curriculum Innovations Utilizing Community Health Screenings and Cross Disciplinary Education. Poster session presented for American Association of Colleges of Pharmacy Annual Meeting; Chicago, IL.
  - May- 2013: Carr, G.M., & Thorne, J. (May 2013). Increase In Student Knowledge Gained As A Result Of Participation In A Community Health Screening Event. Poster session presented for Northwest AIDS Education and Training Center Regional Management Meeting; Seattle, WA.
  - July- 2013: Oliphant, C., Eroschenko, K., Carr, G., Wadsworth, T. (July 2013) Residency Readiness Elective With a Focus on Research. Poster session presented for American Association of Colleges of Pharmacy Annual Meeting; Chicago, IL.
- March- 2013: Carr, G.M., Tivis, R.D., Nelson, C.A., & Moore, K.E. (March 2013). Establishing Primary Medical Care As A Result Of Participation in A Community Health Screening. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Carr, G.M., & Thorne, J. (March 2013). Increase In Student Knowledge Gained As A Result Of Participation In A Community Health Screening Event. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Carr, G.M., Tivis, R.D., Moore, K.E., & Nelson, C.A. (March 2013). ISU-Meridian And Ada County Community Health Screenings: Improving The Model. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Moore, K.E., Nelson, C.A., Carr, G.M., & Tivis, R.D. (March 2013). Student Involvement In Interdisciplinary Community Health Screenings. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Nelson, C.A., Carr, G.M., Moore, K.E., & Tivis, R.D. (March 2013). Assessing Flu Vaccine Rates At Community Health Screenings. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Papa, J., Carr, G., & Powell, P. (March 2013). Increasing Physician Assistant Student Exposure to Oral Health. Poster session presented for Idaho State University's Research Day; Meridian, ID.
- March- 2013: Tivis, R.D., Carr, G.M., Powell, P., Horn, E., Nelson, C.A., & Moore, K.E. (March 2013). The Inter Relationships of Physical Health, Mental Health And Oral Health Is More Than Obesity. Poster session presented for Idaho State University's Research Day; Meridian, ID.

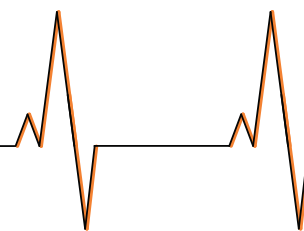


- December- 2013: Nelson, C., Carr, G. (2013) Assessing the effect of interdisciplinary, in-person education on LDL-cholesterol reduction in participants with limited health care access. Poster presentation at the Association of Health-System Pharmacists Midyear Clinical Meeting in Orlando, FL.
- December- 2013: Osgood, T., Carr G. (2013) Correlating medication compliance to PHQ-9 scores in low income participants with limited health care accessibility. Poster presentation at the Association of Health-System Pharmacists Midyear Clinical Meeting in Orlando, FL.
- September- 2013: Poster Presentation at NMA Conference in Ohio: STUDENT TAUGHT PATIENT CASE SCENARIOS IN AN OVER-THE-COUNTER (OTC) ELECTIVE -Peer reviewed
- March- 2013: Kootenai Medical Center Nursing Education Program. Invited presentation. Program title: "Pharmacy Pearls for Nursing Staff"
- March- 2013: Hyponatremia Treatment Protocol - presented as an inservice to pharmacist staff
- October- 2013: Kootenai Medical Center Nursing Education Program. Invited presentation. Program title: "Pharmacy Pearls for Nursing Staff"
- November- 2013: Madaras-Kelly KJ. Infectious Diseases Review for BCPS. Treasure Valley Residency Lecture Series, Boise, ID
- March- 2013: Impact of the ACA Reimbursement System on Healthcare Delivery, Idaho Hospital Association Spring HEN Meeting, Boise ID
- Borzadek EZ, Holmes JT, Krawtz DB, Mills L, Bailey J.; Independence at Home Demonstration Grant; Centers for Medicare & Medicaid Services
- T Wadsworth (0.1), C Oliphant (0.1), K Eroschenko (0.1), G Carr (0.1); Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase inhibitor Orlistat (Xenical (r)); National Kidney Foundation, Utah and Idaho Chapter; \$15,000; 1 year
- Thomas Wadsworth, Cathy Oliphant, Kathy Eroschenko, Glenda Carr; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat (Xenical); University Research Committee; \$15,000
- T Wadsworth, C Oliphant, K Eroschenko, G Carr. Amount Requested: \$15,000. ; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat.; National Kidney Foundation, Utah and Idaho chapter.; 15,000;
- Samore M (0.4), Madaras-Kelly K (0.4), Abbo L(0.2); Accelerating Improvement's in Antimicrobial Stewardship; Joint Commission/Pfizer Competitive Antimicrobial Stewardship Grant program; \$675,000; 7/1/2013-6/30-2015
- InterMountain Health and University of Utah (Samore M), Subcontract, Madaras-Kelly (0.1 FTE); Action II: Nursing Home Antimicrobial Stewardship Guide; Agency for Healthcare Quality and Research (AHRQ); Unknown; 7/1/2013-6/30/2016

## Grants and Contracts

- Pharmacy Practice and Administrative Science
  - Vaughn Culbertson, PharmD (0.05 FTE), Dong Xu, PhD (0.4 FTE) and Brooke Pugmire, PharmD (0.04 FTE) Valuck, Robert and Anderson, Heather, Univ Colorado; Population-based Pharmaco-surveillance of Anticholinergic and Poly-Pharmacologic Toxicity Employing Computational Molecular Modeling Techniques; Skaggs Scholars Program; \$75,000; July 1, 2013 - June 30, 2015
- Seeley JL, Steed ML; ASHP PEG Foundation Grant; ASHP Foundation; \$40,000; 1 year
- Wadsworth T, Oliphant C, Eroschenko K, Carr G. ; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat (Xenical); National Kidney Foundation; \$15,000;



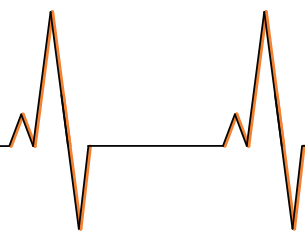


## Grants and Contracts (cont.)

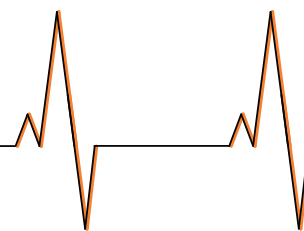
- Pharmacy Practice and Administrative Science (cont.)
  - Wadsworth T, Oliphant C, Eroschenko K, Carr G; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat (Xenical); ISU FRC Grant; \$14,900;
  - Tom Wadsworth, Glenda Carr, Cathy Oliphant, Kathy Eroschenko; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat (Xenical); National Kidney Foundation of Idaho & Utah; \$15,000; May 2013
  - Thorne, J.(0.07 FTE), Moore, K. (0.90 FTE), Carr, G., Tivis, R.; Community-Based HIV Counseling, Testing and Referral (CTR), Condom Distribution, and Social Marketing Services; State of Idaho-Department of Health and Welfare; \$98, 322; 1/1/14-12-/31/14
  - Force R, Cowley T, Boesiger B, Carns B, Oliphant C, Tivis R.; Prescription for progress: Development of a collaborative tool kit to address prescription drug abuse; Millennium Fund; \$797,979;
  - The Project Director (Rex Force, PharmD, (0.1 FTE), Vaughn Culbertson, PharmD (0.1 FTE) and Matt Cummins, BS (0.15 FTE). District Health Dept (0.18 FTE); Prescription for Progress: Development of a Collaborative Tool Kit to Address Prescription Drug Abuse; Millennium Fund Grant Proposal; \$797,000; July 1, 2014 to June 30, 2015
  - Oliphant CM, Madaras-Kelly K, Bigelow J, Blue S, Coffman T, Wyatt C.; Piperacillin-tazobactam pharmacokinetics in critically ill obese patients; ISU DHS; 7250.00; 12/10-6/11
  - Tom Wadsworth, Glenda Carr, Kathy Eroschenko, Cathy Oliphant; Evaluation of Urinary Oxalate Levels in Type II Diabetics Receiving the Gastrointestinal Lipase Inhibitor Orlistat (Xenical); Idaho State University Research Committee; \$15,000;

## Publications

- Biomedical and Pharmaceutical Sciences
  - Lu, S, Bhushan A, Leung SW, Daniels CK & Lai JCK (2012) Cytotoxic Effects of Four Metallic Oxide Nanoparticles on Dorsal Root Ganglion (DRG) Neurons. In Technical Proceedings of the 2012 NSTI Nanotechnology Conference & Expo – Nanotech 2012, Vol. 3, Chapter 5: Environmental Health & Safety, pages 346-349.
  - Downing C, Flink S, Florez-McClure M, Johnson TE, Tabakoff B, Kechris K (2012). Gene expression changes in C57BL/6J Nand DBA/2J mice following prenatal alcohol exposure. *Alcoholism: Clinical and Experimental Research* 36, 1519-1529.
  - Downing C, Balderrama-Durbin C, Kimball A, Biers J, Wright H, Gilliam D, Johnson TE (2012). Quantitative trait locus mapping for ethanol teratogenesis in BXD recombinant inbred mice. *Alcoholism: Clinical and Experimental Research* 36, 1340-1354.
  - Rodríguez LP, Vilariño N, Molgó J, Araoz R, Louzao MC, Taylor P, Talley TT, & Botana LM (2013) Development of a Solid-Phase Receptor-Based Assay for the Detection of Cyclic Imines Using a Microsphere-Flow Cytometry System. *Analytical Chemistry*, 85 (4), 2340-7
  - Derong Ding, Guang Yan. A Convenient Method for the Synthesis of Aminomethyl-monoalkylphosphinate. *Chin J Chem*, 30: 1906-1908 (2012)
  - Dukhande VV, Kawikova I, Bothwell ALM & Lai JCK (2013) Neuroprotection Against Neuroblastoma Cell Death Induced by Depletion of Mitochondrial Glutathione. *Apoptosis* 18(6):702-712. (doi: 10.1007/s10495-013-0836-4.) [PMID: 23494481]
  - Gangavarapu KJ, Bhushan A, Lai JCK & Daniels CK (2013) Differential Regulation of Cytochrome C Release in Dexamethasone-Resistant 7TD1 Cells. *J Cancer Therapy* 4(4):835-842. (Doi:10.4236/jct.2013.44095.)

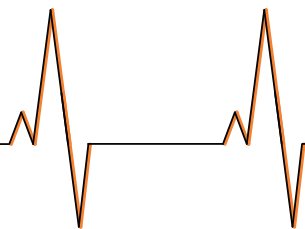


- Idikuda VK, Jaiswal AR, Wong YYW, Bhushan A, Leung SW & Lai JCK (2012) Cytotoxicity of Magnesium Oxide Nanoparticles in Schwann Cells. In Technical Proceedings of the 2012 NSTI Nanotechnology Conference & Expo – Nanotech 2012, Vol. 3, Chapter 5: Environmental Health & Safety, pages 342-345.
- Liu T, Fei Z, Gangavarapu KJ, Agbenouwu S, Bhushan A, Lai JCK, Daniels CK & Cao S (2013) Interleukin-6 and JAK2/STAT3 Signaling Mediate the Reversion of Dexamethasone Resistance after Dexamethasone Withdrawal in 7TD1 Multiple Myeloma Cells. *Leuk Res* 37(10):1322-1328. doi: 10.1016/j.leukres.2013.06.026. Epub 2013 Jul 18. [PMID: 23871159]
- Lai JCK, Gao W, Bhushan A & Leung SW (2012) Cytotoxic Effects of Short Multi-Wall Carbon Nanotubes in Dorsal Root Ganglion (DRG) Neurons. In Technical Proceedings of the 2012 NSTI Nanotechnology Conference & Expo – Nanotech 2012, Vol. 3, Chapter 5: Environmental Health & Safety, pages 338-341
- Bhardwaj V, Tadinada SM, Jain A, Daniels CK, Lai JCK & Bhushan A (2013) Biochanin A Reduces Pancreatic Cancer Survival and Progression. *Anti-Cancer Drugs* 2013 Nov 6. [Epub ahead of print] [PMID:24201306]
- Eid T, Tu N, Lee T-SW & Lai JCK (2013) Regulation of Astrocyte Glutamine Synthetase in Epilepsy. *Neurochem. Int.* 63(7):670-681. (doi: 10.1016/j.neuint.2013.06.008. Epub 2013 Jun 18) [PMID: 23791709]
- Liu T, Dean A, Ashwini S, Sheridan PP, Bhushan A, Lai JCK, Cao S & Daniels CK (2013) Identification and Characterization of a 66-68-kDa Protein as a Methotrexate-Binding Protein in Murine Leukemia L1210 Cells. *Cell Stress and Chaperones* 18(2):223-234. [epub 2012 Oct 23: DOI 10.1007/s12192-012-0376-9][PMID: 23090015]
- High-throughput screening (HTS) and hit validation to identify small molecule inhibitors with activity against NS3/4A proteases from multiple Hepatitis C Virus genotypes. Lee H, Zhu T, Patel K, Zhang YY, Truong L, Hevener KE, Subramanya G, Gatz JL, Sarkar A, Jeong HY, Uprichard SL, and Johnson ME. *PLoS One*. 2013, 8 (10), e75144.
- Hit Identification and Optimization in Virtual Screening: Practical Recommendations Based Upon a Critical Literature Analysis. Tian Zhu, Shuyi Cao, Pin-Chih Su, Ram Patel, Darshan Shah, Heta B. Chokshi, Richard Szukala, Michael E. Johnson, Kirk E. Hevener. *J Med Chem*. 2013, 56 (17), 6560-6572.
- Synergistic Inhibitor Binding to the Papain-Like Protease of Human SARS Coronavirus: Mechanistic and Inhibitor Design Implications. Lee H, Cao S, Hevener KE, Truong L, Gatz JL, Patel K, Ghosh AK, and Johnson ME. *ChemMedChem*. 2013, 8 (8), 1361-1372.
- Fragment-based lead discovery using a multi-domain, parallel MM/PBSA simulation screening protocol. Zhu T, Lee H, Lei H, Jones C, Patel K, Johnson ME, Hevener KE. *J Chem Inf Model*. 2013, 53 (3), 560-572.
- High-level expression, purification, and characterization of *Staphylococcus aureus* dihydrootase (PyrC) as a cleavable His-SUMO fusion. Truong L, Hevener KE, Rice AJ, Patel K, Johnson ME, Lee H. *Protein Expr Purif*. 2013, 88 (1), 98-106.
- Tadinada SM, Lai MB, Idikuda VK, Mukka K, Singh MRM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Zinc Oxide Nanoparticles Induced Apoptosis and Necrosis in Hepatocellular Carcinoma HepG2 Cells. In Technical Proceedings of the 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Vol. 3, Chapter 5. Environmental Health & Safety, pp. 433-436.

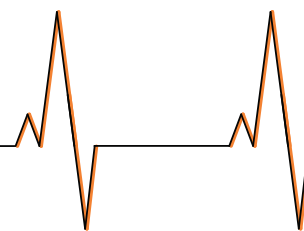


## Publications (cont.)

- Biomedical and Pharmaceutical Sciences (cont.)
  - Lai JCK, Gao W, Bhushan A & Leung SW (2013). Entry of Short Multi-Wall Carbon Nanotubes into Dorsal Root Ganglion (DRG) Neurons Induces Cell Death. In Technical Proceedings of the 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Vol. 3, Chapter 5. Environmental Health & Safety, pp. 453-456.
  - Assan D, Mozneb M, Lai JCK & Leung SW (2013) Ultra-High Performance Immunosensor Prepared by Glassy Carbon Electrode Modified with Nano Gold Particles and Antibody. In Technical Proceedings of the 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Vol. 3, Chapter 1. Biosensing, Diagnostics & Imaging, pp. 45-48.
  - Leung SW, Lai JCK & Assan D (2013) Performance Comparison of Immunosensors Modified with Polymers, Nanoparticles and Antibody. In Technical Proceedings of the 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Vol. 3, Chapter 1. Biosensing, Diagnostics & Imaging, pp. 53-56.
  - Leung SW, Gao W, Park TH & Lai JCK (2013) Effect of Chitosan and Nanoparticles on Cancer Cells Treated with Therapeutic Drugs: Comparison of Cell Survival. In Proceedings of The 2013 World Congress on Advances in Nano, Biomechanics, Robotics, and Energy Research (ANDRE13), Seoul, Korea, August 25-28, 2013, pp. 386-399.
  - Tuoan Liu, Zechary Rios, Peter P. Sheridan, Alok Bhushan, James C.K. Lai, and Christopher K. Daniels: Cloning of the HSPa8 Gene from L1210 Murine Leukemia Cells, Expression and Purification of the HSC70 Protein in Escherichia Coli Cells Using an Affinity Chromatography Technique, Journal of Idaho Academy of Sciences, 2011, in press.
- Guang Yan, Kunikazu Moribe, Makoto Otsuka, Kongnara Papangkorn and William I. Higuchi, Quantitative Determination of Lattice Fluoride Effect on the Solubility and Crystallinity of Fluoride Incorporated Carbonated Apatites. Caries Research. In Press
- An invention disclosure has been filed with a preliminary patent application pending on multiple anti-cancer metastasis drugs discovered in my molecular modeling work (in collaboration with Dr. Cheryl Jorcyk at Boise State).
- Lobo S, Farhan N, Li H, Yan G. Evaluation of diclofenac prodrugs for enhancing transdermal delivery. Drug Development and Industrial Pharmacy. Submitted.
- Tuoan Liu, Allison Dean, Saint Ashwini, Peter P. Sheridan, Alok Bhushan, James C.K. Lai, and Christopher K. Daniels: HSC70 IS A PUTATIVE METHOTREXATE BINDING PROTEIN IN MURINE L1210 LEUKEMIA CELLS, 2011, International Journal of Cancer, submitted.
- Hanson CL, Olbertz JL, Lai JCK, and Daniels CK: DEVD-Caspase Activation and Apoptotic Induction by Dibutyryl Cyclic AMP Without Altered Mitochondrial Membrane Potential in the 7TD1 B Cell Hybridoma: Modulation by Interleukin 6, 2011, submitted to Cell Death and Differentiation.
- Gangavarapu KJ, Bhushan A, Lai JCK, and Daniels CK: Cytochrome C Release: Differential Regulation Leading to the Development of Resistance to Dexamethasone by 7TD1 Cells, 2011, Cell Death and Differentiation, submitted.
- Bennett BL, Bhushan A, Lai J, Griggs R, Mower C, Ricard D, Nishizawa-Brennan Y & Hobbs I (2012) Synthesis, Structure, and Activity of 4,4'-Distributed-2,2'-Bipyridine Complexes of Pt(II) Dichloride. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):1-2. [Click Here.](#)



- Idikuda VK , Jaiswal AR, Wong YYW, Bhushan A, Leung SW & Lai JCK (2012) Magnesium Oxide Nanoparticles Induce Stat-3 Mediated Apoptosis in Schwann Cells. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):9.
- Jain A, Lai JCK & Bhushan A (2012) Biochanini A: An Inhibitor of Angiogenesis of Brain Tumors. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):9-10.
- Singh R, Mukka K, Liu T, Rios Z, Sheridan PP, Bhushan A, Lai JCK & Daniels CK (2012) HSC70 Present in the Cell Membrane May Interact with Membrane-Bound Reduced Folate Carrier and Play a Role in Methotrexate Transport in L1210 Leukemic Cells. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):14-15.
- Dickerson L, Jain A, Crowell PL, Lai JCK & Bhushan A (2012) Farnesol: An Isoprenoid that Shows Potential in Blocking Brain Tumor Progression. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):21 [Click Here](#).
- Frank N, Kumbulla S, Jain A, Lai JCK, Olson R, Cusack B & Bhushan A (2012) Potential Synergistic Effects of Proteasome Pathway Inhibitor (Bortezomib) in Combination with Anthracyclines to Increased Cardiotoxicity in Patients. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):22.
- Gao W, Lai JCK, Bhushan A & Leung SW (2012) Cytotoxic Effects of Short Multi-Wall Carbon Nanotubes in Dorsal Root Ganglion (DRG) Neurons. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):22-23.
- Kumbulla S, Frank N, Jain A, Lai JCK, Olson R, Cusack B & Bhushan A (2012) Combination of Bortezomib and Doxorubicin: Potential Use in Treating Multiple Myeloma. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):27.
- Lu S, Bhushan A, Leung SW, Daniels CK & Lai JCK (2012) Cytotoxic Effects of Four Metallic Oxide Nanoparticles on Dorsal Root Ganglion (DRG) Neurons. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):28.
- Tadinada SM, Lai JCK & Bhushan A (2012) Potential of a Novel Approach to Use Statins in Combination with Isoflavones to Block Pancreatic Cancer Progression. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):32.
- Zhang Y, Agharkar V, Lai JCK, Daniels CK, Leung SW & Bhushan A (2012) Short Multi-Wall Carbon Nanotubes Induce Cytotoxicity on Pancreatic Cancer. Idaho Academy of Science 54th Annual Symposium, March 22-24, 2012, University Place, Idaho Falls, ID. Journal of Idaho Academy of Science 48(1):34.
- Bhardwaj V, Tadinada SM, Lai JCK & Bhushan A (2012) Failure of Pancreatic Cancer Chemotherapy: Consequences of Drug Resistance Mechanisms. In: Pancreatic Cancer Book 1— Molecular Mechanisms and Targets, (Srivastava SK, ed.), Chapter 8, pp. 143-160, InTech, Rijeka, Croatia.
- Bhushan A, Patil PP, Leung, SW. & Lai JCK. (2012) Metallic nanoparticles in Cancer Imaging and Therapy. 4th edition of the CRC Handbook for Biomedical Engineering (In Press)

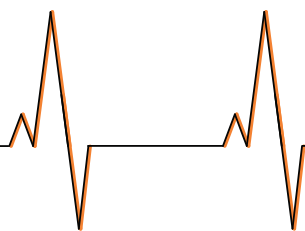


## Publications (cont.)

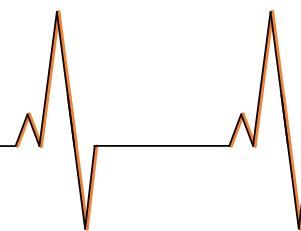
- Biomedical and Pharmaceutical Sciences (cont.)
  - Lai JCK, Jaiswal AR, Lai MB, Jandhyam S, Leung SW & Bhushan A (2013) Toxicity of Silicon Dioxide Nanoparticles in Mammalian Neural Cells. In: Handbook of Clinical Nanomedicine From Bench to Bedside (Bawa R, Audette GF & Rubinstein I, eds.), Pan Stanford Series in Nanomedicine (Bawa, R, Series Ed.), Volume 1, Pan Stanford Publishing, Singapore (in press).
  - Xu, D. Recent advancement of GPU-accelerated simulation technologies in biomedical research. *Molecular Simulation* (special issue), 2013.
  - Hevener, K. E.; Cao, S.; Zhu, T.; Su, P. C.; Mehboob, S.; Johnson, M. E. Special Challenges to the Rational Design of Antibacterial Agents. In *Annual Reports in Medicinal Chemistry*, Desai, M. C., Ed. Elsevier: Boston, MA, 2013; Vol. 48, pp 283-298.
  - Lai JCK & Leung SW (2013) Manganese and Its Interrelation with Other Metal Ions in Health and Disease. In: *Encyclopedia of Metalloproteins* (Kretsinger RH, Uversky VN & Permyakov EA, eds.), pp. 1308-1314, Springer, New York, NY
  - "Creative Choice" - collaboration project between COP pharmacy students and Dept. Theater and Dance. Initiated Spring 2010-developed Combat Prescription Drug Abuse Outreach program for student Pharmacists and initiated collaboration with Dept. Theater (Tara Young, Chair, Dept. Theater and Dance) to create theatrical component for the project
- Jain A, Lai JCK, Chowdhury GMI, Behar K & Bhushan A (2012) Interrelations between Roles of Phospholipase C-gamma 1 Inhibition, mTOR and Glycolytic Enzymes in Growth and Survival of Glioblastoma Cells. Annual Meeting of American Association for Cancer Research, March 31-April 4, 2012, Chicago, IL (in Abstracts Volume, p. 224).
- Dickerson L, Jain A, Crowell PL, Lai JCK and Bhushan A (2012) Inhibition of Glioblastoma Cell Growth with the Isoprenoids Perillyl Alcohol, Farnesol, and Geraniol. Annual Meeting of American Association for Cancer Research, March 31-April 4, 2012, Chicago, IL (in Abstracts Volume, p. 471).
- Frank N, Kumbulla S, Jain A, Lai J, Olson R, Cusack B & Bhushan A (2012) Potential Use of Proteasome Pathway Inhibitor (Bortezomib) in Combination with Anthracyclines to Treat Multiple Myeloma and Pancreatic Cancer. Annual Meeting of American Association for Cancer Research, March 31-April 4, 2012, Chicago, IL (in Abstracts Volume, p. 1373).
- Lu, S, Bhushan A, Leung SW, Daniels CK & Lai JCK (2012) Cytotoxic Effects of Four Metallic Oxide Nanoparticles on Dorsal Root Ganglion (DRG) Neurons. NSTI Nanotechnology Conference & Expo – Nanotech 2012, June 18-21, Santa Clara, CA (in Abstracts volume).
- Idikuda VK, Jaiswal AR, Wong YYW, Bhushan A, Leung SW & Lai JCK (2012) Cytotoxicity of Magnesium Oxide Nanoparticles in Schwann Cells. NSTI Nanotechnology Conference & Expo – Nanotech 2012, June 18-21, Santa Clara, CA (in Abstracts volume).

## Presentations

- Biomedical and Pharmaceutical Sciences
  - S. Lobo, G. Yan, Evaluation of methotrexate prodrugs for topical delivery into the skin. American Association of Pharmaceutical Scientist (AAPS) Annual Meeting (2012)
  - Lai JCK, Gao W, Bhushan A & Leung SW (2012) Cytotoxic Effects of Short Multi-Wall Carbon Nanotubes in Dorsal Root Ganglion (DRG) Neurons. NSTI Nanotechnology Conference & Expo – Nanotech 2012, June 18-21, Santa Clara, CA (in Abstracts volume).

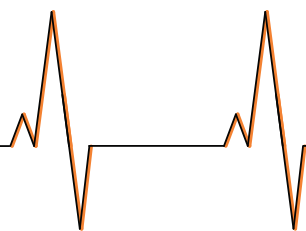


- Frank N, Kumbulla S, Jain A, Lai JCK, Olson R, Cusack B & Bhushan A (2012) Possible Cardiotoxic Implications of the Proteasome Inhibitor (Bortezomib) in Combination with Anthracyclines to Treat Multiple Myeloma and Pancreatic Cancer. 67th Northwest Regional Meeting of the American Chemical Society, June 24-27, 2012, Boise Center on the Grove, Boise, ID, (in Abstracts volume, p. 92).
- Bennett B, Bhushan A, Grigg RD, Nishizawa-Brennan Y, Mower C, Hyde C, Majesky J, Van V, Kabuloglu-Karayusuf Z, Sehdev V, Bhardwaj V, Lai JCK (2012) Pt(II) Complexes of 4,4'-disubstituted-2,2'-bipyridine: Structure and Activity. 67th Northwest Regional Meeting of the American Chemical Society, June 24-27, 2012, Boise Center on the Grove, Boise, ID, (in Abstracts volume, p. 93).
- Lai JCK, Bhardwaj V, Lai MB, Johnson T, Chatterji T, Rizvi N, Isaac AO, Leung SW, Daniels CK & Bhushan A (2012) Targeting Tumor Metabolism in Anti-Cancer Drug Discovery: Challenges and Successes. 67th Northwest Regional Meeting of the American Chemical Society, June 24-27, 2012, Boise Center on the Grove, Boise, ID, (in Abstracts volume, p. 92-93).
- Frank N, Kumbulla S, Jain A, Lai JCK, Olson R, Cusack B & Bhushan A (2012) Modulation of Atrogin-1 and the Ubiquitin Proteasomal System by Anthracyclines in Left Ventricular Tissue in Rats. 93rd Annual Meeting of the Pacific Division of the American Association for the Advancement of Science, June 24-27, 2012, Boise Center on the Grove, Boise, ID (in Abstracts volume, p. 73-74).
- Idikuda VK, Isaac AO, Bhushan A & Lai JCK (2012) Differential Effects of Chronic Mitochondrial DNA Depletion on Schwann Cells and DRG Neurons. Annual Meeting, Society for Neuroscience, October 13-17, 2012, New Orleans, LA (in Abstracts Volume).
- Idikuda VK, Isaac AO, Bhushan A & Lai JCK (2013) Chronic mitochondrial DNA Depletion in Peripheral Neural Cell Lines and Its Implications in Peripheral Neuropathy. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
- Tadinada SM, Bhushan A & Lai JCK (2013) Study of Effects of a Combination of Biochanin A and Atorvastatin on Signal Transduction and Invasiveness of Pancreatic Cancer Cell Lines. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
- Towner JM, Lai JCK & Leung SW (2013) Nutritional Elemental Intake and Human Health. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
- Jain A, Lai JCK & Bhushan A (2013) Effects of Temozolomide in Combination with Biochanin A on Glioblastoma Progression. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
- Balaraju AK, Neti A, Idikuda VK, Leung SW, Bhushan A & Lai JCK (2013) Manganese Induces Neurotoxicity in Dorsal Root Ganglion Neurons. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).



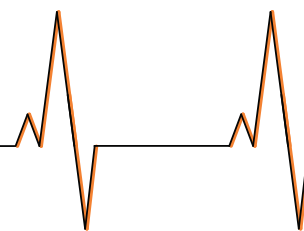
## Presentations (cont.)

- Biomedical and Pharmaceutical Sciences (cont.)
  - Gao W, Lai JCK & Leung SW (2013) Effect of Chitosan on Cancer Cells Treated with Therapeutic Drugs: Comparison of Cell Survival and Pathways. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
  - Assan D, Lai JCK & Leung SW (2013) Immunosensors Modified with Polymers, Nanoparticles and Antibody. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
  - Neti A, Balaraju AK, Idikuda VK, Leung SW, Bhushan A & Lai JCK (2013) Cytotoxic Effects of Manganese in Schwann Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
  - Dickerson L, Sehdev V, Lai JCK & Bhushan A (2013) Differential Effects of Biochanin A on Cell Proliferation and ROS-Dependent Pathways in Estrogen Receptor Positive and HER-2 Positive Breast Cancer Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
  - Zhang Y, Lai JCK, Daniels CK, Leung SW & Bhushan A (2013) Differential Effects of Functionalized and Non-Functionalized Short Multi-Wall Carbon Nanotubes on Survival of Pancreatic Cancer Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID (in Abstracts Volume).
- Jain A, Lai JCK & Bhushan A (2013) Biochanin A, A Natural Isoflavone, Inhibits Angiogenesis in Glioma. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC (in Proceedings of AACR, Vol. 54, April 2013, p. 1246).
- Zhang Y, Lai JCK & Bhushan A (2013) Differential Effects of Functionalized and Non-functionalized Short Multi-Wall Carbon Nanotubes on Survival and Cell Signaling in Pancreatic Cancer Cells. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC (in Proceedings of AACR, Vol. 54, April 2013, p. 1079).
- Tadinada SM, Lai JCK & Bhushan A (2013) Differential Effects of a Combination of Atorvastatin and Biochanin A on Signal Transduction and Invasiveness of Pancreatic Cancer Cell Lines. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC (in Proceedings of AACR, Vol. 54, April 2013, p. 984).
- Dickerson L, Sehdev V, Crowell PL, Lai JCK & Bhushan A (2013) Estrogen Receptor Positive and HER-2 Positive Breast Cancer Cells Have Differential Effects of Biochanin A on Cell Proliferation and ROS Dependent Pathways. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC (in Proceedings of AACR, Vol. 54, April 2013, p. 1079).
- Singh MRM, Lai MB, Mukka K, Idikuda VK, Tadinada SM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Cytotoxicity of Zinc Oxide Nanoparticles in Human Neurotumor Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013 (in Abstracts Volume).
- Tadinada SM, Lai MB, Idikuda VK, Mukka K, Singh MRM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Zinc Oxide Nanoparticles Induce Apoptosis and Necrosis in Hepatocellular Carcinoma HepG2 Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013 (in Abstracts Volume).



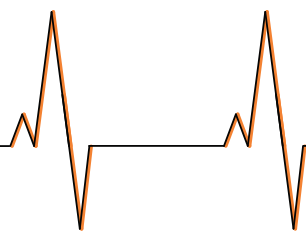
- Idikuda VK, Lai MB, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Cytotoxic Effects of Manganese in Human Prostate Carcinoma DU145 Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013 (in Abstracts Volume).
- Tadinada SM, Lai MB, Idikuda VK, Mukka K, Singh MRM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Zinc Oxide Nanoparticles Induced Apoptosis and Necrosis in Hepatocellular Carcinoma HepG2 Cells. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013 (in Abstracts Volume).
- Lai JCK, Gao W, Bhushan A & Leung SW (2013). Entry of Short Multi-Wall Carbon Nanotubes into Dorsal Root Ganglion (DRG) Neurons Induces Cell Death. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013 (in Abstracts Volume).
- Assan D, Mozneb M, Lai JCK & Leung SW (2013) Ultra-High Performance Immunosensor Prepared by Glassy Carbon Electrode Modified with Nano Gold Particles and Antibody. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013 (in Abstracts Volume).
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- Neti A, Idikuda VK, Balaraju AK, Bhushan A, Chowdhury GMI, Behar KL & Lai JCK (2013) Chronic Mitochondrial DNA-Deletion Induces Changes in HSP70 and 90 Expression and Mitochondrial Dynamics in DRG Neurons. Annual Meeting, Society for Neuroscience, November 9-13, 2013, San Diego, CA (in Abstracts Volume).
- Balaraju AK, Neti A, Idikuda VK, Leung SW, Bhushan A & Lai JCK (2013) Protection of DRG Neurons by Schwann Cells from Manganese-Induced Neurotoxicity. Annual Meeting, Society for Neuroscience, November 9-13, 2013, San Diego, CA (in Abstracts Volume).
- Tuoen Liu, Zech Rios, Peter P. Sheridan, Alok Bhushan, James C.K. Lai, and Christopher K. Daniels: Tyrosine Phosphorylation of HSC70 Located in the Cell Membrane may Regulate Methotrexate Transport in Murine L1210 Leukemia Cells, American Association for Cancer Research, Orlando, FL, April, 2011
- Nicole Frank, Richard D. Olson, Gerald M. Walsh, Dong Xu, Todd Talley and Barry J. Cusack; Interaction of Anthracyclines and Topoisomerase II Isozymes. AAAS Pacific Division, 94th Annual Meeting, Las Vegas, NV, June 2013
- Nicole Frank, Richard Olson, Gerald M. Walsh, Todd Talley, Barry Cusack; Effect of a non cardiotoxic Doxorubicin analog, 13-deoxy, 5-imino doxorubicin on decatenation of DNA by Topoisomerase II. AACR Annual Meeting, Washington, DC, April 2013
- Nicole Frank, Richard Olson, Gerald M. Walsh, Todd Talley, Barry Cusack; The differential positioning of top2 $\alpha$  and top2 $\beta$  by Doxorubicin and analogues. ISU Research Day, Meridian, ID, March 2013
- Nicole Frank, Richard Olson, Gerald M. Walsh, Todd Talley, Barry Cusack; Analysis of interactions between anthracyclines and topoisomerase II. Idaho Academy of Sciences, Annual Meeting, Pocatello, ID, March 2013
- Talley TT, Wu J, Ho K-Y, Sankaran B, & Taylor P; Acetylcholine binding protein-nicotinic receptor chimeras for delineating determinants of ligand selectivity. ISU Research Day, Meridian, ID, March 2013



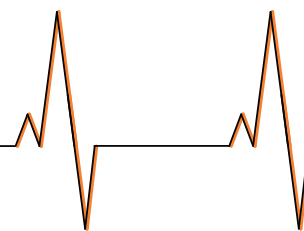


## Presentations (cont.)

- Biomedical and Pharmaceutical Sciences (cont.)
  - D. Xu, P. W. Taylor, H. J. D. Miller, A. Tao, T. T. Talley; Transmembrane structural models of human neuronal nicotinic acetylcholine receptors in unbound, agonist and antagonist bound complexes optimized by extensive molecular dynamics simulations. The Society for Neuroscience, San Diego, CA, November 2013
  - I. Tomassoli, C. Eibl, J. Wu, K.-Y. Ho, E. Valdambrini, M. R. Picciotto, R. L. Papke, P. Taylor, T. T. Talley, D. Gundisch; Nicotinic acetylcholine receptor (nAChR) modulators based on the scaffold 3,7-diazabicyclo[3.3.1]nonane. The Society for Neuroscience, San Diego, CA, November 2013
  - D. Hendrickson, M. Wilson, P. Taylor, T. T. Talley; Development of heteromeric human nicotinic receptor/AChBP chimeras. The Society for Neuroscience, San Diego, CA, November 2013
  - T. T. Talley, J. Wu, J. G. Yamauchi, A. Nemezc, K. Gomez, A. Serrano, K.-Y. Ho, P. Taylor; Structure-activity relationships of selected natural products and template designed ligands for acetylcholine binding proteins (AChBP), nicotinic acetylcholine receptors (nAChRs) and related ligand-gated ion channels. The Society for Neuroscience, San Diego, CA, November 2013
  - T. T. Talley, J. Wu, J. G. Yamauchi, A. Nemezc, K. Gomez, A. Serrano, K.-Y. Ho, P. Taylor; Structure-activity relationships of selected natural products and template designed ligands for acetylcholine binding proteins (AChBP), nicotinic acetylcholine receptors (nAChRs) and related ligand-gated ion channels. Nicotinic Acetylcholine Receptors as Therapeutic Targets: Emerging Frontiers in Basic Research & Clinical Science, San Diego, CA, November 2013 (this will also be presented at The Society for Neuroscience, San Diego, CA, November 2013)
- Y. Bourne, S. B. Hansen, R. E. Hibbs, G. Sulzenbacher, Z. Radic, R. Araoz, T. T. Talley, T. Huxford, E. Benoit, J. Shi, M. Reynaud, W. R. Kem, A. Zakarian, D. Servent, J. Molgo, P. Taylor, P. Marchot; Structural determinants in AChBP and nicotinic ligands conferring high affinity binding, nAChR subtype selectivity, and antagonist or full or partial agonist profiles. The Society for Neuroscience, San Diego, CA, November 2013
- Effect of a Non-Cardiotoxic Doxorubicin Analog on Decatenation of DNA by Topoisomerase II. American Association for Cancer Research (AACR) Annual Meeting 2014, Washington D.C. April 6-10.
- Insights into Ligand Binding on Neuronal Nicotinic Receptors and Acetylcholine Binding Proteins through Computational and Structural Comparative Analyses. Idaho Academy of Science Annual Meeting. Pocatello ID. March 22.
- Effect of a Non-Cardiotoxic Doxorubicin Analog on Decatenation of DNA by Topoisomerase II. Idaho Academy of Science Annual Meeting. Pocatello ID. March 22.
- Insights into Ligand Binding on Neuronal Nicotinic Receptors and Acetylcholine Binding Proteins through Computational and Structural Comparative Analyses. DHS Research Day. Meridian ID. March 15.
- Effect of a Non-Cardiotoxic Doxorubicin Analog on Decatenation of DNA by Topoisomerase II. DHS Research Day. Meridian ID. March 15.
- I. Tomassoli, C. Eibl, J. Wu, K.-Y. Ho, E. Valdambrini, M. R. Picciotto, R. L. Papke, P. Taylor, T. T. Talley, D. Gundisch; Nicotinic acetylcholine receptor (nAChR) modulators based on the scaffold 3,7-diazabicyclo[3.3.1]nonane. Nicotinic Acetylcholine Receptors as Therapeutic Targets: Emerging Frontiers in Basic Research & Clinical Science, San Diego, CA, November 2013 (this will also be presented at The Society for Neuroscience, San Diego, CA, November 2013)

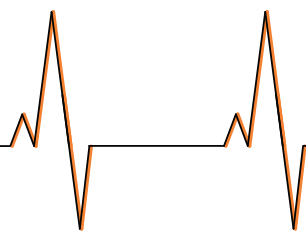


- D. Hendrickson, M. Wilson, P. Taylor, T. T. Talley; Development of heteromeric human nicotinic receptor/AChBP chimeras. Nicotinic Acetylcholine Receptors as Therapeutic Targets: Emerging Frontiers in Basic Research & Clinical Science, San Diego, CA, November 2013 (this will also be presented at The Society for Neuroscience, San Diego, CA, November 2013)
- Y. Bourne, S. B. Hansen, R. E. Hibbs, G. Sulzenbacher, Z. Radic, R. Araoz, T. T. Talley, T. Huxford, E. Benoit, J. Shi, M. Reynaud, W. R. Kem, A. Zakarian, D. Servent, J. Molgo, P. Taylor, P. Marchot; Structural determinants in AChBP and nicotinic ligands conferring high affinity binding, nAChR subtype selectivity, and antagonist or full or partial agonist profiles. Nicotinic Acetylcholine Receptors as Therapeutic Targets: Emerging Frontiers in Basic Research & Clinical Science, San Diego, CA, November 2013 (this will also be presented at The Society for Neuroscience, San Diego, CA, November 2013)
- Cindy M. Wilson, Janette Olsen, Deb Reiland, Cherie Nelson, Andrea Grim, Cindy Seiger. Student Involvement in an Interdisciplinary Team Delivering Health Check Services to Rural Southeastern Idaho Communities. March 15, 2013
- Xu, D., Taylor, P. W., Miller, H. J. D., Tao, A., Talley, T. T. Transmembrane structural models of human neuronal nicotinic acetylcholine receptors in unbound, agonist and antagonist bound complexes optimized by extensive molecular dynamics simulations. Society of Neuroscience, 2013.
- June- 2013: Gaurav Sharma, Saurabh Pandey, James C. Bigelow. Stability Indicating HPLC Method for the Determination of Pantoprazole and its Related Substances. AAAS, Pacific Division 94th Annual Meeting. University of Nevada. Jun. 16-19, 2013. Las Vegas, USA. [Oral]
- March- 2013: Gaurav Sharma, James C. Bigelow. Burn injury caused by a laptop computer. Division of health science research day. Idaho State University. Mar. 15, 2013. Pocatello. USA. [Poster]
- March- 2013: Gaurav Sharma, Saurabh Pandey, James C. Bigelow. Stability Indicating HPLC Method for Determination of Pantoprazole and its Related Substances. Idaho Academy of Science and Intermountain Conference on the Environment at ISU. Mar. 21-23, 2013. Pocatello. USA. [Poster]
- April- 2013: Invited Speaker at the NANO 2013: 11th Annual Conference on Nanotech/ Biotech (organized by Dr. Raj Bawa), April 22, 2013, held at Rensselaer Polytechnic Institute, Troy, New York; my talk was entitled, "Nanotoxicity of Carbon Nanotubes and Metallo-Oxide Nanoparticles: Cellular and Signaling Mechanisms."
- August- 2013: Joint Invited Presentation with Dr. Solomon W. Leung (main speaker) at The 2013 World Congress on Advances in Nano, Biomechanics, Robotics, and Energy Research (ANDRE13), Seoul, Korea, August 25-28, 2013; the talk was entitled, "Effect of Chitosan and Nanoparticles on Cancer Cells Treated with Therapeutic Drugs: Comparison of Cell Survival."
- June- 2013: Invited Seminar Speaker: Epilepsy Research Group, Departments of Laboratory Medicine & Neurosurgery, Yale University School of Medicine, New Haven, CT, June 7, 2013. My seminar was entitled: "Chronic mitochondrial DNA depletion in peripheral neural cell lines and its implications in peripheral neuropathy."
- March- 2013: Idikuda VK, Isaac AO, Bhushan A & Lai JCK (2013) Chronic mitochondrial DNA Depletion in Peripheral Neural Cell Lines and Its Implications in Peripheral Neuropathy. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID

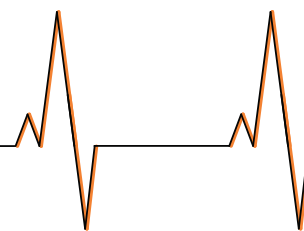


## Presentations (cont.)

- Biomedical and Pharmaceutical Sciences (cont.)
  - March- 2013: Tadinada SM, Bhushan A & Lai JCK (2013) Study of Effects of a Combination of Biochanin A and Atorvastatin on Signal Transduction and Invasiveness of Pancreatic Cancer Cell Lines. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
  - March- 2013: Towner JM, Lai JCK & Leung SW (2013) Nutritional Elemental Intake and Human Health. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
  - March- 2013: Jain A, Lai JCK & Bhushan A (2013) Effects of Temozolomide in Combination with Biochanin A on Glioblastoma Progression. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
  - March- 2013: Balaraju AK, Neti A, Idikuda VK, Leung SW, Bhushan A & Lai JCK (2013) Manganese Induces Neurotoxicity in Dorsal Root Ganglion Neurons. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
  - March- 2013: Gao W, Lai JCK & Leung SW (2013) Effect of Chitosan on Cancer Cells Treated with Therapeutic Drugs: Comparison of Cell Survival and Pathways. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
- March- 2013: Assan D, Lai JCK & Leung SW (2013) Immunosensors Modified with Polymers, Nanoparticles and Antibody. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
- March- 2013: Neti A, Balaraju AK, Idikuda VK, Leung SW, Bhushan A & Lai JCK (2013) Cytotoxic Effects of Manganese in Schwann Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
- March- 2013: Dickerson L, Sehdev V, Lai JCK & Bhushan A (2013) Differential Effects of Biochanin A on Cell Proliferation and ROS-Dependent Pathways in Estrogen Receptor Positive and HER-2 Positive Breast Cancer Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
- March- 2013: Zhang Y, Lai JCK, Daniels CK, Leung SW & Bhushan A (2013) Differential Effects of Functionalized and Non-Functionalized Short Multi-Wall Carbon Nanotubes on Survival of Pancreatic Cancer Cells. Joint Meeting of the Idaho Academy of Science 55th Annual Meeting and Symposium and the 15th Intermountain Conference on the Environment, March 21-23, 2013, Idaho State University, Pocatello, ID
- April- 2013: Jain A, Lai JCK & Bhushan A (2013) Biochanin A, A Natural Isoflavone, Inhibits Angiogenesis in Glioma. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC



- April- 2013: Zhang Y, Lai JCK & Bhushan A (2013) Differential Effects of Functionalized and Non-functionalized Short Multi-Wall Carbon Nanotubes on Survival and Cell Signaling in Pancreatic Cancer Cells. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC
- April- 2013: Tadinada SM, Lai JCK & Bhushan A (2013) Differential Effects of a Combination of Atorvastatin and Biochanin A on Signal Transduction and Invasiveness of Pancreatic Cancer Cell Lines. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC
- April- 2013: Dickerson L, Sehdev V, Crowell PL, Lai JCK & Bhushan A (2013) Estrogen Receptor Positive and HER-2 Positive Breast Cancer Cells Have Differential Effects of Biochanin A on Cell Proliferation and ROS Dependent Pathways. Annual Meeting of American Association for Cancer Research, April 5-7, 2013, Washington, DC
- April- 2013: Singh MRM, Lai MB, Mukka K, Idikuda VK, Tadinada SM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Cytotoxicity of Zinc Oxide Nanoparticles in Human Neurotumor Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013
- April- 2013: Tadinada SM, Lai MB, Idikuda VK, Mukka K, Singh MRM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Zinc Oxide Nanoparticles Induce Apoptosis and Necrosis in Hepatocellular Carcinoma HepG2 Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013
- April- 2013: Idikuda VK, Lai MB, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Cytotoxic Effects of Manganese in Human Prostate Carcinoma DU145 Cells. Experimental Biology 2013, Boston, MA, April 20-24, 2013
- May- 2013: Tadinada SM, Lai MB, Idikuda VK, Mukka K, Singh MRM, Pfau J, Bhushan A, Leung SW & Lai JCK (2013) Zinc Oxide Nanoparticles Induced Apoptosis and Necrosis in Hepatocellular Carcinoma HepG2 Cells. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013
- May- 2013: Lai JCK, Gao W, Bhushan A & Leung SW (2013). Entry of Short Multi-Wall Carbon Nanotubes into Dorsal Root Ganglion (DRG) Neurons Induces Cell Death. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013
- May- 2013: Assan D, Mozneb M, Lai JCK & Leung SW (2013) Ultra-High Performance Immunosensor Prepared by Glassy Carbon Electrode Modified with Nano Gold Particles and Antibody. 2013 NSTI Nanotechnology Conference & Expo – Nanotech 2013, Washington, DC, May 12-16, 2013
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- June- 2013: Insights into Ligand Binding on Neuronal Nicotinic Receptors and Acetylcholine Binding Proteins through Computational Analyses. AAAS 94th Annual Meeting. Las Vegas, NV.

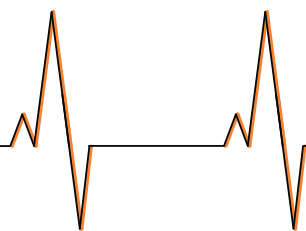


## Presentations (cont.)

- Biomedical and Pharmaceutical Sciences (cont.)
  - June- 2013: Presentation given as co-organizer of a drug discovery symposium at the AAAS Pacific Division, 94th Annual Meeting, Las Vegas, NV, June 2013 Chimeras of the acetylcholine binding proteins as templates for the development of new therapeutics. Todd T. Talley, Joshua Wu, Kwok-Yiu Ho, Banumathi Sankaran and Palmer Taylor
  - July- 2013: Hit Identification and Optimization in Virtual Screening. K.E. Hevener, T. Zhu, S. Cao, P. Su, M.E. Johnson. CADD Gordon Conference, West Dover, VT, United States, July 22, 2013.
  - June- 2013: Recommendations for Hit Identification and Hit Optimization in Virtual Screening. Hevener, KE. Invited Symposium Presentation to 94th Annual Meeting of the AAAS Pacific Division, University of Nevada, Las Vegas, June 17, 2013.
  - June- 2013: Structural and Biochemical Characterization of Porphyromonas gingivalis Enoyl-ACP Reductase II (FabK), a Novel Antibacterial Target. Hevener, KE. Invited Symposium Presentation to 94th Annual Meeting of the AAAS Pacific Division, University of Nevada, Las Vegas, June 19, 2013.
  - March- 2013: Targeting the FAS-II Pathway in P. gingivalis for Chronic Periodontitis. K.E. Hevener, S. Mehboob, T. Boci, K. Truong, B.D. Santarsiero, and M.E. Johnson. IADR/AADR/CADR General Session & Exposition, Seattle, WA, United States, Mar 20 – 23, 2013.
- Alok Bhushan(PI), James CK Lai, Byron Bennett; Development of a Novel Drug to Treat Pancreatic Cancer; Higher Education Research Council (HERC) Incubation Fund; \$50,000; 5/1/11-6/30/12
- James C K Lai (PI), Alok Bhushan (co-PI); ; Mountain State Tumor and Medical Research Institute; \$7500; 6/1/10-5/31/13
- Daniels, CK (20%); Idaho IDeA Network for Biomedical Research Excellence (INBRE); NIH; \$1,730,610; 5-1-09 to 4-30-13
- Daniels, CK (5%); Administrative Supplement to Idaho IDeA Network for Biomedical Research Excellence (INBRE); NIH; \$128,341; 8-1-09 to 7-31-11
- Lo Lynne Kiester, Catherine Oliphant, Cindy Wilson- I am account manager; Combat Prescription Drug Abuse of the Professional Pharmacy Student Alliance; Idaho Society of Health-System Pharmacist IPREF Grant ; \$5000; August. 2010-June 2014
- Lai, JCK (Principal Investigator); Bhushan, A (Co-Investigator); Dependence of Glioblastoma on the Glycolytic Pathway for Survival.; Mountain States Tumor & Medical Research Institute Small Project Grant; \$7,500; 6/6/11-1/31/14
- Principal Investigator: Dr. Alok Bhushan; Co-PI: Dr. James Lai; Antimetabolite Resistance in Pancreatic Cancer; Mountain State Tumor and Medical Research Institute (MSTMRI); \$7,500; 6/1/10-2/28/14

## Grants and Contracts

- Biomedical and Pharmaceutical Sciences
  - Alok Bhushan (PI), James CK Lai(co-PI); Drug discovery project on Chinese herbs: Phase III; Private organization ; \$240,000; 5/1/10-8/31/12
  - Alok Bhushan (PI), James CK Lai(co-PI); Antimetabolite Resistance in Pancreatic Cancer; Mountain State Tumor and Medical Research Institute; \$7,500; 6/1/10-5/31/13
- Vaughn Culbertson, Dong Xu, Brooke Pugmire; Population based Pharmacosurveillance of Anticholinergic and Polypharmacologic Toxicity Employing Computational Molecular Modeling Techniques.; ALSAM Foundation; \$75,000; 2 years
- Cheryl Jorcyk, Dong Xu; Development of breast cancer therapeutics to inhibit OSM-mediated metastases.; Institute of Translational Health Sciences ; \$10,000; 1 year



- Todd T Talley 10% FTE; AChBP-Nicotinic Receptor Chimeras for Delineating Structure and Determinants of Ligand Selectivity; The Advanced Light Source at Lawrence Berkeley National Laboratory; Greater than 20; 2 years
- Hevener, Kirk E. (PI), 25%; Discovery of Novel Therapeutics Targeting Bacterial Fatty Acid Synthesis; XSEDE (NSF SuperComputing); 53,000 (cpu/hou; 4/24/2013 - 4/24/2014
- Tara Johnson, Alok Bhushan; Assessment of response to chemotherapy for Head and Neck Squamous cell Carcinoma by Salivary analysis in responders, partial responders and non-responders. Association of Schools of Allied Health Professions Interdisciplinary Award; \$15000;
- Alok Bhushan, James Lai, Byron Bennett; . Development of a Novel Drug to Treat Pancreatic Cancer-Phase II; Higher Education Research Council; \$50000;
- Alok Bhushan, James Lai; Biochanin A inhibits angiogenesis in brain tumors; University Research Committee; \$17000;
- Alok Bhushan and James Lai; Investigating the role of Biochanin A to target angiogenesis in glioblastoma multiforme: a mechanistic study; University Research Committee; \$17000;
- Guang Yan (PI) Henan Li (Co-investigator) Kenyon Hart (Co-investigator) ; Development of a Novel Device for Delivering Methotrexate into Skin for Psoriasis Treatment; Idaho State Board of Education; \$50,000; 1 year
- Lai, JCK: Co-Principal Investigator; Principal Investigator: Dr. Alok Bhushan; Investigating the Role of Biochanin A to Target Angiogenesis in Glioblastoma Multiforme: A Mechanistic Study; University Research Committee; \$17,000; 7/1/13-6/30/14
- Principal Investigator: Dr. Guang Yan; Consultant/ collaborator: Dr. James Lai; Topical Delivery of a NSAID Prodrug for Melanoma Treatment; NIH R15; \$300,000; 4/1/14-3/31/15
- Cheryl Jorcyk, Dong Xu; OSM Induces Breast Tumor Invasion and Early Stages of Metastasis.; NIH/NCI ; \$700,000; 5 years
- Ken Cornell, Dong Xu; In-Silico Directed Reversal of Microbial Drug Resistance. ; NIH/NIAID ; \$750,000; 5 years
- Dong Xu; Discovering novel universal anti-influenza inhibitors through receptor ensemble based virtual screening.; Mountain State Tumor Institute ; \$7,500; 1 year
- Hevener, Kirk E. (PI), 25%; Targeting the Bacterial FAS-II Pathway in *P. gingivalis* for Chronic Periodontitis; NIH R15 (DE023985); \$375,630; 4/1/14 - 3/31/17
- Guang Yan (PI) Henan Li (Co-investigator); Topical Delivery of DNA Nanoparticles into the Skin; NIH; \$305,020; 07/2013 to 06/2015
- Guang Yan; Topical Delivery of DNA Nanoparticles into the Skin; Pharma Foundation; \$60,000; 01/2013 to 12/2013
- Principal Investigator: Dr. Guang Yan; Co-Investigator: Dr. James Lai; Enhanced Drug Delivery into Skin for Topical Treatment of Melanoma; NIH R03; \$100,000; 7/1/14-6/30/16
- T. T. Talley (0.1 FTE); Structure templated design of novel nicotinic ligands; AACP; \$10,000.00; 1 year
- Hevener, Kirk E. (PI), 10%; Enoyl-ACP Reductase II (FabK), a selective antibacterial target for *C. difficile*; NIH R21/R33 (AI111679); \$1,573,372; 4/1/14 - 3/31/19
- Alok Bhushan (PI), James CK Lai(co-PI); Role of Cellular Signaling Elements imparting Drug Resistance in Pancreatic Cancer Cells; University Research Committee Award from Idaho State University; \$14,000; 7/1/10-6/30/12

# Office of Medical and Oral Health





# Dental Hygiene

## Certificate/Degree Programs

- Baccalaureate Degree in Dental Hygiene
- Master of Science Degree in Dental Hygiene

## Student Enrollment

- 58 students are enrolled in the Baccalaureate Degree Program.
- 34 students are enrolled in the Master of Science Degree Program.

## Post Graduation Idaho Employment

- 82% of their Baccalaureate Degree students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- American Dental Association, Commission on Dental Accreditation (CODA)
- Next site visit is 2017

## Faculty Research Engagement

- 9 faculty members are actively engaged in research in the health and biomedical sciences.

## Students in Clinical Research

- Graduate students are encouraged to participate in clinical research as part of thesis research.

## Health Fairs & Screening Events

- Dental Hygiene students served 4172 community members (adults and children) through various outreach programs. Students participated in various community health fairs and events including:
  - ISU Health Fair
  - Homeless Stand Down
  - Recovery Fest
  - Portneuf Medical Center Teddy Bear Clinic
  - Give Kids a Smile Day
  - Head Start
  - South East District Health Department
  - School District 25

## Conferences/Seminars Hosted

- Gurenlian, J. "Screening Devices for Detecting Oral Cancer" - Idaho State University - Pocatello, Idaho, May 19, 2012
- Gurenlian, J. "Diabetes Mellitus: Strategies for Providing Comprehensive Care" - Idaho State University - Pocatello, Idaho, May 18, 2012
- Freudenthal, J. "Advances, Updates, and Calibration in Local Anesthesia" . Fall 2012.
- Freudenthal, J. "Calibration and Standardization sessions for placement and carving of composite and amalgam restorations". Fall 2012

## National Recognition

- Jacque Freudenthal and Kandis Garland selected to serve as: "Ask the Expert" Panel Member, Dimensions of Dental Hygiene.
- JoAnn Gurenlian elected President of the International Federation for Dental Hygiene

## Awards & Grants Received

- Portillo K & Gurenlian J. "Preventing Tooth Decay in Children in Pocatello" awarded by Idaho Power (\$500).
- Portillo K. "Implementing a mobile Dental Sealant Program," awarded by Ronald McDonald House Charities (\$5979.00).
- Long-Woodhouse, M. "Pocatello Free Clinic Equipment Grant," awarded by Portneuf Healthcare Foundation (\$25,000.00).

## Goals for the Upcoming Year

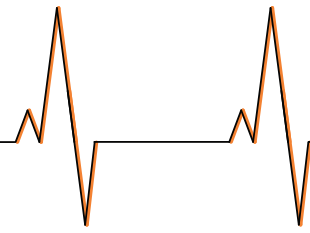
- Fill two open faculty positions with qualified faculty by August 2013.
- Complete expansion of the Idaho Falls satellite clinic and hire a part-time site coordinator
- Develop and submit the NOI the Degree Completion Program

## Publications

- Agado, B. E., Crawford, B., Delarosa, J., Bowen, D. M., Peterson, T., Neill, K., & Paarmann, C. (2012). Effects of periodontal instrumentation on quality of life and illness in patients with chronic obstructive pulmonary disease: a pilot study. *J Dent Hyg*, 86(3), 204-214.



# Dental Hygiene



## Publications (cont.)

- Agado, B., & Bowen, D. (2012). Periodontal disease and respiratory disease: A systematic review of the evidence. *Can J Dent Hygiene*, 46(2), 103-114.
- Brion S.L., Hodges, K.O., Calley, H. K., Seikel J.A. (2012). A Comparison of Dental Ultrasonic Technologies on Subgingival Calculus Removal: A pilot Study. *J of Dent Hyg*, 86(2), 150-158.
- Freudenthal J. Risk Management in Pain Control, Dimensions of Dental Hygiene, peer-reviewed, invited manuscript; 2012;10(8):24-27.
- Freudenthal J, Bowen DM. Mechanical oral hygiene techniques and devices, book chapter. *Savvy Success - Achieving Professional Excellence and Career Satisfaction in the Dental Hygiene Profession. Volume II: Patient Care.* Authorhouse, 2012.
- Garland, KV. Separate the facts from fiction. *Dimensions of Dental Hygiene*, December 2012; 10(12):44-48. Invited manuscript. Peer-reviewed.
- Portillo, K. M., Rogo, E. J., Calley, K. H., Cellucci, L. W. (2013). A survey of degree completion programs in dental hygiene education. *Journal of Dental Education*, 77(5), 554-63.
- Gurenlian, JR, and Spolarich, AE. Risk assessment for autoimmune diseases. *Dimensions of Dental Hygiene* Dec 2012:18-2
- Alcorn, M. & Rogo, EJ. Silver Diamine Fluoride, *Access*, 26(7), 18-20, 2012
- Rogo, EJ. Dental Hygienists as Adult Learners and Educators to Improve Access to Care, *International Journal of Dental Hygiene*, 10, 36-45, 2012.
- Rogo, EJ. & Stephenson, MC. Using Hands-Free Technology in Education to Enhance Patient Care (Abstract), *Journal of Dental Education*, 76(2), 262, 2012
- Rogo EJ. & Peterson, T. Legislative Advocacy Education in Dental Hygiene (Abstract), *Journal of Dental Hygiene*, 86(1), 42, 2012.
- Rogo EJ. Chapter 12: Population Health Considerations for Improving Oral Health. In Hovliaras, CA. (Editor), *Savvy Success - Achieving Professional Excellence and Career Satisfaction in the Dental Hygiene Profession. Volume I: You-Roles-Practice Environment* (pp. 226-240), 2012.
- Garland, K. V. (2013). A Survey of United States Dental Hygienists' Knowledge Attitudes and Practices (KAP) with Infection Control Guidelines. *Journal of Dental Hygiene*, 87(3), 140-151.
- Garland, K. V. (2013). Revisit OSHA Compliance. *Dimensions of Dental Hygiene*, 11(6):30-36.
- Welch, LM. , Rogo, EJ., Hodges, KO., & Hewett, BJ. Sexually Transmitted Infections via Oral Sexual Contact (Abstract), *Journal of Dental Education*, 77(2), 229, 2013.
- Stephenson, M. C. (2013). Treatment Strategies for Patients with Traumatic Brain Injury. *Dimensions of Dental Hygiene*, 11(4), 62-66.
- Gurenlian, J. R. & Spolarich, A. E., (2013). Dispelling the Myths. *Dimensions of Dental Hygiene*, 11(4), 20-24.

## Clinics & Clinical Services

- ISU Dental Hygiene Clinic – ISU campus, Pocatello, ID – Preventive and Restorative Services

## Clinic Patient Visits

- 3,642 patients were seen by the ISU Dental Hygiene Clinic.

## Faculty & Student Clinic Participation

- 56 Dental Hygiene students
- 16 Faculty Members
- 8 Dentists

# Dental Sciences

## Certificate/Degree Programs

- Idaho Dental Education Program (IDEP)
- Advanced Education in General Dentistry Residency program - Post Doctoral Certificate - Idaho Advanced General Dentistry (IAGD)

## Student Enrollment

- 8 students are enrolled in the Doctor of Dental Surgery (DDS) - Idaho Dental Education Program (IDEP).
- 8 students are enrolled in the Advanced Education in General Dentistry Residency program - Idaho Advanced General Dentistry (IAGD).

## Program Accreditation By

- American Dental Association, Commission on Dental Accreditation
- Next site visit 2015

## Faculty Research Engagement

- 1 IDEP faculty member is actively engaged in research in the health and biomedical sciences.

## Health Fairs & Screening Events

- The IAGD program served 500 community members at the ISU Community Health Fairs & Screenings.

## Goals for the Upcoming Year

- Increase research activity
- Increase clinic productivity and income
- Increase IPE activity

## Clinics & Clinical Services

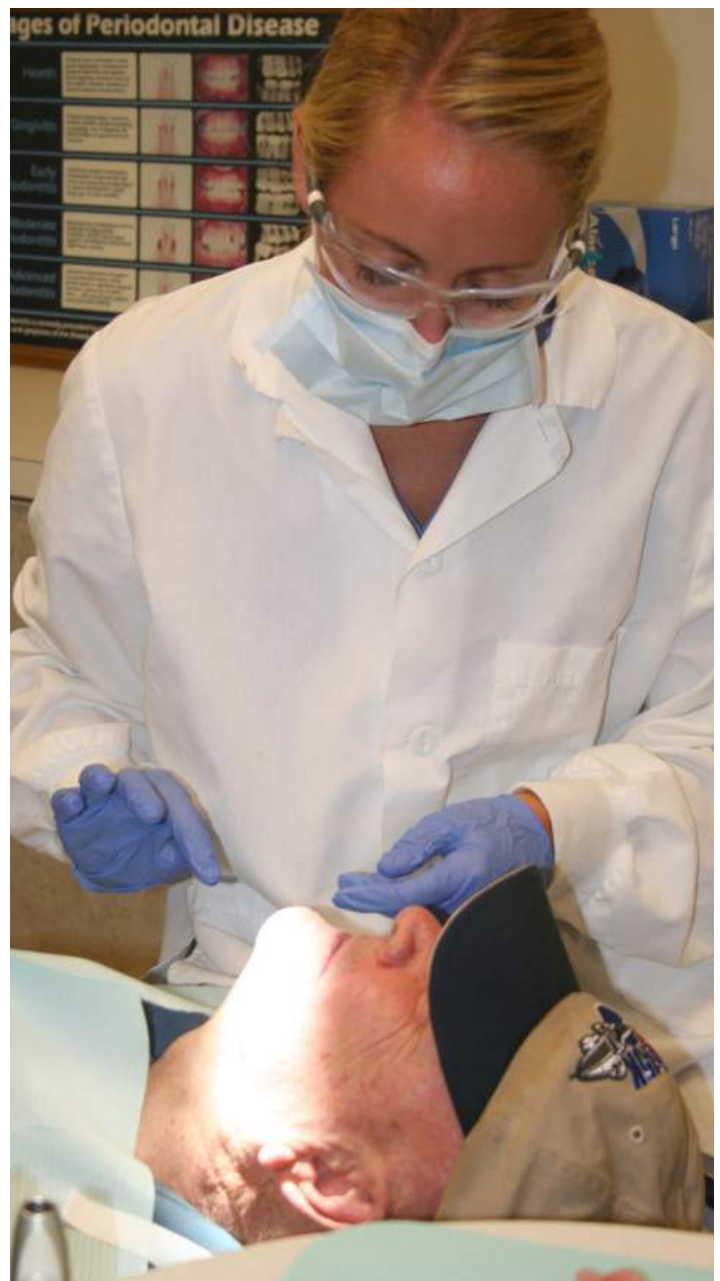
- Idaho Advanced Education in General Dentistry Residency
  - Pocatello
  - Meridian

## Clinic Patient Visits

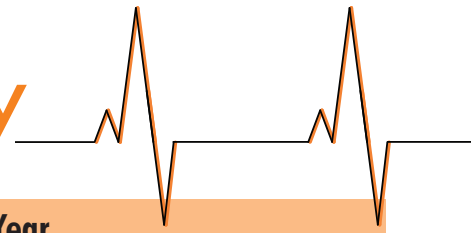
- 8,775 patients were seen by Idaho Advanced General Dentistry.

## Faculty & Student Clinic Participation

- Idaho Dental Education Program (IDEP)
  - 8 Students
  - 2 Faculty Members (paid by IDEP funds)
  - 6 part-time adjunct Faculty Members (paid by IDEP funds)
  - 4 Faculty Members shared between other programs, but not paid by IDEP
- Idaho Advanced General Dentistry (IAGD)
  - 8 Residents
  - 20 Faculty



# Family Medicine Residency



## Certificate/Degree Programs

- Idaho State University and American Board of Family Medicine

## Student Enrollment

- 21 students are enrolled in the Family Medicine Residency program.

## Post Graduation Idaho Employment

- 40% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 100% of their students passed the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Council for Graduate Medical Education (ACGME)

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## Conferences/Seminars Hosted

- Advanced Life Support in Obstetrics-August 24 and 25, 2012-Speakers: Jonathan Cree, MD; Brandon Mickelsen, DO; Daniel Jones, MD; Don Dyer, MD; Jacob Curtis, DO; Charles Clair, MD; Kelli Christensen, MD; Michelle Ferguson, RNC

## Awards & Grants Received

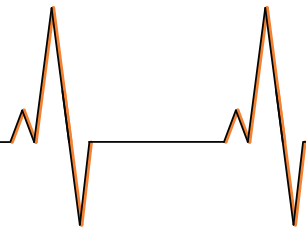
- 2011-2016 – Primary Care Training and Enhancement/Residency Training in Primary Care Program. Title VII, Health Resources and Services Administration. “The Baby Boomer Medical Home Project”. William M. Woodhouse, MD, Project Director. Award: \$1,123,155
- 2013 – Providing HIV medical case management services. State of Idaho Department of Health and Welfare. “Ryan White Part B”. David M. Hachey, Pharm.D., BCPS, AAHIVP. Award: \$55,432

## Goals for the Upcoming Year

- Complete succession plan for new Director
- Complete merger of the Pocatello Family Medicine Residency and Health West as a new Access Point
- Complete affiliation agreement between PMC and ISU
- Complete affiliation agreement between ISU and Health West
- Achieve an increase in state funding for the ISU Residency Program through presentations at JFAC

## Publications

- Force RW, Keppel GA, Baldwin LM, Guirguis-Blake J, Lishner, DM, Cauffield J, et al. Evaluation of Contraceptive Methods and Informed Consent in Women Receiving Medications Know to Cause Fetal Harm. *Journal of the American Board of Family Medicine* 2012;25:661-8.
- Schwartz AV, Margolis KL, Sellmeyer DE, Vittinghoff E, Ambrosius WT, Bonds DE, Josse RG, Schnall AM, Simmons DL, Hue TF, Palermo L, Hamilton BP, Green JB, Atkinson HH, O'Connor PJ, Force RW, Bauer DC. Intensive glycemic control: effect on bone density and fractures in the ACCORD randomized trial. *Diabetes Care* 2012 Jul; 35 (7): 1525-31.
- Baldwin LM, Keppel G, Davis A, Guirguis-Blake J, Force RW, Berg AO. Developing a Practice-Based Research Network by Integrating Quality Improvement: Challenges and Ingredients for Success. *Clinical and Translational Science*. 2012 Aug;5(4):351-5. Epub 2012 Mar 27.
- Guirguis-Blake J, Keppel G, Force RW, Cauffield J, Monger RM, Baldwin LM. Variation in Refill Protocols in a Family Medicine Residency Network. *Family Medicine* 2012 Sep;44(8):564-8.
- Robins L, Green B, Jackson JE, Force R, Baldwin LM. Assessing Readiness for Team Care in Community-based Clinics: Barriers and Facilitators to Implementing an Evidence-based Intervention to Improve BP Control. *Clinical Medicine and Research* 2012 Aug;10(3):169.



- Force RW, Keppel GA, Guirguis-Blake J, Gould DA, Vincent C, Chunchu K, Monger RM, Homes JT, Cauffield J, Baldwin LM. Contraceptive Methods and Informed Consent among Women Receiving Medications with Potential for Adverse Fetal Effects: A Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Region Study. *J American Board of Family Medicine*. 2012 Sep;25(5):661-668.
- Borzadek, EZ, Holmes, JT, Krawtz, DB. Lost in Transition: the benefit of interdisciplinary home-based care following hospitalization. *Pharmacotherapy*. 2012; 32(10):e269.
- Baergen R, Woodhouse W. "Surrogates and Extra-Familial Interests." *The Journal of Clinical Ethics*. Winter 2013, Volume 24, Number 4, pgs. 332-7.
- Foster JN, Holmes JT, Pugmire BA, Borzadek EZ, Force RW. Interdisciplinary Continuous Quality Improvement within a Family Medicine Residency Clinic: Response to Citalopram-Associated QT Prolongation-Poster Presentation during the Idaho State University Division of Health Sciences Research Day March 2013 in Pocatello, Idaho
- Hachey, DM. (2013, June 12). Treatment Update for the Care of Patients Infected with the Human Immunodeficiency Virus. *Drug Stores News*. Available at [www.CEDrugStoreNews.com/04010000130071102P](http://www.CEDrugStoreNews.com/04010000130071102P)
- Guirguis-Blake J, Baldwin L-M, Keppel G, Lin C-P, Dobie S, Osborn J, Force R, Kriegsman, W, Gould, D. Improving Safe Medication Prescribing Among Patients With Chronic Kidney Disease: How Ready Are Primary Care Practices to Implement an Electronic Medical Records-based Solution? North American Primary Care Research Group Annual Meeting Proceedings (available at [www.NAPCRG.org](http://www.NAPCRG.org))

## Presentations

- Pettinger, TK, Pugmire B, Cashmore CA. Effects of Passive vs. Active Learning on Knowledge Acquisition in Continuing Pharmacy Education-Poster Presentation by Dr. Pugmire during American Association of Colleges of Pharmacy Annual Meeting on July 14-18, 2012 in Kissimmee, Florida
- Borzadek E, Pettinger, TK, Pugmire, B, Cashmore, CA. Active vs. Passive Learning: Pharmacists' Knowledge Acquisition & Attitudes in Continuing Pharmacy Education-Poster presentation by Dr. Pugmire and Dr. Pettinger during Idaho Society of Health-System Pharmacists Annual fall Meeting on September 28, 2012 in Sun Valley, Idaho
- Borzadek EZ, Holmes JT, Krawtz DB. Lost in Transition: The Benefit of Interdisciplinary Home Based Care Following Hospitalization-Poster presentation by Dr. Borzadek during American College of Pharmacists Annual Meeting on October 22, 2012 in Hollywood, Florida
- Borzadek EZ, Pettinger TK, Pugmire B, Cashmore CA. Active and Passive Learning: Pharmacists' Knowledge Acquisition and Attitudes in Continuing Pharmacy Education-Poster Presentation during the Idaho State University Division of Health Sciences Research Day March 2013 in Pocatello, Idaho
- Baldwin L-M, Robins L, Jackson, E, Green, B, Force, R. Assessing Readiness for Team Care in Community-based Clinics: Barriers and Facilitators to Implementing an Evidence-based Intervention to Improve BP Control. North American Primary Care Research Group Annual Meeting Proceedings (available at [www.NAPCRG.org](http://www.NAPCRG.org)).
- Endo B, Pugmire BA, Force RW. Evaluation of Adherence to Recommended Monitoring Guidelines for Amiodarone in Primary Care and Specialty Clinics. Meeting proceedings, American Society of Hospital Pharmacists Mid-Year Clinical Meeting, Las Vegas, Nevada, December 2012.
- Improving Safe Medication Prescribing Among Patients With Chronic Kidney Disease: How Ready Are Primary Care Practices to Implement an Electronic Medical Records-based Solution? Poster presentation (by Laura-Mae Baldwin, MD, MPH) at the North American Primary Care Research Group Annual Meeting, New Orleans, LA, December.

# Family Medicine Residency



## Presentations (cont.)

- Assessing Readiness for Team Care in Community-based Clinics: Barriers and Facilitators to Implementing an Evidence-based Intervention to Improve BP Control. Poster presentation (by Laura-Mae Baldwin, MD, MPH) at the North American Primary Care Research Group Annual Meeting, New Orleans, LA, December.
- Evaluation of Adherence to Recommended Monitoring Guidelines for Amiodarone in Primary Care and Specialty Clinics. Poster presentation (by Bobby Endo, Pharm. D.) at the American Society of Hospital Pharmacists Mid-Year Clinical Meeting, Las Vegas, NV, December.
- Borzadek, EZ, Holmes, JT, Krawtz, DB. Lost in transition: the benefit of interdisciplinary home-based care following hospitalization-Presented by Eliza Borzadek at the 2012 American College of Clinic Pharmacy Annual Meeting in Hollywood, Florida.

## Clinics & Clinical Services

- Family Medicine Residency
- Family Medicine
- Specialty Clinics (dermatology, ENT, neurology, women's health, gynecology, colposcopy, and pharmacotherapeutic services)
- SE Idaho HIV Clinic
- Obstetric Services
- Geriatrics
- Women's Health/GYN
- Inpatient Medicine
- Sports Medicine Orthopedics
- Psychology Services
- Health Education and Nutrition

## Clinic Patient Visits

- 17,730 patients were seen by Family Medicine Residency.

## Faculty & Student Clinic Participation

- 21 Students and Faculty members



# Physician Assistant Program

## Certificate/Degree Programs

- Master of Physician Assistant Studies

## Student Enrollment

- 176 students are enrolled in the PA program.

## Post Graduation Idaho Employment

- 40.5% of their students obtain employment in Idaho after graduation.

## Licensure/Certification Pass Rate

- 97% of their students pass the clinical licensure and certification exams.

## Program Accreditation By

- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

## Faculty Research Engagement

- 4 faculty members are actively engaged in research in the health and biomedical sciences.

## Health Fairs & Screening Events

- The Physician Assistant Program served 1,121 community members in Meridian and 1,512 community members in Pocatello at the ISU Community Health Fairs & Screenings.

## Conferences/Seminars Hosted

- July 2012, Emergency Medicine CME co-sponsored with St. Alphonsus

## Goals for the Upcoming Year

- Successful completion and submission of ARC-PA self-study, June 2014
- Preparation for ARC-PA site visit, scheduled October 2014
- Preparation for opening of third PAS campus at College of Idaho, scheduled August 2014
- Construction and/or renovation of three new PAS facilities (Caldwell, Meridian, Pocatello) capable of simultaneous tri-directional distance learning
- Development and implementation of annual sustainable medical mission to the Dominican Republic. (first trip January 2014 with 4 faculty members)
- Increase utilization of Belize medical rotation by students

## Publications

- Corbin Bunnage: JAAPA. 2013 May;26(5):42, 46-7. Pigmented villonodular synovitis of the left distal biceps tendon. Mitton T, Howlett B, Bunnage C, Esplin V.
- Kent Whitaker: Comprehensive Perinatal & pediatric Respiratory Care, 4th Edition. 2015. Whitaker k, Eberle P, Trujillo L.



# Non Academic Units



VISITOR PARKING  
AT METERS  
CONTROLLED  
BY THE UNIVERSITY

# Idaho Center for Disability Evaluation

## Mission

The mission of the Idaho Center for Disabilities Evaluation is to provide high quality assessments that are administered consistently and reliably in all regions of Idaho to children and adult participants with developmental disabilities.

## Purpose

Idaho State University through the Idaho Center for Disabilities Evaluation (ICDE) has contracted with the Idaho Department of Health and Welfare to assume the duties of assessment, eligibility determination and budget planning for children and adult participants in this statewide initiative. The contract funding is distributed across higher education institutions based upon mutually agreed to responsibilities that address needs of the institution, ICDE, and the participants.

## Services

All Clinical Supervisors and Independent Assessment Providers are Qualified Intellectual Disability Professionals (QIDP) in accordance with the Federal Medicaid qualifications. The ICDE staff is distributed in each of the seven Health and Welfare Regions in the state of Idaho.

Independent Assessment Providers (IAP's) conduct assessments with the child and adult participants by reviewing all assessment information and documentation and then determining each participant's eligibility for community services. All assessments follow Medicaid Rule, policies and procedures.

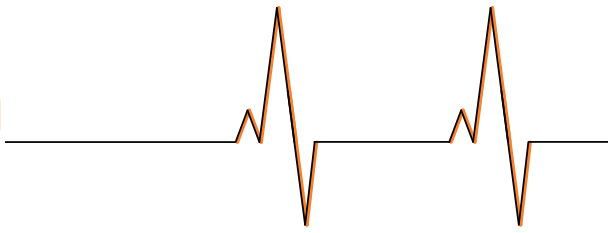
Additionally, Clinical Supervisors supervise the assessment process. They oversee the Independent Assessment Provider's, provide technical and clinical expertise and advice and manage the staff workload to assure fidelity statewide and timely completion of reports. They consult and partner with the Department of Health and Welfare Central Office staff to provide feedback as to the assessment process. Clinical Supervisors also conduct assessments as needed.

## Locations

- Region 1  
7950 Meadowlark Way, Suite C  
Coeur d'Alene, ID 83815  
Phone (208) 772-8502  
Fax (208) 772-8504
- Region 2  
1118 F Street, 3rd Floor  
Lewiston, ID 83501  
Phone (208) 799-5044  
Fax (208) 799-5082
- Region 3/4 (Adults participants only)  
1311 E Central Drive  
Meridian, ID 83642  
Phone (208) 373-1730  
Fax (208) 373-1737
- Region 3/4 (Child participants only)  
1000 N. Curtis Rd, Suite 300  
Boise, ID 83706  
Phone (208) 376-0072  
Fax (208) 376-3442
- Region 5  
522 Madrona Street  
Twin Falls, ID 83301  
Phone (208) 736-5711  
Fax (208) 736-7091
- Region 6  
1001 N. 7th Ave.  
Pocatello, ID 83201  
Phone (208) 282-5465  
Fax (208) 282-1003
- Region 7  
1560 Midway Avenue  
Ammon, ID 83406-6912  
Phone (208) 525-7050  
Fax (208) 525-7051



# Institute of Rural Health



## Faculty Research Engagement

- 5 faculty members are actively engaged in research in the health and biomedical sciences.

## External Funding for Research

- \$542,939

## National Recognition

- 2013 Distinguished Service Award – Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau, Russ Spearman

## Awards & Grants Received

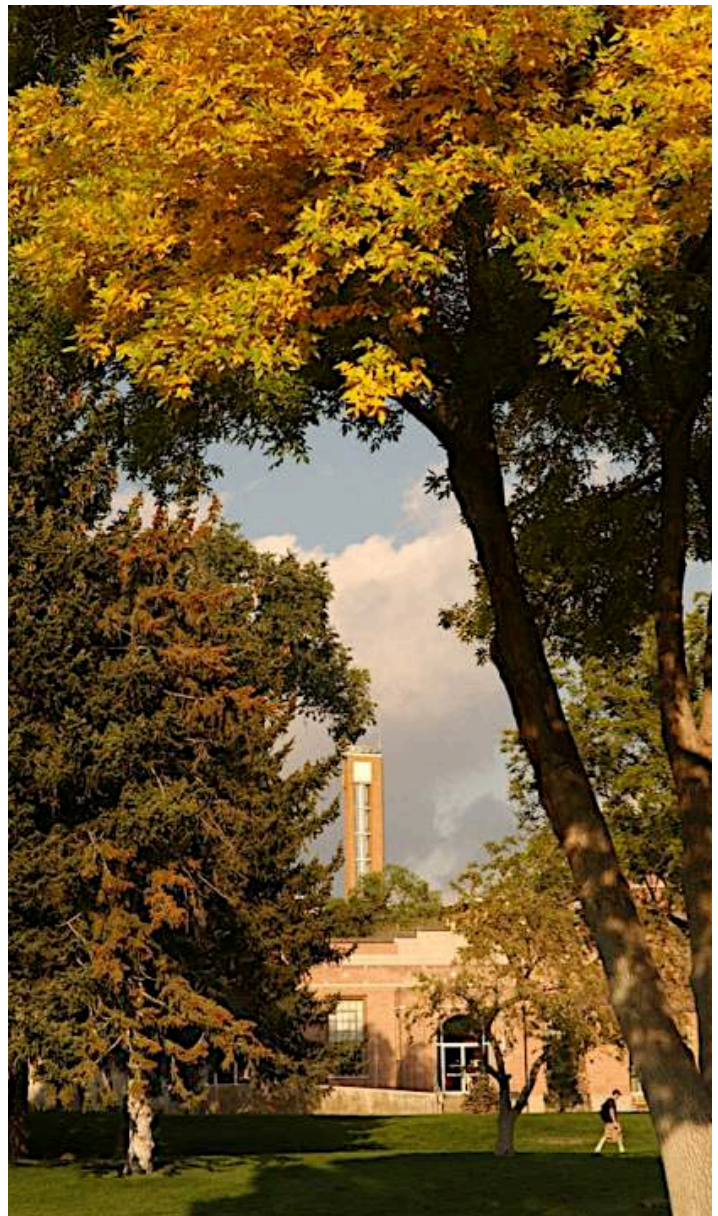
- Idaho Community HealthCorps (IHC) Year 13 - National Association of Community Health Centers, Inc - \$146,500
- Idaho Healthcare for Children and Families (IHCF) Year 4 - Serve Idaho, Governor's Commission on Service & Volunteerism - \$205,939
- IHC matching funds - AmeriCorps program sites in Idaho - \$79,000
- IHCF matching funds - AmeriCorps program sites in Idaho - \$42,000
- Long Term Care Facility Feasibility Study for Sho-Ban Tribes - Sho-Ban Tribes - \$60,000
- Idaho Rural Health Association 2013-14 - National Rural Health Association - \$9,500

## Goals for the Upcoming Year

- Seek out new external funding markets, including a wider range of federal and state agencies, private foundations, industry, and individual donors.
- Support research across the Division of Health Sciences through the Idaho Center for Health Research (ICHR), as funding is available for such support.
- Continue building a strong research network across the Division of Health Sciences.

## Publications

- Hermanson, P., S. Berkshire, L. Learning and N. Piland. Retail Health Clinics: Sustain or Close? *Journal of Management Policy and Practice*, 14(6), 2013.
- Bounthavong, M., Tran, J., Piland, N., Golshan, S., Morello, C., Blickensderfer, A., and Best, J.H. Retrospective Analysis of Exenatide Twice Daily as Compared to Long-Acting Insulin Analogs in a Veteran Population, Submitted 2013 to *Diabetes Care*, Manuscript # DC14-1008 CLRWOR (Refereed)



# Division of Health Sciences Data



**Table 1. Division of Health Sciences FY 2013 Budget Summary (State Appropriations)**

Program	Personnel Costs	Operating Costs	Capital Expense	FY2013 Total	FY2012 Total	% Change from FY12	FY2008	% Change from FY2008
Communication Sciences	\$1,939,032.79	\$57,331.53	\$24,823.38	\$2,021,187.70	\$1,899,410.69	6%	\$2,138,721.00	-13%
Counseling	\$937,415.29	\$124,200.00		\$1,061,615.29	\$1,033,683.62	3%	\$1,034,843.00	-0%
Dental Hygiene	\$1,192,943.56	\$50,281.00	\$5,000.00	\$1,248,224.56	\$1,200,137.46	4%	\$1,388,477.00	-16%
Dental Sciences:								
IAGD	\$112,422.46	\$5,706.03		\$118,128.49	\$112,305.42	5%	\$135,096.00	-20%
IDEP	\$678,232.80	\$1,211,022.69	\$6,149.61	\$1,895,405.10	\$1,869,013.68	1%	\$414,820.00	83%
Dietetics	\$291,694.47	\$1,249.00		\$292,943.47	\$281,423.76	4%		
Family Practice Residency	\$579,372.95	\$293,627.05		\$873,000.00	\$857,300.00	2%	\$721,600.00	16%
Health Care Administration	\$207,535.10	\$11,054.97	\$0.00	\$218,590.07	\$216,974.82	1%	\$335,929.00	-55%
Health Education	\$418,192.00	\$25,488.00	\$0.00	\$443,680.00	\$425,906.80	4%		
Institute of Rural Health	\$118,113.39	\$4,582.00		\$122,695.39	\$112,154.02	9%	\$150,712.00	-34%
Medical Lab Science	\$285,904.31	\$8,665.45	\$1,750.00	\$296,319.76	\$301,960.81	-2%		
Masters of Public Health	\$250,478.23	\$12,195.96	\$0.00	\$262,674.19	\$244,044.36	7%		
Nursing	\$2,044,429.11	\$54,801.66	\$0.00	\$2,099,230.77	\$2,037,346.68	3%	\$2,251,526.00	-11%
Occupational Therapy	\$374,187.85	-\$9,000.00		\$365,187.85	\$346,354.78	5%	\$441,111.00	-30%
Paramedic Science	\$2,218.73	\$39,271.13		\$41,489.86	\$41,387.00	0%		
Pharmacy	\$3,288,483.93	-\$8,100.00	\$0.00	\$3,280,383.93	\$3,300,462.68	-1%		
Physical Therapy	\$605,033.02	-\$9,000.00	\$0.00	\$596,033.02	\$549,251.53	8%	\$704,887.00	-30%
Physician Assistant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$57,876.00	
Radiographic Science	\$196,045.32	\$12,071.00		\$208,116.32	\$200,276.86	4%	\$279,599.00	-40%
<b>DHS Totals</b>	<b>\$13,521,735.31</b>	<b>\$1,885,447.47</b>	<b>\$37,722.99</b>	<b>\$15,444,905.77</b>	<b>\$15,029,394.97</b>	<b>3%</b>	<b>\$11,137,542.00</b>	<b>27%</b>

Source: ISU ARGOS Reports : Budget

**Table 2. Division of Health Sciences FY 2013 Budget Summary (Non-State Appropriated Funds)**

Program	Personnel Costs	Operating Costs	Capital Expense	FY2013 Total	FY2012 Total	% Change from FY12
Communication Sciences {a}	\$714,206.03	\$317,927.00	\$252,504.00	\$1,284,637.03	\$764,244.00	41%
Counseling	\$27,716.99	\$89,500.00	\$15,000.00	\$132,216.99	\$163,599.50	-24%
Dental Hygiene	\$126,044.67	\$280,000.00	\$29,000.00	\$435,044.67	\$535,687.86	-23%
Dental Sciences:						
IAGD {b}	\$665,789.15	\$671,000.00	\$10,000.00	\$1,346,789.15	\$1,015,754.00	25%
IDEP	\$0.00	\$1,600.00	\$0.00	\$1,600.00	\$1,600.00	0%
Dietetics	\$50,111.36	\$33,305.00	\$0.00	\$83,416.36	\$85,950.00	-3%
Family Practice Residency	\$2,072,737.57	-\$40,350.00	\$17,000.00	\$2,049,387.57	\$1,671,280.00	18%
Health Care Administration {c}	\$0.00	\$2,000.00	\$2,000.00	\$4,000.00	\$6,500.00	-63%
Health Education {d}	\$16,764.00	\$39,000.00	\$5,000.00	\$60,764.00	\$24,500.00	60%
Institute of Rural Health	\$451,001.15	-\$383,632.15	\$0.00	\$67,369.00	\$43,620.00	35%
Medical Lab Science {e}	\$10,847.00	\$8,000.00	\$10,000.00	\$28,847.00	\$52,468.00	-82%
Masters of Public Health	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	100%
Nursing	\$517,954.69	\$186,575.57	\$0.00	\$704,530.26	\$793,471.85	-13%
Occupational Therapy	\$32,083.21	\$50,400.00	\$10,000.00	\$92,483.21	\$80,653.10	13%
Paramedic Science {f}	\$0.00	\$600.00	\$0.00	\$600.00	\$13,000.00	-2067%
Pharmacy	\$2,594,424.48	\$660,623.85	\$247,700.00	\$3,502,748.33	\$3,312,528.76	5%
Physical Therapy	\$205,221.01	\$100,200.00	\$35,000.00	\$340,421.01	\$374,713.00	-10%
Physician Assistant	\$1,774,044.40	\$429,587.00	\$72,700.00	\$2,276,331.40	\$2,025,038.00	11%
Radiographic Science	\$0.00	\$30,550.00	\$5,000.00	\$35,550.00	\$23,600.00	34%
DHS Totals	\$9,258,945.71	\$2,479,886.27	\$710,904.00	\$12,449,735.98	\$10,988,208.07	12%
DHS Totals	\$9,036,888.57	\$2,942,872.89	\$497,973.00	\$12,477,734.46	\$15,918,580.35	-27.58%

Source: ISU ARGOS Reports : Monthly Accounting Activity Report

Notes:

- {a} Expansion of Online SLP program
- {b} Increased Clinic Volumes
- {c} Reduced Supply Budget
- {d} Support for additional GTA's
- {e} Reduction in Capital
- {f} Change in budget model
- {g} Increased Supply Budget

### Table 3. Annual Income from Non-Appropriated Funds FY 2013

Program	Program Fees	Course Fees	Clinic Fees	Grants	Other	Total FY 2013	FY 2012 Total	% Change from FY11
Communication Sciences {a}	\$1,106,564.28	\$12,864.49	\$94,634.41	\$205,721.76	\$8,966.90	\$1,428,751.84	\$1,267,150.27	11.31%
Counseling {b}	\$69,709.92	\$13,020.00	\$8,099.00	\$0.00	\$127,070.06	\$217,898.98	\$161,788.25	25.75%
Dental Hygiene {c}	\$62,680.32	\$79,520.74	\$119,074.80	\$302,994.93	\$200,565.13	\$764,835.92	\$473,813.99	38.05%
Dental Sciences								
IAGD	\$0.00	\$0.00	\$1,480,772.53	\$0.00	\$3,261.76	\$1,484,034.29	\$1,419,468.62	4.35%
IDEP	\$0.00	\$1,195.00	\$0.00	\$0.00	\$0.00	\$1,195.00	\$1,180.00	1.26%
Dietetics {d}	\$45,900.00	\$10,144.75	\$0.00	\$0.00	\$3,670.00	\$59,714.75	\$91,354.46	-52.98%
Family Practice Residency {e}	\$0.00	\$0.00	\$2,443,428.44	\$799,667.57	\$316,424.76	\$3,559,520.77	\$2,216,709.58	37.72%
Health Care Administration {f}	\$0.00	\$600.00	\$0.00	\$0.00	\$3,265.10	\$3,865.10	\$2,843.90	26.42%
Health Education	\$0.00	\$21,504.45	\$0.00	\$0.00	\$20,000.01	\$41,504.46	\$39,906.04	3.85%
Institute of Rural Health {g}	\$0.00	\$0.00	\$0.00	\$1,032,663.36	\$421.00	\$1,033,084.36	\$1,403,531.10	-35.86%
Medical Lab Science	\$33,290.44	\$0.00	\$0.00	\$0.00	\$0.00	\$33,290.44	\$40,981.87	-23.10%
Nursing {h}	\$519,003.55	\$0.00	\$0.00	\$292,027.36	\$23,162.80	\$834,193.71	\$978,809.85	-17.34%
Occupational Therapy {i}	\$107,296.00	\$0.00	\$0.00	\$0.00	\$3,345.00	\$110,641.00	\$70,053.00	36.68%
Paramedic Science	\$11,922.92	\$0.00	\$0.00	\$0.00	\$630.00	\$12,552.92	\$13,121.14	NA
Pharmacy	\$3,374,442.95	\$0.00	\$0.00	\$723,011.68	\$476,032.25	\$4,573,486.88	\$4,168,928.51	
Physical Therapy	\$210,924.00	\$0.00	\$58,955.74	\$0.00	\$18,264.75	\$288,144.49	\$276,647.98	3.99%
Physician's Assistant	\$2,064,485.40	\$0.00	\$0.00	\$0.00	\$4,780.00	\$2,069,265.40	\$2,159,614.96	-4.37%
Public Health	\$0.00	\$2,000.00	\$0.00	\$58,408.37	\$0.00	\$60,408.37	\$23,926.31	
Radiographic Science {j}	\$33,281.68	\$0.00	\$0.00	\$0.00	\$117,338.60	\$150,620.28	\$34,643.73	77.00%
DHS (Medicaid)	\$0.00	\$0.00	\$0.00	\$3,040,703.35	\$0.00	\$3,040,703.35	\$2,519,309.08	
DHS Total	\$7,639,501.46	\$140,849.43	\$4,204,964.92	\$6,455,198.38	\$1,327,198.12	\$16,727,008.96	\$17,363,782.64	-3.81%
<b>DHS Total</b>	<b>\$6,824,518.38</b>	<b>\$529,646.99</b>	<b>\$3,421,181.74</b>	<b>\$5,607,388.32</b>	<b>\$808,940.74</b>	<b>\$14,553,867.17</b>	<b>\$3,191,701.63</b>	<b>78.07%</b>

Source: ISU ARGOS Reports : Actual

Notes:

- {a} Expansion of Online Programs
- {b} Increased Donations
- {c} Increased Grant Funding
- {d} Decreased Grant Funding
- {e} Increase in Clinic & Grant Funding
- {f} Increase in Conference Fees
- {g} Decrease in Grant Funding
- {h} Decrease in Grant Funding
- {i} Increase in Student enrollment
- {j} Increases in Donations

**Table 4. Number of Student Applications to Programs in the Division of Health Sciences Entering FY2013**

Program	# Received AY13	# Received AY12	% Change from AY12	# Received AY09	% Change from AY09	Number Qualified AY13	AY13 Offers	AY13 Alternates	# Accepted AY 13	# Accepted AY12	% Change from AY12
<b>Communication Sciences:</b>											
Audiology (AUD)	55	51	7.27%	22	60.00%	41	11	12	6	11	-83.33%
Deaf Education*	NA	NA		4		NA	NA	NA	NA		
Educational Interpreter	16	10	37.50%	11	31.25%	10	10	0	10	8	20.00%
Sign Language Studies	NA	NA		NA		NA	NA	NA	NA		
CDS (was SPA) BS	28	25	10.71%	14	50.00%	24	24	0	27		
SLP MS	319	276	13.48%	176	44.83%	296	102	70	55	54	1.82%
<b>Counseling:</b>											
Masters	69	44	36.23%	66	4.35%	63	33	0	31	32	-3.23%
Ed.S.	1	0	0.00%	1	0.00%	1	1	0	1	0	0.00%
Ph.D.	17	21	-23.53%	15	11.76%	17	7	3	6	6	0.00%
<b>Dental Hygiene:</b>											
BS	42	41	2.38%	66	-57.14%	35	30	7	30	30	0.00%
MS	14	8	42.86%		100.00%	14	14	0	10	8	20.00%
<b>Dental Sciences:</b>											
IAGD	28	39	-39.29%	33	-17.86%	39	9	30	8	8	0.00%
IDEP	43	46	-6.98%	68	-58.14%	46	9	18	8	8	0.00%
<b>Dietetics</b>											
BA/BS	23	23	0.00%	18	21.74%	19	16	3	16	13	18.75%
Internship	72	96	-33.33%	58	19.44%	87	17	NA	17	16	5.88%
Family Practice Residency	410	407	0.73%	369	10.00%				7	7	0.00%
Health Care Administration	67	63	5.97%	15	77.61%	67	67	NA	67	63	5.97%
<b>Health Ed</b>											
BA/BS	20	27	-35.00%	30	-50.00%	14	0	0	20	27	-35.00%
MHE	7	18	-157.14%	10	-42.86%	6	0	0	7	18	-157.14%
MLS	64	59	7.81%		100.00%	64	40	4	34	39	-14.71%
MPH	33	18	45.45%	43	-30.30%	16	16	NA	8	9	-12.50%
<b>Nursing:</b>											
BFT	48	37	22.92%	40	16.67%	44	35	5	30	30	0.00%
BS Comp*	1	22	-2100.00%	20	-1900.00%	1	1	0	1	22	-2100.00%
BSN	95	97	-2.11%	70	26.32%	94	42	15	70	70	0.00%
Masters**	12	115	-858.33%	117	-875.00%	12	10	0	9	35	-288.89%
Post Masters**	0	9		4		0	0	0	0	4	
DNP	8				100.00%	8	8	0	7		
PhD	3				100.00%	3	3	0	2		
Occupational Therapy	66	62	6.06%	14	78.79%	19	8	6	10	9	10.00%
Paramedic Science	12	12	NA		NA	10	9	0	8	8	NA
<b>Pharmacy</b>											
BPSCI Masters	70	71	-1.43%	***		5	5	0	5	4	20.00%
BPSCI PhD	11	14	-27.27%	***		0	0	0	0	3	
PPRA PharmD	358	406	-13.41%	637	-77.93%	257	78	23	75	72	4.00%
PPRA PharmD NonT	30	24	20.00%	***		13	12	NA	12	16	-33.33%
Physical Therapy	276	245	11.23%	100	63.77%	76	30	46	24	26	-8.33%
Physician Assistant	498	491	1.41%	406	18.47%	332	78	30	59	60	-1.69%
Radiographic Science	52	61	-17.31%	43	17.31%	52	21	5	18	18	0.00%
<b>DHS Total</b>	<b>2868</b>	<b>1824</b>	<b>36.40%</b>	<b>2470</b>	<b>13.88%</b>	<b>1785</b>	<b>746</b>	<b>277</b>	<b>698</b>	<b>734</b>	<b>-5.16%</b>

\* BS Completion Program: The application and program requirements were changed.

\*\*Masters/Post Masters: The creation of the DNP program pulled the popular FNP option out of the Masters/post masters programs.

\*\*\* Data not collected

**Table 5. FY2013 Characteristics of Students Sent Admissions Letters to Programs in the DHS**

Programs	Average GPA AY13	Average GPA AY12	Average GPA % Change from AY12	Average GPA AY09	Average GPA % Change from AY09	AY13 Average Age	AY13 # of Females	AY13 # of Males	AY13 # of Minorities	AY13 # of Idaho Residents	AY13 % Idaho Residents
<b>Communication Sciences:</b>											
Audiology	3.76	3.64	3%	3.52	6%	29	11	1	1	3	25%
Deaf Education*	NA	NA		3.45		NA	NA	NA	NA	NA	NA
Educational Interpreter	3.39	2.91	14%		100%	NA	12	0	0	9	75%
Sign Language Studies	NA	NA				NA	NA	NA	NA	NA	NA
SLP BS	3.37	3.24	4%		100%	24	20	1	NA	21	100%
SLP MS	3.72	3.69	1%	3.46	7%	28	99	5	8	33	32%
<b>Counseling:</b>											
Masters	3.48	3.47	0%	3.46	1%	32	31	12	2	43	62%
Ed. S.	3.74	0	0%	3.94		39	0	1	0	1	100%
Ph.D.	3.85	3.86	0%	3.98	-3%	35	4	2	1	9	53%
<b>Dental Hygiene:</b>											
BS	3.35	3.45	-3%	3.52	-5%	22	34	2	6	31	86%
MS	3.68	3.59	2%	3.29	11%		14		NA	2	
<b>Dental Sciences:</b>											
IAGD	3.66	3.55	3%	3.58	2%	29	2	6	0	1	12%
IDEP	3.85	3.49	9%	3.82	1%	24	0	8	0	8	100%
<b>Dietetics</b>											
Dietitics BS	3.52	3.57	-1%	3.25	8%	25	15	1	1	16	100%
Dietitics Intern	3.53	3.53	0%	3.42	3%	26	16	1	1	6	35%
Family Practice Residency	NA	NA		NA							
Health Care Administration	3.13	3.07	2%	3.26	-4%	26	30	39	26	39	57%
<b>Health Ed</b>											
Health Ed BA/BS	2.97	3.19	-7%	3.05	-3%	25	10	4	4	14	100%
Health ED MHE	3.71	3.53	5%	3.67	1%	38.5	3	3	2	5	95%
MLS	3.32	3.25	2%		NA	28	24	16	8	28	70%
MPH	3.51	3.47	1%	3.5	0%	27	12	4	7	6	38%
<b>Nursing:</b>											
BFT	3.56	3.6	-1%	3.66	-3%	28	27	8	3	29	83%
BS Comp	3.02	3.32	-10%	3.29	-9%	44	1	0	0	1	100%
BSN	3.66	3.68	-1%	3.48	5%	25	51	21	7	67	93%
Masters	3.63	3.77	-4%	3.67	-1%	41	9	1	0	8	80%
Post Masters	NA	3.87		3.43		NA	NA	NA	NA	NA	NA
DNP	3.7	NA		NA		35	5	3	1	6	75%
PhD	3.78	NA		NA		56	3	0	0	1	33%
Occupational Therapy	3.76	3.69	2%	3.53	6%	28	9	7	1	11	69%
Paramedic Science	2.8	2.89	NA		NA						
<b>Pharmacy</b>											
BPSCI Masters	**	3.47		**		23	1	3	4	0	0%
BPSCI PhD	NA	3.67		**		25	2	3	3	0	0%
PPRA PharmD	3.57	3.57	0%	3.69	-3%	27	39	61	17	74	74%
PPRA PharmD NonT	3.36	3.41	-1%	3.25	3%	38	7	5	4	0	0%
Physical Therapy	3.77	3.76	0%	3.68	2%	25	11	11	0	20	83%
Physician Assistant	3.46	3.43	1%	3.43	1%	30	46	32	8	26	33%
Radiographic Science	3.42	3.47	-1%	3.56	-4%	25	39	13	5	50	96%
<b>DHS Total</b>	<b>3.52</b>	<b>3.38</b>	<b>4%</b>	<b>3.51</b>	<b>0%</b>	<b>30</b>	<b>587</b>	<b>274</b>	<b>120</b>	<b>568</b>	

\* Deaf Education moved to College of Education

\*\* Data not collected

**Table 6. Characteristics of Students Who Accepted Admissions Offers to Programs in the Division of Health Sciences FY2013**

Programs	Average GPA AY13	Average GPA AY12	Average GPA % Change from AY12	Average GPA AY09	Average GPA % Change from AY09	Averages:					
						AY13 Average Age	AY13 # of Females	AY13 # of Males	AY13 # of Minorities	AY13 # of Idaho Residents	AY13 % Idaho Residents
<b>Communication Sciences</b>											
Audiology	3.64	3.41	6%	3.26	10%	32	5	1	0	3	50%
Educational Interpreter	3.39	3.45	-2%	NA		NA	12	0	0	9	75%
Sign Language Studies	NA	NA		NA		NA	NA	NA	NA	NA	NA
SLP BS	3.4	3.27	4%	NA		23	18	1	NA	19	100%
SLP MS	3.69	3.67	1%	3.61	2%	30	53	2	5	28	51%
<b>Counseling</b>											
Masters	3.48	*		3.58		39	24	9	1	3	90%
Ed.S.	3.74	*		3.94		39	0	1	0	1	100%
Ph.D.	3.86	*		3.98		35	4	2	2	20	67%
<b>Dental Hygiene</b>											
BS	3.37	3.45	-2%	3.5	-4%	23	29	1	4	27	90%
MS	3.69		100%	3.33	10%	44	10	0	NA	1	
<b>Dental Sciences</b>											
IAGD	3.66	3.61	1%	3.58	2%	29	28	29	0	1	12%
IDEP	3.85	3.76	2%	3.82	1%	25	NA	25	0	8	100%
<b>Dietetics</b>											
BS	3.52	3.53	0%	3.28	7%	25	15	1	1	16	100%
Intern	3.53	3.53	0%	3.42	3%	26	16	1	1	6	35%
Health Care Administration	3.13	3.07	2%	3.24		27	30	39	26	39	57%
<b>Health Ed</b>											
BA/BS	2.97	3.19	-7%	3.05	-3%	25	10	4	4	14	100%
MHE	3.71	3.53	5%	3.67	1%	38.5	3	3	2	5	95%
MLS	3.32	3.25	2%		100%	28	24	16	9	32	76%
MPH	3.51	3.47	1%	3.5	0%	27	6	2	2	5	63%
<b>Nursing</b>											
BFT	3.54	3.6	-2%	3.6	-2%	27	23	7	3	26	87%
BS Comp	3.02	3.32	-10%	3.29	-9%	44	1	0	0	1	100%
BSN	3.67	3.68	0%	3.48	5%	25	21	19	7	65	93%
Masters	3.61	3.77	-4%	3.68	-2%	41	8	1	0	8	89%
Post Masters	NA	3.86		3.4		NA	NA	NA	NA	NA	NA
DNP	3.69					34	4	3	1	5	71%
PhD	3.7					53	2	0	0	0	0%
Occupational Therapy	3.76	3.69	2%	3.53	6%	*	9	7	1	13	81%
Paramedic Science	2.8	2.89	NA		NA	*	*	*	*	*	*
<b>Pharmacy</b>											
BPSCI Masters	3.77	3.86	-2%	*		23	1	2	3	0	0%
BPSCI PhD	NA	3.86				NA	NA	NA	NA	NA	NA
PPRA PharmD	3.57	3.57	0%	3.69	-3%	27	29	46	11	59	79%
PPRA PharmD NonT	3.36	3.41	-1%	3.25	3%	38	7	5	4	0	0%
Physical Therapy	3.77	3.73	1%	3.68	2%		11	13	0	20	80%
Physician Assistant	3.46	3.48	-1%	3.43	1%	31	34	25	10	26	44%
Radiographic Science	3.69	3.47	6%	3.56	4%	24	15	3	0	18	100%
<b>DHS Totals</b>	<b>3.53</b>	<b>3.51</b>	<b>0%</b>	<b>3.51</b>	<b>0%</b>	<b>32</b>	<b>452</b>	<b>268</b>	<b>97</b>	<b>478</b>	

\* Indicates Data was not collected



**Table 7. Number of Majors Enrolled by Class Level in Programs in the Division of Health Sciences FY2013**

	Juniors/Seniors			Graduate Students			Professional Program Students			AY13 Totals
	AY13	AY12	% Change from AY12	AY13	AY12	% Change from AY12	AY13	AY12	% Change from AY12	
Communication Sciences										
Audiology				28	25	11%				28
Educational Interpreter	20	11	45%							20
Sign Language Studies	16	29	-81%							16
SLP BS	63	82	-30%							63
SLP MS				114	103	10%				114
Counseling										
Masters				78	83	-6%				78
ED.S.				1	2	-100%				1
Ph.D.				17	16	6%				17
Dental Hygiene										
BS	55	56	-2%							55
MS				34	32	6%				34
Dental Sciences										
IAGD							8	8	0%	8
IDEP				8	8	0%				8
Dietetics										
Dietitics BS	11	26	-136%							11
Dietitics Intern				13	8	38%				13
Family Practice Residency										0
Health Care Administration	19	24	-26%							19
Health Education										
Health ED BS/BA	24	24	0%							24
Health Ed MHE				19	17	11%				19
MLS	38	29	24%	9	9	0%				47
MPH				40	57	-43%				40
Nursing										
BFT	60	60	0%							60
BS Comp	22	25	-14%							22
BSN	69	70	-1%							69
Masters				94	117	-24%				94
Post Masters				6	5	17%				6
Occupational Therapy				34	27	21%				34
Paramedic Science	8	5	38%							8
Pharmacy										
BPSCI Masters				12	10	17%				12
BPSCI PhD				3	3	0%				3
PPRA PharmD							289	275	5%	289
PPRA PharmD NonT							60	65	-8%	60
Physical Therapy				72	79	-10%				72
Physician Assistant				115	118	-3%				115
Radiographic Science	38	52	-37%							38
<b>DHS Total</b>	<b>443</b>	<b>493</b>	<b>-11%</b>	<b>697</b>	<b>719</b>	<b>-3%</b>	<b>357</b>	<b>348</b>	<b>3%</b>	<b>1497</b>

Source: ISU Program Viability

\* Data collected by department

**Table 8. Number of Graduates by Program and Performance of the 2012-2013 Class on National Examinations.**

Program	Number of Graduates				% Change from AY09	% of Student Pass Rate on National Exam
	AY13	AY12	% Change from AY12	AY09		
<b>Communication Sciences</b>						
Audiology	5	7	-40%	7	-40%	100%
Educational Intpreting	8	5	38%	7	13%	NA
Sign Language Studies	5	4	20%	11	-120%	NA
SLP BS	28	31	-11%	25	11%	NA
SLP MS	34	34	0%	25	26%	94%
<b>Counseling</b>						
Masters	30	33	-10%	22	27%	100%
Ph.D.	4	7	-75%	4	0%	NA
<b>Dental Hygiene</b>						
BS	21	25	-19%	24	-14%	100%
MS	6	4	33%	3	50%	NA
<b>Dental Sciences</b>						
IAGD**	8	8	0%	8	0%	100%
IDEP**	8	8	0%	8	0%	100%
Family Practice Residency**	5	5	0%	6	-20%	100%
<b>Dietetics</b>						
BA/BS	15	15	0%	12	20%	NA
Intern**	16	16	0%	15	6%	100%
Health Care Administration	16	16	0%	13	19%	NA
<b>Health Ed</b>						
Health Ed BA/BS	9	2	78%	20	-122%	NA
Health Ed MHE	9	6	33%	6	33%	NA
MLS	24	24	0%			82%
MPH	12	6	50%	8	33%	100%
<b>Nursing</b>						
BFT**	25	30	-20%	19	24%	
BS Comp**	22	25	-14%	18	18%	
BSN**	64	72	-13%	59	8%	92%
Masters	44	50	-14%	35	20%	95%
Post Masters	2	0	100%	1	50%	
Occupational Therapy	11	6	45%	4	64%	100%
Paramedic Science**	6	7	-17%			100%
<b>Pharmacy</b>						
BPSCI Masters	4	3	25%	*		NA
BPSCI PhD	1	1	0%	*		NA
PPRA PharmD**	63	59	6%	54	14%	97%
PPRA PharmD NonT**	11	16	-45%	*		NA
Physical Therapy	28	30	-7%	20	29%	94%
Physician Assistant	59	59	0%	29	51%	97%
Radiographic Science	17	19	-12%	19	-12%	100%
<b>DHS Total</b>	<b>620</b>	<b>633</b>	<b>-2%</b>	<b>483</b>	<b>22%</b>	<b>97%</b>

Source: ISU Program Viability

\* Data not collected

\*\* Data collected by department

**Table 9. Location of First Employment of Students Who Graduated during FY2013**

Program	In State	Out of State	Graduate School	Unemployed	Unknown	Rural
<b>Communication Sciences</b>						
Audiology	0	4	0	1	0	0
Educational Interpreter	5	4	0	0	4	0
Sign Language Studies	NA	NA	NA	NA	NA	NA
SLP BS	NA	NA	NA	NA	NA	NA
SLP MS	23	14	NA	0	2	0
<b>Counseling</b>						
Masters	17	2	1	1	1	7
Ed.S.	NA	NA	NA	NA	NA	NA
Ph.D.	1	4	0	0	0	0
<b>Dental Hygiene</b>						
BS	22	4	2	NA	NA	10
MS	1	5	0	0	0	0
<b>Dental Sciences</b>						
IAGD	3	5	1	0	0	3
IDEP	NA	NA	NA	NA	NA	NA
Family Practice Residency	2	3	0	0	0	5
<b>Dietetics</b>						
Dietetics BS**						
Dietetic Interns (not GS, but PB)	6	8	0	2	1	0
Health Care Administration	2	2	3	0	11	0
<b>Health Ed</b>						
Health Ed BA/BS	10	1	0	0	3	0
Health Ed MHE	1	1	0	0	1	0
MLS	8	4	5	0	9	6
MPH	8	2	1	2	0	0
Occupational Therapy	8	3	0	0	0	11
Paramedic Science	4	1	0	1	0	1
<b>Pharmacy</b>						
BPSCI Masters	0	0	6	0	0	0
BPSCI PhD	0	1	0	0	0	0
PPRA PharmD	35	20	19*	1	0	0
PPRA PharmD NonT	0	11***	0	0	0	0
Physical Therapy	18	9	1	0	0	18
Physician Assistant	17	24	0	1	17	0
Radiographic Science	15	1	0	0	1	0
<b>DHS Total</b>	<b>206</b>	<b>122</b>	<b>33</b>	<b>9</b>	<b>207</b>	<b>61</b>

\* 18 of these in residencies

\*\*BS Dietetic Students go on to internship before employment

\*\*\* Employed when started program

**Table 10. Number of Students Accepted in Programs of the Division of Health Sciences from Idaho and Out-of-State Schools FY13**

Program	ISU	BSU	U of I	CSI	BYU-I	NNU	BYU	College of Idaho	LCSC	CWI	Other: Out of State
<b>Communication Science</b>											
Audiology	3	0	0	0	0	0	0	0	0	0	3
Educational Interpreter	3	5	1	1	0	0	0	0	0	0	1
Sign Language Studies	7	25	0	0	0	0	0	0	0	0	0
SLP BS	0	11	0	0	0	0	0	2	0	4	1
SLP MS	31	0	0	0	0	0	2	0	0	0	22
<b>Counseling</b>											
Masters	10	3	0	0	5	1	0	0	0	0	12
Ed.S.	1	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	0	3
<b>Dental Hygiene</b>											
BS	27	3	1	1	5	3	1	1	0	3	10
MS	0	0	0	1	1	0	0	0	0	0	9
<b>Dental Sciences</b>											
IAGD	0	0	0	0	0	0	0	0	0	0	8
IDEP	1	0	0	0	2	0	5	0	0	0	0
Family Practice Residency	0	0	0	0	0	0	0	0	0	0	7
<b>Dietetics</b>											
Dietitics BA/BS	14	0	0	0	2	0	0	0	0	0	0
Dietitics Intern	6	0	0	0	1	0	0	0	0	0	10
Health Care Administration	63	1	0	0	0	0	0	0	0	0	5
<b>Health Ed</b>											
Health Ed BA/BS	12	0	0	0	0	0	1	0	0	0	1
Health Ed MHE	4	0	0	1	0	0	0	0	0	0	1
MLS	13	10	2	0	2	0	0	0	0	0	8
MPH	1	1	1	0	0	0	0	0	0	0	13
<b>Nursing</b>											
BFT	0	8	4	0	2	1	1	4	1	0	7
BS Comp	1	0	0	0	0	0	0	0	0	0	0
BSN	61	1	0	0	3	0	1	0	0	0	4
Masters	2	1	0	0	0	0	2	0	1	0	3
Post Masters	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
DNP	2	2	0	0	0	0	0	0	1	0	2
PhD	0	1	0	0	0	0	0	0	0	0	1
Occupational Therapy	11	1	0	0	2	0	0	0	0	0	2
Paramedic Science	1	4	0	1	0	1	0	0	0	0	1
<b>Pharmacy</b>											
BPSCI Masters	0	0	0	0	0	0	0	0	0	0	6
BPSCI PhD	0	0	0	0	0	0	0	0	0	0	1
PPRA PharmD	36	8	2	4	7	1	0	0	1	2	10
PPRA PharmD NonT	0	0	0	0	0	0	0	0	0	0	12
Physical Therapy	4	6	0	0	6	0	2	0	0	0	6
Physician Assistant	5	6	1	0	0	0	4	2	0	0	41
Radiographic Science	18	0	0	0	0	0	0	0	0	0	0
<b>DHS Totals</b>	<b>340</b>	<b>97</b>	<b>12</b>	<b>9</b>	<b>38</b>	<b>7</b>	<b>19</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>210</b>

**Table 11. Number of Published Papers and Unpublished Presentations by Program Faculty FY2013**

Program	WEB Media	Books	Chapters	Refereed Articles	Unpublished presentaitons	Posters	Total	Presentation locations						Total
								ISU Local	State	Regional	National	Internet	Other	
Communicaton Sciences	3	0	3	17	53	0	76	15	8	0	19	0	11*	53
Counseling	0	0	0	8	11	0	19	0	4	5	2	0	0	11
Dental Hygiene	0	2	5	17	60	7	91	10	12	0	22	3	3**	50
Dental Sciences (IDEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dietetics	0	0	0	3	1	4	8	0	0	0	1	0	0	1
Family Practice Residency	0	0	0	9	9	0	18	2	1	0	6	0	0	9
Health Care Administration	1	1	1	4	0	5	12	5	2	5	0	0	0	12
Health Education	0	0	0	3	10	7	20	12	2	1	5	0	0	20
Institute of Rural Health	0	0	0	2	0	4	6	3	4	0	1	1	0	9
Master of Public Health	0	0	0	2	6	4	12	2	0	0	2	0	0	4
Medical Lab Science	0	0	0	0	2	6	8	0	6	0	2	0	0	8
Nursing	3	0	2	16	3	3	27	2	1	3	7	3	3**	19
Occupational Therapy	0	0	0	0	0	2	2	1	0	0	1	0	0	2
Paramedic Science	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Pharmacy	1	1	25	29	66	47	169	4	21	2	54	0	3	84
Physical Therapy	0	0	0	3	3	8	14	1	1	1	7	0	1	11
Physician Assistant	0	1	0	1	4	0	6	0	0	0	2	0	0	2
Radiographic Science	0	0	3	2	0	0	5	0	0	0	0	0	0	0
<b>DHS Total</b>	<b>8</b>	<b>5</b>	<b>39</b>	<b>116</b>	<b>228</b>	<b>97</b>	<b>493</b>	<b>57</b>	<b>63</b>	<b>17</b>	<b>131</b>	<b>7</b>	<b>21</b>	<b>296</b>

\* 8 international presentations

\*\* International presentations

**Table 12. Number of grants and total project funds received from various sources by Program Faculty FY 2013**

Programs	ISU			State			Federal		
	Number Submitted/ Amount	Number Awarded	Amount	Number Submitted/ Amount	Number Awarded	Amount	Number Submitted/ Amount	Number Awarded	Amount
Communication Sciences	6	4	\$44,376.00	0	0	\$0.00	9	1	\$192,858.00
Counseling	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Dental Hygiene	0	0	\$0.00	2	1	\$500.00	0	0	\$0.00
Dental Sciences	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Dietetics		1	\$7,500.00	1	0	\$0.00	1	0	\$0.00
Family Practice Residency	0	0	\$0.00	1	1	\$55,432.00	8	8	\$756,488.00
Health Care Administration	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Health Education	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Health and Nutrition Sciences									
Institute of Rural Health	2	0	\$0.00	5	1	\$205,939.00	4	2	\$156,000.00
Public Health	0	0	\$0.00	0	0	\$0.00	2	0	\$0.00
MLS	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Nursing	0	0	\$0.00	0	0	\$0.00	2	0	\$0.00
Occupational Therapy	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Paramedic Science	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Pharmacy	0	0	\$0.00	1	1	\$50,000.00	7	2	\$426,000.00
Physical Therapy	6	0	\$0.00	6	0	\$0.00	0	0	\$0.00
Physician Assistant	0	0	\$0.00	0	0	\$0.00	0	0	\$0.00
Radiographic Science	1	1	\$112,000.00	0	0	\$0.00	0	0	\$0.00
Dean's Office									
<b>DHS Total</b>	<b>15</b>	<b>2</b>	<b>\$119,500.00</b>	<b>16</b>	<b>2</b>	<b>\$255,939.00</b>	<b>33</b>	<b>13</b>	<b>\$1,531,346.00</b>

Programs	Private			Program Total		AY12 Total Amount	AY09 Total Amount
	Number Submitted/ Amount	Number Awarded	Amount	Number Awarded	Amount		
Communication Sciences	14	6	\$50,185.00	11	\$287,419.00	\$261,902.00	\$108,700.00
Counseling	2	2	\$19,000.00	2	\$19,000.00	\$0.00	\$16,000.00
Dental Hygiene	3	2	\$8,479.00	3	\$8,979.00	\$0.00	\$67,650.00
Dental Sciences	0	0	\$0.00	0	\$0.00	\$0.00	\$1,069,175.00
Dietetics	2	1	\$9,600.00	2	\$17,100.00	\$48,380.00	
Family Practice Residency	0	0	\$0.00	9	\$811,920.00	\$0.00	\$619,576.00
Health Care Administration	0	0	\$0.00	0	\$0.00	\$0.00	\$0.00
Health Education	2	2	\$3,500.00	2	\$3,500.00	\$20,000.00	
Health and Nutrition Sciences				0	\$0.00	\$0.00	\$79,900.00
Institute of Rural Health	4	3	\$181,000.00	6	\$542,939.00	\$0.00	\$2,757,643.00
Public Health	3	1	\$31,623.31	1	\$31,623.31	\$82,753.00	
MLS	0	0	\$0.00	0	\$0.00	\$86,000.00	
Nursing	2	1	\$5,000.00	1	\$5,000.00	\$327,044.00	\$157,415.00
Occupational Therapy	0	0	\$0.00	0	\$0.00	\$0.00	\$1,000.00
Paramedic Science	0	0	\$0.00	0	\$0.00	\$0.00	
Pharmacy	8	8	\$191,500.00	11	\$667,500.00	\$679,540.00	
Physical Therapy	0	0	\$0.00	0	\$0.00	\$1,000.00	\$78,056.00
Physician Assistant	0	0	\$0.00	0	\$0.00	\$0.00	\$0.00
Radiographic Science	0	0	\$0.00	1	\$112,000.00	\$1,715.00	\$0.00
Dean's Office				0	\$0.00	\$0.00	\$2,920,705.00
<b>DHS Total</b>	<b>40</b>	<b>26</b>	<b>\$499,887.31</b>	<b>38</b>	<b>\$2,506,980.31</b>	<b>\$1,508,334.00</b>	<b>\$7,875,820.00</b>

# Idaho State

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## UNIVERSITY



# *Economic Impact Study*

**MAIN REPORT: APRIL 2011**

# Idaho State

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## UNIVERSITY

### *Economic Impact Study*

**MAIN REPORT: APRIL 2011**

*Prepared by:*

CORY HOWERTON

KEVIN MCMURTREY

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## *A Message from President Vailas*



In more than a century of teaching, research and service, Idaho State University has evolved from the Academy of Idaho to its current classification by the Carnegie Foundation as a research high doctoral university. Today, we meet the ever-changing needs of a diverse student population with certificate, associate, baccalaureate, master's and doctoral degree offerings.

The University has grown in size and in the process has transformed itself into a fast growing research university. During fall of 2010 (end of term) ISU enrolled 14,489 students. ISU employs more than 2,118 full-time and part-time employees and maintains locations in Pocatello, Twin Falls, Meridian, and Idaho Falls. A significant part of ISU's success stems from the synergistic partnerships and relationships the University has developed with governmental and private entities. The interdependence of communities and University has become increasingly more important in the face of current conditions and future economic projections.

As one of only two Carnegie classified research high universities in Idaho, the future holds even greater promise. Its enhanced profile and national reputation will enable ISU to contribute even more to our local community, the region and the state.

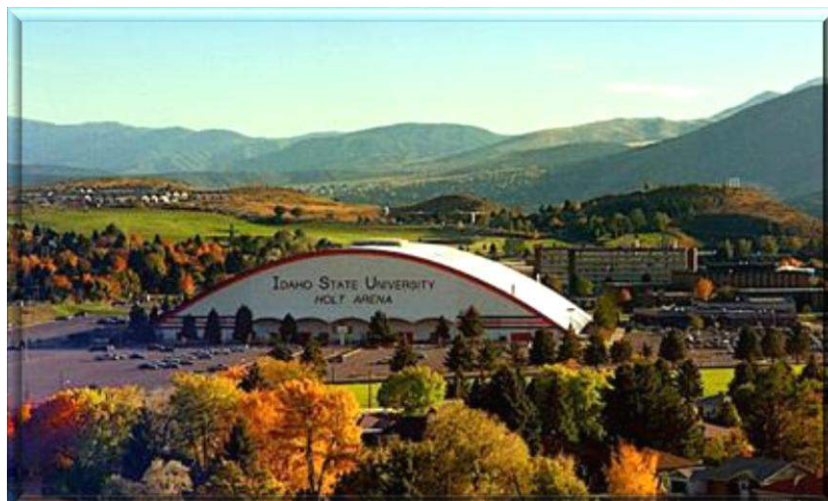
We live in an era of continual technological change and knowledge revolution. The responses to today's opportunities and tomorrow's challenges will come from universities as they become even more of a critical resource for creating economic prosperity and progress in their communities. In purely economic terms, as the following study will show, ISU's contribution to the region is significant and is projected to become even larger during the rest of the decade.

To provide a benchmark of ISU's economic impact on our region we engaged Bengal Solutions, a resource unit of the University's College of Business, to study and measure our economic impact. We are proud of our contributions to the social and economic development of our local community, the region and the state.

I hope that this economic impact study will contribute to building and fostering a better understanding of ISU's place in the economic vitality of our local communities and region.

Arthur C. Vailas, Ph.D.  
President, Idaho State University

Idaho State University, founded in 1901, is located in the city of Pocatello, known as the “Gateway City of the West<sup>i</sup>.” With a growing and diverse student population, ISU is the proud home of over 14,000 part and full-time students. ISU has played a crucial role in the education of generations of Idahoans, many of whom



look back to their Alma Mater with fond memories. The vision statement of Idaho State University provides a forward looking view for the university, with an understanding that education and research are at the forefront of great institutions of higher education.

**Vision Statement:** Idaho State University strives to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society<sup>ii</sup>.

In addition to that vision, ISU is the state's designated lead institution in health professions and medical education. In fact, Idaho State University has several health related programs that have received national recognition. For example, within the past few years the PhD program in Clinical Psychology was ranked 1<sup>st</sup> nationally by the journal *Psychological Reports*<sup>iii</sup>. ISU's leading role in the health professions is taken seriously by the university; every effort will be made to continue that lead into the future.

In an effort to quantify its impact on the City of Pocatello, South-Eastern Idaho, and the state of Idaho in both monetary and non-monetary ways, Idaho State University engaged Bengal Solutions to conduct an extensive Economic Impact Study for the Fiscal Year 2010 (FY 2010). Bengal Solutions is a student led consulting group working under Idaho State University's Center for Business Services. The MBA Students who form Bengal Solutions are all graduate assistants for the ISU College of Business. The Bengal Solutions team draws from their notable work experience and MBA curriculum to provide business consulting services to regional businesses and economic development agencies focused on growth.

**About the Study:**

A vast majority of colleges and universities across the United States have had Economic Impact Studies conducted on their behalf. The Economic Impact Studies that were the most influential in our study include those of: Stanford University, University of Idaho, Boise State University, and Eastern Connecticut State University.

It is important to note that each university's Economic Impact Study is calculated in a way that is best suited to that university's region and state; these studies are not standardized across the nation. Several assumptions are made in each study, as is the case with this study. For the sake of transparency and legitimacy, we completed this study in a way that is open, honest, and straightforward. In general, the methods and practices that we have used are conservative in nature and the numbers that we have calculated are quantifiable.

**What this study is not:**

It is not a long-term prediction of sustainable growth. Rather, it is a snapshot of Idaho State University's performance, accomplishments, and impact on the surrounding communities and state in FY 2010. The effects considered in this study are, "current and short range<sup>iv</sup>." It is important to note that the complete impact of a university or college on a surrounding area or state would be almost impossible to calculate as all items considered do not have a monetary value associated with them. With that understanding, it was our desire to show the intrinsic value of Idaho State University, with the acknowledgement that there is a mutual dependence between a university and the city, region, or state where it is located.

**Where the information was obtained:**

The official Financial Statements of Idaho State University for Fiscal Year 2010 proved to be an enormous asset in the completion of this study. This information was obtained from ISU's Controller, Roger Egan, and the Office of Institutional Research.

**Who conducted the research/study:**

This Economic Impact Study was conducted by Cory Howerton and Kevin McMurtrey, both currently MBA students at Idaho State University. Their research and findings were overseen by Sam Peterson, Director of the MBA Program at ISU.

**Timeline:**

Research for this project began in September, 2010 and concluded in April, 2011.



Increasingly, businesses (both large and small) are interested in what type of impact their company has on society as a whole. Wanting to understand their contribution to a particular industry and environment, they go through great efforts to quantify their particular and unique impact on the world around them. So it is with institutions of higher education; each institution works to justify its existence. In the process of highlighting their past performance, accomplishments, and overall impact on society, colleges and universities are able to attract the brightest students, faculty, and a continued stream of money for investment in growth.

### STRENGTHENING IDAHO

As one of the leading Institutions of Higher Education in the state of Idaho, the impact of Idaho State University can be felt locally, regionally, and globally. In terms of economic stability, ISU is the leading employer in the city of Pocatello, and surrounding Bannock County. Despite the recent economic downturn, ISU has provided employment for 1,945 full and part-time employees, and 162 graduate assistants. The total payroll for Idaho State University FY2010 was \$70,075,658.87.

Idaho State University has a strong connection and presence in southeast Idaho. The majority of students attending ISU are from the 13 counties surrounding Pocatello. Thus, ISU plays an integral role in the education of those living in southeast Idaho. That being established, this is not to say that ISU's influence is limited only to this particular region of Idaho. While ISU's impact is heavily concentrated in the Pocatello and Idaho Falls areas, its presence is felt throughout

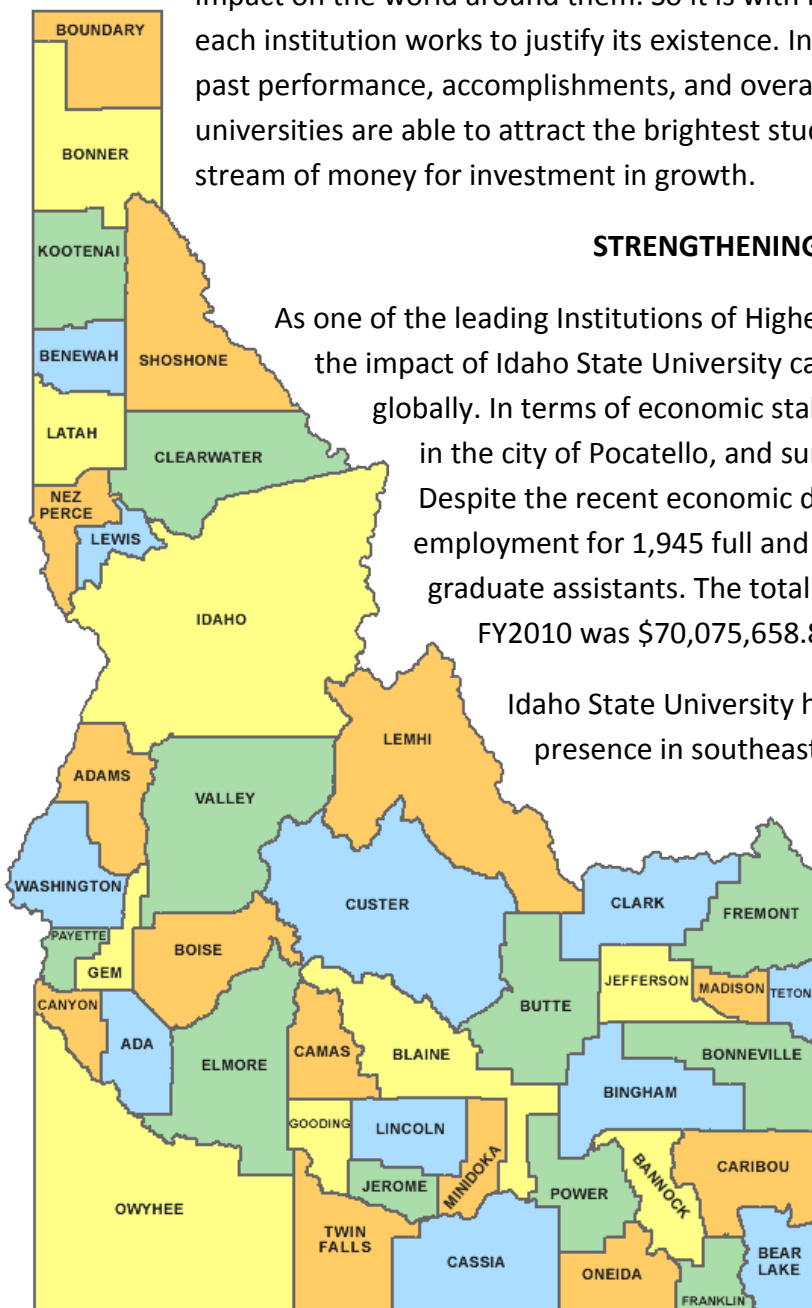


Figure 1: Map of Idaho Counties - Retrieved 4/2/2011: [digital-topo.maps.com](http://digital-topo.maps.com)

the state with campuses located in Meridian and Twin Falls as well. In fact, ISU's student population is made up of students representing all 44 counties in Idaho, 48 states in the United States, and 59 foreign countries. This shows the strong interest that ISU has created for such a diverse student population.

### STIMULATING ECONOMIC GROWTH

Spending Effect: The spending effect is a calculation of: 1. Payroll 2. Services/Supplies 3. Student Expenditures 4. Visitor Expenditures 5. Capital Expenditures & 6. An Income Multiplier.

<b>Spending Effect: FY 2010</b>		
1	Payroll	<b>\$70,075,658.87</b>
2	Services/Supplies	<b>\$32,446,405.00</b>
3	Student Expenditures:	
	*Full-time (8,051 × \$12,570)	\$101,201,070.00
	*Part-time (6,438 × \$6,285)	\$40,462,830.00
	<b>Total</b>	<b>\$141,663,900.00</b>
4	Visitor Expenditures:	
	*Stephens PAC revenue	\$350,782.00
	*Holt Arena revenue	\$1,160,357.00
	*Ticket Sales × \$25 leisure allowance	\$3,627,500.00
	<b>Total</b>	<b>\$5,138,639.00</b>
5	Capital Expenditures	<b>\$14,241,614.00</b>
6	Payroll × Multiplier of 1.69 - Payroll	<b>\$48,352,204.62</b>
	<b>Total:</b>	<b>\$311,918,421.50</b>

Figure 2: Table of Spending Effect

In reference to Figure 2: The following is a detailed account of where the #'s were derived and what formulas were used in those calculations.

1. Payroll was figured directly from the ISU's FY2010 Financial Statements, which were independently audited by Moss Adams LLC.
2. Services and Supplies were also obtained from ISU's Financial Statements.
3. Student Expenditures include room & board, transportation, personal expenses, and books & supplies.
4. Thousands of visitors are drawn to ISU's Stephens Performing Arts Center and Holt Arena

each year. These facilities host a variety of events including: concerts, athletic events, tournaments, rodeos, etc...

Visitor Expenditures were calculated by gathering data from ticket sales at both the Stephens Performing Arts Center and Holt Arena during FY 2010. Ticket sales at Stephens Performing Arts Center brought in \$350,782 of revenue to ISU. The Holt Arena raised \$1,160,357 of revenue for ISU from ticket sales. For each ticket sold at these venues, a \$25 standardized leisure allowance was calculated in an effort to capture the impact of such events on the surrounding community. This leisure allowance accounts for money spent at restaurants, hotels, local businesses, etc...The combined total of ticket revenue (\$1,511,139) and leisure allowances (\$3,627,500) equals \$5,138,639 in visitor expenditures for FY 2010.

5. The dollar value of Capital Expenditures was obtained from ISU's Financial Statements in FY 2010. These expenditures "are the gross additions to property, plant, and equipment from Note #5 of the financial statements. The capitalization policy states that items must be greater or equal to \$5,000 and have a useful life of more than one year<sup>v</sup>."

6. The purpose and use of an Income Multiplier in this study is as follows:

When new income is added to the economic stream, it will pass through the hands of several consumers. Portions of that original income will be re-spent several times in the economy of Idaho, while some of it will be spent elsewhere. An income multiplier allows analysts to estimate the total economic impact of new income into a local or state economy.

The income multiplier formula that we chose for this study is published in a report titled *Income Multipliers in Economic Impact Analysis* by Robert O. Coppedge. This study was published by New Mexico State University.

"The following formula gives a general income multiplier for a state or area when new income is introduced. The number obtained can then be used to multiply by the original income to give the total economic impact on income in the defined area<sup>vi</sup>."

$$\text{Income multiplier} = \frac{1}{1-(x) (y) (z)}$$

Where:

x = percentage of the new income a consumer will spend rather than save.

y = percentage of consumer expenditures made in the state.

z = percentage of business expenditures made in the state.



With that definition in place, the actual numbers that we used to calculate the income multiplier are:

$$\text{Income multiplier} = \frac{1}{1 - (.8)(.85)(.6)} = 1.69$$

$$1 - (.8)(.85)(.6)$$

So, for example: When \$1 of income is added to the economic stream by Idaho State University, the final economic impact would be \$1.69, which includes the original amount of \$1.

Productivity Effect:

<b>Productivity Effect: FY 2010</b>		
Alumni living in Idaho		41,964
Avg. Hourly Wage & Avg. Annual Income	Hourly	Annual
*Bachelor's	\$26.49	\$51,073
*High School	\$15.69	\$30,250
Difference	\$10.80	\$20,283
Alumni × Difference in Avg. Annual Income = Total Productivity Effect		
41,964 × \$20,283 =		\$873,816,372

Figure 3: Table of Productivity Effect

The productivity effect takes into account the number of alumni living within the state of Idaho as well as the added income that is brought into the state as a result of higher earnings from receiving a degree at Idaho State University.

ISU Alumni can be found in each of the 44 counties located within the state of Idaho. There are currently 41,964 alumni living in Idaho.

Idaho Department of Labor supplied average hourly wage data by degree level in the state of Idaho. Although we feel the Bachelor's degree average wage too high, we went forward with this information as it was supplied by the Idaho Department of Labor; knowing the importance is in the difference, not the amount. In figure 3, we used an estimate of 1,928 hours worked by the average person in Idaho within a year's time. We multiplied 1,928 hours by the average hourly wages listed above to calculate an average annual wage earned by each degree level. There is a difference of \$20,283 between the annual average wages of the two degree levels.

To calculate the productivity effect we multiplied the number of alumni living in Idaho (41,964) by the difference of annual wages by degree level (\$20,283). Earnings generated from these alumni after completion of their degree at ISU contribute an estimated \$873,816,372 annually to the state economy.

### **INVESTMENT SPENDING**

In FY 2010, state appropriations represented 36.6% of revenues for Idaho State University. This represents \$82.8 million dollars of ISU's budget. Other sources of revenue (both operating and non-operating), from greatest contribution to least, include: State Appropriations, Tuition & Fees, Grants & Contracts, Title IV Grants, Auxiliary Enterprises, Other Revenue, Gifts, Sales and Services of educational departments, and Investment income.

Another investment perspective worth noting is that Idaho State University had an increase in net assets of \$14.7 million in FY 2010.

Showing ISU's commitment to fiscal responsibility, ISU's revenues increased by \$6.3 million while expenses decreased by \$8.7 million. From an investment perspective, these numbers show that ISU is serious about economic constraints and has, as the proverbial phrase goes, "tightened the belt."



The purpose of a university is not only to enhance the quality of life in a community and prepare students for their professional lives. Wendell Berry described the necessary mission as follows: “The thing being made in a university is humanity. Given the current influence of universities, this is merely inevitable. But what universities, at least the public-supported ones, are *mandated* to make or to help to make is human beings in the fullest sense of those words — not just trained workers or knowledgeable citizens but responsible heirs and members of human culture<sup>vii</sup>.” ISU seeks to fulfill this mission. The last sentence of ISU’s vision says: “to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.” The student perspective is designed to give insight into how this is being accomplished. It also quantifies the returns that students receive upon investment at ISU.

### SERVING STUDENTS

ISU currently serves 14,489 students, according to the Fall 2010 end of semester headcount. Of those students, 8,051 were full-time while 6,438 were part-time. For these students, attendance at school carries significant costs. Students not only must pay for tuition, or take out loans, but pay for housing, food, supplies, etc. The average amount that a student spends per year in additional costs, not including tuition and fees, is \$12,570<sup>viii</sup>. Full-time students incur all of these costs. When determining total student expenditures, part-time students were only assigned half of these costs. That comes to a total of \$141,663,900 in additional spending on living expenses by students per year. It is safe to assume that nearly all of these expenses occur in southeast Idaho. That is a significant amount of income received by businesses in the local economy that wouldn’t otherwise if ISU was non-existent. Improvements to ISU will continually add to this benefit.

In early 2011, the Carnegie Foundation for the Advancement of Teaching announced that ISU achieved Research University-High status in its rankings of U.S. colleges and universities. The classification is the second highest possible; the top being Research University-Very High. Less than 5 percent of the country’s 4,663 educational institutions receive either designation, illustrating ISU’s great work. Classifications are only evaluated every 6 or 7 years. This status is a measure of ISU’s maturity and development in performance and competitiveness. The ramifications of this achievement are far-reaching. ISU will be better able to attract external funding, build vital partnerships and attract high-quality faculty and students.

ISU has taken the lead in Idaho in the area of health care education. Idaho students seeking a career in healthcare are best served at ISU. The Division of Health Sciences offers 33 degrees spread across 19 health professions; this accounts for 75% of the state’s professional health

degree programs. The wide variety of programs includes associate, bachelor, master, and doctoral degrees, as well as certificate programs, internships and residencies. The health professions focus on the keys areas of physical, mental, and oral health, rehabilitation and wellness. ISU is a critical contributor to the improved health of citizens across Idaho.

### **NON-RESIDENT INFLUENCE/IMPACT**

Approximately 90% of enrolled students at ISU come from the state of Idaho. However, enrollment of out-of-state and foreign students has steadily increased at ISU over the past decade. From Fall 2001 (end of term) to Fall 2010 (end of term) non-resident students have increased 62%. There are currently 1,470 non-resident students, including 344 international students from 59 different countries. These non-resident students represent 48 states of the U.S. Not only contributing to southeast Idaho's energy and diversity, these students incur personal costs, largely spent in Idaho. The direct economic impact of these students who move to Idaho and enroll at ISU is about \$18,477,900 of the annual student expenditures, not including tuition paid. This boost to the economy would not exist if ISU did not attract non-resident and foreign students. Many of these students continue to contribute to Idaho's growth by taking jobs with local companies upon graduation. Further progression of ISU's initiatives and recognition will only enhance these benefits.

### **STUDENT INVESTMENT**

The average annual salary of a typical bachelor's degree graduate in Idaho is \$51,072.72. This number may appear high, but it was figured by the statistics generated in 2010 by the Idaho Department of Labor. The average pay for a worker with a bachelor's degree is \$20.65 per hour. The annual earnings were then calculated using a conservative estimate of 1,928 working hours. In regard to those with only a high school diploma, the level of pay depends on their working experience in a given field. The DOL study allowed for little, moderate and high experience levels, respectively achieving hourly pay rates of \$11.27, \$15.15 and \$20.65. An average of these three rates is \$15.69. Multiplied by the 1,928 annual working hours, the average annual pay for those with only a high school education is \$30,250.32. Thus, the average worker with a bachelor's degree makes 68% more in a year than a worker that has received only a high school diploma. It is also necessary to mention that a typical college-educated employee has a much higher ceiling than the average numbers allow for, meaning that some will make drastically more than the average found using this method. The DOL study shows that a worker with a bachelor's degree combined with work experience average \$34.22 an hour. This amount only increases if these students go on to any of the various graduate degrees

offered at ISU.

A college education has become so expensive to students and their families, it is important to determine what they are getting for the effort. Students receive an estimated 14.65% return on investment upon graduation with an ISU bachelor's degree. With increasing education price tags, a four year investment of time and money is substantial, but students recover all costs, including the opportunity cost of foregone wages, in only 7.59 years. The following section will explain the methodology used to calculate the return on investment and the length of time it requires a student to pay back the cost of an education. Note that these are averages; more specific details involving scholarships, non-resident tuition waivers, loan interest rates, etc. were undeterminable for the scope of this study. The authors recommend that any student wishing to know their personal ROI should do so considering their own circumstances.

The first step was to determine the total expense of attending ISU for four years, as well as the opportunity cost of foregone wages. The cost of tuition for an in-state student is \$2,708 per semester, while the cost for a non-resident is \$7,958. These tuition costs are for those seeking a bachelor's degree. About 90% of students are resident, while 10% are non-resident, coming to an average expense of \$3,233 tuition per semester. Multiplied by two semesters in a year, adding in the \$12,570 estimated annual personal expenses over four years comes to \$76,144 total expense to receive a bachelor's degree. The opportunity cost was determined by assuming that those commonly among the age of degree seeking students will have little to moderate working experience. Averaging the pay rates from the DOL study (\$11.27 and \$15.15) over 1,928 annual working hours equals \$101,875.52, the foregone benefit of having chosen to pursue an education. This computes to a total average investment of \$178,019.52. Each year essentially costs \$44,504.88 before the benefits of the education begin to pay off.

To determine the annual benefit of earning a bachelor's degree, the average pay of \$51,072.72 was reduced by the average pay of a typical worker without a degree at \$25,468.88. The annual added benefit is \$25,603.84. This equates to a 14.38% return on the total investment.

To determine the payback rate, it was necessary to take in to consideration the time value of money. First, we determined that the average Idaho wage had increased by 2.93% annually since 2001<sup>ix</sup>. This is slightly higher than the 2.48% national rate of inflation over the same period<sup>x</sup>. Using a spreadsheet, the annual growth in salary was figured in to determine the time needed to pay back the initial investment. It was also necessary to consider the discount rate. We used the 20-year average treasure bill rate of 4.81%, assuming little to no risk<sup>xi</sup>. Determining the present value of salary differential allowed for more accurate calculation of the accumulative benefit, and ultimately the discounted payback. After just over three years,

the average student would have made up for the total expenses paid. Including the opportunity cost of foregone wages, it would take just 7.59 years to fully repay the total investment for a bachelor's degree.

This calculation is purely economical. Including the non-monetary benefits of a college education defined in the social perspective, a student would pay back the investment significantly faster. These benefits not only improve the life of the student, but contribute to the greater good of society as a whole. There are 72 hours or so each week that a person is not working or sleeping. This time in the home and in the community is substantially more productive when a person has earned a college degree<sup>xii</sup>. These benefits should be considered on top of the economic increases of spending four years at ISU.





Higher education produces various social benefits to a community. Many of these are difficult to measure, but they remain undeniable. This section will illustrate the wide-reaching social benefits that higher education carries, while focusing in where possible on how ISU acts as a valuable contributor to all those who live in the regional community. The social benefits will be explored in three sections: serving the community, social benefits and health services.

### **SERVING THE COMMUNITY**

ISU is more than just buildings and classrooms. The outreach of those who attend and work for the university are phenomenal. Various clubs volunteer within the community, serve ISU neighbors, and provide diverse learning opportunities. In 2010, ISU had the unique opportunity to participate with the television show *Extreme Makeover: Home Edition* in building the Marshall-Spreier family a new home in less than a week. Over 1,000 volunteers from ISU donated their time and energy to the cause, resulting in thousands of hours of volunteer service. The ISU football team also played a significant role in this effort. On top of helping to build the home, ISU President Arthur C. Vailas granted eight full-tuition scholarships to the Marshall-Spreier children valued at about \$225,000.

The Idaho Museum of Natural History is located on the Pocatello ISU campus. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. It is home to collections in anthropology, vertebrate paleontology, earth science, and the life sciences. It holds an archive of documents and ethnographic photographs.<sup>xiii</sup> The museum also provides classes for children, families and adults who want to learn more about Idaho's rich natural history. This service to the community is free of charge.

The mission of United Way is to improve lives by mobilizing the caring power of communities around the world to advance the common good. ISU has participated in this effort. In 2010, ISU employees were the top donor to Southeast Idaho United Way at almost \$50,000, not counting employer contributions. This money goes to improve education, help people achieve financial stability and promotion of healthy living. The United Way sets ambitious goals and ISU is a strong participant in helping to achieve them.

ISU is home to a rich variety of student clubs ranging from political, social, academic and cultural focuses. These clubs are dedicated to enhance the experiences of students as well as provide extensive opportunities for the community to participate in and enjoy the activities. These organizations not only volunteer time to community development programs, but hold fundraiser events that provide nights of leisure and entertainment to all those who wish to

participate. This brings much diversity, learning and valuable growth opportunities to the community.

### SOCIAL BENEFITS<sup>xiv</sup>



Non-monetary benefits of higher education are poorly understood. With the use of new techniques provided by education economist, Walter W. McMahon (McMahon, 2009), this section will attempt to value the private and social benefits of ISU. A college education not only brings better job opportunities and higher earnings, it also improves health, promotes democracy and sustainable growth through research and development and contributes to lower crime and reduced state welfare and prison costs. This section will rely heavily upon McMahon's research and quantitative estimates of these benefits. This study will simply highlight and define these benefits, emphasizing that their underlying assumptions and control variables can be found in McMahon's work; any person seeking further insight should seek it there.

The following table designed by McMahon (McMahon, 2009, p. 129) maps the accountability and short-term benefits into impacts on growth and development.

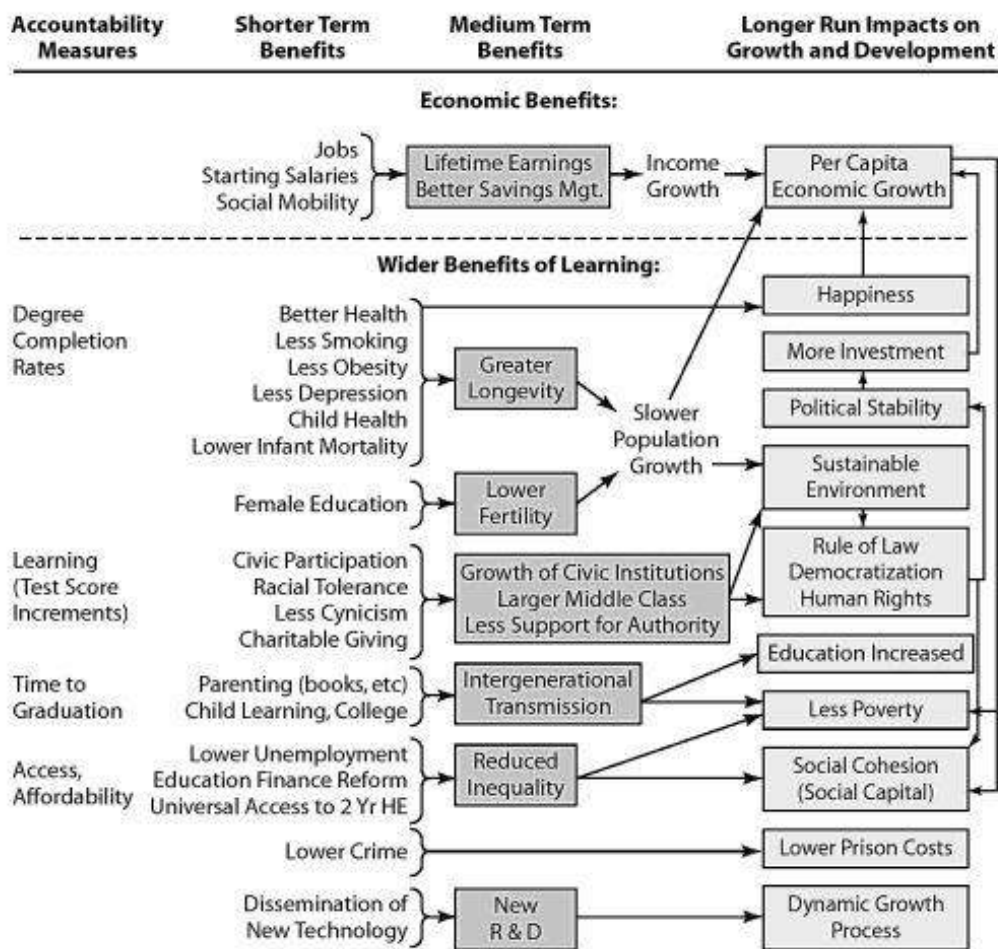


Figure 4: Non-market benefits of higher education

This table shows an overview of the main non-market benefits of higher education. The standard accountability measures that are more immediate come first. These measures are most useful when outcome oriented and are readily available. These measures lead to more approximate understanding of the benefits provided by higher education. Moving from left to right, the benefits illustrate how students use the education through the stages of their lives. This includes experience in the workforce, at home and in the community. The short-term benefits include such things as jobs, earnings, less smoking, less obesity, lower crime and greater civic participation. These short-term outcomes lead to medium-term outcomes, also interacting with one another. Each higher education outcome can be traced from the shorter-term impacts on the left to the medium-term outcomes in the middle, mapping logically into more general and longer-term impacts in the last column. These standard growth and development goals are common economic development measures for most states. For example, it is shown that a college education leads to better overall health, which leads to greater longevity, slower population growth in the medium term and ultimately improved per

capita economic growth, more happiness and a sustainable environment. Measuring degree completion rates gives insight into a university's role in this specific outcome. This illustrates the impact of a university in a student's life and what it provides to state economic and social improvements.

These benefits are difficult to measure and are beyond the scope of this particular study. Going forward, we will use the average impact of a four-year university according to the findings of McMahon's research. The purpose of this is to show that these benefits are more than just feel-good impacts, but are quantifiable. A monetary value of social benefits of education can be placed on each desired outcome of any community and state government.

The following table shows these averages (McMahon, 2009, pp. 232-233).

<b>The Direct Social Benefit Externalities of Education</b>	
<i>Social benefits, dependent variable</i>	<i>Value of social benefits of bachelor's</i>
Democratization and Political Institutions	1,830
Human rights, civic institutions	2,865
Political stability	5,813
Life expectancy	2,308
Reduced inequality	3,110
Lower crime	5,647
Lower public costs	544
Higher tax recipients	A market social benefit
Environment: indirect	5,609
Social capital	unmeasured
R&D dissemination	Non-mkt, apart from growth
<b>Total Social Benefits</b>	<b>27,726</b>

Figure 5: Table of Social Benefit Externalities

The following section will define each of these quantitatively measured impacts.

*Democratization:* McMahon defines democratization as the operation and improvement of civic institutions. Higher education is shown to improve underlying behaviors, attitudes and capacities. A U.S. Gallop Poll found that those within each income group with higher education give voluntarily of their time to civic, political and charitable institutions about twice as often (22% give) as those of the same income level with a high school education or less (only 12% give)<sup>xv</sup>. Those with higher education also pay more in taxes that contribute to the allocation of

public goods that benefit all in the community. These shared benefits include public radio and television, primary and secondary education, public health, roads, police protection, the criminal justice system, national defense and many other public services. Studies also find significant effects of higher education on voter participation, support for free speech, greater interest in public affairs, greater racial tolerance, less cynicism, and less unquestioned support for authority<sup>xvi</sup>.

*Human rights:* Higher education leads to attitudes that are more supportive of human rights including: tolerance of other races and questioning of authority. Higher contribution of time and money is also relevant.

*Political stability:* This is important to economic development and to the level of individual well-being. No country is completely politically stable. For instance, the U.S. is rated an 82 out of 100 by the International Country Risk Guide<sup>xvii</sup>. Further development of countries and regions is partly reliant upon political stability, democracy and human rights. Education supports the improvement of these measures.

*Life expectancy:* Evidence found in research cited in McMahon's study<sup>xviii</sup> shows that higher education increases longevity. Interesting facts: the number of years the average undergraduate spends on finishing a bachelor's degree translates into a 1.76% reduction in the probability of death in any given year. The average lifespan is therefore increased by education level: Associate's degree increases by 2.25 years, Bachelor's degree increases by 4.5 years and PhD increases by 8.5 years longer than the average high school graduate.

*Reduced inequality:* Higher education tends to reduce income inequality. However, various trends show the gap is widening in earnings in the United States between those with college education and those without. There are policy gaps that contribute to greater inequality.

*Lower crime:* A study by Lochner and Moretti<sup>xix</sup> finds that, on average, one additional year of school lowers the subsequent probability of incarceration for white men by 0.1% and for black men by 0.37%. The costs of crime include victim costs, property losses, criminal justice system costs and the costs of incarceration. Increasing education levels results in lowering costs of crime.

*Lower public costs:* These costs include welfare, medical and prison costs. In the U.S., only 0.5% of college graduates ages twenty-five to thirty-four received public assistance through Aid for dependent Children (AFDC), while 5.6% of all high school graduates received welfare payments<sup>xx</sup>. In respect to healthcare, a study indicates that the cost savings in public health

care costs is \$7,770 for each student who completes an associate degree and \$13,625 for each student who completes a bachelor's<sup>xxi</sup>. Much study has gone into the savings in incarceration costs as a result of higher high school graduation rates. If the savings were only half as much from completing an associate degree, the public saving in incarceration costs in 2007 dollars would be \$1.1 billion per year.

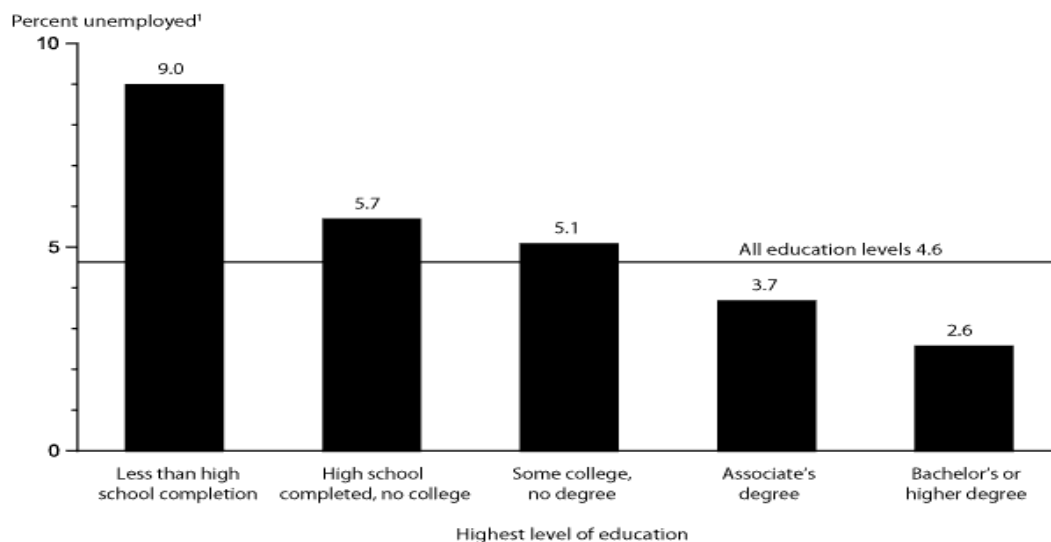
*Increased tax receipts:* These benefits are counted in the earnings benefits of higher education, but it is important not to overlook increased income, sales and property tax receipts that contribute to public services.

*Environment, indirect:* There is new research that points to environmental improvements based upon higher education reducing poverty and population growth rates, as well as increasing democratization. Higher education increases awareness, reduces pollution and improves technology. The effect of research universities pays forward as graduate and undergraduate students involved in the research take their awareness into industries that are involved with technology and other environmental concerns.

*Social capital:* McMahon<sup>xxii</sup> studies the effects of higher education on happiness in great depth. Suffice it to say that greater happiness is a benefit of higher education, but social benefits also exist in the form of social capital. This is seen through social cohesion, networking, participation in clubs, and participation in community work. It is also shown that higher workplace trust contributes to production and higher income.

*Research and development dissemination:* McMahon states that the dissemination of new knowledge is probably the largest and most important social benefit of higher education to the broader society. This includes skills in adapting the newly created knowledge and technologies in all academic fields.

In an attempt to value these non-market social benefits, McMahon uses an income equivalent approach by showing the monetary value (in 2007 dollars) of each non-market benefit. By this method, the social benefits are 35% of the total benefits of higher education. As stated earlier, these benefits are largely ignored because of the difficult measurements required. It is shown that higher education is much more valuable to a community than only commonly measured market benefits.



As seen in the table above, there is a strong correlation between education level and the unemployment rate. ISU graduates contribute to a lower regional/state unemployment rate which as a result, increases personal happiness, tax receipts and decreases public costs such as welfare. The unemployment rate among college graduates in 2005 was only 2.6%, clearly the lowest of all education levels.

### HEALTH SERVICES

Each additional year in college contributes to increasingly better health and, in due course, to greater longevity. Those at the top of the education distribution live seven or more years longer in Western economies (McMahon, 2009, p. 133). The extensive studies control for other possible contributors such as higher IQ and increased income. Seeking to eliminate this uncertainty, causation was found between higher education and better health. Examples of behaviors that contribute to this are that 6.4 less cigarettes are smoked per day by bachelor graduates, and the typical individual exercises 68 more minutes per week than high school graduates. Of those who smoked, college graduates were about twice as likely to quit as high school graduates<sup>xxiii</sup>. College students are also less likely to be obese. Those with more education tend to have a more future oriented view as well.

An important aspect of higher education is that it improves understanding and use of complicated health care facilities. College educated people tend to recognize symptoms of disease sooner and make doctor visits more often than non graduates. ISU has an invaluable service to the students and community. Through the health service that ISU provides, students are able to improve their health care education and participation. For example, in fiscal year 2010, there were 41,486 clinic patient visits provided by ISU's Health Services. This number has been on a dramatic increasing trend, including a 17% increase of patient visits in fiscal year

2009. These improving health care behaviors affect long-term health improvements and more cost-effective use of medical services. Also, as noted above, the lifetime savings in public health care costs is \$7,770 for each student who completes an associate degree and \$13,625 for each student who completes a bachelor's degree. This provides relief for taxpayers as well as health care providers.

ISU's focus on health care education has been quite valuable locally and statewide. ISU operates 15 clinics throughout the state of Idaho (12 in Pocatello, three in Boise). These professional-educational clinics operate in the following areas: audiology, balance, counseling, dental hygiene, dentistry, family medicine, occupational therapy, physical therapy, psychology, speech and language, wellness and massage therapy. Many Idaho healthcare employees are educated at ISU. The university also participates in the areas of basic biomedical research, national clinical trials, clinical research, and imaging, with emphasis in the areas of translational research and bench-to-bedside<sup>xxiv</sup>.

Understanding more about these social benefits that are commonly underestimated shows the growing need for further investment in higher education, rather than the trending under-investment experienced at most universities, including ISU. A major source of this under-investment is simply the lack of understanding the impact and external benefits that universities have on their communities. Public support per student is in decline, resulting in increasing tuition costs borne by students and their families. Out of necessity, ISU is one of the schools that increased tuition and in doing so took a step towards increased privatization.



## *Voices from the Community*



ISU has a very robust, positive impact on southeast Idaho. It is a major employer; it draws thousands of students to the community; its presence is one of the factors that encourages new businesses to relocate here; it assists new businesses to develop; it provides excellent education and workforce training. Overall, it is an absolutely vital component of our community. Take Health West as an example. One physician came back to Pocatello to be on

the faculty; 2 physicians came to Idaho through the Family Medicine Residency and then came to work at Health West. Two physician assistants and two nurse practitioners on staff at Health West received their training through ISU. Most of our nursing staff have been educated at ISU. We have been able to build a quality workforce because of the local presence of the university.  
–Stephen Wegg

*Stephen Wegg is the Executive Director of Health West. He is a board member for the Portneuf Health Care Foundation. He also serves as a board member of the Community Benefit Organization, which governs all of the assets of the Portneuf Medical Center.*

Idaho State University (ISU) is a vital part of the Pocatello and Southeast Idaho communities. Not only is ISU a major employer for our area, but it also provides our citizens with educational, social and cultural opportunities. ISU is not just for students – it's for all of us, and I encourage everyone to take advantage of what the University has to offer.

-Mayor Brian Blad

*Brian Blad is the Mayor of the City of Pocatello, Idaho. He was elected into office November, 2009.*



## *About the Authors*



**Bengal Solutions Team 2010-2011:** (left to right) Back: Ryan Bills, Brian Ellis, Felix Caspari, McKay Womack, Oana Iacovita. Front: Paul Amoah, Cory Howerton, Whitney Lusk, Bunmi Awokulehin, Amy Berry, Kevin McMurtrey

### **Cory Howerton:**

Cory is from Pocatello, Idaho. He graduated from Highland High School in 2000. He went on to earn a Bachelors Degree from Brigham Young University. He owned a small business for two years in Utah and Arizona, and also managed a marketing team before returning to graduate school. He will graduate from Idaho State University's MBA program in August 2011. As a member of Bengal Solutions since August 2010, Cory has been a consultant on various projects to help local businesses grow. He is excited to continue a career in finance and management.

### **Kevin McMurtrey:**

Kevin is an Idaho native; he graduated from Bonneville High School in 2001. He received his Bachelors Degree from Brigham Young University in August, 2009. He is currently an MBA student at Idaho State University and will graduate in May 2012. He is happily married, for almost five years, to his beautiful wife Laura W. McMurtrey. He is the proud father of James (age 3) and Rose (age 1). Kevin plans on enrolling in law school in fall 2012. He has thoroughly enjoyed working with Bengal Solutions since August of 2010.

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# Idaho State

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UNIVERSITY



## Division of Health Sciences

*Impact Study*

2012

**BENGAL SOLUTIONS**  
CENTER FOR BUSINESS SERVICES



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## Foreword by Linda Hatzenbuehler, PhD

It is my pleasure to address the economic impact of Idaho State University's (ISU) health professional programs to the state of Idaho. A recently completed study focused on three of ISU's most popular professional programs: Physician Assistant Studies, Nurse Practitioner and Pharmacy. However, the study assessed the broader impact of the Health Sciences programs within the university and externally to the general community.

The American health care system has been highly criticized for its poor return on investment compared to other developed countries. Americans pay more for their health care, with poorer outcomes. Health sciences education has a similar negative reputation. Professional programs in health fields are criticized for being high cost/low enrollment programs for institutions of higher education. In times of economic austerity, health related programs are often the first to be cut. This study paints a more optimistic picture of public investment in education in the health professions. The study demonstrates that the students and the graduates of the health programs sampled contribute in many ways to the economic health of Idaho. Not only do students in health professional programs contribute to numerous communities after they graduate, they provide valuable clinical services within the health care system throughout the course of their professional education. Our multiple clinics serve many individuals and families who otherwise would not be able to access the care they need due to their limited financial resources.

Internally, the Health Sciences demonstrate a positive return on investment for the university. Less than 20% of the general fund dollars flow to Health Science programs at ISU, but the Health Sciences enrollment makes up about 30% of the student body. The external funding likewise is healthy and contributes to answering research questions ultimately of benefit to the state, nation, and world. The income generated from our clinics contributes to the self-sufficiency of our educational programs. Those of us involved in the Health Sciences at ISU are proud of our financial position within the university.

I want to thank the MBA students who staff ISU's College of Business "Bengal Solutions" who conducted the study on behalf of the administration of the Division of Health Sciences. They worked tirelessly and thoughtfully over many months to produce a quality document that provides detail to the university's overall economic impact in the state.

Linda C. Hatzenbuehler  
Associate Vice-President and Executive Dean  
Division of Health Sciences

## Executive Summary

Linda Hatzenbuehler, Executive Dean of the Division of Health Sciences (DHS), engaged Bengal Solutions in the summer of 2011 to perform an Impact Study for the DHS. The expected project completion of December 2011 was moved back to April 2012, as the requests for information in various areas of the study took longer than expected.

### *Description of the Study*

The format of the study is loosely based off of the Division of Health Science's vision: *"...to enhance the quality of life for our constituencies by applying the values of excellence in research, partnerships in community service, and professional education into practice"*

As such, the impact of the DHS has been calculated in each of the three areas mentioned in the vision statement: education, outreach, and research. Also included is a business perspective which outlines state appropriations, academic enrollment, etc.

### *Business Perspective*

- In FY2011, the DHS received about 14.9 % (\$12.3M) of the state appropriations distributed to Idaho State University.
- In FY2011, 17.8% (equivalent to \$23.2M) of ISU's gross salary, wages, and benefits were paid to employees within the DHS.
- The DHS is the largest division within Idaho State University with about 28% of the total ISU enrollment in 2011.

### *Education Impact*

- Idaho State University is the only school in Idaho with the following programs of study: Family Nurse Practitioner, Pharmacy, and Physician Assistant.
- 108 of the current 631 licensed NPs in the state of Idaho were educated at ISU; that represents roughly 18% of the NPs in Idaho.
- 570 of the current 1,288 licensed Pharmacists in the state of Idaho were educated at ISU; that represents roughly 1 out of every 2.



- 223 of the current 619 licensed PAs in the state of Idaho were educated at ISU; that represents roughly 2 out of every 5.

### ***Outreach Impact***

- There are twenty-two DHS volunteer student organizations that are managed by students and supervised by faculty advisors.
- Each semester they embark on outreach programs, related to their field of study, in the surrounding communities such as providing free heart and diabetes screenings by the Pharmacy program and free medical clinics by the Physician Assistant program.
- In 2011, DHS students performed a total of 5,242 hours of volunteer services that contributed an estimated \$201,249 to the economy of Idaho.
- In a typical year, students perform a total of about 23,587 clinical hours of service out of which about 20,157 hours are unpaid. These unpaid services result in an economic impact of about \$12.6 million annually.

### ***Research Impact***

- The DHS has received over 36 million dollars in research grants and funding in the past five years.
- As part of the health related research conducted at Idaho State University, 81% of the research funding was directed to the DHS.
- Among the many research activities conducted by students and faculty of the DHS, there are teams conducting research into the treatment of: pancreatic cancer, health care-associated pneumonia, and participation in the SAVOR-TIMI clinical trial to assess vascular outcomes in diabetic patients taking saxagliptin.

### ***Organization of the DHS***

The Division of Health Sciences is made up of the following schools, colleges, and offices: College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, School of Nursing, and School of Rehabilitation and Communication Sciences. For a complete

view of the DHS organizational layout, please see the DHS Organizational Chart (Exhibit1).

### ***Research Resources***

Information for the DHS Impact Study came from a variety of sources including: ISU's financial statements, previously conducted impact studies<sup>1</sup>, professional research reports, and various colleges, offices, and student organizations at Idaho State University.

### ***Conducting the Research and Study***

This impact study was conducted by Andrea Folkman, Kevin McMurtrey, and Paul Amoah; each of these MBA graduates was employed as a Graduate Assistant through Bengal Solutions in the College of Business during the 2011-2012 academic year. The research, findings, and overall collaboration of this project were overseen by Sam Peterson, Director of Graduate Programs for the College of Business.

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<sup>1</sup> Structure and content of the DHS Impact Study was loosely based off the following impact studies: Loma Linda University Economic Impact on the Inland Empire, Florida State University College of Medicine Socio-economic Impact Study, and Idaho State University Economic Impact Study.

## Business Perspective

As the largest division within Idaho State University (ISU), the Division of Health Sciences (DHS) consists of a diverse array of health programs, schools, and colleges. The faculty count is substantial and the student body is large and has experienced continual growth over the past few years. As an essential business unit of ISU, the Division of Health Sciences stands as a microcosm of the university. A more detailed look at the internal business aspects of the DHS gives a snapshot of where things are headed, in health related fields, for the university as a whole.

In this section, the following business figures are reviewed with detail in comparison to the university as a whole: 1. State appropriations 2. Gross salary, wages, and benefits 3. Academic Enrollment & 4. Employment statistics. Figures for these various areas were obtained from the Office of Institutional Research, the Office of the University Controller, and from the Business Development Officer of the Division of Health Sciences.

### 1. State Appropriations

Appropriations distributed annually from the state of Idaho represent an important source of funding, in terms of sustainment and growth, for the various programs, schools, and colleges at ISU. Although not all programs within the Division of Health Sciences are subsidized by these appropriations, these funds still constitute an important source of revenue for the DHS each year.

<b>State Appropriations</b>		
<b>Year</b>	<b>Organization</b>	<b>Total</b>
FY 2010	Idaho State University	\$82,709,340.00
	Division of Health Sciences	\$12,774,434.30
	DHS as % of ISU	15.44%
FY 2011	Idaho State University	\$82,777,748.00
	Division of Health Sciences	\$12,336,079.84
	DHS as % of ISU	14.90%

**Table 1: State Appropriations comparison between ISU & DHS**

In FY2010, state appropriations for Idaho State University were about \$82.7M (See Table 1). The Division of Health Science’s share of those appropriations for FY2010 constituted about \$12.7M, or about 15.4% of those appropriations. Although FY2011 saw a slight increase in state appropriations to ISU, the actual dollar value of state appropriations to the DHS decreased slightly to \$12.3M. This represented 14.9% of the state appropriations given to ISU during FY2011.

**2. Gross Salary, Wages, and Benefits**

An important internal business figure, which most businesses track carefully, is the expenditure made each year on employee salaries, wages, and benefits. Idaho State University, as the largest employer in Bannock County, Idaho<sup>2</sup>, allocates a significant amount of university funding in this regard.

In FY2010, Idaho State University allocated \$133.3M towards the payment of employee’s salaries, wages, and benefits. About 18.3% of that allocation was assigned to the Division of Health Sciences, or around \$24.4M. In FY2011, money spent by ISU on salaries, wages, and benefits decreased by about \$3M. There was also a decrease in the total \$ value of salaries, wages, and benefits at the DHS. This figure dropped to about \$23.2M, or about 17.8% of the total amount spent by ISU on employee’s salaries, wages, and benefits, see Table 2.

<b>Gross Salary, Wages, Benefits</b>		
<b>Year</b>	<b>Organization</b>	<b>Total</b>
FY 2010	Idaho State University	\$133,372,372.00
	Division of Health Sciences	\$24,461,229.23
	DHS as % of ISU	18.34%
FY 2011	Idaho State University	\$130,457,000.00
	Division of Health Sciences	\$23,258,419.81
	DHS as % of ISU	17.83%

**Table 2: Gross Salary, Wages, Benefits comparison between ISU & DHS**

<sup>2</sup> Key Employers, 2011

### 3. Academic Enrollment

Academic enrollment at ISU includes the fall headcount of most of the university students enrolled at ISU. Enrollment figures for the College of Technology are not included in these figures. FY2010 recorded an academic enrollment of 11,857 students, 3,002 of which were enrolled within the Division of Health Sciences (See Table 3). For that fiscal year, one out of every four students included in the academic enrollment figure came from the DHS.

Academic Enrollment		
Year	Organization	Total
FY 2010	Idaho State University	11,857
	Division of Health Sciences	3,002
	DHS as % of ISU	25.32%
FY 2011	Idaho State University	11,003
	Division of Health Sciences	3,113
	DHS as % of ISU	28.29%
FY 2012	Idaho State University	12,776
	Division of Health Sciences	3,325
	DHS as % of ISU	26.03%

Table 3: Academic Enrollment as it relates to ISU & DHS

Although academic enrollment at the university has fluctuated as expected, enrollment in the Division of Health Sciences from FY2010 through FY2012 has been steadily increasing. Demand for professionals in health related fields is on the rise, and surely this has borne out in the increased enrollment for such career pathways. As the lead institution for health related studies in the state of Idaho, Idaho State University can expect the enrollment to continue to trend upward. If the last three years are any indication of that growth, ISU can expect that at least 25% of its student body in the future will be comprised of students seeking after health related degrees within the Division of Health Sciences.

### 4. Employment Statistics

Although we have made several attempts to gather employment numbers from the Office of Human Resources at ISU, we have been unsuccessful in obtaining the needed figures to

complete this portion of the Business Perspective. The last attempt to ascertain such information was a direct e-mail request to the Director & Associate Director of Human Resources.

## Education Impact



In developing the scope for the project with the Executive Dean, it was agreed that three programs from the DHS would be highlighted in this study. These programs were further researched and discussed as a sample of the programs at the DHS. The Nurse Practitioner, Physician Assistant, and PharmD programs were chosen because of their unique contribution to ISU and the state of Idaho. Information regarding program requirements, graduates practicing in Idaho, graduate spotlights, and additional information is contained within the following sections.

Although we were unable to research all programs within the DHS due to various time constraints, we recognize that the DHS is made up of many outstanding programs that were not included within this study. A special thanks to Dean of the College of Pharmacy Dr. Paul Cady, Director of the Physician Assistant Program Paula Phelps, Admissions Director of the Physician Assistant Program Ann Smalley, Interim Director of the School of Nursing Dr. Nancy L. Renn, and Interim Assistant Director for the School of Nursing Dr. Karen Neill.

## Family Nurse Practitioner (FNP) Program

One of the keynote programs of the Division of Health Sciences is the Family Nurse Practitioner program, or FNP. “[FNPs] are advanced practice nurses who provide high-quality healthcare services similar to those of a physician. NPs diagnose and treat a wide range of health problems. They have a unique approach and stress both care and cure. Besides clinical care, NPs focus on health promotion, disease prevention, health education and counseling. They help patients make wise health and lifestyle choices”<sup>3</sup>.



The FNP degree at ISU prepares students for primary care throughout their lifespan in a variety of settings. FNP courses are designed to develop critical clinical decision-making skills necessary for primary care providers working with diverse populations<sup>4</sup>. In addition to learning critical skills, rural health issues are emphasized.

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<sup>3</sup> American Academy of Nurse Practitioners, 2010

<sup>4</sup> The School of Nursing, 2012



ISU's FNP program is the largest graduate nursing program in the state of Idaho<sup>5</sup>. Of the graduates who go through the FNP coursework, 100% of them pass the National Certification Exam. Of the 631 licensed NPs in the state of Idaho, 108 were educated at ISU, roughly 18%. This figure may be skewed due to gaps in the data from 2000 to 2002. However, of those that graduated from ISU, 71% hold current Idaho NP licenses.

The ISU FNP program has been able to offer its quality training online since 2006. Since that time they have been able to double the amount of students they have been able to train<sup>6</sup>. Geographically speaking, most of the ISU's NPs in Idaho are employed in the greater Boise area, around 46%, and from Pocatello to Rexburg, see Figure 1 for details.

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<sup>5</sup> Ibid

<sup>6</sup> Ibid

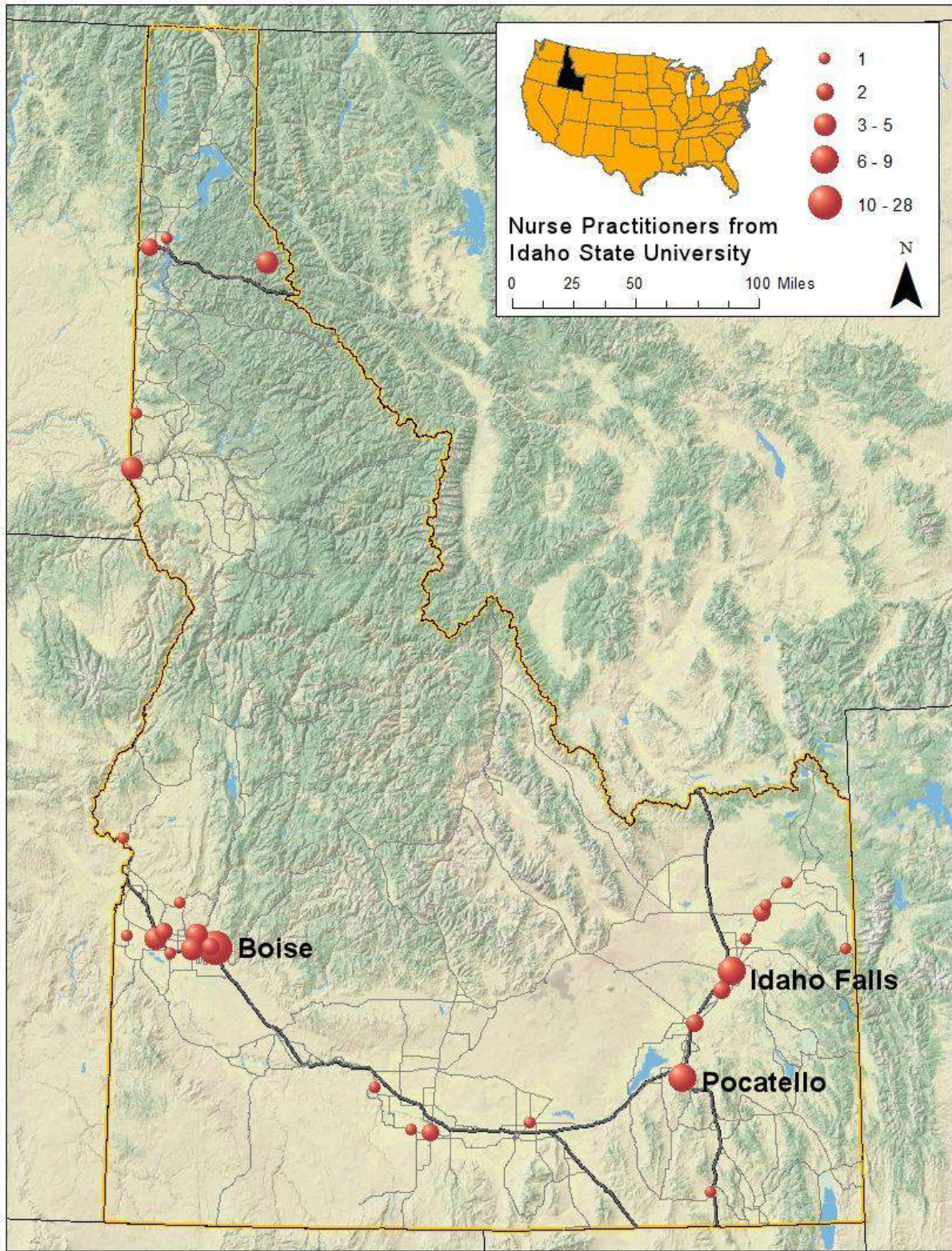


Figure 1: Family Nurse Practitioner concentration in Idaho



## **FNP Program Spotlight** *Allyson Reynolds*

“I have been fortunate enough to be able to provide medical care and improve sanitation in rural communities in Peru and Bolivia on several medical missions since starting my Master's education at ISU.”

Allyson Reynolds gained a degree in MSN-Family Nursing Practitioner (FNP) from ISU in May 2010. She had previously worked as a pediatric and NICU nurse at St. Luke's Children's Hospital in Boise. After completing her initial degree at ISU she was accepted as a Nurse Practitioner at Pediatric Surgery, St. Luke's Children's Hospital. Her current job includes seeing pediatric surgical patients in the hospital and assisting in surgery.

From the time she started her Master's program at ISU, Allyson has been part of several medical missions to Peru and Bolivia, where she helped provide medical care and improve sanitation in rural communities.

She recalls that the ISU FNP program was rigorous and demanding and this has made her particularly appreciative of the knowledge and experience she gained from each class. She utilizes the understanding acquired from the program to meet the needs of rural patients on a daily basis both in her clinical practice and her medical mission work.

Professionally, Allyson hopes to continue serving marginalized populations in impoverished countries while supporting efforts for the development of sustainable health care resources in rural communities. She has also undertaken Mission projects that have included primary medical and dental care, orthopedic, oral, dermatologic, abdominal surgeries, latrine construction, and health and nutrition education.

Allyson has two wonderful boys with whom she spends most of her free time when she is not out on the road running to keep fit.

## Pharmacist (PharmD) Program



The College of Pharmacy (COP) was founded in 1918, and is one of two accredited continuing education providers in Idaho approved by the Accreditation Council for Pharmacy Education (ACPE). There are two departments in the COP: Biomedical and Pharmaceutical Sciences as well as Pharmacy Practice and Administrative Sciences. The Biomedical and Pharmaceutical Sciences department provides basic science instruction in the professional pharmacy curriculum, graduate training in the pharmaceutical sciences, and offers an undergraduate minor in pharmaceutical sciences. The department also does basic research in the biomedical sciences.

The Department of Pharmacy Practice and Administrative Sciences, on the other hand, provides instruction on therapeutics and clinical sciences to the professional pharmacy students and other health science students at ISU.

The College of Pharmacy is the only one of its kind in Idaho; often called Idaho's College of Pharmacy. It was the first college on the ISU campus at Pocatello, and the first in the Northwest outside of California.

As of 2010, there are 3,370 pharmacists who have graduated from the ISU College of Pharmacy program. In the State of Idaho, there are 1,288 licensed pharmacy practitioners. Of that total, 570 graduated from ISU; meaning about 44% of those practitioners are ISU alumni. That is, one out of every 2.26 practicing pharmacists in Idaho was trained by the ISU COP program.

The largest concentration of ISU-graduated practicing pharmacists, 121 in total, can be found in Boise, see Figure 2. The second largest concentration of 59 practicing pharmacists is found in Pocatello, with Idaho Falls and Meridian tying for third with 45 pharmacists each who graduated from the College of Pharmacy.

### *Use of Technology*

The COP building was the first to have full wireless capability. This enables the College to use video technology and multiple conferencing technology in its teaching.

The College recently opened a second site at the LS Skaggs ISU-Meridian Health Sciences Complex in southwestern Idaho with 30% of its current student population located there. By 2014, the students will be split evenly between the Pocatello and Meridian campuses.

The entire Doctor of Pharmacy (PharmD) program can now be completed either in Pocatello at Leonard Hall or in Meridian at the LS Skaggs Complex. All classes are taught using distance learning. Students at both sites can interact with each other and with faculty located in Pocatello, Meridian, and Coeur d'Alene. The technology used in classrooms at the COP allows the administration to invite guest lecturers from anywhere in the nation to teach classes, saving on time and costs.

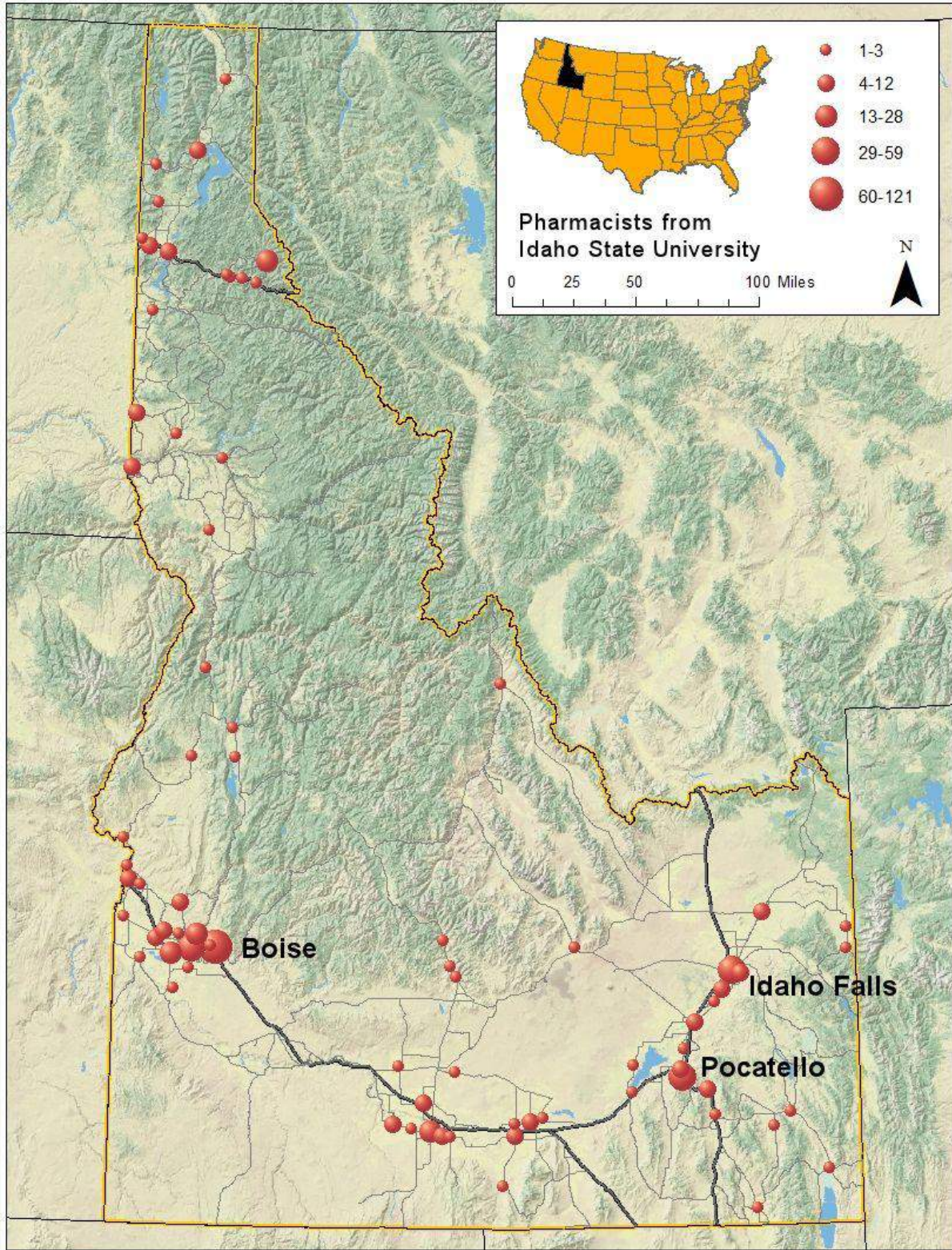


Figure 2: Pharmacist concentration in Idaho



## Pharmacy Program Spotlight

*Dawn Stiley Berheim*

“It is amazing what an impact the university has had in shaping health care in Idaho through the College of Pharmacy.”

Dawn Stiley Berheim, PharmD, is the Director of Pharmacy at St. Luke’s Boise/Meridian Medical Centers. She completed ISU’s PharmD program at the College of Pharmacy in 1994. She had a memorable time in school where she had the opportunity to serve as a Residential Advisor in Turner, East and Redfield student Halls. She also served as an ASISU senator for the College of Pharmacy, and as an ISU Ambassador with the Office of Alumni.

She remembers, with fondness, a number of other ISU alumni, both pharmacy and non-pharmacy, including her husband, with whom she had great experiences and friendships. She enjoys making annual trips to Pocatello to either visit the college or attend meetings with the Dean’s Advisory Council.

Professionally, Dr. Berheim enjoys working with a highly talented pool of clinicians at St. Luke’s (who are also ISU alumni), where ISU continues to impact and shape healthcare in Idaho through the College of Pharmacy. She was named Idaho Pharmacist of the Year for 2009 by the Society of Health-System Pharmacists.

Her interests, outside work, include supporting international relief efforts and the provision of micro-loans through the World Vision International, and support of the Idaho Food bank. She loves reading, knitting, and spending time with family in activities such as camping and skiing.

## Physician Assistant (PA) Program



The Physician Assistant Program at ISU is the only PA Program in the state of Idaho. “Physician assistants, also known as PAs, practice medicine under the direction of physicians and surgeons. They are formally trained to examine patients, diagnose injuries and illnesses, and provide treatment<sup>7</sup>.” Such qualifications have helped PA graduates meet the expansion needs of the state of Idaho, in terms of primary care to an underserved population<sup>8</sup>.

In 1995, the ISU PA program matriculated the first class of 19 students and graduated this class in 1997. Each year, a class of 60 students is enrolled, “with 30 seats located at the Pocatello campus and 30 seats located at the Meridian campus<sup>9</sup>.” The ISU PA program graduate curriculum is twenty-four (24) months in length, divided into twelve (12) months of didactic (3 semesters) and twelve (12) months of clinical education (3 semesters).

“Graduates of the program are eligible to take the Physician Assistant National Certification Examination (PANCE) which is administered by the National Commission for Certification of Physician Assistants (NCCPA). Over the past five years 172 out of 185 students or 93% of ISU's PA Program graduates have passed the NCCPA examination on their first attempt. The first-time pass rate was 90% for the Class of 2006, 100% for the

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<sup>7</sup> Physician Assistants, 2012

<sup>8</sup> Group, 2011

<sup>9</sup> Department of Physician Assistant Studies, 2011



Class of 2007, 79% for the Class of 2008, 96% for the Class of 2009 and 96% for the Class of 2010<sup>10</sup>.”

In addition to the outstanding passage rates among students within the program, technology has also played a significant role in the expansion of the PA program at ISU. In fact, the PA program was able to double its size by employing distance learning through means of the latest technology. At the time of expansion to the Boise area in 2007, the PA Program began to utilize video conferencing. Through the use of this technology, lectures given in Pocatello or Meridian were made available by interactive video conferencing to both campuses, ensuring that the curriculum offered at either campus was virtually the same.

As of 2011, there are 447 graduates of the PA program at ISU (1997 - 2011). In the state of Idaho, there are 619 Physician Assistants holding current licenses. Of those holding current licenses, 223 PAs with current licenses were educated at Idaho State University. This means that 36% of currently licensed PAs in the state of Idaho were educated at ISU, or roughly 2 out of every 5. The largest concentrations of Physician Assistants in the state of Idaho are located in the Boise and Idaho Falls metropolitan areas. To see the concentration of PAs in the state of Idaho, see Figure 3.

Although a relatively young program in the medical world, the ISU Physician Assistant Program has earned a solid reputation in the state of Idaho and is on track to become a nationally recognized PA program. Most recently, the PA program was featured in the June/July 2011 issue of PA Professional, a monthly magazine printed by the American Academy of Physician Assistants (AAPA).

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<sup>10</sup> Department of Physician Assistant Studies, 2011

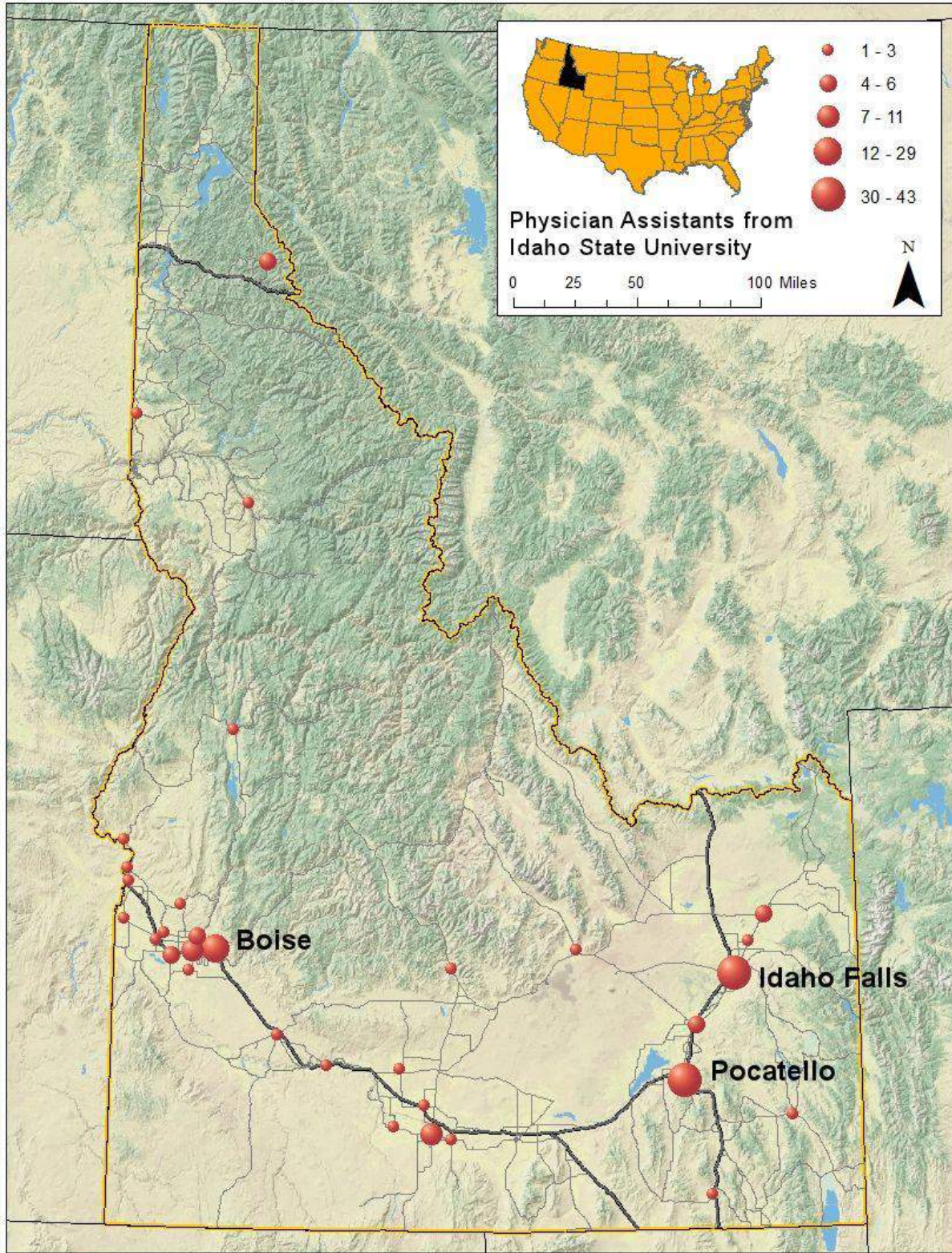


Figure 3: Physician Assistant concentration in Idaho



## **PA Program Spotlight** *Benjamin Attebury*

“When it was time to take the NCCPA certifying exam, I was confident with my preparation through the Physician Assistant Program at ISU.”

Ben received his undergraduate degree in biology at Slippery Rock University of Pennsylvania in 2001. Shortly after that, his career in healthcare started. He began work at the University of Utah Hospital as a Pathologists’ Assistant in surgical pathology and autopsy. He thoroughly enjoyed his work there and was fascinated with diseases that can adversely affect the human condition. However, he wanted to be in a position to be able to educate and treat patients before disease got the upper hand.

Three years later he started the Physician Assistant Program at Idaho State University. He recalls that the intensive didactic year was challenging. He felt that the countless hours of classroom time and studying adequately prepared him for his clinical year. During his clinical year, he had a variety of Preceptors who continued teaching, giving him invaluable hands-on clinical experience. In addition to the preceptors, Ben mentioned his appreciation for the faculty’s interest in his learning and success. He graduated from the program in 2007.

Ben currently works as a Family Practice Physician Assistant at Family Health Services in Twin Falls, a Community Health Center. He enjoys working with patients who are insured, under-insured and uninsured. He views his job as being “very rewarding” and he looks forward to many more years of providing care to South Central Idaho.

In his free time he enjoys spending time with his wife and four kids. They like to camp, hike and enjoy the beautiful outdoors that Idaho has to offer.

## Outreach Impact

### *Student Organizations*

Exclusive to the Division of Health Sciences are twenty-two very active student volunteer organizations. Some of the organizations have representation at all of ISU’s campuses; see Table 4 for the list of student organizations.

<b>Student Organizations by Program of Study</b>		
Occupation upon Graduation	Student Organizations	No. of Organizations
Pharmacist	Academy of Students of Pharmacy American Society of Health Systems Graduate Students of Pharmacy National Community Pharmacists Association Phi Delta Chi Phi Lambda Sigma Rho Chi	7
Dieticians	Dietetics Club	1
Speech & Language Pathologist	National Student Speech, Language, and Hearing Association Sign Language Interpreter Club	2
Physical Therapist Assistant	Physical Therapist Assistant Program	1
Physician Assistant	Physician Assistant Student Society	1
Radiology Technologist	Society of Radiologist Technologists	1
Pre-Health Professions	Pre-Health Professions Association Sheperds Club	2
Audiologist	Student Academy of Audiology	1
Dental Hygienist	Student American Dental Hygiene Association	1
Health Care Administrator	Student Association of Healthcare Administrators	1
Registered Nurse	Student Nurses Association Student Nurses Alliance	2
Occupational Therapist	Student Occupational Therapy Association	1
Physical Therapist	Student Physical Therapy Association	1
<b>Grand Total</b>		<b>22</b>

**Table 4: DHS Student Organizations by Occupation**

Most of the organizations are there to support the students in their professional aspirations. The College of Pharmacy has seven of such program-specific student organizations. Speech & Language Pathology, Pre-Health Professions, and Nursing have two each; the rest of the programs having one organization each, see Table 4.

These organizations are managed by students, with supervision from faculty advisors. Through the organizations, students are able to meet other colleagues who share similar interests in a common profession as well as the desire for community service. In pursuit of the latter, the students, each semester, embark on outreach programs related to the professions they are training in.

### *Volunteer Outreach Programs*



One of the main volunteer activities, The Annual Spaghetti Feed, is the primary fundraising opportunity to fund all patient outreach projects. This has been a great opportunity for students to learn the importance of community stewardship as a component of professionalism. The Spaghetti Feed is organized by the Professional Pharmacy Students Association and collaborates with Make-A-Wish Foundation to sponsor a child's wish. The students have raised approximately \$15,000 on average per year. Of that, \$5,000-\$7,000 goes

toward the Make-A-Wish Foundation. In 2010 the students raised over \$17,000, which completely funded a trip to the Caribbean for a young girl with cystic fibrosis.

Two of the important outreach programs run by the College Of Pharmacy are Operations Heart and Diabetes both in Pocatello and Meridian. Operation Heart and Operation Diabetes are community outreach programs, founded by the American Pharmacists Association - Academy of Student Pharmacists (APhA-ASP), that ISU student pharmacists participate in. These programs are managed by the students with supervision from faculty advisors, and are funded by money that is raised by the students.

ISU's Operation Heart program includes screening patients for cardiovascular disease, assessing cardiovascular risk, and most importantly, providing education about cardiovascular disease. Screenings provided by student pharmacists include cholesterol testing, blood pressure, blood glucose, weight, and a screening questionnaire. Through these events, the College hopes to raise awareness about the risks of cardiovascular disease and the ways to prevent it.

Operation Diabetes mirrors Operation Heart in many ways, such as offering cholesterol tests, blood pressure, and blood glucose. This program aims to detect Type II diabetes mellitus in screened patients. Student pharmacists can also offer care for patients previously diagnosed with diabetes by providing foot checks and blood glucose screenings. By educating patients about diabetes, students strive to improve awareness and health within the community. Students often travel for both of these operations to rural areas, as well as provide free screening locally.

There are a variety of outreach programs that the Student Nurses Association is engaged in. They work with food drives for the local food bank, health fairs, blood drives, community health/awareness events, and emergency preparedness events. Particularly, the Student Nurses Association enjoys their work with Portneuf Medical Center's Teddy Bear Clinic. The purpose of this outreach activity is to help children orient to a hospital in a setting that is relaxed and fun. Members of ISU Student Nurses Association helped with various stations including casting, stitches, x-ray, emergency department, dental health and poison control.

### *Impact of Volunteer Hours*

In a typical year, students from the Division of Health Sciences perform about 5,242 hours of volunteer service in their programs of study. These service hours are devoted to the communities in which the students operate. The economic contribution of these volunteer hours, in the state of Idaho, is estimated at \$201,249 annually, see Table 5.

<b>Student Organization Volunteer Hours</b>			
<b>Occupation Upon Graduation</b>	<b>Volunteer Hours</b>	<b>Average Wage</b>	<b>Value</b>
Pharmacist	1,968	\$49.30	\$97,022.40
Dietician	300	\$23.10	\$6,930.00
Speech Language Pathologist	580	\$29.80	\$17,284.00
Physical Therapist Assistant	600	\$22.31	\$13,386.00
Physician Assistant	1,015	\$43.13	\$43,776.95
Bachelor's Degree	136	\$26.49	\$3,602.64
Radiology Technologist	60	\$24.04	\$1,442.40
Audiologist	43	\$39.27	\$1,688.61
Dental Hygienist	80	\$31.86	\$2,548.80
Health Care Administrator	30	\$22.73	\$681.90
Registered Nurse	260	\$30.15	\$7,839.00
Occupational Therapist	160	\$29.46	\$4,713.60
Physical Therapist	10	\$33.24	\$332.40
<b>Grand Total</b>	<b>5,242</b>		<b>\$201,248.70</b>

Table 5: Estimated Student Volunteer Hours

### *Volunteer Hours*

One metric that challenged the Bengal Solutions team was the calculation of the number of volunteer hours that student organizations logged annually. Although the organizations knew which events they were holding, the information regarding time dedicated and student involvement per event were not regularly recorded, nor easily accessible. This resulted in the Bengal Solutions team dedicating a significant amount of time gathering information necessary for this section of the report. We postulate that these figures are on the conservative side as each organization was careful not to overestimate their volunteer hours.

In the future, it is hoped that student organizations will keep more accurate and regular records of their volunteer hours. This information will be useful in quantifying the value of their volunteer efforts in the surrounding communities.

### *Use of Average Wage*

For this study, we used the average wages published by the Idaho Department of Labor, Communications and Research. The department's occupational employment and wage information for 2011 had entry, mid-point, and average wages<sup>11</sup>. We used the latter in order to avoid the incidence of using a mixture of entry level and mid-point wage values. While students graduating with Bachelor's degrees are likely to be started at entry-level wages, those graduating with Masters or PhD degrees, likely enter the workforce with significantly higher wages.

### *Student Clinical Hours*

Almost all the professional programs within the DHS require the performance of some form of clinical services, to enable students to gain the appropriate practical skills and necessary experience before graduation. There are 12 clinics currently operating in the DHS. The total number of student hours worked at these clinics differs from program to program.

In the Pharmacy program, for instance, the State Pharmacy Board requires that students perform a minimum of 1,500 hours of such clinical services to qualify as pharmacists. A Family Nursing Practitioner is required to perform about 818 hours while a Physician Assistant performs about 1,720 hours of clinical services before graduation, see Figure 4.

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<sup>11</sup> Idaho Occupational Employment & Wage Release, 2011



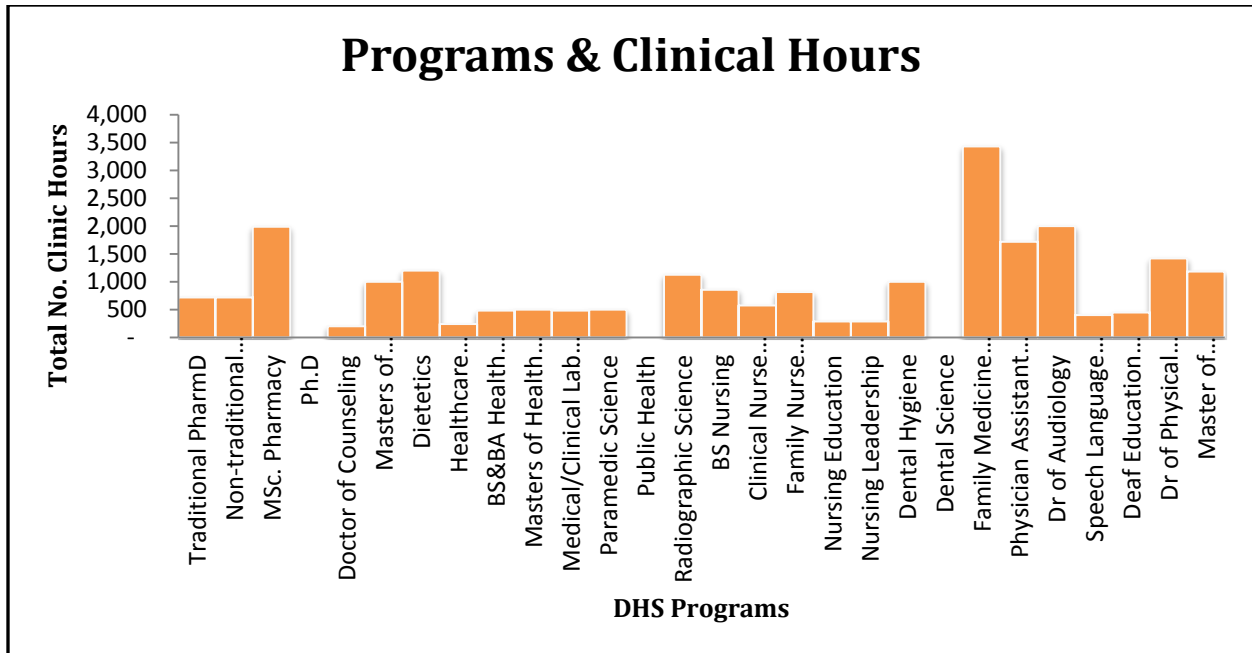


Figure 4: DHS Programs & Required Clinical Hours

### Impact of Clinical Hours

Another large portion of our time was devoted to compiling information for this metric. Like the volunteer hours, some of the programs did not readily have the information available. Coupled with the generally busy schedules of deans and professors, this became the next challenging compilation. But we believe that once gathered it would be much easier to update if some of the hours change with time.

While ISU receives payment for some of the clinical services performed, most of the students are not compensated for service hours. These clinical hours, therefore, become a huge contributor to the economic well-being of the State. At the same time, some students (like those in the Family Medicine Residency Program) are paid a stipend for their clinical services.

Annually, students in the Division of Health Sciences typically perform a total of 23,587 clinical hours of service. Of those clinical service hours, 20,157 hours are unpaid. These unpaid services result in an economic impact of about \$12.6 million annually (see Exhibit 2).

## Research Impact



DHS has always had an outstanding research initiative. As part of the DHS mission, research has become a premier focus surrounding health programs. In the past five years, the DHS has received over 36 million dollars in research grants and funding. As a part of the total health related research conducted at Idaho State University, the DHS's research total 81% of that funding.

<b>Total DHS Research Grants: Past 5 Years</b>	
College of Pharmacy	\$5,239,889.00
Kasiska School of Health Professions	\$31,420,127.00
<b>Total</b>	<b>\$36,660,016.00</b>

Table 6: DHS Research Grants over the past 5 years

Particular importance should be paid to the Kasiska School of Health Professions and the College of Pharmacy for their outstanding and comprehensive research initiatives. The Kasiska School of Health Professions alone has received over 31 million dollars in research grants, see Table 6.

Two pharmacology professors and one pharmacy doctoral student are among a team researching treatment for pancreatic cancer. They are studying a newly synthesized compound that initial studies show is effective against pancreatic cancer cells and is not toxic. They are in the preclinical phase of the research after completing lab testing.

Apart from researching how the drug works at the molecular level, they are also studying the chemical analysis of the drug's properties that would help with the design and formulation of an effective drug in the future.

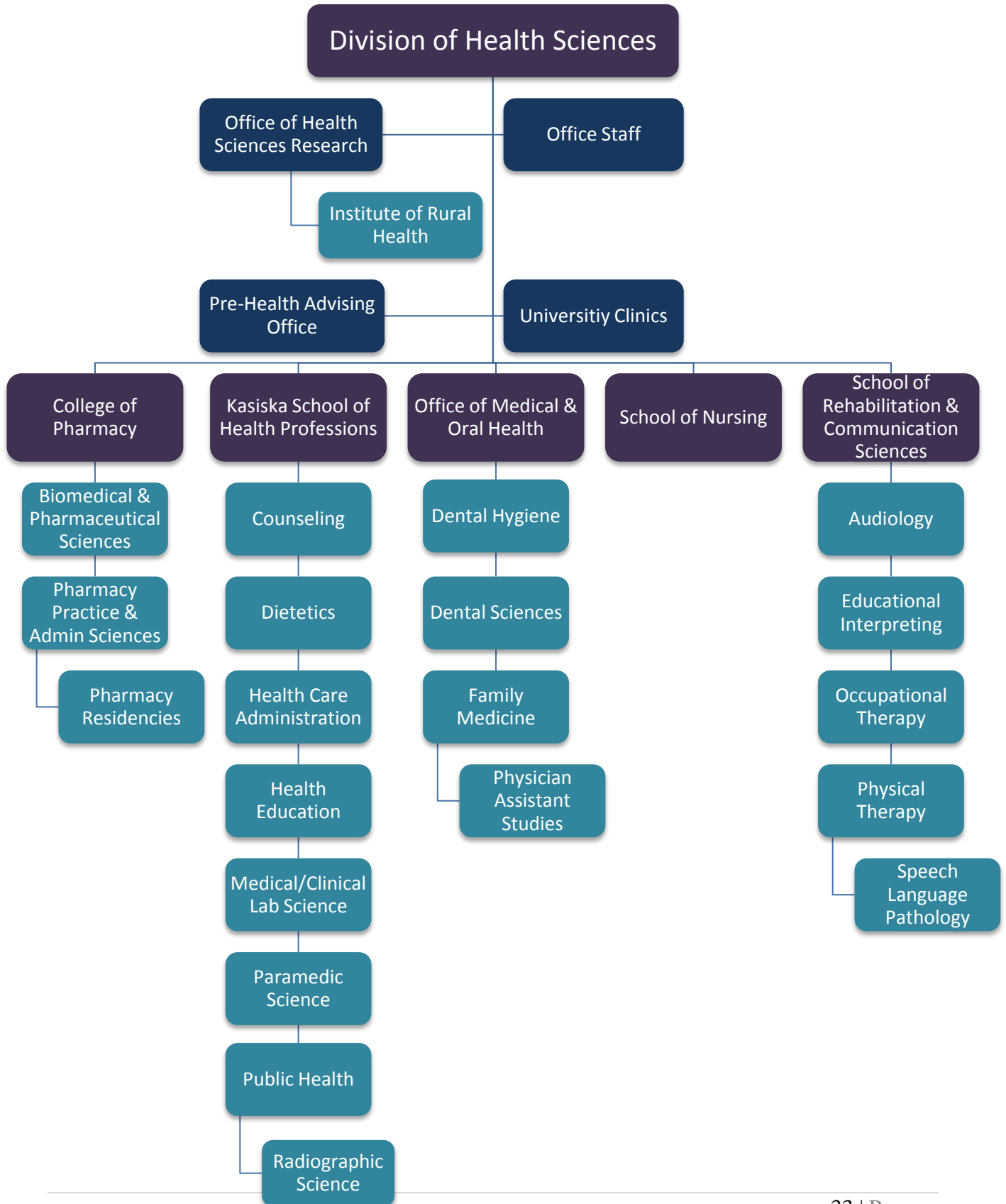
The research endeavors of the College of Pharmacy are of both a basic biomedical and clinical nature. Biomedical projects range from developing improved formulations for transdermal drug delivery, examining epigenetic regulation of gene expression in fetal alcohol syndrome, and studying a non-toxic, chemically modified soy isoflavone for its ability to kill pancreatic cancer cells in culture. The arrival of a new faculty member in early 2012 will usher in research where drugs for cellular receptors will be developed by mapping the atomic architecture of the binding site with X-ray crystallography and designing chemicals that will fit into the binding site in order to turn-on or turn-off cellular and tissue responses. Ongoing clinical research in the College of Pharmacy includes NIH funding to study health care-associated pneumonia, participation in the SAVOR-TIMI clinical trial to assess vascular outcomes in diabetic patients taking saxagliptin, and a grant to promote a cardio-metabolic risk reduction clinic.

## Acknowledgements

This study has been months in the making. We appreciate all those who have contributed in any manner. We especially appreciate Dr. Linda Hatzenbuehler for allowing us to create this study and interact with the wonderful people of the DHS.

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Susan Duncan  
Vince Miller  
Advisors/Presidents of all Student Organizations within the DHS

## Exhibit 1: DHS Organizational Chart



## Exhibit 2 – DHS Clinical Hours Impact

Clinical Hours and Yearly Graduates						
Department	Program	Clinic Hours	Mean Wage	Graduates 5 Yr. Avg	Total Impact 5 Yr. Avg	
<b>College of Pharmacy</b>	Traditional PharmD	720	\$ 49.30	55.20	\$	1,959,379.20
	Non-traditional PharmD	720	\$ 49.30	10.00	\$	354,960.00
	MSc. Pharmacy	1,990	\$ 49.30	3.60	\$	353,185.20
	Ph.D	-	\$ 49.30	1.80	\$	-
<b>Kasiska School of Health Professions</b>	Doctor of Counseling	200	\$ 28.96	4.60	\$	26,639.85
	Masters of Counseling	1,000	\$ 24.55	26.60	\$	652,909.09
	Dietetics	1,200	\$ 23.10	15.60	\$	432,432.00
	Healthcare Administration	240	\$ 22.72	10.20	\$	55,618.56
	BS & BA Health Education	480	\$ 15.08	25.60	\$	185,269.53
	Masters of Health Education	500	\$ 20.00	5.40	\$	54,000.00
	Medical/Clinical Lab Science	480	\$ 16.38		\$	-
	Paramedic Science	500	\$ 17.73	9.20	\$	81,545.45
	Public Health	-	\$ 27.73	6.20	\$	-
	Radiographic Science	1,128	\$ 33.70	18.00	\$	684,244.80
<b>School of Nursing</b>	BS Nursing	855	\$ 30.15	103.60	\$	2,670,626.70
	Clinical Nurse Specialist	576	\$ 33.64		\$	-
	Family Nurse Practitioner	818	\$ 41.82		\$	-
	Nursing Education	288	\$ 35.91	27.00	\$	279,229.09
	Nursing Leadership	288	\$ 30.15		\$	-
<b>Office of Medical and Rural Health</b>	Dental Hygiene	1,000	\$ 31.86	24.20	\$	771,012.00
	Dental Science	-	\$ 42.91	0.60	\$	-
	Family Medicine (Residency Program)	3,430	\$ 90.70	5.80	\$	1,804,385.80
	Physician Assistant Studies	1,720	\$ 43.13	32.80	\$	2,433,222.08
<b>School of Rehabilitation &amp; Communication Sciences</b>	Dr of Audiology	2,000	\$ 39.27	2.00	\$	157,080.00
	Speech Language Pathology MA	400	\$ 29.80	24.20	\$	288,464.00
	Deaf Education Masters	450	\$ 23.64	7.40	\$	78,709.09
	Dr of Physical Therapy	1,420	\$ 33.24	20.80	\$	981,776.64
	Master of Occupational Therapy	1,184	\$ 29.46	5.40	\$	188,355.46
<b>Total</b>		<b>23,587</b>		<b>445.80</b>	<b>\$</b>	<b>14,493,044.55</b>
less Family Medicine clinical hours (paid)		<b>(3,430)</b>				<b>(\$1,804,385.80)</b>
<b>TOTAL - UNPAID CLINICAL HOURS</b>		<b>20,157</b>		<b>TOTAL IMPACT</b>	<b>\$</b>	<b>12,688,658.75</b>

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## Student Affairs Division Outcomes

2012- 2014

Outcomes	Who Was/ Will be Assessed	Measurement	Date of Last Assessment	Findings	Changes Needed
Students who live on campus have higher GPA's	Students living in residence halls	Institutional Research Report	Fall, 2013	Students have a 2.94 GPA compared to 2.79 for off campus students	Expand opportunities for students to live on campus
Students who live on campus are more likely to be retained	Students living in residence halls	Institutional Research Report	Fall, 2013	Students living on campus have a 79% first year to second year retention rate compared to 62% for first year students who do not live on campus	Expand opportunities for students to live on campus
Students believe that the Student Conduct System is fair	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students ranked the disciplinary procedures in terms of importance a 5.98 and ranked their level of satisfaction a 5.15 so there is only a .83 difference between importance and satisfaction	Continue to publicize the process used for student conduct; Continue to recruit and train conduct board members representative of a diverse constituency
Students who live on campus believe that residence hall staff are concerned about them as an individual	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students ranked the importance of residence hall staff's concern as a 5.26 and their satisfaction a 4.71, a difference of only .55 between importance and satisfaction	Continue to recruit and train a diverse student pool of resident assistants
Counseling services are available to students if needed	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rated the importance of counseling services as a 6.05 and their level of satisfaction a 5.38, or .67 difference between importance and satisfaction	Expand the number of counselors and services to satellite campuses; explore the use of technology for counseling services for students not in Pocatello or IF
Students can easily get involved in student activities	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rated the importance of student activities as a 5.88 and their level of satisfaction a 5.30, a difference of only .58 between importance and	Expand the participation of non-traditional students and those enrolled at satellite campuses
Students have online access to services they need	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rated the importance of online access to services a 6.50 and their level of satisfaction a 5.56, a difference of only .87	Continue to promote on-line access to all campus services, regardless of the student's location
Students perceive that campus staff are caring and helpful.	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rate the importance of caring staff a 6.30 and the satisfaction a 5.25, a difference of 1.05.	Continue to enhance staff orientation and training to focus on customer service.
Students are made to feel welcome	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rated the importance of this item a 6.27 and the satisfaction a 5.40, a difference of .87	Continue to emphasize programs, activities and services that are welcoming to all students from all backgrounds
Students feel that the University is committed to diversity	All ISU students	Noel-Levitz Student Satisfaction Survey	Spring, 2013	Students rated the importance of the University's commitment to diversity a 5.7 and the satisfaction a 5.29, a difference of .41	Continue to work collaboratively with the Affirmative Action/EEO/Diversity office to plan activities that welcome and support all students
Students report that the Counseling staff is helpful	ISU students receiving counseling at the Counseling Center in Pocatello	Counseling Center Users Survey	Fall, 2012	On a scale of 1 to 4, student users rated the helpfulness of the counseling staff a 3.75	Expand opportunities for students to share how the staff could have been more helpful
Students report that the Counseling Center clinical staff exhibit professionalism	ISU students receiving counseling at the Counseling Center in Pocatello	Counseling Center Users Survey	Fall, 2012	On a scale of 1 to 4, student users rated the professionalism of the counseling clinic staff a 3.83	Continue to train newly hired clinical staff on the importance of professionalism
Students report that the Counseling Center staff show respect for and appreciation of diversity	ISU students receiving counseling at the Counseling Center in Pocatello	Counseling Center Users Survey	Fall, 2012	On a scale of 1 to 4, student users rated the Counseling Center's staff's respect for and appreciation of diversity a 4.0.	Continue to discuss the importance of demonstrating respect for and appreciation of diversity
Students report that the Counseling Center staff are easily contacted	ISU students receiving counseling at the Counseling Center in Pocatello	Counseling Center Users Survey	Fall, 2012	On a scale of 1 to 4, student users rated the ease of contacting counseling staff a 3.14 out of 4.0	Examine whether students' perceptions are related to the lack of use of technology (text, email) that students expect versus concerns about lack of privacy and provided by technology
Patients at University Health Services in Pocatello report that they were given a thorough examination	Patients using UHS Services during the Spring, 2014	UHS Users Survey	Spring, 2014	88% of users rated this item a 5.0 out of 5.0	Nothing; Note: In Fall, 2013, 88% of users rated this service a 5.0
Patients at University Health Services in Pocatello report that their diagnosis was explained	Patients using UHS Services during the Spring, 2014	UHS Users Survey	Spring, 2014	92% of users rated this item a 5.0 out of 5.0	Nothing; Note: In Fall, 2013, 92% of users rated this service a 5.0



Patients at University Health Services in Pocatello report that their concerns were address by the practitioner	Patients using UHS Services during the Spring, 2014	UHS Users Survey	Spring, 2014	90% of users rated this item a 5.0 out of 5.0	Nothing; Note: In Fall, 2013, 93% of users rated this service a 5.0
Patients at University Health Services in Pocatello report that they came away with knowledge	Patients using UHS Services during the Spring, 2014	UHS Users Survey	Spring, 2014	92% of users rated this item a 5.0 out of 5.0	Nothing; Note: In Fall, 2013, 92% of users rated this item a 5.0
Patients at University Health Services in Pocatello report that the facilities were clean and inviting	Patients using UHS Services during the Spring, 2014	UHS Users Survey	Spring, 2014	89% of users rated this item a 5.0 out of 5.0	Continue to build reserves to construct a new facility; Note: In Fall, 2013, 92% of users rated this item a 5.0 indicating a decline in the perception of "clean and inviting"
Students know where to go if they need help	All Students	Student Satisfaction Survey	Spring, 2013	Students ranked the importance of knowing where to go for help a 6.37 and the satisfaction a 5.01, a difference of 1.35	Publicize 282-INFO; Require all students to complete orientation in person or on line; use social media to advertise the availability of services across all campuses and the availability of services on line
Students will have a greater understanding of issues related to the use and abuse of alcohol and other drugs	Students Completing EverFI's AlcoholEdu Portal	Pre and Post Test	December, 2014	N/A	
Students will understand their rights and responsibilities and where to go for support and assistance in the event of sexual misconduct	Students Completing EverFI's Haven Portal	Pre and Post Test	December, 2014	N/A	
Information provided during Orientation helps alleviate anxiety about attending ISU	Students Attending Fall Orientaion, 2013	Orientation Survey	September, 2013	81.14% of respondents strongly agreed or agreed; however, response rate to survey was very low and therefore, unreliable	Send the survey to students as soon as Orientation is over in August and offer incentives for students to respond to the survey

The Idaho State University Career Center began tracking graduates in November 2012 to determine details on their status after graduation. Information was gathered through the use of an emailed survey using Qualtrics. The survey was emailed out six months after graduation. This length of time was chosen to best capture the outcomes of ISU graduates. Using a post-graduate method often yields lower response rate, but it was determined that the benefit of obtaining accurate first destination data is more important than extremely high response rates. The response rate of the Spring 2012 First destination Survey was 34.8% with 33% fully completing the survey. 991 Students were sent the survey which included all of ISU graduates except those that attended the College of Technology. The College of Technology was not surveyed since they already complete a thorough review of their graduates. Each respondent was offered an ISU Alumni sticker and a chance to win ISU product (each offered by the ISU Alumni Office).

College	Employed full or part time	Average Salary	Months to Secure Employment	Furthering Education in Next Year
Arts & Letters	79%	\$25,198	1.7	44%
Business	87%	\$41,349	2.0	18%
Health Sciences	87%	\$40,038	1.6	16%
Science & Engineering	72%	\$42,866	1.4	46%
Education	85%	\$35,003	1.3	26%

## THE HIGHLIGHTS

- 82% of respondents are employed
- Of the 18% that are unemployed, 57% are not seeking employment and 55% are planning to continue on with their education
- 86% indicate that their major is helpful in their current position
- 70% indicate that their major is required for their current position
- 59% secured employed within 0-1 months after graduation

## THE SURVEY PROCESS

- The survey only included Spring 2012 graduates. Future surveys will include the entire year
- 34.5% of students provided first-destination data
- Each survey sent out had a personal identifier unique to each student thus eliminating anonymous responses
- Survey opened in November 2012 and closed in December 2012
- Surveys took less than 2 minutes to complete
- 96% of respondents that started the survey completed it
- Degree and Major information was embedded into each response to ensure accurate information

## SOME OF THE CURRENT EMPLOYERS

Securities and Exchange Commission  
 Idaho National Laboratory  
 Idaho Transportation Department  
 Federal Reserve Board  
 Local News 8  
 Veteran Affairs  
 US Attorneys office  
 Eide Bailly  
 Cooper Norman  
 Legislative Services  
 Intel Corporation  
 ConAgra  
 3M  
 U.S. Geological Survey  
 Department of Energy - Idaho  
 USDA Forest Service  
 Kiewit Mining Group  
 Federal Energy Regulatory Commission  
 Portage Inc. and Teton Structural Engineers  
 Penn State University  
 Idaho State University  
 University of Wyoming  
 Universities Space Research Association  
 Saint Alphonsus Regional Medical Center  
 Southeastern Idaho Public Health  
 St. Luke's Regional Medical Center  
 Mercy Hospital  
 Tribal Health & Human Services

## THE RESPONDENTS



### 222 Graduates

- Alaska, Washington, Oregon, Idaho, Montana, Wyoming, North Dakota, South Dakota, Nebraska

### 22 Graduates

- Hawaii, California, Nevada, Utah, Colorado, Arizona, New Mexico, Kansas, Oklahoma, Texas

### 12 Graduates

- Minnesota, Iowa, Missouri, Michigan, Illinois, Indiana, Ohio, Kentucky, Virginia, West Virginia, Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, Maine

### 5 Graduates

- Arkansas, Louisiana, Mississippi, Alabama, Tennessee, Georgia, North Carolina, South Carolina, Florida

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https://efcod.unires.idaho.edu/IRWeb/PVP/7x\_chg-05college-AL&dept-1112&rept-999

College: College of Arts and Letters Department: History - 3112 Report Section: All Reports

Program Viability v1.0.1 Idaho State UNIVERSITY

user: jcsaschi Logout

All: College: Dept: Report: Report Mt: 1091pm Links

- + Class Information - Spring 2012
- + Class Information - Fall 2011
- + Financial Information
- + Net Income
- + Unduplicated Student Headcount by Subject
- + Special Accreditations
- Fall to Fall Retention

Term	ORG_LEV4	Col	COLLEGE_DESC	Dept	Department Description	Stud Lev	Stud Cat	Major	Major Desc	DLev	Tot Hc	Retained	Pct Retained
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	GR	GR	HIRM	Historical Resource Management	MA	6	6	100
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	GR	GR	HIRM	Historical Resource Management	MA	11	8	72.73
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	AS	3	3	100
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	AS	3	2	66.67
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	BA	29	18	62.07
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	FRSO	HIST	History	BA	36	21	58.33
Fall 2013	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	1	0	0
Fall 2011	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	64	49	76.56
Fall 2010	3112	AL	College of Arts and Letters	HISD	History	UG	JUSE	HIST	History	BA	51	36	70.59

- + FY Student Credit Hour Production
- + Georgetown Study Idaho Jobs
- + Crosswalk CIP Codes
- + Course List by CIP Code

ISU Institutional Research  
Program Viability

Firefox - MAX date value not working | Oracle ... ISU Program Viability

https://efcod.unires.idaho.edu/IRWeb/PVP/7x\_chg-05college-AL&dept-1112&rept-999

College: College of Arts and Letters Department: History - 3112 Report Section: All Reports

Program Viability v1.0.1 Idaho State UNIVERSITY

user: jcsaschi Logout

All: College: Dept: Report: Report Mt: 1094pm Links

- College of Arts and Letters
- History
- + Delaware Instructional Courseload - Fall 2012
- + Delaware Instructional Courseload - Fall 2011
- + Delaware Instructional Courseload - Fall 2010
- Majors by Fall Term

Col	Dept	Department Description	Major	Major Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIRM	Historical Resource Management	GR	MA	Master of Arts	4	6	11
AL	HISD	History	HIRM	Historical Resource Management	GR			4	8	11
AL	HISD	History	HIRM	Historical Resource Management				4	6	11
AL	HISD	History	HIST	History	FRSO	AA	Associate of Arts	7	3	3
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts	25	30	36
AL	HISD	History	HIST	History	FRSO	HBA	Honors Bachelor of Arts	1		
AL	HISD	History	HIST	History	FRSO			33	33	28
AL	HISD	History	HIST	History	JUSE	AA	Associate of Arts	2		
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	70	67	55
AL	HISD	History	HIST	History	JUSE			72	67	55
AL	HISD	History	HIST	History				105	100	94
AL	HISD	History						109	106	105

- + Minors by Fall Term
- + Degree Production
- + Double Major Degrees
- + Minors Awarded
- + Class Information - Summer 2013
- + Class Information - Spring 2013
- + Class Information - Fall 2012
- + Class Information - Summer 2012

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https://efc000.instrs.idaho.edu/IRWeb/PVVF?r\_chg=0&college=AL&dept=91118&rept=999

College: College of Arts and Letters Department: History - 3112 Report Section: All Reports

Program Viability v1.0.1 User: besschn Logout

Idaho State UNIVERSITY

All: College: Dept: Report: Report ID: 52299 Links

- College of Arts and Letters

- History

- Delaware Instructional Courseload - Fall 2012

Delaware Instructional Courseload : Fall 2012 : College of Arts and Letters : History																		
Faculty		Student Credit Hours										Organized Class Sections						
Classification	PTE Faculty																	
Faculty Type	Total	Seg Budget	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indy Instruct	Total UG SCH	Grad OC	GR Indy Instruct	Total GR SCH	Total SCH	Remed	Lab Disc Rac	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	5	.05	4.45		372	282	192	846	0	7	16	862			4	7.74	.76	12
Other Regular Faculty	5	0	5		1260	111	1134	2505	13		13	2518		1	10	4.45	.55	16
Supplemental Faculty	6.08		6.08		807	118	925	1496	20	9	29	1527			8.32	2.94	1.14	12.37
<b>TOTAL</b>	<b>16.08</b>	<b>.05</b>	<b>16.03</b>		<b>2439</b>	<b>511</b>	<b>1899</b>	<b>4849</b>	<b>42</b>	<b>16</b>	<b>58</b>	<b>4907</b>		<b>1</b>	<b>22.32</b>	<b>15.1</b>	<b>1.95</b>	<b>40.37</b>

- + Delaware Instructional Courseload - Fall 2011
- + Delaware Instructional Courseload - Fall 2010
- + Majors by Fall Term
- + Minors by Fall Term
- + Degree Production
- + Double Major Degrees
- + Minors Awarded
- + Class Information - Summer 2013
- + Class Information - Spring 2013
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- + Class Information - Summer 2012
- + Class Information - Spring 2012
- + Class Information - Fall 2011
- + Financial Information
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- + FY Student Credit Hour Production
- + Georgetown Study Idaho Jobs

# Idaho State UNIVERSITY

## Academic Affairs Key Outcomes and Recommendations

Program Prioritization Recommendations for Academic Programs

PRELIMINARY RECOMMENDATIONS

PRESENTED TO THE COUNCIL OF DEANS ON APRIL 8, 2014

### LEGEND:

**Yellow Highlighting:** Approvals obtained or none needed; incorporated into current budget cycle for implementation during FY 2015. Catalog Year 2014-2015.

**Phase I:** Approvals needed, but may be in process. Approvals will be sought during FY 2015 for implementation for Catalog Year 2015-2016.

**Phase II:** Approvals needed, often by multiple agencies (including SBOE and NWCCU). Approvals will be sought during FY 2015 or FY 2016 for implementation for Catalog Year 2016-2017.

**Phase III:** Approvals needed, often by multiple agencies (including SBOE and NWCCU). If approved, Academic Affairs will seek implementation during FY 2016 for inclusion in the 2017-2018 Catalog Year.

### Academic Affairs makes the following general recommendations:

Increase recruiting in every college. Develop recruiting plan for each college. Utilize workload to engage faculty in recruiting. **PHASE I**

Audit of reduced tuition employee students (five dollar credit hour) in graduate programs.  
**PHASE I**

Treat the General Education Program as an Academic Affairs program for the purposes of data collection, analysis, and strategic planning. **PHASE I**

Continue to reform Remedial Education in conjunction with the State Board of Education's 60% Goal. Scale up Remedial Pilot Project by Fall 2015. **Currently in Progress; PHASE I.**

Create centralized budget for all non-specialized accreditation activities; audit/analyze budgets and spending for specialized accreditation. **PHASE I**

Centralize the purchasing of specialized software packages within Academic Affairs. **PHASE I**

In anticipation of expansion for Twin Falls, AA recommends that a single UBO for all outreach centers be assigned that would work with one financial tech for Meridian, one for Idaho Falls, and one for Twin Falls. It is the intent that all hiring in the Colleges and outreach centers be supportive and in alignment with the Five-Year Plan. **PHASE III**

Division of Health Sciences: Academic Affairs has eleven specific recommendations that include: two program improvement plans; one elimination; four restructures; two consolidations; and two expansions.

- 1) Support the DHS recommendation that the School of Nursing evaluate the curriculum in its baccalaureate degree program, including the baccalaureate completion portion of their curriculum to make the program more financially competitive with other available programs in the state. The investment and the expansion of this program to Twin Falls and Idaho Falls could generate revenue for the institution. **RESTRUCTURE**
  - a. **PHASE I; FY 2016; Catalog Year 2015-2016; Curriculum Redesign Required; Internal Approvals.**
- 2) Support DHS recommendation that a full redesign of the basic natural and physical sciences associated with the health professional programs occur. **RESTRUCTURE**  
MULTIPLE PROGRAMS IMPACTED IN COLLEGE OF SCIENCE AND ENGINEERING.
  - a. **PHASE II; FY 2017; Catalog Year 2016-2017; Curriculum Redesign Required; Internal Approvals; May require SBOE and NWCCU approvals.**
- 3) Support DHS recommendation that the Health Education and Public Health programs combine into a single department with a single chair to improve the efficiency of the administration of the programs and assure that curricular overlap across the two programs is minimized. **CONSOLIDATION**
  - a. **PHASE I; FY 2016; Catalog Year 2015-2016; Notification of the SBOE required.**
- 4) Support DHS recommendation that Fire Services Administration and Emergency Management move from College of Technology to DHS with the Paramedic Science to be incorporated into an Emergency Services Department. AA further recommends the

programs be monitored for enrollment numbers as the changes take place, and to explore a self-support model for long-term sustainability. **CONSOLIDATION**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Notification of the SBOE required; IN PROCESS.**

b. **COST REDUCTION: DHS is calculating possible savings in administration costs.**

5) Support DHS recommendation that the Dental Hygiene Program move forward with plans to locate in Meridian. Rather than splitting the program of 30 into two 15 cohorts, AA recommends a study for the expansion of a full cohort to Meridian (or, the move of a cohort to Twin Falls). This move will increase ISU's presence in the Treasure Valley and improve our applicant rate. AA further recommends DHS identify ways to generate more revenue to increase faculty, and that DHS explore a self-support model for long-term sustainability. **EXPANSION**

a. **PHASE II; FY 2017; Catalog Year 2016-2017; Approvals from Specialized Accreditor, SBOE, NWCCU.**

b. Evaluate possible self-support model to manage faculty support needed for expansion.

6) AA recommends DHS develop a Program Improvement Plan for the Bachelor of Science in Educational Interpreting. AA supports the DSH plan to develop a medical interpreting component to the program. **RESTRUCTURE/PROGRAM IMPROVEMENT PLAN**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Internal Approvals; SBOE notification may be required for curricular change.**

7) AA supports DHS recommendation that the BS in Educational Interpreting move to the Meridian campus. **RESTRUCTURE**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Specialized Accreditor, SBOE, NWCCU approvals/notification required.**

8) AA recommends additional study and possible closure of the Associate degree in Sign Language Studies. **PROGRAM IMPROVEMENT PLAN/ELIMINATION**

a. **PHASE I; FY 2015 (PROGRAM IMPROVEMENT PLAN); Catalog Year 2015-2016; SBOE, NWCCU approvals and teach-out plan approvals required.**

9) Support DHS recommendation that Medical Laboratory Science Program be expanded to the Idaho Falls/Rexburg area. **EXPANSION**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE, NWCCU notification required.**

Arts and Letters: Academic Affairs has eleven specific recommendations and one overall recommendation to the College that include: ten eliminations, one program improvement plan,

and a review to be conducted of all minors with low-enrollment (e.g., Latino Studies, Folklore) and a program improvement plan developed for each (or elimination/consolidation of the minors).

- 1) Support A&L recommendation to discontinue the Bachelor of University Studies. This will produce savings in advising and faculty time. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**
- 2) Support A&L recommendation to discontinue the Bachelor of Art in French. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**
- 3) Support A&L recommendation to discontinue the Bachelor of Art in German. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**
- 4) Support A&L recommendation to discontinue the Interdisciplinary MA degree offerings in the Humanities and Social Science fields. **AT LEAST THREE ELIMINATIONS**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; approvals under investigation.**
- 5) AA recommends A&L develop a Program Improvement Plan for the School of Performing Arts. This plan should specifically address low retention and graduation rates as well as focus on increased donor activity and potential prospects. **SCHOOL IMPROVEMENT PLAN**
  - a. **PHASE I; FY 2015.**
- 6) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Political Science rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**
- 7) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Theatre rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.**



- 8) AA recommends consolidation and elimination of either the Master of Arts in Anthropology or the Master of Science in Anthropology. This will result in a cost savings in faculty committee time. **ELIMINATION**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; NWCCU notification required; SBOE and NWCCU teach-out plan approvals required.**
  
- 9) AA recommends elimination of the Communication and Rhetorical Studies undergraduate degree program as part of the ongoing plan to create the Communication, Media & Persuasion consolidated undergraduate degree within the newly consolidated department. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.**
  
- 10) AA recommends the review and program improvement plans for all low-enrolled minors in the College of Arts and Letters (Folklore, Latino Studies). College will evaluate options including curricular consolidation and/or elimination. **PROGRAM IMPROVEMENT/ELIMINATION/CONSOLIDATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

Science & Engineering: Academic Affairs has twelve specific recommendations to the College that include: five eliminations, two consolidations, three restructures and two expansions.

- 1) AA recommends the CoSE develop a common academic core for first two years of engineering and eliminate the course codes for mechanical, electrical, civil, and nuclear and replace them with ENGR. This would result in cost efficiencies, and greater transparency and transferability for students. **RESTRUCTURE**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; Internal approvals required; Specialized Accreditor approvals may be required.**
  
- 2) AA supports CoSE recommendation to create a B.S. degree in Applied Electrical Engineering, which will be a joint program between the Electrical Engineering Department and the College of Technology. This will provide graduates greater opportunity and increase the economic impact in the region. **EXPANSION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required.**
  
- 3) AA recommends that CoSE evaluate and revise the curriculum of the Engineering and Applied Science doctoral program to better meet the needs of students and the market. Program will be offered in full in Idaho Falls. **RESTRUCTURE/EXPANSION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; Internal approvals required.**
  
- 4) AA supports the CoSE recommendation that a biomedical core transfer to the Meridian campus. This restructure will strengthen and support the Anatomy and Physiology Lab

and expansion of health profession programs in the Treasure Valley. AA further recommends that for all future biology hires that biomedical become the top priority, followed by microbiology. **RESTRUCTURE**

a. **PHASE I; FY 2015; Internal approvals required.**

5) AA recommends that the Master of Natural Science in Biology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

6) AA recommends that the Master of Natural Science in Physics be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

7) AA recommends that the Master of Natural Science in Geology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

8) AA recommends that the Master of Natural Science in Chemistry be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

9) AA recommends that CoSE create a consolidated, interdisciplinary Master of Natural Science for use for all CoSE disciplines. Students from eliminated programs may be transitioned to the new program. **CONSOLIDATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

10) AA recommends that CoSE create a consolidated, interdisciplinary Associate of Science degree for use for all CoSE science disciplines, and eliminate the other A.S. degrees in the College. **CONSOLIDATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

- 11) AA recommends that CoSE eliminate the A.S. degree in Geology, and create an interdisciplinary A.S. degree in Science. **ELIMINATION**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

College of Education: Academic Affairs has one general recommendation to the College to evaluate its thirty-six Secondary Education degrees, and seven specific recommendations that include two eliminations, three restructures and the creation of two new programs.

- 1) AA recommends that the College analyze the curriculum and structure of its thirty-six Secondary Education degrees. Efficiencies for Departments, Colleges, and students may result from consolidation or restructuring of these degree options, and through the reexamination of their location in the curriculum. AA recommends that this analysis be conducted in conjunction with the Content Areas, and within the context of national data regarding content, state endorsement requirements, and accreditation requirements. **UP TO 36 CONSOLIDATIONS/RESTRUCTURES/ELIMINATIONS**
  - a. **PHASE III; FY 2016; Catalog Year 2016-2017 OR 2017-2018; SBOE, NWCCU approvals required; additional approvals may be required (including the Idaho State Department of Education).**
- 2) AA recommends that the College enhance its web site and other marketing venues to highlight Alternate Route and Accelerated Program options leading to teacher education certification, and clearly define and catalog the route to certification for current bachelor degree holders, or bachelor-seeking students who are not enrolled in the College of Education. Create an additional curriculum or course structure if needed to support students with existing bachelor degree.
  - a. **PHASE I; FY 2015; Internal Approvals May be Required; SBOE and State Department of Education approvals may be needed.**
- 3) AA recommends the development of a Master of Art in Teaching (MAT) that would meet the needs of the Magic Valley and Wood River Valley markets. **NEW PROGRAM**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**
- 4) AA recommends the creation of an on-line secondary education teacher certification program. **RESTRUCTURE, NEW PROGRAM**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**
- 5) AA supports CoE recommendation to eliminate the Master of Education with Child and Family Studies Emphasis. **ELIMINATION**
  - a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

- 6) AA recommends that CoE eliminate *either* the BA or the BS degree in General Family and Consumer Sciences. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; other approvals may also be required.**
  
- 7) AA recommends that CoE restructure and renew the Intermountain Center for Educational Effectiveness and include all regional consultants with collaborative research, outreach and development opportunities for faculty. **RESTRUCTURE**
  - a. **PHASE I; FY 2015; in progress. Salary savings reallocated to other programs within the College of Education.**
  
- 8) AA accepts the CoE recommendation to restructure and revitalize the Instructional Design PhD Program to include interdisciplinary concentration areas. This restructure supports recommendations made by external reviewers. **RESTRUCTURE**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE letter required; cost savings possible.**

College of Business: Academic Affairs has six specific recommendations to the College that include: two restructures, two eliminations, one expansion and the creation of one new program.

- 1) AA recommends that the transfer of the Economics program from the College of A&L to the CoB be completed, that curriculum streamlining be continued, and that CoB develop an enrollment and degree completion improvement plan for Economics. **RESTRUCTURE**
  - a. **PHASE I; FY 2015; Catalog Year 2014-2015; SBOE approval obtained; in process.**
  
- 2) AA recommends CoB pursue the creation of additional business health care programs, including emphases areas and the Healthcare Informatics master's degree. AA further recommends that this unique program be offered in the Magic Valley. **NEW PROGRAM/EXPANSION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; other approvals may be needed.**
  
- 3) AA supports the College of Business recommendation to merge the Department of Management and the Department of Marketing into a single administrative unit, The Department of Management and Marketing. There are only 3.5 FTE in the Department of Marketing and it is not cost effective for the CoB to support a course release and a stipend for a Chair to oversee the remaining 2.5 FTE. **RESTRUCTURE**
  - a. **PHASE I; FY 2015; cost savings include the course release and chair stipend.**

- 4) AA supports the CoB recommendation to eliminate the Double Major in Management and Marketing. This elimination has been proposed and accepted by the CoB's Undergraduate Curriculum Committee as well as the University's Undergraduate Curriculum Council. The introduction of the "Flexible BBA" has negated the necessity for the dual major. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**
  
- 5) AA supports the CoB recommendation that the Native American Business Administration emphasis be reconsidered. The College of Business no longer has a faculty member with this expertise area, and the two Management courses focusing on Native American enterprise have not been offered in some time. **ELIMINATION**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

College of Technology: Academic Affairs has two general recommendations to the College in accordance with the Idaho State Division of Professional Technical Programs. In addition, Academic Affairs has two specific recommendations including one restructure and one elimination.

- 1) AA acknowledges that the CoT has eliminated more than a dozen programs in the past several years as part of their program review required by the Division of Professional Technical Education and the Idaho State Board of Education. CoT is currently adding new programs as recommended. **ELIMINATIONS/NEW PROGRAMS**
  - a. **PHASE I; approvals obtained during FY 2014; in process for Catalog Year 2014-2015.**
  
- 2) AA recommends that CoT continue to consider elimination of small, under-subscribed programs in accordance with the Division of Professional Technical Education guidelines. **ELIMINATIONS**
  - b. **PHASE II, FY 2016, Catalog Year 2016-2017, PTE and SBOE approvals required.**
  
- 3) AA recommends that the Geomatics Program name be changed to better reflect its focus, and that ties with Civil Engineering be strengthened in terms of both partnerships and curriculum. AA recommends that the Geomatics program in Meridian be eliminated. **RESTRUCTURE/ELIMINATION**
  - c. **PHASE II, FY 2016, Catalog Year 2016-2017, SBOE approval required, SBOE and NWCCU teach-out approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.**

ISU Meridian Campus: Academic Affairs has three specific recommendations to the Meridian campus that include: two eliminations, and two restructures. Further, AA will conduct a desk audit of classified staff support.

- 1) AA recommends elimination of all non-health related programs in Meridian, and that the B.S. Geomatics Technology and MPE in Athletic Administration (due to competition from BSU) be considered for retraction to the Pocatello campus. **TWO ELIMINATIONS**
  - a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; MOU with Boise State needed.**
- 2) AA recommends that the Meridian Campus establish additional administrative supports for all clinical health professions. **RESTRUCTURE**
  - a. **PHASE III; FY 2017; SBOE and NWCCU notifications may be needed. Space and moving needs also incurred.**
- 3) AA recommends the development of a self-support model for the Institute of Emergency Management Programs. (Paramedic Science & Fire Services Admin and Emergency Management). **RESTRUCTURE**
  - a. **PHASE II; Internal Approvals Needed; SBOE Approvals Needed.**

ISU Idaho Falls Campus: Academic Affairs has four specific recommendations to the Idaho Falls Campus that include: two restructures, one expansion, and the creation of one new program. Line commission recommends creation of polytechnic institution in Idaho Falls (**appendix item**).

- 1) AA recommends the Idaho Falls Campus transition from primarily offering the first two years of lower division undergraduate courses to providing bachelor's and graduate degrees in Engineering, Health Care, Business, Education, and the Liberal Arts. AA further recommends that faculty located at this campus have primary research emphasis in the areas of Engineering, Science, Energy, and Forensics. **RESTRUCTURE**
  - a. **PHASE I, PHASE II, PHASE III**
- 2) AA recommends the Idaho Falls Campus expand the following existing programs: **EXPANSION**
  - a. Health Care, BSN Completion **PHASE I**
  - b. Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science in a two- phased approach. **PHASE I**—all existing Bachelor of Art undergraduate and graduate programs to the campus; and **PHASE II**—expand all relevant existing Engineering programs to Idaho Falls.
  - c. Education, Secondary Education certificate. **PHASE I, PHASE II**
  - d. Business, BBA, MBA, and MAcc. **PHASE I**

- e. Liberal Arts basic undergraduate degrees with faculty research emphasis on energy related areas. **PHASE I**
- 3) AA recommends the Idaho Falls Campus establish Forensic Science programs complimentary with INL and their Homeland Security focus. (Revisit the idea NWRCL would be located in Idaho and ISU would be premiere institution in relationship to the crime lab.) Accomplish through joint appointments with INL and restructuring. Work with Office of Research for implementation. **NEW PROGRAMS**
    - a. **PHASE III; FY 2017; Catalog Year 2016-2017; SBOE and NWCCU approvals needed. Space needed.**
- 12) AA recommends the Idaho Falls Campus continue to increase the number of partnership master's degrees with BYU (3+2, 4+1). **RESTRUCTURE/EXPANSION**
    - a. **PHASE I; FY 2015-FY 2016; MOUs in process; Catalog Years 2015-2016, 2016-2017; SBOE approvals needed for MOUs and Programs; other approvals may be needed.**

ISU Twin Falls Campus: Academic Affairs recommends significantly expanding ISU-Twin Falls programs to better meet the needs of ISU's Magic Valley service region. Idaho State University has served the Magic Valley for fifty years. Magic Valley's demographic profile supports this strategy, as the Magic Valley is projected to grow dramatically during the next decade. The 2010 U.S. Federal Census reported that the counties of the Magic Valley had a combined population of 185,790, or nearly 12% of Idaho's population.

- 1) AA recommends that the Twin Falls Campus expand its current Twin Falls offerings (21 programs), and programs in the following areas through partnerships with CSI. **EXPANSION:**
  - a. Selected Health Care Programs
  - b. Education Bachelor and Graduate Degree Programs
  - c. Healthcare Administration and Informatics
  - d. Liberal Arts and Sciences, basic upper-division undergraduate
    - i. **PHASE II; FY 2016; Catalog Year 2016-2017; some additional approvals may be needed.**
- 2) AA recommends that the Twin Falls Campus develop space (a new building) and increase staffing in support of academic programs. **EXPANSION**
  - a. **PHASE II; FY 2015-FY 2016; Catalog Year 2016-2017.**
- 3) AA recommends that the Twin Falls Campus explore expansion of Education and other programs to the CSI/Blaine County Campus in the Wood River Valley, as determined by current study/pilot. **EXPANSION**

- a. PHASE I; FY 2015; currently in process.

The Recommendations from Academic Affairs have been entered into the Key Recommendations and Action Plan spreadsheet. All further changes/updates to Program Prioritization will be reflected in that document.



Action/ Recommendation		Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Increase recruiting in every college.	All	All	x	x			N/A	Align college recruiting with Admissions and Recruiting.
Develop recruiting plan, utilize workload to engage faculty in recruiting.	All	All	x	x			N/A	
Audit of reduced tuition employee students in graduate programs.	All	All		x			N/A	
Create centralized budget for all non- specialized accreditation activities.	All	All		x			N/A	
Audit/analyze budgets and spending for specialized accreditation.	All	All		x			N/A	

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Centralize purchasing of specialized software packages within Academic Affairs.	All	All		x			N/A	
Discontinue the Bachelor of University Studies.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Discontinue the BA in French.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Discontinue the BA in German.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	

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Discontinue the Interdisciplinary MA degree in the Humanities and Social Science fields.	Arts & Letters			Approvals under investigation.			Elimination	
Develop a Program Improvement Plan for the School of Performing Arts.	Arts & Letters			x			Improvement Plan	
Consolidate or eliminate the BA/BS in Political Science.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	
Consolidate or eliminate the BA/BS in Theatre.	Arts & Letters			SBOE approval required. SBOE and NWCCU teach-out plan approval required.			Elimination	

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Consolidate or eliminate the BA/BS in Anthropology.	Arts & Letters			SBOE approval required. NWCCU notification required. SBOE and NWCCU teach-out plan approvals required.	x		Elimination	
Eliminate/ consolidate the Communication and Rhetorical Studies undergraduate degree program.	Arts & Letters			SBOE and NWCCU approvals required. SBOE and NWCCU teach-out plan approvals required.			Elimination	
Review and/or Improvement Plan for all low-enrolled minors in the College of Arts & Letters.	Arts & Letters			SBOE notification required.			Improvement Plan/Elimination/ Consolidation	

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Rename emphasis area in Communication from Organization Communication emphasis to Corporation Communication emphasis.	Arts & Letters						Restructure	
Rename emphasis area in Communication from Rhetorical Studies to Rhetoric.	Arts & Letters						Restructure	Cost savings include the merging of teaching, scholarship, and service.
Rename emphasis area in Communication from Journalism to Multiplatform Journalism.	Arts & Letters						Restructure	

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Discontinue four emphasis areas in Mass Communication: Advertising, Media Studies, Public Relations, and Television.	Arts & Letters		Teach-out already in process.				Discontinue	Cost savings include course release and chair stipend.
Rename the minor Organizational Communication to Corporate Communication.	Arts & Letters						Restructure	
Rename the minor Rhetorical Studies to Rhetoric.	Arts & Letters						Restructure	
Rename the minor Mass Communication to Visual Communication.	Arts & Letters						Restructure	Cost reduction: DHS is calculating possible savings in administrative costs.
Rename the minor Leadership Studies to Leadership.	Arts & Letters						Restructure	

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Close the Clinical Nurse option.	Division of Health Sciences						Elimination	
Evaluate curriculum in Nursing baccalaureate degree program.	Division of Health Sciences	Twin Falls, Idaho Falls, Pocatello		Curriculum redesign required. Internal approvals.			Restructure	
Combine Health Education and Public Health Programs into a single department, with single chair.	Division of Health Sciences			Notification to SBOE required.			Consolidation	
Expand Dental Hygiene Programs to Meridian and Twin Falls.	Division of Health Sciences				Approvals from Specialized Accreditor, SBOE, and NWCCU.		Expansion	Evaluate possible self-support model to manage faculty support needed for expansion.

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Develop a Program Improvement Plan for BS in Educational Interpreting.	Division of Health Sciences			Internal approvals. SBOE notification may be required for curricular change.			Restructure/ Improvement Plan	
BS in Educational Interpreting move to the Meridian Campus.	Division of Health Sciences	Meridian		Approvals from Specialized Accreditor, SBOE, NWCCU. Notification required.			Restructure	
Expand Medical Laboratory Science Program.	Division of Health Sciences	Rexburg, Idaho Falls		Approvals from Specialized Accreditor, SBOE, NWCCU. Teach out plan approvals required.			Expansion	
Study of the AS degree in Sign Language Studies, possible closure.	Division of Health Sciences			SBOE and NWCCU notification required.			Improvement Plan/Elimination	



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Redesign of basic natural and physical sciences associated with the health professional programs.	Division of Health Sciences & College of Science & Engineering	Pocatello			Curriculum redesign required. Internal approvals, possibly SBOE and NWCCU approvals.		Restructure	
Analyze the curriculum and structure of its 36 secondary education degrees.	Education					SBOE and NWCCU approvals required. Idaho State Department of Education approval may be required.	Consolidation/ Restructure/ Elimination	
Enhance website/marketing venues to highlight Alternate Route and Accelerated Program options.	Education			Internal, SBOE, and State Department of Education approvals may be required.			N/A	
Development of Master of Arts in Teaching (MAT).	Education				SBOE approval required.		New Program	

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Creation of an online secondary teacher certification.	Education				SBOE approval required.		Restructure, New Program	
Eliminate Master of Education with Child/Family Studies emphasis.	Education				SBOE approval required.		Elimination	
Eliminate either BA or BS in General Family and Consumer Sciences.	Education			SBOE approval required.			Elimination	
Restructure and renew the Intermountain Center for Educational Effectiveness.	Education			In process.			Restructure	Salary savings reallocated to other programs within the College of Education.
Restructure the Department of Teaching and Educational Studies.	Education						Restructure	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Restructure the Department of Sport Science and Physical Education.	Education						Restructure	
Restructure the Department of School Psychology and Educational Leadership.	Education						Restructure	
Restructure the Department of Organizational Learning and Performance	Education			Currently in progress.			Restructure	Cost savings possible.
Eliminate Department of School Psychology, Literacy, and Special Education.	Education						Elimination	
Revitalize and restructure the Instructional Design PhD.	Education			SBOE letter required.			Restructure	Cost savings possible.

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Treat General Education Program as an Academic Affairs Program for purposes of data collection, analysis, and strategic planning.	N/A	All		x			N/A	
Reform in conjunction with SBOE 60% Goal.	N/A	All		Currently in progress.			N/A	
One UBO be assigned to all outreach centers, with a financial tech in each center.	N/A	Twin Falls, Meridian & Idaho Falls				x	N/A	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Develop a common academic core for first two years of engineering, eliminating course codes for mechanical, electrical, civil, and nuclear replacing them with ENGR.	Science & Engineering			Currently in progress.	Internal approvals required. Specialized Accreditor may be required.		Restructure	
Create BS degree in Applied Electrical Engineering.	Science & Engineering			SBOE approval required. Currently in progress.			Expansion	Proposal under review at the Office of the State Board.
Evaluate and revise the curriculum of the Engineering and Applied Science doctoral program.	Science & Engineering		Internal approvals required.				Restructure Curriculum redesign	
Biomedical faculty to move to Meridian to support A&P Lab and Dentistry.	Science & Engineering		Internal approvals required.				Restructure	

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Eliminate the Master of Natural Science in Biology, Physics, Geology, and Chemistry and consolidated into single Master of Natural Science.	Science & Engineering				SBOE approval required. SBOE and NWCCU teach-out plan approvals required. Restructure one existing program to include the curriculum from the others.		Elimination/ Consolidation	
Create a consolidated, interdisciplinary Associate of Science degree for all science disciplines, and eliminate all other AS degrees.	Science & Engineering				SBOE approval required.		Elimination/ Consolidation	
Rename Geomatics Program to emphasize ties with engineering.	Technology				SBOE approval required.		Restructure	

Action/ Recommendation	College	Location	Approvals Obtained/ None Needed, Implement FY2015, Catalog Year 2014/2015	Phase One- Approval needed, or in process. Approval sought in FY15, Catalog Year 2015/2016	Phase Two- Approval needed. Approval sought in FY15/16, Catalog Year 2016/2017	Phase Three- Approval needed. Implement in FY16, Catalog Year 2017/2018	Restructure, Consolidation, Expansion, Elimination, Improvement Plan, New Program	Additional information
Eliminate AA in Geomatics Program.	Technology				SBOE approval required. SBOE and NWCCU teach-out plan approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.		Elimination	
Expand existing programs in Education, Secondary Education certificate.	University Programs- Idaho Falls			x	x		Expansion	
Expand existing programs in Business, BBA, MBA, Macc.	University Programs- Idaho Falls			x			Expansion	

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Transition from lower division undergraduate courses to bachelors and graduate degrees in Engineering, Health Care, Business, Education, and Liberal Arts.	University Programs- Idaho Falls			x	x	x	Restructure	Agreements in process with partners in IF.
Expand existing programs in Health Care, BSN Completion.	University Programs- Idaho Falls			x			Expansion	
Expand existing programs in Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science.	University Programs- Idaho Falls			x	x		Expansion	



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Expand existing programs in Liberal Arts basic undergraduate degrees.	University Programs-Idaho Falls			x			Expansion	
Establish Forensic Science programs complimentary with INL and Homeland Security focus.	University Programs-Idaho Falls					SBOE and NWCCU approvals required.	New Programs	Space needed.
Increase the number of partnership degrees with BYU.	University Programs-Idaho Falls			MOU's in process.	SBOE approvals needed for MOUs and programs.		Restructure/ Expansion	
Elimination of all non-health related programs at Meridian campus.	University Programs-Meridian			SBOE approval required.			Elimination	

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Evaluate Geomatics Technology and MPE in Athletic Administration in Meridian.	University Programs-Meridian			SBOE approval required. MOU with BSU needed.			Elimination	
Establish additional administrative supports for all clinical health professions.	University Programs-Meridian					SBOE and NWCCU notifications may be needed.	Restructure	Space and moving needs also incurred.
Development of a self-support model for the Institute of Emergency Management Programs.	University Programs-Meridian			Partially completed.	Internal and SBOE approvals required.		Restructure	
Expand current offerings in Twin Falls (21 programs).	University Programs-Twin Falls		Approvals may be needed.				Expansion	

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Expand partnerships with CSI in Health Care programs, Education BA and Graduate Degree Programs, Healthcare Administration and Informatics, and Liberal Arts and Sciences.	University Programs-Twin Falls		Approvals may be needed.				Expansion	Discussions underway.
Develop new space and increase staffing at Twin Falls campus.	University Programs-Twin Falls				x		Expansion	
Explore expansion of Education and other programs to CSI/Blaine County Campus.	University Programs-Twin Falls		Currently in process.				Expansion	Currently working to provide services to a cohort of para-educators in Hailey.

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Expand office and classroom space at University Place for ISU residential faculty. Part of plan to expand programs and restructure offerings in IF.	University Programs- Idaho Falls		Currently in process.	Funded as part of ISU facilities project requests for 2015.				Construction slated to begin in August 2014.





# *Idaho State University*

## Program Prioritization Report – Non-Academic Programs

July 14, 2014



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**Principles of Program Prioritization**

Program Prioritization is a model in which the institution engages in efforts to rank and prioritize its programs in order to reallocate resources from lower priority programs to higher priority ones. The goal of the Program Prioritization initiative was to manage and allocate our financial resources in ways that will best meet the needs of our students and community. The Program Prioritization model is based upon Dr. Robert Dickeson’s book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Dickeson is a national leader in higher education and has served in administrative posts at three universities and was the past president of the University of Northern Colorado.

The Idaho State Board of Education, with input from several institution presidents and provosts, agreed to a framework for initiating Program Prioritization on each of the Idaho university campuses. The institutions were asked to develop the following:

- Proposed outcomes (i.e. an overall goal of what they hoped to achieve from the program prioritization process).
- Targets for each outcome (e.g. a specific reallocation of resources in support of the outcome).
- In addition, institutions were to develop proposed weighted criteria to be used to evaluate programs.
- Institutions were directed to group programs into quintiles such that those in the top 20% may be eligible for reallocated funds while those in the bottom 20% will require further review, assessment, and an action plan to determine what options will be taken.

**How ISU Program Prioritization Has Achieved the Essence of Zero-Base Budgeting**

The State of Idaho’s Division of Financial Management defines Zero-Base Budgeting (ZBB) as “a budgeting process wherein base budget cost centers are 1) identified, 2) justified, and then 3) prioritized and 4) aligned for the most efficient and effective fulfillment of an agency’s strategic plan and statutory mission” ([http://dfm.idaho.gov/st\\_agency\\_guide/zbb/ZBB\\_Presentation7-12.pdf](http://dfm.idaho.gov/st_agency_guide/zbb/ZBB_Presentation7-12.pdf)). ISU has addressed each of the 4 major goals of the Governor’s ZBB initiative through the process of Program Prioritization as outlined in the steps below.

**1) Identification of Programs**

All departments and units have identified programs (i.e. referred to as “decision units” in ZBB) for review. A program is defined by Dickeson as any activity or collection of activities that consumes resources (dollars, people, time, space, and equipment).

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**2) Justification of Program Existence**

All departments and units have answered a collection of surveys and questionnaires for each of their programs addressing key factors and criteria weighted according to their relative importance to the University's mission, core themes, and the existence of any federal or state mandates. Fiscal discipline and operational efficiency were emphasized throughout the process. Any programs that were not considered essential to the University's mission were placed in lower quintiles and in some cases, action steps were required that might include program mergers, consolidations, or eliminations.

**3) Prioritization of Programs**

All non-academic departments and units have scored, ranked, and quintiled their programs based upon a methodology designed specifically for non-academic programs.

**4) Alignment For the Most Efficient and Effective Fulfillment of ISU's Strategic Plan and Statutory Mission**

All departments and units have created action plans for all programs in quintile five including quantified savings. On March 14, 2014, Program Prioritization results were presented by each respective vice president to the President. The presentations summarized which programs were identified in quintile five, the action plans for each of these programs, and the identified savings for each vice presidential unit. On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed budget including the results and savings identified from Program Prioritization. This process will enable ISU to reallocate its resources from lower-performing programs into higher-performing programs that are essential to the University's mission and strategic plan. This is consistent with the goals of ZBB.

**Institution's Program Prioritization Goals and Outcomes**

ISU has established two key objectives that the University is funding as a result of Program Prioritization:

- 1) An ongoing university-wide compensation plan for faculty and staff at an average preferred target level of 1.5% per year in annual ongoing compensation increases, or a minimum target level of 1.5% per year, in annual one-time special merit compensation payments.
- 2) Ongoing student programs for maximizing student success in terms of access, opportunity, and retention, with a focus on additional scholarship funding for this purpose.

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Additionally, the University intends to align its programs to support its mission, vision, core themes, strategic plan, and mandates, discover process improvements, and achieve operational efficiencies as the result of Program Prioritization.

**Identification of Programs**

According to Dickeson, a program is defined as any activity or collection of activities that consumes resources (dollars, people, time, space, or equipment). Non-academic program directors identified each budget in his or her reporting area and the services, programs, and activities that make up each budget. In some cases, these activities themselves may be subdivided further into additional programs. However, in order to not produce more programs than can be reasonably evaluated in our first pass of this new program prioritization process, areas were encouraged to keep programs broadly defined.

Then, the program directors of each of the functional units that comprise each non-academic vice presidential unit identified the major and significant activities that consume resources as advised by the Methodology for Quintiling Non-Academic Programs document (included as Appendix A).

Each program director also used his/her professional judgment in determining which activities were major and significant to identify programs. The program directors' identification and selection of programs was reviewed and approved at each level of management until receiving final approval by the appropriate vice president and, ultimately, the President.

**Measurement Criteria Used for Analyzing, Reviewing, and Ranking Programs**

For non-academic programs, in an assessment of the experiences of five other higher education institutions, we found that surveys were used to assess key non-academic Program Prioritization factors. The approach of one of these institutions, Seattle Central Community College, was specifically endorsed by Dickeson. The survey approach developed at ISU was uniquely adapted to the needs of ISU and addresses the following six major areas:

- Key Goals and Objectives
- Key Services Provided to Customers
- Key Processes
- Organization Review
- Budgeting and Planning
- Opportunities for Savings or Additional Investments

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Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) **(25% weight)**
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) **(20% weight)**
3. Demand (internal, external) **(20% weight)**
4. Quality (input, outcomes, how well delivered, research, student retention) **(20% weight)**
5. Opportunity (collaboration, resource sharing, savings, improvements) **(15% weight)**

In addition, Student Affairs used the following criteria for ranking programs:

- a. Federal, state, local laws or statutes; SBOE Policy; NWCCU Mandates
- b. Services that directly contribute to recruitment, admission, retention, and graduation as measured by the number of students served
- c. Services that provide an essential life function or need, e.g., health, safety, shelter (Maslow's Hierarchy), contiguous to campus and non-mobile students
- d. Services that help students pay for their education
- e. Services that enhance co-curricular learning and engagement beyond the classroom
- f. Services that eliminate barriers to enrollment
- g. Services that provide educational outreach to the greater Southeastern Idaho community
- h. CAS (Council on the Advancement of Standards for Higher Education) standards of best practice for student affairs (<http://www.cas.edu/standards>)

**Hold Harmless Predeterminations**

Regardless of the quintile score computed, if programs are required by federal or state mandates, then that program was held harmless from elimination and could not be ranked in quintile five. However, this did not preclude the program from going through the Program Prioritization analysis, review, and ranking process to attempt to identify opportunities for efficiency, effectiveness, and improving demand

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and quality. None of the University's programs conducted within the authority of the non-academic vice presidents were excluded from this process.

**Top/Bottom Quintile Common Factors That Led To A Program's Current Placement**

All of the non-academic programs identified by ISU were assigned to one of the five quintiles. Programs were assigned a higher (or top) quintile ranking generally due to the following factors: 1) programs classified as essential to the University's mission, 2) required by either NWCCU, federal, state, SBOE policy, or local mandates, 3) in high demand, 4) cost effective, or 5) non-financial factors (e.g. quality). For example, programs such as payroll processing, building maintenance, and IT security were considered essential to the University's mission and in high demand, and, as a result, were ranked in the top quintile.

Programs were assigned a lower (or bottom) quintile ranking generally due to the following factors: 1) programs considered non-essential to the University's mission, 2) not required by NWCCU, federal, state, or SBOE mandates, 3) in low demand, 4) not cost effective, or 5) responsibilities could be shifted to other programs to eliminate redundant programs, duplication of effort, or to achieve operational efficiencies. For example, the intracampus mail center was ranked in the bottom quintile as its costs exceeded its revenues and, therefore, the decision was made to merge the mail center with the Total Copy Center to achieve operational efficiencies and an immediate cost savings.

**A Narrative of the Program Prioritization Process**

For non-academic programs, the Program Prioritization process was comprised of three major steps: program analysis, program review, and program ranking. This approach was used for the Office of Finance and Administration, University Advancement, Athletics, the Office of Research and Economic Development, and Student Affairs.

**1. Program Analysis**

Each program director answered a series of questions addressing the six major areas and five measurement criteria for non-academic programs (included as Appendix A).

**2. Program Review**

Based on the questionnaires completed by program directors in the previous step, each program director assigned a score to each program based on whether the program exceeds, meets, or does not achieve its measurement criteria. Each of the measurement criteria was weighted according to its relative importance to achieve a total weighted program score.

**3. Program Ranking**

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Each program director used the weighted score(s) from the Program Review as a guide to rank and assign each of the programs to a quintile. The program directors' program rankings were reviewed and approved at each level of management until receiving final approval by the appropriate vice president. Results for each vice presidential unit were reported to the President in the format shown in Appendix E.

**Action Plans for Programs in Quintile Five and Integration With the Budget Process**

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit were presented in written form and through oral presentations by each of the university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed program-prioritized budget including the results and savings identified from his/her Program Prioritization review.

**Key Outcomes and Recommendations**

ISU identified 16 non-academic programs for potential program prioritization actions. If fully implemented, these actions may result in cumulative savings of over \$760,000 for the University during the three fiscal years from 2015 through 2017.

**Immediate Steps Taken**

Idaho State University has successfully completed its Program Prioritization campus-wide review. Actions are already underway to implement the action plans identified by Program Prioritization for identifying and reallocating savings. University vice presidents, in consultation with their teams, are preparing plans to implement the action plans and recommendations identified by Program Prioritization in their respective areas of responsibility.

To date, *Finance and Administration* has identified over \$360,000 of potential cost savings expected to be sustainable for the foreseeable future. The Assistant Director of Financial Aid position in Idaho Falls has been eliminated and the person in that position has retired. The Idaho Falls reporting structure has been revised in that the financial aid staff reports directly to the Director of Student Services, and professional coverage is being provided by a staff member from Pocatello once per week. In Information Technology, personnel position eliminations in three vacant ERP training positions have been completed. Electronic Repair and Services' telecommunications responsibilities have been shifted to NeTel and Electronic Repair and Services has been merged with the Total Copy Center.

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The intracampus mail service and Total Copy Center responsibilities have been merged and are now under one manager.

As a result of Program Prioritization, *Student Affairs* is now more closely monitoring attendance at University sponsored community events for the public to determine the need and interest for these events. *Student Affairs* also has established revenue-generating goals for its quintile five programs.

**Planned Future Actions**

In *Finance and Administration*, legacy software systems (particularly HP1) will be phased out by December 2014, which is expected to result in cumulative savings for the University during the three fiscal years from 2015 through 2017.

**Steps Co-Dependent On the Actions of Others or Contingent Upon Further Analysis and Review**

In *Finance and Administration*, the Campus Cable infrastructure in IT is no longer being actively supported, which should result in annual maintenance cost savings. When the equipment is no longer operational, it is not expected to be replaced. A proposal was made in March to close down the Twin Falls video classrooms and computer lab that were expected to yield savings from materials and supplies. However, that proposal was not implemented because it was determined that Twin Falls is an essential market for the University's plans to increase student enrollment and plans are currently underway to expand our educational offerings in that location. In addition, IT may also discontinue its security awareness program, resulting in materials and supplies savings, but the decision was made to postpone this reduction at this time and will be further analyzed and reviewed.

At present, Purchasing Services and Facilities Services both employ a storekeeper. It was proposed in March to consider moving all University Stores operations to Facilities Services, resulting in savings through the reduction of one storekeeper position. This proposed action is contingent upon further analysis and review.

In March, a proposal was made to eliminate the energy and sustainability program in Facilities Services resulting in a potential materials and supplies savings. This proposed action is contingent upon further analysis and review.

The Diversity Resource Center is expected to be merged into the Gender Resource Center increasing operational efficiencies and resulting in savings in materials and supplies when the merger is fully implemented.

*Student Affairs* has indicated some of its quintile five programs (Bengal Newspaper, KISU-FM, the Bengal Dancers, and Summer Activities) were targeted for further analysis and review. Consultation with and

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input from newly elected ASISU student leaders is necessary before identifying the next steps in the review process.

**Process Improvements Identified**

In *Finance and Administration*, the actions implemented in Financial Aid will provide a clearer reporting structure and better management oversight of the federal Quality Assurance process, consolidation of the outreach efforts to local high schools, and bring the processing of consortium agreements fully into the Pocatello office. In addition, a formal plan is being developed in Information Technology for transitioning away from computer labs.

**Lessons Learned**

At a university-wide level, Program Prioritization can help ISU to manage and allocate its financial resources in ways that will best meet the needs of our students and community. It can provide data for better program planning and funding allocation decisions, integrate planning efforts, and reallocate resources from lower to higher priorities, thereby making institutional and State of Idaho missions operational. This process can create an environment of accountability at the departmental level, encouraging department heads to deliver process improvement and cost savings ideas from the bottom-up. It emphasizes the importance of using a range of metrics in measuring program performance and can support our efforts to commit funds to projects and programs with the highest potential return on investable dollars. Further, it reinforces the concept of fiscal discipline across the institution and the understanding that funding for additional resource requests will need to come from a reallocation of existing resources.

The University will continue to refine its institutional expectations for Program Prioritization in the years ahead. Program Prioritization provides a means for a greater infusion of performance metrics into institutional budgeting decisions. In general, there seems to be a cultural resistance to eliminating programs that, while interesting or useful, do not contribute to overall organizational success. Program Prioritization also provides a means to allow the institution to make its programs self-supporting and to adjust funding levels as necessary as demand increases or decreases for the programs. It was further noted that some units looked at Program Prioritization as a cost cutting exercise, while others viewed it strictly as a review to reallocate current programs without cost cutting. A thorough, well thought out, and consistent approach throughout the University with clear language and goals will be essential to ensure a high quality review on an annual basis.

In summary, the Program Prioritization exercise provides a constructive and consistent way to assess the effectiveness and efficiency of programs across department and division boundaries. A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens.



**APPENDIX A – METHODOLOGY FOR QUINTILING NON-ACADEMIC PROGRAMS**



**Methodology for Quintiling Non-Academic Programs**

The first step towards non-academic program prioritization by way of the attached questionnaire will be to have each non-academic area identify its respective programs to be reviewed. Once the programs for evaluation are identified and reviewed, the following criteria and weights will be used to rank non-academic programs into quintiles:

- 25% - Cost-Effectiveness (*budget vs. actual, productivity, performance*)
- 20% - Importance to the institution (*mission, vision, strategic plan, core themes, mandates*)
- 20% - Demand (*internal, external*)
- 20% - Quality (*input, outcomes, how well delivered*)
- 15% - Opportunity (*collaboration, resource sharing, savings, improvements*)

Each program will be scored from 1 to 5 for each of the above criteria according to the following scale:

1. Does not meet criteria
2. Slightly meets criteria
3. Meets criteria
4. Slightly exceeds criteria
5. Exceeds criteria

The score (1-5) for each criteria will be converted to a weighted score according to the importance of the criteria. Under this methodology, the maximum score a program could receive is 5 and the lowest is 1. For instance, a program receiving a 5 (exceeds criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 5 because the weights total 100% (100% x 5 = 5). Or, a program receiving a 1 (does not meet criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 1 (100% x 1 = 1). To better illustrate this scoring methodology, following is an example of how an intermediate non-academic program could be scored:

Criteria	Weight	Score	Weighted Score
Cost-Effectiveness	0.25	1	0.25
Institutional Importance	0.20	4	0.80
Demand	0.20	4	0.80
Quality	0.20	2	0.40
Opportunity	0.15	3	0.45
<b>Total Weighted Score</b>			<b>2.70</b>

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Each program will sum to a total weighted score that will enable categorization into quintiles with the following rankings:

1. Programs needing enrichment.
2. Programs needing a higher level of continued support.
3. Programs needing a neutral or similar level of continued support.
4. Programs needing a lower level of continued support.
5. Programs requiring further review, assessment, and action plan to determine what options will be taken.

The following scores will determine which quintiles the program will fall into:

Score	Quintile
4.21 – 5.00	1. Programs needing enrichment
3.41 – 4.20	2. Programs needing a higher level of continued support
2.61 – 3.40	3. Programs needing a neutral or similar level of continued support
1.81 – 2.60	4. Programs needing a lower level of continued support
1.00 – 1.80	5. Programs requiring further review, assessment, and action plan to determine what options will be taken

In the previous example illustrating how an intermediate program could be scored, the example program received a weighted score of 2.70. This score places the program in quintile three, a program needing a neutral or similar level of continued support.

**APPENDIX B – ADMINISTRATIVE (NON-ACADEMIC) PROGRAM REVIEW**



**Idaho State University  
 Administrative (Non-Academic) Program Review  
 for University Program Prioritization<sup>1</sup>**

Program Name:

Administrator:  Department/Unit:

***Program Definition: any activity or collection of activities that consumes resources  
 (i.e. dollars, people, time, space, equipment)***

For your responsible area, please identify the major, significant activities that consume resources and complete this questionnaire for each of these programs. For example, in the Controller’s Office there is the general accounting department that has major, significant activities such as accounts payable, collections, financial reporting, travel, and cash management that will qualify as separate programs within the single area of general accounting. In some cases, these activities themselves may be subdivided further into additional programs. The major, significant activities are the programs that will be reviewed through program prioritization by use of this questionnaire. Identify your programs to be reviewed as those that are major activities consuming significant resources. Please keep in mind that on our first pass with this new program prioritization process, areas are encouraged to keep programs broadly defined, so as not to produce more programs that can be reasonably evaluated.

**1. Key Goals and Objectives:**

**- Organizational structure and performance**

1.a. Is this program mandated federally?

Yes	No	Provide Details

<sup>1</sup> Adapted from materials obtained from Seattle Central Community College, Washington State University, College of Micronesia, and the University of Central Oklahoma.

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1.b. Is this program mandated by the state?

Yes	No	Provide Details

1.c. Is this program required because of obligations other than federal or state?

If the program is required by previously signed contracts or agreements, identify the party or parties involved in the agreement, the date and history of the agreement, and the date of expiration of the agreement.

Yes	No	Provide Details

1.d. Is this program essential to the operation of the university?

Yes	No	Provide Details

ISU Mission Statement

*The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.*

Core Themes

*Learning and Discovery, Access and Opportunity, Leadership in the Health Sciences, and Community Engagement and Impact.*

1.e. How does this program support the mission, vision, strategic plan, core themes, and institutional objectives of the university?

Provide Details

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1.f. How is the program’s performance reviewed? By whom? How often?

Methods of Reviewing Performance	Person/Group Reviewing Method	How Often is Success Reviewed

<b>2. Key Services Provided to Customers (Internal/External)</b>
--

2.a. Please provide a brief description of each service/function your program provides, its primary customers, and the nature of demand.

Description of Service/Function	Primary Customers	Demand: 1. # of people served/unit time (e.g. 10/day) 2. Increasing/Stable/Decreasing	
		Internal	External
<i>Example: i.e. Planning</i>	<i>List the primary customers of the service</i>	<i>Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for internal users</i>	<i>Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for external users</i>

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2.b. How many positions were assigned to the program over the last two years?

Position Type	2011 – 2012 (FY12)				2012 – 2013 (FY13)			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
Professional								
Classified								
Student								
Exempt								
Other								
<b>Total</b>								

2.c. How does the size and scope compare with similar/same programs at peer institutions?

Provide Details

2.d. Are there any current or proposed state, regional, or local mandates, or new policies or laws that may impact external demand for the program’s services?

Yes	No	Provide Details (describe the expected impacts)

2.e. Are there any current or proposed state or regional mandates or new policies that may impact internal demand for the program’s services?

Yes	No	Provide Details (describe the expected impacts)

**3. Key Processes or Implementation Elements:**

- Review to reduce bureaucracy and/or streamline operations

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3.a. What are the key processes or implementation elements for this program? How many personnel are assigned to the key processes or implementation elements? Can any of these key processes or implementation elements be streamlined or eliminated?

1. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

2. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

3. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

4. Key Implementation Element Identified		Personnel Assigned to Key Element
Can This Element Be Streamlined or Eliminated?		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

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5. Key Implementation Element Identified		Personnel Assigned to Key Element
<b>Can This Element Be Streamlined or Eliminated?</b>		
Yes	No	Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.

3.b. Does the program have unmet equipment/software needs?

Yes	No

If yes, complete the chart below.

Description of What is Needed	Role of the Needed Item in Fulfilling Program Mission	Approximate Cost
<i>Describe equipment/software needs</i>	<i>How will the equipment/software enable your office to work effectively and efficiently</i>	<i>Estimate the cost</i>

3.c. What technologies are available to the program? Are there technological improvements that could be made to save on labor, or to improve the product/service offered? How does the program get technological support?

Technologies Available	Improvements Could Be Made For Savings	Savings Expected on Labor/Products/Service Currently Offered	Technological Support Currently Receiving



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**4. Organization Review**

- Detailed organization chart for program area

- Position analysis
- Span of control

4.a. Display, or attach, the program organization chart with the number of positions in each program area. Name the key positions identified in span of control.

4.b. Designate the key positions in each program area. Which individuals are cross-trained and in what areas?

Position/Title	Cross-Trained Yes / No	If Yes, List Areas

4.c. Are there other campus programs providing similar services? If yes, how are this program's services different than those of other programs?

Yes	No	Provide Details

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4.d. Are there any external or outsourced programs/services providing similar services? If yes, how do this program’s services differ from theirs?

Yes	No	Name of External Services	Provide Details

4.e. Does this program have any external collaborations? If yes, how do these external collaborations benefit the university? Examples include, but are not limited to, cooperative agreements, articulation agreements, outreach efforts, corporate partnerships, economic relationships, etc.

Yes	No	Provide Details

**5. Budgeting/Planning**

- Organization structure and performance metrics comparisons to:

- Similar institutions

5.a. Does the program have any operations that generate revenue?

Yes	No

If yes, provide a list of financial resources generated by the program.

Revenue Source	Amount \$
<i>List the source of any revenue collected, i.e. sales, consultancy, etc.</i>	<i>List the amount per program/year</i>

5.b. What were the budgeted costs of the program, actual expenditures, and difference between the two for fiscal year 2012?

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Program Expenditures	Budget	Expenditures	Difference
Salaries			
Benefits			
Services			
Supplies			
Travel			
Equipment			
Professional Development			
Other			
<b>TOTAL</b>			

5.c. What metrics are used to evaluate the program’s performance? How does this program’s performance metric compare to those from peer institutions, national standards, and industry benchmarks? *Click on [Peer Institutions](#) to see a list of Institutional Research identified peers.*

Name/Description of Performance Metric	Program Metric Value <small>“N/A” if not applicable or metric does not exist</small>	Peer Institution Metric Value <small>“N/A” if not applicable or metric does not exist</small>	Industry Benchmark Metric Value <small>“N/A” if not applicable or metric does not exist</small>

**6. Opportunities for Savings or Additional Investments**

6.a. Have you identified any opportunities for savings or additional investments? If yes, please describe.

Yes	No	Provide Details

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**Program Review Signature and Date**

Program Director:  Date:

Vice President:  Date:

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**APPENDIX C – NUMBER OF PROGRAMS EVALUATED AND PLACED IN QUINTILES**

<b>Number of Non-Academic Programs Evaluated and Placed in Quintiles</b>	
<b>Vice Presidential Unit</b>	<b>Number of Programs</b>
Office of Finance and Administration	104
Office of Research and Economic Development	14
Athletics	5
University Advancement	30
Student Affairs	35
<b>Total Number of Programs Evaluated and Placed in Quintiles</b>	<b>188</b>

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**APPENDIX D – KEY MILESTONES AND DATES DURING THE PROCESS – NON-ACADEMIC PROGRAMS**

1/10/2014 – Program directors forwarded Program Prioritization documents to unit heads and directors

1/27/2014 – Unit heads and directors reviewed and approved the Program Prioritization documents

2/14/2014 – Recommendations for prioritization and reallocation were forwarded to vice presidents

3/3/2014 – Vice presidents reviewed and finalized recommendations for prioritization and reallocation

3/12/2014 – Vice presidents' Program Prioritization results were due to the President (written reports)

3/14/2014 – Vice presidents presented Program Prioritization results to the President (oral presentations)

3/27/2014 – Vice presidents' proposed budgets (reflecting the assigned budget targets) and SBCC budget presentations were due to ISU's Budget Office

4/1-2/2014 – Fiscal year 2015 budget presentations were made to the Special Budget Consultation Committee (SBCC)

4/7/2014 – SBCC finalized ISU's fiscal year 2015 program-prioritized budget and forwarded its recommendations to the President

4/30/2014 – ISU completed its final draft of the fiscal year 2015 program-prioritized budget for Idaho State Board of Education (SBOE) approval

**APPENDIX E – PROGRAM PRIORITIZATION RESULTS BY VICE PRESIDENTIAL UNIT**

**Idaho State**  
**UNIVERSITY**

**Program Prioritization Results  
By Vice President Unit**

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**Vice President Unit/Area:**

**Vice President:**

**Number of Programs Identified and Reviewed:**

**Please Describe How You Identified Programs for Program Prioritization Analysis:**

**Please Describe the Methodology Used for Reviewing, Analyzing, and Ranking Your Unit's Programs:**

**Please Describe Any Other Criteria, Other Than Those Identified by the Institution, You Used for Program Prioritization (Criteria Identified by Institution: Cost-Effectiveness, Importance to the Institution, Demand, Quality, Opportunity, Revenue & Cost, Impact & History):**

***ON THE NEXT FIVE PAGES, PLEASE PROVIDE THE FINALIZED LIST OF YOUR UNIT'S  
PRIORITIZED PROGRAMS BY QUINTILE***

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**QUINTILE 1: Programs Possibly Needing Enrichment (Highest Priority)**

**Number of Quintile 1 Programs:**

**Quintile 1 Programs Identified – Please List:**

- |     |     |
|-----|-----|
| 1.  | 34. |
| 2.  | 35. |
| 3.  | 36. |
| 4.  | 37. |
| 5.  | 38. |
| 6.  | 39. |
| 7.  | 40. |
| 8.  | 41. |
| 9.  | 42. |
| 10. | 43. |
| 11. | 44. |
| 12. | 45. |
| 13. | 46. |
| 14. | 47. |
| 15. | 48. |
| 16. | 49. |
| 17. | 50. |
| 18. | 51. |
| 19. | 52. |
| 20. | 53. |
| 21. | 54. |
| 22. | 55. |
| 23. | 56. |
| 24. | 57. |
| 25. | 58. |
| 26. | 59. |
| 27. | 60. |
| 28. | 61. |
| 29. | 62. |
| 30. | 63. |
| 31. | 64. |
| 32. | 65. |
| 33. |     |



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**QUINTILE 2: Programs Possibly Needing A Higher Level of Continued Support**

**Number of Quintile 2 Programs:**

**Quintile 2 Programs Identified – Please List:**

- |     |     |
|-----|-----|
| 1.  | 36. |
| 2.  | 37. |
| 3.  | 38. |
| 4.  | 39. |
| 5.  | 40. |
| 6.  | 41. |
| 7.  | 42. |
| 8.  | 43. |
| 9.  | 44. |
| 10. | 45. |
| 11. | 46. |
| 12. | 47. |
| 13. | 48. |
| 14. | 49. |
| 15. | 50. |
| 16. | 51. |
| 17. | 52. |
| 18. | 53. |
| 19. | 54. |
| 20. | 55. |
| 21. | 56. |
| 22. | 57. |
| 23. | 58. |
| 24. | 59. |
| 25. | 60. |
| 26. | 61. |
| 27. | 62. |
| 28. | 63. |
| 29. | 64. |
| 30. | 65. |
| 31. | 66. |
| 32. | 67. |
| 33. | 68. |
| 34. | 69. |
| 35. | 70. |

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**QUINTILE 3: Programs Possibly Needing A Neutral or Similar Level of Continued Support**

**Number of Quintile 3 Programs:**

**Quintile 3 Programs Identified – Please List:**

- |     |     |
|-----|-----|
| 1.  | 36. |
| 2.  | 37. |
| 3.  | 38. |
| 4.  | 39. |
| 5.  | 40. |
| 6.  | 41. |
| 7.  | 42. |
| 8.  | 43. |
| 9.  | 44. |
| 10. | 45. |
| 11. | 46. |
| 12. | 47. |
| 13. | 48. |
| 14. | 49. |
| 15. | 50. |
| 16. | 51. |
| 17. | 52. |
| 18. | 53. |
| 19. | 54. |
| 20. | 55. |
| 21. | 56. |
| 22. | 57. |
| 23. | 58. |
| 24. | 59. |
| 25. | 60. |
| 26. | 61. |
| 27. | 62. |
| 28. | 63. |
| 29. | 64. |
| 30. | 65. |
| 31. | 66. |
| 32. | 67. |
| 33. | 68. |
| 34. | 69. |
| 35. | 70. |

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**QUINTILE 4: Programs Possibly Needing A Lower Level of Continued Support**

**Number of Quintile 4 Programs:**

**Quintile 4 Programs Identified – Please List:**

- |     |     |
|-----|-----|
| 1.  | 36. |
| 2.  | 37. |
| 3.  | 38. |
| 4.  | 39. |
| 5.  | 40. |
| 6.  | 41. |
| 7.  | 42. |
| 8.  | 43. |
| 9.  | 44. |
| 10. | 45. |
| 11. | 46. |
| 12. | 47. |
| 13. | 48. |
| 14. | 49. |
| 15. | 50. |
| 16. | 51. |
| 17. | 52. |
| 18. | 53. |
| 19. | 54. |
| 20. | 55. |
| 21. | 56. |
| 22. | 57. |
| 23. | 58. |
| 24. | 59. |
| 25. | 60. |
| 26. | 61. |
| 27. | 62. |
| 28. | 63. |
| 29. | 64. |
| 30. | 65. |
| 31. | 66. |
| 32. | 67. |
| 33. | 68. |
| 34. | 69. |
| 35. | 70. |

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**QUINTILE 5: Programs Requiring Further Review, Assessment, and Action Plan to Determine  
What Options Will Be Taken (Lowest Priority)**

**Number of Quintile 5 Programs:**

**Quintile 5 Programs Identified – Please List:**

- |     |     |
|-----|-----|
| 1.  | 36. |
| 2.  | 37. |
| 3.  | 38. |
| 4.  | 39. |
| 5.  | 40. |
| 6.  | 41. |
| 7.  | 42. |
| 8.  | 43. |
| 9.  | 44. |
| 10. | 45. |
| 11. | 46. |
| 12. | 47. |
| 13. | 48. |
| 14. | 49. |
| 15. | 50. |
| 16. | 51. |
| 17. | 52. |
| 18. | 53. |
| 19. | 54. |
| 20. | 55. |
| 21. | 56. |
| 22. | 57. |
| 23. | 58. |
| 24. | 59. |
| 25. | 60. |
| 26. | 61. |
| 27. | 62. |
| 28. | 63. |
| 29. | 64. |
| 30. | 65. |
| 31. | 66. |
| 32. | 67. |
| 33. | 68. |
| 34. | 69. |
| 35. | 70. |

## **Program Prioritization Results Summary**

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**Please Describe the Results of Your Program Prioritization Analysis Specifying the Existing Programs or Activities Can Be Done More Efficiently, Streamlined, or Eliminated:**

**Please Summarize Your Action Plan for Each Quintile 5 Program:**

**Please Identify the Amount of Resources by Program Identified for Reallocation, Reduction, or Elimination. What is the Amount for Current Period Savings? What is the Amount for On-going or Over-time, Phased Savings? (Projection If Necessary):**


**Please Describe Other Specific Recommendations Identified Through the Program Prioritization Process:**

**How Will Your Program Prioritization Results Be Incorporated Into Your Budget Proposal?**


# Idaho State UNIVERSITY

## Mission Fulfillment, Adaptation, and Sustainability Data FY 2010 – FY 2013

\*Notes: Data are presented where available. The university implemented a new enterprise resource planning (ERP) system in 2010. Comparable data from the legacy system may not be available for some measures.


ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
Core Theme/Goal 1: Learning & Discovery							
<b>ISU provides a rich learning environment (PM 1.1)</b>	# online course sections	CT 2.1.5, PM 1.1.1	519	614	727	849	900 course sections
	# students in CPI program	CT 1.1.1, PM 1.1.2		241	583	651	600 CPI students
	# Early College students	CT 2.1.2, PM 2.4.1	1,559	1,434	1,668	1,914	1,800 dual credit students
<b>ISU provides a dynamic curriculum (PM 1.2)</b>	# new, expanded programs/degrees # programs/degrees discontinued	PM 1.2.1	New programs / degrees: 10 Terminated programs/degrees: 10	New programs / degrees: 3 Terminated programs/degrees: 17	New programs / degrees: 2 Terminated programs/degrees: 2	New programs / degrees: 8 Terminated programs/degrees: 14	# new/expanded programs/ degrees in balance with # of programs/degrees closed
<b>Students participate in undergraduate teaching (PM 1.3)</b>	# teaching GTAs/Fellowships	CT 1.1.2, PM 1.3.1	75	74	75	112	Increase by 10 over next 3 years
	# English, math, content area student tutors	CT 1.1.3, PM 1.3.2		191	112	141	Maintain adequate number of student tutors to meet need

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
<b>Students engage in research/creative activities (PM 1.4)</b>	# students employed to work with faculty on research projects	CT 1.1.4, PM 1.4.1		385	413	372	Increase by 3% per year for next 5 years
	# students participating in research symposia	PM 1.4.2	139	134	160	142	250 students per year
<b>Core faculty engaged in research/creative activity (PM 1.5)</b>	# Faculty scholarly productivity output	CT 1.2.1, PM 1.5.1				177 publications, 541 presentations, 147 artistic performances and exhibits	New measure in FY 2013. Data from Activity Insight (electronic CV).
	# proposals submitted for funding # proposals funded Amount of funding awarded	PM 1.5.2	398 Proposals  282 Funded \$37.1M Awarded	377 Proposals  244 Funded \$36.3M Awarded	378 Proposals  287 Funded \$30.6M Awarded	360 Proposals  217 Funded \$23.9M Awarded	Increase amount of funding by 3% per year for next 5 years
<b>Graduates prepared to enter workforce or advanced education (PM 1.6)</b>	Pass rates on licensure/certification exams	CT 1.2.2, CT 3.1.7, PM 1.6.1				<a href="#">See Appendix A</a>	Maintain pass rates at or above national averages
	Placement rates of graduates	CT 1.2.2, PM 1.6.2				<a href="#">See Appendix B</a>	Maintain placement rates at or above national averages
	Number of theses and dissertations completed	CT 1.1.5		Theses:63 Dissertations:24 Total: 87	Theses:80 Dissertations:38 Total: 118	Theses:99 Dissertations:45 Total: 144	Benchmark to be established January 2015
	Examples of end of the year research presentations	CT 1.1.6				<a href="#">See Appendix F</a>	Benchmark to be established January 2015
	Examples of outstanding research and innovation	CT 1.1.7				<a href="#">See Appendix G</a>	Benchmark to be established January 2015
	Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating	CT 1.2.3				<a href="#">See Appendix H</a>	Benchmark to be established January 2015


ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
Core Theme/Goal 2: Access and Opportunity							
	In-state tuition and fees are competitive with peer institutions	CT 2.1.3				<a href="#">See Appendix I</a>	Benchmark to be established January 2015
	Number of certificates, undergraduate and graduate degrees available	CT 2.1.1, PM 2.2.5				<a href="#">See Appendix J</a>	Benchmark to be established January 2015
	Number of courses taught at outreach centers	CT 2.1.4				<a href="#">See Appendix K</a>	Benchmark to be established January 2015
	- Number of online courses taught (e-ISU) - Number of courses offered at non-traditional times	CT 2.1.5, PM 1.1.1				<a href="#">See Appendix K</a>	Benchmark to be established January 2015
	Number of Pell grants awarded	CT 2.1.6	6,256	6,967	7,029	6,345	Benchmark to be established January 2015
	Percent of financial aid awarded as a % of total eligible need	CT 2.1.7		83.1%	78.8%	82.8%	Benchmark to be established January 2015
<b>Support services provided to enhance retention are utilized by students (PM 2.1)</b>	# of student contacts with a central advisor	CT 2.2.1, PM 2.1.1	7,327	7,737	7,171	8,436	Maintain sufficient access to Central Academic Advising
	Examples of student support services	CT 2.2.3				<a href="#">See Appendix L</a>	Benchmark to be established January 2015
	Examples of diversity of populations served and programs offered	CT 2.3.1				<a href="#">See Appendix M</a>	Benchmark to be established January 2015
	Number of Honors students	CT 2.3.4		176	233	231	Benchmark to be established January 2015




ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	Examples of post-college support through career services	CT 2.3.5				<a href="#">See Appendix N</a>	Benchmark to be established January 2015
	Number of students employed on campus	CT 2.2.2	934	2,267	2,045	2,062	Benchmark to be established January 2015
	% of full-time freshmen participating in First Year Seminar, and/or ACAD courses	CT 2.3.3, PM 2.1.2		28.7%	31.5%	31.5%	Increase to 50% or more over the next 3 years
	Average amount of need-based and merit-based financial aid/scholarships awarded	PM 2.1.3	Average grant aid \$4,086 / Average loan amount \$5,511	Average grant aid \$4,951 / Average loan amount \$6,608	Average grant aid \$5,011 / Average loan amount \$6,242	Average grant aid \$5,226/ Average loan amount \$6,033	To be determined (with changes in federal and state financial aid programs)
	# of hours of content area tutoring, math and writing centers	CT 1.1.3, PM 2.1.4		21,409	22,576	20,683	To be determined (impact of SBOE changes to remedial delivery models unknown)
<b>Student's progression to graduation (PM 2.2)</b>	Average time to degree for full-time and part-time undergraduate students by college	PM 2.2.1				<a href="#">See Appendix C</a>	Positively impact by 5% over next 3 years
	Retention rates from freshman to sophomore, and sophomore to junior years, for full-time and part-time students	CT 2.2.4, PM 2.2.2				<a href="#">See Appendix D</a>	Positively impact retention rates by 5% over next 3 years
	Cost per weighted credit hour to deliver undergraduate education	PM 2.2.3	\$185.94	\$184.02	\$187.67	\$197.44	Positively impact by 5% over next 3 years
	Completion of undergraduate certificates/degrees per \$100,000 of education and related spending	PM 2.2.4	1.96	2.02	1.98	2.00	Positively impact this ratio by 5% over next 3 years.

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	Total degree production (split by undergraduate/graduate)	CT 1.2.5, PM 2.2.5	UG: 1,574 GR: 571 Total: 2,145	UG: 1,608 GR: 547 Total: 2,155	UG: 1,644 GR: 635 Total: 2,279	UG: 1,709 GR: 634 Total: 2,343	Increase undergraduate and graduate awards by 5% over the next 3 years.
	Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate)	PM 2.2.6		Undergraduate: 1,559 : 10.8% Graduate: 548 : 19.9%	Undergraduate: 1,577 : 9.8% Graduate: 631 : 20.2%	Undergraduate: 1,626 : 10.0% Graduate: 631 : 22.7%	Positively impact this ratio by 5% over next 3 years.
	Total full-time new and transfer students that are retained or graduate the following year.	PM 2.2.7		Total: 1,819 Retained: 1,172 64.4%	Total: 1,987 Retained: 1,266 63.7%	Total: 1,826 Retained: 1,262 69.1%	Increase retention rate to 75% over the next 3 years.
<b>Students who require remedial coursework are successful in completing their degree (PM 2.3)</b>	% of students who successfully complete required remedial courses	PM 2.3.1		58.2%	63.1%	56.6%	To be determined (based on changes to be made by the SBOE on remediation delivery models)
	Retention rate of students who complete remedial courses (fall-to-fall)	PM 2.3.2		42.4%	68.5%	69.8%	Increase retention rate to 70% over the next 3 years
<b>Students who enter college with dual credit are successful (PM 2.4)</b>	# students enrolled in ISU's early college program; # credits earned while in high school	CT 2.1.2, PM 2.4.1	1,588 students  9,306 credit hours	1,434 students  8,644 credit hours	1,669 students  10,453 credit hours	1,914 students  11,438 credit hours	Increase to 1,800 students and 10,800 credits in the next 3 years
<b>Students participate in community and service learning projects, activities, etc. (PM 2.5)</b>	# student organizations, and # students participating in those organizations	CT 2.3.2, PM 2.5.1	137 organizations  3,852 students	142 organizations  3,238 students	143 organizations  4,191 students	148 organizations  4,273 students	Increase participation to 4,500 students over the next 3 years
Core Theme/Goal 3: Leadership in the Health Sciences							

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
<b>A broad array of health professions programs offered (PM 3.1)</b>	# certificate and degree programs offered, and # of students enrolled	CT 3.1.1, PM 3.1.1		Programs: 30 Enrollment: 3,377	Programs: 34 Enrollment: 3,622	Programs: 34 Enrollment: 3,619	Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
	Number of health profession programs at or near capacity	CT 3.1.3, PM 3.1.1				All DHS programs, Clinical Psychology and College of Technology health programs are at or near capacity.	Maintain enrollments at or near program capacity.
	Number of qualified student applications compared to the seats available	CT 3.1.4				<a href="#">See Appendix O</a>	Benchmark to be established January 2015
	% of graduates who are employed in Idaho	PM 3.1.2					Data to be obtained in the future from the State Longitudinal Data System (SLDS)
	Pass rates on professional licensure and certification exams in the health professions	CT 3.1.7, PM 3.1.3				<a href="#">See Appendix A</a>	Pass rates at or above national averages
<b>ISU serves the State, public, and health professions students through its clinics and other community health venues (PM 3.2)</b>	# of patient visits to ISU clinics and clinical services	CT 3.2.1, CT 4.2.3, PM 3.2.1	41,486	51,817	54,234	49,394 (this number has decreased slightly due to the transition with Family Medicine and Health West)	# of patient visits will increase by 5% over next 3 years
	Examples of affiliation agreements to deliver health-related services and patient care	CT 3.2.2, PM 4.3.1				<a href="#">See Appendix R</a>	Maintain affiliation agreements to deliver health-related services and patient care
	Examples of faculty volunteer hours in community health screenings	CT 3.2.3				<a href="#">See Appendix S</a>	Benchmark to be established January 2015

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	# people attending ISU's community health fairs and screening events	PM 3.2.2	1,277	1,159	1,208	1,088	# of people attending ISU's health fairs and screening events will increase by 5% over next 3 years
<b>Faculty and students engage in basic, translational, and clinical research in the health sciences (PM 3.3)</b>	# of faculty engaged in health sciences/ biomedical research *Principal Investigators (PIs) and co-PIs.	PM 3.3.1	38	39	78	65	Increase to 80 over the next 3 years
	Amount of external funding received for health-related and biomedical research	CT 3.3.3, PM 3.3.2	\$5.3M	\$3.6M	\$4.0M	\$6.2M	Funding will increase by 3% per year
	# students participating in clinical/applied research as part of their degree program	CT 3.3.2, CT 3.3.3, PM 3.3.3		694	727	706	Increase to 750 students over the next 3 years
	Examples of (faculty) peer reviewed publications, professional and other publications	CT 3.3.1, PM 1.5.1				<a href="#">See Appendix T</a>	Benchmark to be established January 2015
	Number of health professions graduates	CT 3.1.2, PM 2.2.5, PM 3.1.1	700	683	757	758	Increase to 800 over the next 3 years
Core Theme/Goal 4: Community Engagement and Impact							
<b>ISU directly contributes to the economic well-being of the State, region, and communities it serves (PM 4.1)</b>	Total economic impact of the University	CT 4.1.1, PM 4.1.1		baseline established by the 2011 ISU Economic Impact Study: \$312 million		A new economic impact study will be conducted in 2016	Total economic impact will increase by 5% over next 5 years

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
<b>Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy (PM 4.2)</b>	# resource conservation efforts initiated	CT 4.2.6, PM 4.2.1				<a href="#">See Appendix E</a>	Efforts to conserve campus resources will continue to be developed
<b>ISU participates in partnerships with other entities and stakeholders (PM 4.3)</b>	# of active partnerships, collaborative agreements, and contracts with public and private entities	PM 4.3.1	1,066	1,071	1,008	ISU is in the process of building an electronic workflow tracking system and database for all contracts with public and private entities. This project will be completed in the summer of 2014.	# of partnerships will increase by 5% over next 5 years
	Amount of spending from non-state funding	CT 4.1.2				\$161,136,452	Benchmark to be established January 2015
	Number of student volunteer clinical services	CT 4.1.3		7,668	10,820	11,060	Benchmark to be established January 2015
	Net contribution to Idaho by non-resident students	CT 4.1.4		\$8,516,860	\$11,385,250	\$16,857,944	Benchmark to be established January 2015
	Examples of ISU healthcare professional graduates	CT 4.1.5, PM 1.6.2				<a href="#">See Appendix U</a>	Benchmark to be established January 2015
	Number of individuals served through Workforce Training	CT 4.1.6		10,688	10,621	8,723	Benchmark to be established January 2015

ISU Strategic Plan Goals and Objectives	Core Theme Indicators /Strategic Plan Performance Measures	Reference Number of Indicators/Measures *PM=Strategic Plan; CT=Core Theme Objective	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities	CT 4.2.1, PM 4.3.1				<a href="#">See Appendix V</a>	Benchmark to be established January 2015
	Examples of activities/events that meet the local and regional needs/interests	CT 4.2.2				<a href="#">See Appendix W</a>	Benchmark to be established January 2015
	Examples of continuing education and professional development	CT 4.2.4				<a href="#">See Appendix X</a>	Benchmark to be established January 2015
Goal 5: Stewardship of Institutional Resources							
<b>Institutional reserves comparable to best practice (PM 5.1)</b>	The institution maintains or exceeds reserves of 5% of total budget - (formula: Unrestricted Net Asset Balance "Reserves"/Operating Expenses)	PM 5.1.1	3.7%	5.9%	7.3%	11.7%	Maintain a minimum target reserve of 5% of total budget.
<b>Institution continually assesses and periodically reviews its utilization of resources. (PM 5.2)</b>	# of academic, non-academic and co-curricular program reviews conducted each year.	CT 1.2.4, PM 5.2.1	4 academic	2 academic	13 academic	6 academic	All to be reviewed at least every 5 years. Non-academic/co-curricular program reviews begin in FY 2014 with the Program Prioritization Project.

# Appendix A

## Idaho State University - Pass rates for required licensing & certification exams

\*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, Physician Assistant programs etc. are provided as examples; pass rates for graduates of all academic health professions programs consistently meet or exceed the national pass rates.

Description	FY 2009	FY2010	FY2011	FY2012	FY2013
Nursing (RN) –ISU pass rate	97%	91%	89%	96%	92%
Nursing (RN) –National pass rate	87%	88%	87%	88%	90%
Nursing (FNP AANPCP Certification) - ISU pass rate			96%	97%	95%
Nursing (FNP AANPCP Certification) - National pass rate			89%	87%	88%
Nursing (ACNS ANCC Certification - ISU pass rate			100%	100%	100%
Nursing (ACNS ANCC Certification) - National pass rate			76%	71%	TBA
Pharmacy – ISU pass rate	98%	100%	98%	100%	97%
Pharmacy – National pass rate	97%	95%	97%	98%	97%
Physician Assistant – ISU pass rate	79%	96%	96%	97%	97%
Physician Assistant – National pass rate	89%	92%	94%	91%	93%
PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU	100%	100%	100%	99%	100%
Occupational Therapy NBCOT - ISU first-time test takers (2010-2012)				94%	100%

# Appendix B

## Idaho State University - Placement rates for selected programs

\*Notes: This is not an exhaustive list of placement rates. ISU intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

Description	FY 2009	FY2010	FY2011	FY2012	FY2013
College of Technology - All Professional Technical Education	77.75%	83.33%	85.68%	87.20%	87.60%
Teacher Preparation Program (based on self-reported survey of graduates of all teacher preparation programs (2013 response rate: 63%))				94%	70%
Radiographic Science ( self-reported on a survey)	100%	100%	100%	100%	100%
Occupational Therapy ( self-reported on a survey)				100%	100%
Pharmacy (self-reported on survey)	100%	100%	100%	100%	100%



# Appendix C

## Idaho State University –

### Performance Measure 2.2.1 - Average Time to Complete Degree in Years

\*Notes: This methodology counts the number of years between the year a student first enters the university and the year the student is awarded a degree. The methodology is impacted by “stop-outs” between when the student first enters the university and when the student receives their degree.

<b>Degree Type</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
<b>Technical Certificate</b>	4.69	4.56	3.90
<b>Associate's</b>	6.9	7.66	5.95
<b>Bachelor's</b>	8.27	8.02	8.09
<b>Master's</b>	5.92	6.42	5.91
<b>Doctorate</b>	6.48	7.11	6.58

## Appendix D

### Idaho State University – Retention Rates from Freshmen to Sophomore and Sophomore to Junior (fall-to-fall retention)

\*Notes: The methodology used is all full-time and part-time degree-seeking freshmen and the number that re-enroll the next fall term. All full-time and part-time degree-seeking sophomores enrolled and the number that re-enroll the next fall term. The student classification (freshmen, sophomore, junior, and senior) is not considered on re-enrollment the next fall term, only if the student returned in the fall. Students that are awarded a degree between the fall-to-fall time period are counted as retained.

Class level	FY11	FY12	FY13
<b>Freshman to Sophomore</b>			
<b>Full-time</b>	61.2%	62.2%	67.2%
<b>Part-time</b>	48.3%	44.6%	46.8%
<b>Total</b>	%	%	%
<b>Sophomore to Junior</b>			
<b>Full-time</b>	76.6%	77.2%	77.6%
<b>Part-time</b>	57.7%	60.0%	58.6%
<b>Total</b>	%	%	%

# Appendix E

## Idaho State University – Conservation and Energy Reducing Projects

\*Notes: This is not an exhaustive list of conservation and energy reducing projects. The university has completed other projects like window replacements and HVAC upgrades/repair/replacement that makes ISU more energy efficient.

### 1. 2008-9: Purchased 5 electric vehicles for the grounds operations.

- Replaced fuel consumption of 5 gasoline powered pick-up trucks with electricity.
- Improved air quality surrounding academic buildings.
- Reduced noise pollution around surrounding residential and academic buildings.
- Saves on average 15.95 gal/day of gasoline.

### 2. 2010: Stopped burning coal at the heat plant.

- Eliminated transportation of 3000 tons of coal to the heat plant.
- Reduced emissions of sulfur dioxide, carbon monoxide, nitrogen oxide and many other volatile organic compounds (VOC) in to the environment by switching to natural gas.
- The heat plant runs more efficient on cleaner burning natural gas.
- Deleting the use of coal as a heating fuel has eliminated a problem of fugitive dust in the facility.

### 3. 2011: Bio-diesel production and increased recycling sustainability.

- Bio-diesel production begins with the idea to make recycling more sustainable by operating the recycling pick up vehicle on a clean renewable fuel.
- Processing waste cooking oil, produced by campus kitchens, into bio-diesel reduces emissions as compared to burning petroleum fuel.
- Bio-diesel is one of the EPA's preferred clean burning fuels, and is also a carbon neutral energy source.
- Facilities in partnership with the college of Technology's, Energy Systems Technology & Education Center (ESTEC) operate the production process together.
- Besides providing a clean source of power, the bio-diesel program is a marketing tool for attracting and retaining students. The processing unit is located in an enclosed mobile trailer that can be transported to high schools for demonstrating the science and opportunities at ISU.

## Appendix E (continued)

- Currently 5 to 10 gallons of waste cooking oil per week are collected from one kitchen, and processed into bio-diesel during the school sessions. The potential to collect oil from the other three kitchens are in the future plans.
  - To date bi-diesel production has saved the purchase of approximately 160 gallons of petroleum fuel.
4. **2011-12:** The greater part of recycling is operated by the custodial department.
- Recycling reports 208 tons of recyclable material recovered around campus to date.
  - Custodial is phasing in waterless urinals that use only one gallon of water every 3 months.
5. **2011-12:** Maintenance and operations.
- The maintenance department reports installation of 17 new water fountains that have the ability to re fill reusable water bottles.
  - Has reduced the plastic waste steam comparable to 48,871 plastic water bottles.
6. **2011-12:** Energy Efficient Lighting Projects.
- Eight projects totaling 338,039 KWH in energy use reduction.
  - Reduction in utility billing totaling \$19,872.00 annually.
7. **2013-14:** Energy Efficient Lighting Projects.
- Quad Lighting project phase II, will reduce electrical energy by an additional 30,590 KWH.
  - Custodial is piloting high-efficiency hand dryers which will eliminate the need for paper towels in restrooms.
  - LED retro-fit kits for standard florescent lighting are being installed and tested for suitability.
7. **2014-15:** Future energy sustainability projects.
- 100,000 watts of energy savings for changing wall packs and flood lights on exterior of buildings to LED lighting.
  - 27,000 watts of energy savings for changing emergency exit signs to LED lighting.
  - LED retrofit projects will save electricity at approximately 4 amps @ 120V per 4-tube fixture. Retro-fit work will continue as a stock of fixtures remains.
  -

# Appendix F

## Idaho State University – Examples of year end research presentations

### 2014

- Muai, J., Johns, R., Oliphant, C., & Sonnenberg, E. College of Pharmacy Top 10 drugs detected in post-mortem toxicology screens in Ada County, Idaho during 2011-2012
- Ogiela, D.A., Maynard, K., & Montzka, J.L. Communication Sciences and Disorders. Children's performance on two standardized tests of language ability: A Clinical Evaluation of Language Fundamentals-4 and the test of narrative language
- Keane Shuler, Radiographic Science, Necrotizing Fasciitis of the Left Buttock & Pelvic Area Caused by an Infected Pimple: A Case Report
- Jenny Brooks, Dietetics, Weight Bias in Health Professions Students at ISU
- Hachey, D., Holmes, J.T., Halversen, Z., Fenstermaker, J., Hyatt, B., & Krawtz, K. Department of Family Medicine Interventions to improve hepatitis C screening among Baby Boomers in a family medicine residency clinic
- Ramsdell-Hudock, H.L., & Killeen, R. Communication Sciences and Disorders Prelinguistic vocalizations in an infant sibling and typically developing peer: From the perspective of caregivers and naturalistic listeners

## Appendix G

### Idaho State University – Examples of outstanding research and innovation

**2014**

#### **Outstanding Researchers Named**

The faculty that will receive ISU Outstanding Researcher awards are: Jennifer Attebery, professor of English; Rex W. Force; associate dean for clinical research in the Division of Health Sciences; Alan Hunt, associate professor of physics; Erika Kuhlman, professor of history; and Kathleen Lohse, associate professor of ecology.

**Jennifer Eastman Attebery** is professor of English and chair of the Department of English and Philosophy. Attebery's research focuses on vernacular culture of the Rocky Mountain West in the 19th and early 20th centuries, with an emphasis on Swedish Americans and other ethnic groups. Her main contributions to these fields have been expanded understanding of the multicultural West and new attention to the multimodality of vernacular expression in the immigrant letter and in holiday practices.

During spring 2011 Attebery was the Fulbright Distinguished Chair in American Studies at Uppsala University. Her research project during her stay in Uppsala yielded her most recent book, "Pole Raising and Speech Making: Modalities of Swedish-American Summer Celebration," which will be published by Utah State University Press in 2015. Attebery is also the author of "Up in the Rocky Mountains: Writing the Swedish Immigrant Experience," published by University of Minnesota Press in 2007, reviewed in the Journal of Folklore Research as "a significant contribution to folklore and history." Her other books and articles have been published by the University of Idaho Press and the scholarly journals Scandinavian Studies, American Studies in Scandinavia, Swedish-American Historical Quarterly, Journal of the Folklore Institute, and Pioneer America. Attebery has delivered numerous invited lectures in national and international venues.

**Rex W. Force**, Pharm.D., is associate dean for clinical research in the Division of Health Sciences at ISU. He also holds appointments as professor of Pharmacy Practice and Family Medicine and director of research in the Department of Family Medicine.

Force earned his bachelor's degree in pharmacy from Oregon State University and his Pharm.D. degree from the University of Texas, after which he completed a clinical research fellowship at Ohio State University. He also holds the appointment of affiliate professor of Family Medicine at the University of Washington. Force is a board-certified pharmacotherapy specialist and a fellow in the American College of Clinical Pharmacy.

## Appendix G (continued)

He is a member of the Steering Committee of the WWAMI Practice-based Research Network with the Institute of Translation Health Sciences at the University of Washington. In addition, Dr. Force recently finished his term as the Chair of the Community Advisory Panel of the American College of Clinical Pharmacy's Practice-based Research Network. He has authored more than 50 professional and research publications; presented more than 100 research papers or abstracts; and speaks regularly at professional meetings. With a focus on primary care pharmacotherapy, medication safety, and rural health service delivery, Force and his collaborators have received grants and contracts in worth more than \$5 million while at ISU. Force has been on the faculty at Idaho State University since 1993.

**Alan W. Hunt** received his Ph.D. in physics from Harvard University in 2000. In 2002, he joined Idaho State University's Idaho Accelerator Center as a research assistant professor. He was appointed deputy director of the Idaho Accelerator Center in 2006 and received tenure and promotion to research associate professor in 2007. In 2013, Dr. Hunt stepped down as deputy director of the Idaho Accelerator Center and is currently a research associate professor of physics within the physics department.

During his nearly 12 years at Idaho State University, his research projects have spanned from liquid semiconductors for novel power generation applications to electron/ion induced spaceship charging. However, his most prolific research area has been investigating and developing techniques for detecting, identifying and quantifying fissionable/fissile materials for security, nonproliferation and nuclear forensics applications.

The common theme in all of his research endeavors has consistently been and continues to be the interaction of ionizing radiation with matter and how to exploit the associated phenomenon for applications. These research programs have resulted in seven students receiving master's degrees, five students receiving Ph.D. degrees, 40 publications, four patents and more than \$20 million in research funding as principal investigator or co-principal investigator.

**Erika Kuhlman** is professor of history, director of Women Studies, and editor of the journal *Peace and Change: A Journal of Peace Research*.

She researches and writes about the reciprocal relationship between war and pacifism; about what compels people to fight or to refuse to fight; and about the relationship between individuals and the nation that sends them to war. Her study of the women's peace movement during the First World War was followed by a history of women's involvement in postwar reconciliation between nations. Her 2012 book, "Of Little Comfort: War Widows, Fallen Soldiers, and the Remaking of the Nation after the Great War" traces the lives of German and U.S. women who lost their husbands to battle.

## Appendix G (continued)

She was invited to give her lecture “Transnational Cultures of Mourning” at Duke University-University of North Carolina-Chapel Hill’s Gender, War, and Culture series in September 2013. She is contributing a chapter in Oxford University Press’s forthcoming anthology titled Gender, War, and the Western World since 1650.

Since 2012 she has studied soldiers who survived the war well enough to leave the country for which they had fought, Germany, to seek a fresh existence in the United States. Her chapter about a German writer who deserted his unit and stowed away on a ship bound for Philadelphia will appear in an anthology of Great War literature titled Modernism and War, forthcoming from Fairleigh Dickinson University Press. Currently she is at work on a study of five U.S.-bound German veterans, both fictional and historical.

**Kathleen Lohse** came to Idaho State University as an EPSCoR hire in 2010 and is currently an associate professor.

She earned her Ph.D. from University of California — Berkeley in 2002, working with Pamela Matson at Stanford University and Ronald Amundson at UC Berkeley. Her training was in soil science with an emphasis in ecosystem ecology/soil biogeochemistry. Prior to her employment at ISU, Lohse worked at University of Arizona for three years as an assistant professor.

Lohse works at the interface of ecology, earth system/soil science and hydrology, studying the processes shaping ecosystems and their responses to anthropogenic changes. From this foundation, she tackles the challenges and complexities of sustainability and global change science.

Her primary research interests include 1) understanding the hydrologic and biogeochemical processes shaping watershed ecosystems, 2) studying the ways in which land use and other human-caused changes are altering these processes in both terrestrial and aquatic ecosystems and across these traditional disciplinary boundaries, and 3) integrating social processes and other human dimensions into watershed and ecosystem management.

**2013**

### **Outstanding Researchers Named**

Receiving ISU Outstanding Researcher awards in 2013 are Bruce Finney, professor of biological sciences; Rex W. Force, associate dean for clinical research in the Division of Health Sciences; Thom Hasenpflug, associate professor of percussion and chair and director of performing arts; Timothy S. Magnuson, associate professor of biological sciences; and Michael A. Thomas, associate professor of biological sciences.



## Appendix G (continued)

**Bruce Finney** is a professor in the Department of Biological Sciences, with a joint appointment in geosciences. Much of his research focuses on using lake and ocean sediment-based data to study past and future climate changes and its effects on wildlife, humans and fish. He is particularly well known for his research on the effects of climate change on Pacific salmon populations. More than 100 of Finney's publications have been featured in peer-reviewed journals, 40 of which have been published since his arrival at ISU in 2007. His publications have been cited more than 5,000 times in the peer-reviewed literature.

Finney's publications have been featured in several prominent journals, including *Science*, *Nature* and *Proceedings of the National Academy of Sciences of the USA*. Finney serves as assistant director for the Center of Archaeological Materials and Applied Spectroscopy (CAMAS), and is the director of the Stable Isotope Laboratory of the Interdisciplinary Laboratory of Elemental and Isotopic Analysis (ILEIA), housed under CAMAS. The Stable Isotope Laboratory plays an important role in integrating stable isotope techniques into research and education at

ISU. To date, Finney's research funding has totaled more than \$7 million, much of which has come from a series of competitive grants from the prestigious National Science Foundation.

**Rex W. Force**, Pharm.D, BCPS, FCCP is associate dean for clinical research in the Division of Health Sciences at ISU. He also holds appointments as professor of pharmacy practice and family medicine and director of research in the Department of Family Medicine. Dr. Force earned his Bachelor of Science degree in pharmacy from Oregon State University and his Pharm.D. degree from the University of Texas, after which he completed a clinical research fellowship at Ohio State University. He also holds the appointment of affiliate professor of family medicine at the University of Washington.

He is a member of the steering committee of the WWAMI Practice and Research Network with the Department of Family Medicine at the University of Washington. In addition, Dr. Force currently serves as the chair of the Community Advisory Panel of the American College of Clinical Pharmacy's Practice-based Research Network. He has authored more than 50 professional and research publications, presented more than 100 research papers or abstracts, and speaks regularly at professional meetings. With a focus on pharmacotherapy, evidence-based medicine, medication safety, and rural health service delivery, Dr. Force and his collaborators have received grants and contracts in excess of \$5 million while at ISU. Dr. Force has been on the faculty at Idaho State University since 1993.

**Thom Hasenpflug** is nationally recognized as a unique performer and educational voice, while his compositions for percussion receive international recognition and are played all over the world. He is currently an associate professor of percussion and chair and director of performing arts at Idaho State University.

Dr. Hasenpflug has presented performances and clinics many universities, high schools, and festivals, for several Percussive Arts Society chapter days, and has performed at the 2011 and 2012 International Conventions. As a composer, he has been commissioned by some of the

## Appendix G (continued)

field's leading percussionists, and has received top awards in the 1995 PAS composition contest for South of Jupiter, as well as receiving the 1993 Louis Smadbeck prize for Six Bagatelles. His percussion quartet, Bicksa, is one of the most widely-programmed collegiate percussion works of the past 25 years. He was also a featured composer-artist at both the 2006 and 2007 International Conventions. Other international performances of his works have occurred in London, Barcelona, Hong Kong, Taiwan, Dublin, Rio de Janeiro, Venezuela, and Sweden, by various groups / individuals of note.

He has performed as a member of numerous symphonies, including acting as principal timpanist in the South Dakota Symphony, and most recently principal percussionist with the Idaho State Civic Symphony. Dr. Hasenpflug has performed in symphonic and freelance capacities with artists as diverse as Peter Cetera, the Moody Blues, Blood Sweat and Tears, and many others.

He received his degrees in percussion and composition from Ithaca College and the Doctor of Musical Arts degree from the University of Colorado. Hasenpflug was fortunate to study privately with notable Pulitzer Prize-winning composers during their respective residencies at Ithaca, including John Corigliano, William Bolcom, and Karel Husa. Thom Hasenpflug has percussion works published through K.P.P. (a division of Malletech - MPI), Alfred Music, Bachovich Music, and C. Alan Publications, as well as his own label, "Hasenworks." He is an endorser of Pro-Mark Sticks and Mallets, Remo Drumheads, and Sabian Cymbals. He has a wife and two bunny rabbits.

**Timothy S. Magnuson** is a microbiologist and associate professor in the Department of Biological Sciences at Idaho State University.

He received his Bachelor of Science degree in Biochemistry (1987) from the University of Minnesota, and earned both a Master of Science degree and Ph.D. in bacteriology from the University of Idaho (1996). He then held postgraduate positions at the University of Massachusetts and Montana State University. In 2001, he began a tenure-track appointment at Idaho State University, where he has developed a successful and diverse research portfolio in Environmental Microbiology. His work spans microbial physiology, biochemistry, and ecology, and his research group explores a variety of topics, including toxic metal metabolism and biofuel production. Magnuson has published more than 20 papers while at ISU, and has presented research at national and international conferences on microbiology, bioenergy, and geochemistry. He currently serves as a reviewer and editor for several prestigious microbiology journals, and has been a long-standing member of the American Society for Microbiology.

## Appendix G (continued)

Magnuson has been awarded more than \$1 million in funding from federal and private entities, and most importantly, has mentored 30 postdoctoral, graduate, and undergraduate researchers. His overarching research goal is to understand how the microbial world can help humankind through cleaner energy and toxic waste remediation.

**Michael A. Thomas** is an associate professor in the Department of Biological Sciences, specializing in evolutionary biology, genome biology, and bioinformatics. His research team has recently been applying this expertise towards understanding potential human health implications of psychoactive pharmaceuticals (e.g., Prozac) that end up in aquatic systems. They use minnows, cell cultures, and other model systems to determine the totality of genes expressed in response to these environmental contaminants, and relate this response to human neurological disorders. This project was initiated while Thomas was on sabbatical at the University of Wisconsin - Milwaukee, and is leading to a much larger interdisciplinary collaborative ISU project involving environmental toxicology of nanomaterials in environmental systems.

Thomas serves as academic director of the Molecular Research Core Facility, which provides research resources and training opportunities for dozens of regional academic, government, and industry researchers. He also serves as director of ISU's NIH-funded INBRE program, which enhances biomedical research infrastructure, opens biomedical research career opportunities for Idaho students, and increases biomedical research activities at ISU.

Since coming to ISU in 2003, Thomas has published 22 peer-reviewed publications and received funding from state, federal and private research foundations. His work has garnered national and international media attention. Prior to arriving at ISU, Thomas conducted postdoctoral studies at the Medical College of Wisconsin in Milwaukee (in the Rat Genome Project team). He earned his Ph.D. at Penn State University, Master of Science degree at Kansas State University, and Bachelor of Science degree at the University of Nebraska.

## Appendix G (continued)

### **Idaho State University Distinguished Faculty Awards 1977-2013**

#### ***Distinguished Teacher***

- \* 1977 Clifford Bryan, Sociology
- 1978 Patsy Reed, Consumer Economics
- \* 1979 Edwin House, Biology
- \* 1980 Carol Stenson, Special Education
- \* 1981 Irvin Hashimoto, English and Philosophy
- \* 1982 Carlene Paarmann, Dental Hygiene
- \* 1983 John Hutchinson, Speech Pathology and Audiology
- \* 1984 Stephen Smith, English and Philosophy
- \* 1985 Anne McCulloch, Political Science
- \* 1986 Rodney Seeley, Biology
- \* 1987 Richard Foster, Political Science
- \* 1988 Susan Swetnam, English and Philosophy
- \* 1989 Cornelius Hofman, Economics
- \* 1990 Stephanie Salzman, Education
- \* 1991 E. John Sutter, Chemistry
- \* 1992 Trent Stephens, Biological Sciences
- \* 1993 Carl Levenson, Philosophy
- \* 1994 Ronald Hatzenbuehler, History
- \* 1995 Teri Hall, Anthropology
- \* 1996 Ken Bosworth, Mathematics
- \* 1997 Ken Smith, College of Business
- \* 1998 Donald Streubel, Biology
- \* 1999 James Lai, Pharmacology
- \* 2000 Margaret Ptacek, Biology
- \* 2001 Ford Swetnam, English and Philosophy
- \* 2002 Habib Sadid, Engineering
- \* 2003 Maureen Brandon, Biological Sciences
- \* 2004 James Jolley, Management
- \* 2005 Mark McBeth, Political Science
- \* 2006 Alexander Urfer, Physical and Occupational  
Therapy
- \* 2007 Kandi Jo Turley-Ames, Psychology

- \* 2008 Bethany Schultz Hurst, English and Philosophy
- 2009 James Aho, Sociology
- \* 2010 Karen Appleby, Sport Science and Education
- \* 2011 Roger Schmidt, English and Philosophy
- \* 2012 Susan Goslee, English and Philosophy
- 2013 Donna Lybecker, Political Science

#### ***Master Teachers***

- 1980 Carol Stenson, Counselor Ed and Special Ed
- Loren Braun, Chemistry
- Steve Cann, Government
- Robin Dodson, Pharmacy
- John Hutchinson, Speech Pathology and Audiology
- 1981 Irvin Hashimoto, English and Philosophy
- Eleonore Cervantes, Foreign Languages
- Ronald Hatzenbuehler, History
- Rodney Seeley, Biology
- Joan Thiele, Nursing
- Waller Wigginton, English and Philosophy
- 1982 Carlene Paarmann, Dental Hygiene
- Vic Bielby, Vocational Technology
- Dante Cantrill, English and Philosophy
- Robert Pehrsson, Education
- Rodney Seeley, Biology
- 1983 John Hutchinson, Speech Pathology and Audiology
- Jerry Chivers
- Dean Longmore, Business
- Tom Ore, Geology
- Tahmoores Sarraf, Sociology
- Gene Scalarone, Biology
- Rodney Seeley, Biology
- Denzell Smith, English and Philosophy
- Noble Taylor, Law Enforcement
- 1984 Stephen Smith, English and Philosophy
- Carol Bagley, English and Philosophy
- Arthur Lloyd, Counselor Ed and Special Ed
- Gene Scalarone, Biology
- Joan Thiele, Nursing
- 1985 Anne McCulloch, Political Science
- Paul Deputy, Speech Pathology and Audiology
- Carl Levenson, Philosophy

## Appendix G (continued)

Gene Scalarone, Biology  
Rodney Seeley, Biology  
Vernon Winston, Biology  
1986 Rodney Seeley, Biology  
Carl Bursted, Vocational Technology  
Donald Cresswell, Mathematics  
George Ferencz, Music  
Esther Williams, Home Economics  
**Past Award Winners**  
\* Denotes service as committee chair  
OutstandingAwards14.indd 11 3/27/14 11:06 AM  
1987 Richard Foster, Political Science  
Donald Cresswell, Mathematics  
Mark Roberts, Psychology  
Gene Scalarone, Biology  
Alex Urfer, Biology  
1988 Susan Swetnam, English and Philosophy  
Victor Bielby, Vocational Technology  
Loren Braun, Chemistry  
Anthony Stocks, Anthropology  
William Stratton, Business  
1989 Cornelius Hofman, Economics  
Marcia Lloyd, PE and HE  
Stephanie Salzman, Education  
Gene Scalarone, Biology  
Merwin Swanson, History  
1990 Stephanie Salzman, Education  
Jay Anderson, Ecology  
H. Thomas Ore, Geology  
Denzell Smith, English and Philosophy  
Ken Smith, Business  
1991 E. John Sutter, Chemistry  
Dante Cantrill, English and Philosophy  
Ronald W. McCune, Biological Sciences  
Lawrence H. Rice, English and Philosophy  
Gene M. Scalarone, Biological Sciences  
1992 Trent Stephens, Biological Sciences  
Larry Farrell, Biological Sciences

Alyce Sato, Nursing  
Ford Swetnam, English and Philosophy  
Dennis Walsh, English and Philosophy  
1993 Carl Levenson, Philosophy  
Ronald W. McCune, Biological Sciences  
Craig Nickisch, Foreign Languages  
Alyce Sato, Nursing  
1994 Ronald Hatzenbuehler, History  
Barbara Adamcik, Pharmacy  
Arthur Dolsen, Foreign Languages  
Robert Huotari, Mathematics  
Charles Trost, Biological Sciences  
1995 Teri Hall, Anthropology  
Scott Anderson, Music  
Anne Mullin, English and Philosophy  
Roger Schmidt, English and Philosophy  
Dennis Stowe, Mathematics  
1996 Barbara Adamcik, Pharmacy  
Scott Anderson, Music  
Kenneth Bosworth, Mathematics  
Deborah Hedeem, Special Education  
Dennis Stowe, Mathematics  
1997 Deborah Hedeem, Special Education  
Chris Loether, Anthropology  
David W. Rodgers, Geology  
Ken Smith, Business  
Donald Streubel, Biology  
1998 Sherri Dienstfrey, Theatre  
James C. K. Lai, Pharmaceutical Sciences  
Lloyd "Mike" Morris, Health and Nutrition Sciences  
Habib Sadid, Engineering  
Donald Streubel, Biology  
1999 James "Jim" Girvan, Health and Nutrition  
James Lai, Pharmacology  
Christopher Loether, Anthropology  
Habib Sadid, Engineering  
H. Wayne Schow, English and Philosophy  
2000 John Bobell, Human Resource Training  
David Kleist, Counseling  
David Rodgers, Geology

## Appendix G (continued)

Margaret Ptacek, Biology  
Rene' Rodriguez, Chemistry  
2001 Stephanie Christelow, History  
James Jolly, Management  
Mark McBeth, Political Science  
Lloyd "Mike" Morris, Health and Nutrition Science  
Ford Swetnam, English and Philosophy  
2002 James Jolly, Management  
Habib Sadid, Engineering  
Alyce Sato, Nursing  
Kandi Jo Turley-Ames, Psychology  
Mei Zhong, Music  
OutstandingAwards14.indd 12 3/27/14 11:06 AM  
2003 Maureen Brandon, Arts and Science  
Wayne Gabardi, Political Science  
Janne Goldbeck, English and Philosophy  
Catherine Heyneman, Pharmacy Practice  
Lenore McAlexander, Chemistry  
2004 Robert Brown, Business  
Gail Dial, Art  
Arya Ebrahimpour, Engineering  
James Jolly, Business  
Jack Newsome, Educational Foundations  
2005 Stephen Adkison, Center for Teaching and Learning  
Cynthia Hill, Economics  
Mark McBeth, Political Science  
Jeffrey Rosentreter, Chemistry  
Sue Schou, Statistics  
2006 James Aho, Sociology  
Kregg Aytes, Computer Information Systems  
Cynthia Hill, Economics  
Kandi Jo Turley-Ames, Psychology  
Alex Urfer, Physical and Occupational Therapy  
2007 Diane Allen, College of Technology  
Kandi Jo Turley-Ames, Psychology  
Jeff Rosentreter, Chemistry  
Curtis Whitaker, English and Philosophy  
Jessica Winston, English and Philosophy

2008 Andrew Holland, Chemistry  
Lloyd Peterson, Education Learning and  
Development  
Linda Rankin, Health and Nutrition Sciences  
Jack Rose, Biological Sciences  
Bethany Schultz Hurst, English and Philosophy  
2009 James Aho, Sociology  
Nancy Legge, Communication and Rhetorical  
Studies  
Renee Rosentreter, Chemistry  
Dan Tappan, Computer Science  
H. Cathleen Tarp, Languages and Literature  
2010 Karen Appleby, Sport Science and Physical  
Education  
Michelle Brumley, Psychology  
Robert Fisher, Mathematics  
Jessica Winston, English and Philosophy  
Brent Wolter, English and Philosophy  
2011 Donna Lybecker, Political Science  
Shannon Lynch, Psychology  
Kevin Parker, Computer Information Systems  
Roger Schmidt, English and Philosophy  
James Skidmore, English and Philosophy  
2012 Susan Goslee, English and Philosophy  
Galen Louis, Public Health  
Julie Newsome, Educational Foundations  
Kevin Parker, Computer Information Systems  
Jean Pfau, Biological Sciences  
2013 Jeff Brockett, Communication Sciences and  
Disorders  
Paul Link, Geosciences  
Diana Livingston-Friedley, Music  
Donna Lybecker, Political Science  
Rosemary J. Smith, Biological Sciences  
OutstandingAwards14.indd 13 3/27/14 11:06 AM  
***Distinguished Researcher***  
\* 1988 G. Wayne Minshall, Biological Sciences  
\* 1989 Delane Kritsky, Health Care Administration  
\* 1990 Richard Hill, Mathematics  
\* 1991 Gene Scalarone, Biological Sciences

## Appendix G (continued)

- \* 1992 Rudy Kovacs, Art
- \* 1993 James Aho, Sociology and Social Work
- \* 1994 John Kalivas, Chemistry
- \* 1995 Subbaram Naidu, Engineering
- \* 1996 James C. K. Lai, Pharmacology
- \* 1997 Brian Attebery, English
- \* 1998 Jay Anderson, Biology
- \* 1999 Frank Harmon, Physics
- \* 2000 Maribeth Watwood, Biology
- \* 2001 Leonid Hanin, Mathematics
- 2002 John “Jack” Owens, History
- \* 2003 Richard Inouye, Biological Sciences
- 2004 Beth Hudnall Stamm, Institute of Rural Health
- 2005 Kenneth Rodnick, Biological Sciences
- \* 2006 Herbert Maschner, Anthropology
- 2007 Nancy Huntly, Biological Sciences
- 2008 Susan Swetnam, English and Philosophy
- 2009 Russell Wahl, English and Philosophy
- 2010 Daniel Ames, Geosciences
- 2011 Terry Bowyer, Biological Sciences
- 2012 Maria Wong, Psychology
- 2013 Bruce Finney, Biological Sciences

### **Outstanding Researchers**

- 1988 G. Wayne Minshall, Biological Sciences
- Delane Kritsky, Health Care Administration
- Gene Scalarone, Biological Sciences
- Ronald Schow, Speech Pathology and Audiology
- 1989 Robert Huotari, Mathematics
- John Kalivas, Chemistry
- Delane Kristsky, Health Care Administration
- Mark Roberts, Psychology
- Gene Scalarone, Biological Sciences
- 1990 Jay Anderson, Biological Sciences
- Christopher Daniels, Pharmaceutical Sciences
- Jack Griffith, Biological Sciences
- Richard Hill, Mathematics

- Gene Scalarone, Biological Sciences
- 1991 Brian Attebery, English and Philosophy
- Allan Christelow, History
- Robert Huotari, Mathematics
- Nancy Huntly, Biological Sciences
- Gene Scalarone, Biological Sciences
- 1992 Robert Huotari, Mathematics
- John Kalivas, Chemistry
- Rudy Kovacs, Art
- Ronald Schow, Speech Pathology and Audiology
- Susan Swetnam, English and Philosophy
- 1993 James Aho, Sociology and Social Work
- Jay Anderson, Biological Sciences
- John Kalivas, Chemistry
- Mark Roberts, Psychology
- 1994 Jay Anderson, Biological Sciences
- Denise Bowen, Dental Hygiene
- John Kalivas, Chemistry
- Subbaram Naidu, Engineering
- Russell Wahl, English and Philosophy
- 1995 Brian Attebery, English and Philosophy
- James C. K. Lai, Pharmaceutical Sciences
- Subbaram Naidu, Engineering
- Dennis Strommen, Chemistry

### **Past Award Winners**

- \* Denotes service as committee chair
- OutstandingAwards14.indd 14 3/27/14 11:06 AM
- 1996 Jay Anderson, Biological Sciences
- Brian Attebery, English and Philosophy
- James C. K. Lai, Pharmacology
- Ann Sutton Oakes, Sociology and Anthropology
- Dennis Strommen, Chemistry
- 1997 Barbara Bain, Speech Pathology
- Brian Attebery, English and Philosophy
- Denise Bowen, Dental Hygiene
- Dennis Strommen, Chemistry
- Kevin Moore, Engineering
- 1998 Jay Anderson, Biology
- Peter Boag, History
- Jeffrey Rosentreter, Chemistry

## Appendix G (continued)

Alvin "Lin" Sherman, Foreign Languages  
1999 Frank Harmon, Physics  
Craig Nickisch, Foreign Languages  
Jack Owens, History  
Charles Peterson, Biology  
Maribeth Watwood, Biology  
2000 Leonid Hanin, Mathematics  
Jay Kunze, Engineering  
Tanya LaPier, Physical Therapy  
Trent Stephens, Idaho Dental Education Program  
Maribeth Watwood, Waste Management  
2001 Leonid Hanin, Mathematics  
Richard Inouye, Biological Sciences  
John "Jack" Owens, History  
Kenneth Rodnick, Biological Sciences  
Susan Swetnam, English and Philosophy  
2002 Richard Inouye, Biological Sciences  
John "Jack" Owens, History  
Charles Peterson, Biological Sciences  
Kenneth Rodnick, Biological Sciences  
2003 Allan Christelow, History  
Richard Inouye, Biological Sciences  
Anna Ratka, Pharmaceutical Sciences  
Dennis Strommen, Chemistry  
2004 Allan Christelow, History  
Leslie Devaud, Pharmaceutical Sciences  
Scott Hughes, Geosciences  
Bennett Palmer, Mathematics  
Beth Hudnall Stamm, Institute of Rural Health  
2005 Christopher Daniels, Pharmaceutical Sciences  
Swamy Laxminarayan, Institute of Rural Health  
Herbert Maschner, Anthropology  
Kenneth Rodnick, Biological Sciences  
2006 David Adler, Political Science  
Tom Gesell, Health Physics  
Nancy Huntly, Biological Sciences  
Herbert Maschner, Anthropology  
Jonathan Westphal, English and Philosophy

2007 David Adler, Political Science  
Nancy Huntly, Biological Sciences  
Paul Link, Geosciences  
Susan Swetnam, English and Philosophy  
2008 Jennifer Eastman Attebery, English and Philosophy  
Nancy Glenn, Geosciences  
Jeff Rosentreter, Chemistry  
Susan Swetnam, English and Philosophy  
Laura Tivis, Institute of Rural Health  
2009 Jennifer Eastman Attebery, English and Philosophy  
Terry Bowyer, Biological Sciences  
Karl Madaras Kelly, Pharmacy  
Russell Wahl, English and Philosophy  
Maria Wong, Psychology  
2010 Daniel Ames, Geosciences  
Erika Kuhlman, History  
Robert Tokle, Economics  
2011 Shawn Bearden, Biological Sciences  
Terry Bowyer, Biological Sciences  
Mark McBeth, Political Science  
Joshua Pak, Chemistry  
Maria Wong, Psychology  
2012 Linda DeVaux, Biological Sciences  
Bruce Finney, Biological Sciences  
Alan Johnson, English and Philosophy  
Scot Kelchner, Biological Sciences  
Maria Wong, Psychology  
2013 Bruce Finney, Biological Sciences  
Rex W. Force, Pharmacy  
Timothy S. Magnuson, Biological Sciences  
Thom Hasenpflug, Music  
Michael A. Thomas, Biological Sciences

OutstandingAwards14.indd 15 3/27/14 11:06 AM

### ***Distinguished Service***

- \* 1989 Grace Jacobsen, Nursing
- \* 1990 Larry Farrell, Biology
- \* 1991 James Girvan, Physical Education and Health Education
- \* 1992 Barry L. Keller, Biological Sciences
- \* 1993 E. John Sutter, Chemistry



## Appendix G (continued)

- \* 1994 Paul K. Link, Geology
- \* 1995 Marcus Cook, Pharmacy Practice and Administrative Science
- \* 1996 Susan Swetnam, English and Philosophy
- \* 1997 Richard Sagness, Secondary Education
- \* 1998 Steven Daley, Child and Family Studies
- \* 1999 Sherri Dienstfrey, Theatre
- \* 2000 Rex Lott, Pharmacy Practice
- \* 2001 Charles Peterson, Biological Sciences
- \* 2002 Corey Schou, Information Systems
- \* 2003 Peter Vik, Psychology
- 2004 Kimberly Clearly, Physical Therapy
- \* 2005 Douglas Nilson, Political Science
- \* 2006 Steven Shrophshire, Physics
- \* 2007 Habib Sadid, Engineering
- \* 2008 Willis McAleese, Health and Nutrition Sci.
- \* 2009 Cynthia Hill, Economics
- \* 2010 Glenn Thackray, Geosciences
- \* 2011 Caroline Fauré, Sport Science and Physical Education
- \* 2012 Jared Papa, Physicians Assistant Program
- 2013 Scott Anderson, Music

### **Outstanding Service**

- 1989 Grace Jacobsen, Nursing  
Dave Adler, Political Science  
James Girvan, Physical Education and Health Education  
Paul Link, Geology  
Robert Weppner, Health Care Administration
- 1990 Larry Farrell, Biology  
James Girvan, Physical Education and Health Education  
Ron Hatzenbuehler, History  
Paul Link, Geology  
Richard Sagness, Education
- 1991 James Girvan, Physical Education and Health Education

- Barry Keller, Biological Sciences  
Ernest Ras Rowe, Education  
Tahmoores Sarraf, Sociology  
Alexander Urfer, Physical Therapy
- 1992 Barry Keller, Biological Sciences  
Craig Nickisch, Foreign Languages  
Lela “Kitty” Pumphrey, Business  
E. John Sutter, Chemistry  
Alexander Urfer, Physical Therapy
- 1993 E. John Sutter, Chemistry  
Ernest S. Lohse, Anthropology  
Ralph B. Maughan, Political Science  
Noble Taylor, Law Enforcement
- 1994 Paul K. Link, Geology  
Bernard Graham, Pharmacy  
Thomas M. Longhurst, Speech Pathology and Audiology
- 1995 Marcus Cook, Pharmacy Practice and Administrative Sciences  
Scott Anderson, Music  
Lela “Kitty” Pumphrey, Business  
Richard L. Sagness, Education  
Susan Swetnam, English and Philosophy
- 1996 Scott Anderson, Music  
Steven Daley, Special Education  
Deborah Lance, Applied Tech  
Richard Sagness, Education  
Susan Swetnam, English and Philosophy

### **Past Award Winners**

- \* Denotes service as committee chair  
OutstandingAwards14.indd 16 3/27/14 11:06 AM
- 1997 Eric J. Jarvi, Pharmaceutical Science  
Rudy Kovacs, Art and Architecture  
Douglas Nilson, Political Science  
Richard L. Sagness, Secondary Education  
Steven Shrophshire, Physics
- 1998 Steven Daley, Child and Family Studies  
Sherri Dienstfrey, Theatre  
Richard Holmer, Anthropology  
Linda Rankin, Health and Nutrition Sciences

## Appendix G (continued)

Russell Wahl, English and Philosophy  
1999 Sherri Dienstfrey, Theatre  
Eric Jarvi, Pharmaceutics  
Doug Nilson, Political Science  
Linda Rankin, Health and Nutrition Sciences  
Steven Shropshire, Physics  
2000 Scott Anderson, Music  
Jennifer Attebery, English and Philosophy  
Rex Lott, Pharmacy Practice  
Charles Peterson, Biological Sciences  
2001 Charles Peterson, Biological Sciences  
Roger Rankin, Teacher Education  
Corey Schou, Computer Information Systems  
Steven Shropshire, Physics  
Peter Vik, Psychology  
2002 Corey Schou, Computer Information Systems  
Tony Cellucci, Psychology  
Steven Friedrichson, Dental Education Program  
Angela Luckey, Social Science  
Habib Sadid, Engineering  
2003 Kimberly Cleary, Physical and Occupational  
Therapy  
Cynthia Pemberton, Educational Leadership  
Habib Sadid, Engineering  
Steve Shropshire, Physics  
Peter Vik, Psychology  
2004 Kimberly Cleary, Physical Therapy  
Deborah Hedeem, Education  
Willis McAleese, Health and Nutrition  
Doug Nilson, Political Science  
Robert Tokle, Economics  
2005 Doug Nilson, Political Science  
Mark Roberts, Psychology  
Robert Tokle, Economics  
Maher Wissa, Geomatics Technology  
2006 Cydney Crue, Sociology  
Kathleen Hodges, Dental Hygiene  
Lela “Kitty” Pumphrey, Accounting

Habib Sadid, Engineering  
Steven Shropshire, Physics  
2007 Cynthia Hill, Economics  
Willis McAleese, Health and Nutrition Sciences  
Habib Sadid, Engineering  
John Schroeder, Physician Assistant Studies  
Carla Wiggins, Health Care Administration  
2008 David Adler, Political Science  
Cynthia Hill, Economics  
Beverly Klug, Education Learning and Dev.  
Willis McAleese, Health and Nutrition Sciences  
Robert Tokle, Economics  
2009 David Adler, Political Science  
Tony Cellucci, Psychology  
Cynthia Hill, Economics  
Kevin Marsh, History  
Rosemary Smith, Biological Sciences  
2010 David Adler, Political Sciences  
Caroline Fauré, Sport Science and Physical  
Education  
Susan Goslee, English and Philosophy  
Thomas Hasenpflug, Music  
Glenn Thackray, Geosciences  
2011 Colden Baxter, Biological Sciences  
Jim DiSanza, Communication and Rhetorical  
Studies  
Caroline Fauré, Sport Science and Physical  
Education  
Jean Pfau, Biological Sciences  
Bethany Schultz Hurst, English and Philosophy  
2012 Linda DeVeaux, Biological Sciences  
Jared Papa, Physicians Assistant Program  
Eugene Stuffle, Electrical Engineering  
Robert Tokle, Economics  
2013 Scott Anderson, Music  
Glenda Carr, Pharmacy  
Kevin W. Cleveland, Pharmacy  
Cathy Kriloff, Mathematics  
Kevin R. Marsh, History

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## Appendix H

Idaho State University – Number of certificate, associate, and baccalaureate students who enroll in programs at the next degree level upon graduating.

Note: The National Student Clearinghouse is used to determine if a student was awarded a degree.

<b>Students Receiving a Bachelor Degree at ISU during FY 2007</b>	
Number of distinct students	<b>1114</b>
Number of these students who later received a Graduate Degree (any school)	<b>271</b>
Percent	<b>24.33%</b>

<b>Students Receiving an Associate Degree or Technical Certificate at ISU during FY 2007</b>	
Number of distinct students	<b>512</b>
Number of these students who later received a Bachelor's or Graduate Degree (any school)	<b>88</b>
Percent	<b>17.19%</b>

# Appendix I

## Peer group and Idaho public institutions comparison on resident tuition & fees

Institutions	2009-10	2010-11	2011-12	2012-13	2013-14	Rate	2009-10 rank	2013-14 rank
<b>U of Wyoming</b>	\$3,162	\$3,927	\$4,125	\$4,278	\$4,404	8.6%	1	1
<b>Lewis-Clark State College</b>	\$4,596	\$4,998	\$5,348	\$5,562	\$5,786	5.9%	2	2
<b>Boise State U</b>	\$4,864	\$5,300	\$5,566	\$5,884	\$6,292	6.6%	3	4
<b>U of Idaho</b>	\$4,932	\$5,402	\$5,856	\$6,212	\$6,524	7.2%	4	6
<b>Idaho State U</b>	\$4,968	\$5,416	\$5,796	\$6,070	\$6,344	6.3%	5	5
<b>U of Nevada - Reno</b>	\$5,031	\$5,561	\$5,630	\$6,602	\$6,610	7.1%	6	7
<b>Wichita State U</b>	\$5,467	\$5,890	\$6,155	\$6,442	\$6,926	6.1%	7	9
<b>U of Montana</b>	\$5,533	\$5,476	\$5,722	\$5,985	\$6,045	2.2%	8	3
<b>Montana State U</b>	\$5,988	\$6,168	\$6,428	\$6,705	\$6,752	3.0%	9	8
<b>South Dakota State U</b>	\$6,155	\$6,444	\$6,887	\$7,404	\$7,713	5.8%	10	12
<b>North Dakota State U</b>	\$6,410	\$6,731	\$7,270	\$7,353	\$7,660	4.6%	11	11
<b>U of South Dakota</b>	\$6,468	\$6,762	\$7,209	\$7,704	\$8,022	5.5%	12	13
<b>Northern Arizona U</b>	\$6,632	\$7,672	\$8,826	\$9,742	\$9,738	10.1%	13	14
<b>U of North Dakota</b>	\$6,726	\$6,934	\$7,092	\$7,254	\$7,508	2.8%	14	10
<b>U of Oregon</b>	\$7,430	\$8,190	\$8,789	\$9,310	\$9,763	7.1%	15	15
<b>Kent State U</b>	\$8,726	\$9,030	\$9,346	\$9,672	\$9,816	3.0%	16	16
<b>Northern Illinois U</b>	\$10,180	\$11,676	\$12,422	\$13,066	\$12,976	6.3%	17	17

# Appendix J

**IDAHO STATE UNIVERSITY  
ACADEMIC PROGRAMS FY 2013 -2014**

<b>Number of Academic Programs</b>				
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
<b>Technical Certificate</b>	<b>TACC</b>	Accounting Technology	Technical Certificate	1
	<b>TADM</b>	Administrative Technology	Technical Certificate	1
	<b>TAMT</b>	Aircraft Maintenance Tech	Technical Certificate	1
	<b>TATT</b>	Automotive Technology	Advanced Technical Certificate	1
	<b>TBUT</b>	Business Technology	Postsecondary Technical Certif	1
	<b>TBUT</b>	Business Technology	Technical Certificate	1
	<b>TCAD</b>	Computer Aided Design Draft	Advanced Technical Certificate	1
	<b>TCCT</b>	Civil Engineering Technician	Advanced Technical Certificate	1
	<b>TCMT</b>	Computerized Machining Tech	Advanced Technical Certificate	1
	<b>TCNT</b>	Nail Technology	Postsecondary Technical Certif	1
	<b>TCOS</b>	Cosmetology	Technical Certificate	1
	<b>TCTN</b>	Computer Network Technician	Technical Certificate	1
	<b>TDDT</b>	Diesel/Diesel Electric Tech	Advanced Technical Certificate	1
	<b>TDST</b>	Diesel Technology	Advanced Technical Certificate	1
	<b>TECC</b>	Early Childhood Care & Educ	Technical Certificate	1
	<b>TGDP</b>	Desktop Publishing/Print Media	Advanced Technical Certificate	1
	<b>TINT</b>	Information Tech Systems	Technical Certificate	1
	<b>TLEN</b>	Law Enforcement	Technical Certificate	1
	<b>TLPN</b>	Practical Nursing	Advanced Technical Certificate	1
	<b>TMAC</b>	Machining Technology	Advanced Technical Certificate	1
	<b>TMAS</b>	Massage Therapy	Technical Certificate	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>TPOW</b>	Powerplant	Advanced Technical Certificate	1

## Appendix J (continued)

	<b>TWDF</b>	Welder-Fitter	Advanced Technical Certificate	1
	<b>TWDG</b>	Welder General	Technical Certificate	1
<b>Technical Certificate Total</b>				<b>24</b>
<b>Associate</b>	<b>AART</b>	Art	Associate of Arts	1
	<b>BLBL</b>	Biology	Associate of Science	1
	<b>BUBU</b>	Business	Associate of Science	1
	<b>CRST</b>	Comm/Rhetorical Studies	Associate of Arts	1
	<b>ENGL</b>	English	Associate of Arts	1
	<b>GTGS</b>	General Studies	Associate of Arts	1
	<b>HIST</b>	History	Associate of Arts	1
	<b>HPPS</b>	Paramedic Science	Associate of Science	1
	<b>HPSL</b>	Sign Language Studies	Associate of Science	1
	<b>LGJP</b>	Japanese	Associate of Arts	1
	<b>LGSP</b>	Spanish	Associate of Arts	1
	<b>MATH</b>	Mathematics	Associate of Science	1
	<b>POPS</b>	Political Science	Associate of Science	1
	<b>PYPH</b>	Physics	Associate of Science	1
	<b>SWCJ</b>	Criminal Justice	Associate of Arts	1
	<b>TACC</b>	Accounting Technology	Associate of Applied Science	1
	<b>TACR</b>	Auto Collision Repair	Associate of Applied Science	1
	<b>TAEL</b>	Electrical Apprenticeship	Associate of Applied Science	1
	<b>TAMG</b>	Administrative Management	Associate of Applied Science	1
	<b>TAMT</b>	Aircraft Maintenance Tech	Associate of Applied Science	1
	<b>TAPP</b>	Airframe and Powerplant	Associate of Applied Science	1
	<b>TARN</b>	Nursing	Associate of Science	1
	<b>TATT</b>	Automotive Technology	Associate of Applied Science	1

## Appendix J (continued)

	<b>TBUI</b>	Business Information Tech	Associate of Applied Science	1
	<b>TBUT</b>	Business Technology	Associate of Applied Science	1
	<b>TCAD</b>	Computer Aided Design Draft	Associate of Applied Science	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>TCAT</b>	Culinary Arts	Associate of Applied Science	1
	<b>TCET</b>	Civil Engineering Technology	Associate of Applied Science	1
	<b>TCHD</b>	Child Development	Associate of Applied Science	1
	<b>TCMT</b>	Computerized Machining Tech	Associate of Applied Science	1
	<b>TCRR</b>	Auto Collision Repair/Refinish	Associate of Applied Science	1
	<b>TCSD</b>	Computer Software Dev Tech	Associate of Applied Science	1
	<b>TDDT</b>	Diesel/Diesel Electric Tech	Associate of Applied Science	1
	<b>TDPG</b>	On-Site Power Gen Tech	Associate of Applied Science	1
	<b>TDST</b>	Diesel Technology	Associate of Applied Science	1
	<b>TECC</b>	Early Childhood Care & Educ	Associate of Applied Science	1
	<b>TEEE</b>	Energy Sys Elect Eng Tech	Associate of Applied Science	1
	<b>TEIC</b>	Energy Sys Inst/Ctrl Eng Tech	Associate of Applied Science	1
	<b>TEMM</b>	Emergency Management	Associate of Science	1
	<b>TEMT</b>	Energy Sys Mech Eng Tech	Associate of Applied Science	1
	<b>TENO</b>	Energy Sys Nuclear Op Tech	Associate of Applied Science	1
	<b>TESE</b>	Energy Systems Engr Tech	Associate of Applied Science	1
	<b>TEST</b>	Electronic Systems Tech	Associate of Applied Science	1
	<b>TEWT</b>	Energy Sys Wind Eng Tech	Associate of Applied Science	1
	<b>TFSA</b>	Fire Services Administration	Associate of Science	1
	<b>TGAP</b>	Graphic Arts/Printing Tech	Associate of Applied Science	1
	<b>TGRA</b>	Graphic Arts	Associate of Applied Science	1
	<b>THHT</b>	Health Information Tech	Associate of Applied Science	1
	<b>TIDC</b>	Industrial Controls	Associate of Applied Science	1
	<b>TINA</b>	Instrumentation & Automation	Associate of Applied Science	1
	<b>TINT</b>	Information Tech Systems	Associate of Applied Science	1

## Appendix J (continued)

	<b>TIPG</b>	Comp Softwre Dev/Internet Prog	Associate of Applied Science	1
	<b>TLEN</b>	Law Enforcement	Associate of Applied Science	1
	<b>TLEO</b>	Laser/Electro Optics Tech	Associate of Applied Science	1
	<b>TMAS</b>	Massage Therapy	Associate of Applied Science	1
	<b>TMEA</b>	Medical Assisting	Associate of Applied Science	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>TPAR</b>	Paralegal Studies	Associate of Applied Science	1
	<b>TPTA</b>	Physical Therapy Assistant	Associate of Applied Science	1
	<b>TRCS</b>	Robotics and Comm Sys Eng Tech	Associate of Applied Science	1
	<b>TRES</b>	Respiratory Therapy	Associate of Science	1
	<b>TWDF</b>	Welder-Fitter	Associate of Applied Science	1
	<b>TWEL</b>	Welding	Associate of Applied Science	1
	<b>TWSD</b>	Web Site Design & Management	Associate of Applied Science	1
<b>Associate Total</b>				<b>63</b>
<b>Bachelor</b>	<b>AART</b>	Art	Bachelor of Arts	1
	<b>AART</b>	Art	Bachelor of Fine Arts	1
	<b>AMST</b>	American Studies	Bachelor of Arts	1
	<b>ANTH</b>	Anthropology	Bachelor of Arts	1
	<b>BLBC</b>	Biochemistry	Bachelor of Science	1
	<b>BLBL</b>	Biology	Bachelor of Arts	1
	<b>BLBL</b>	Biology	Bachelor of Science	1
	<b>BLBO</b>	Botany	Bachelor of Science	1
	<b>BLCL</b>	Clinical Laboratory Science	Bachelor of Science	1
	<b>BLEC</b>	Ecology	Bachelor of Science	1
	<b>BLMB</b>	Microbiology	Bachelor of Science	1
	<b>BLML</b>	Medical Lab Science	Bachelor of Science	1
	<b>BLZO</b>	Zoology	Bachelor of Science	1
	<b>BUAC</b>	Accounting	Bachelor of Business Administr	1
	<b>BUFI</b>	Finance	Bachelor of Business Administr	1



## Appendix J (continued)

	<b>BUGB</b>	General Business	Bachelor of Business Administr	1
	<b>BUHS</b>	Healthcare Information Systems	Bachelor of Business Administr	1
	<b>BUIS</b>	Computer Information Systems	Bachelor of Business Administr	1
	<b>BUIS</b>	Computer Information Systems	Certificate	1
	<b>BUMG</b>	Management	Bachelor of Business Administr	1
	<b>BUMK</b>	Marketing	Bachelor of Business Administr	1
	<b>BUSS</b>	University Studies	Bachelor of Arts	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>BUSS</b>	University Studies	Bachelor of Science	1
	<b>CHEM</b>	Chemistry	Bachelor of Arts	1
	<b>CHEM</b>	Chemistry	Bachelor of Science	1
	<b>CRST</b>	Comm/Rhetorical Studies	Bachelor of Arts	1
	<b>CRST</b>	Comm/Rhetorical Studies	Bachelor of Science	1
	<b>DTCP</b>	Dance:Choreography and Perf	Bachelor of Arts	1
	<b>DTFV</b>	Theatre/Film/Video	Bachelor of Arts	1
	<b>DTTH</b>	Theatre	Bachelor of Arts	1
	<b>DTTH</b>	Theatre	Bachelor of Science	1
	<b>ECCE</b>	Early Childhood Education	Bachelor of Arts	1
	<b>ECON</b>	Economics	Bachelor of Arts	1
	<b>ECON</b>	Economics	Bachelor of Science	1
	<b>EDCS</b>	Family and Consumer Science	Bachelor of Arts	1
	<b>EDCS</b>	Family and Consumer Science	Bachelor of Science	1
	<b>EDED</b>	Elementary Education	Bachelor of Arts	1
	<b>EDED</b>	Elementary Education	Bachelor of Science	1
	<b>EDHE</b>	Human Exceptionality	Bachelor of Arts	1
	<b>EDHE</b>	Human Exceptionality	Bachelor of Science	1
	<b>EDPE</b>	Physical Education	Bachelor of Arts	1
	<b>EDPE</b>	Physical Education	Bachelor of Science	1
	<b>EDSE</b>	Secondary Education	Bachelor of Arts	1

## Appendix J (continued)

	<b>EEBI</b>	Elem Ed Biology	Bachelor of Arts	1
	<b>EEBI</b>	Elem Ed Biology	Bachelor of Science	1
	<b>EEEN</b>	Elem Ed English	Bachelor of Arts	1
	<b>EEEN</b>	Elem Ed English	Bachelor of Science	1
	<b>EEGE</b>	Elem Ed Geology	Bachelor of Arts	1
	<b>EEGE</b>	Elem Ed Geology	Bachelor of Science	1
	<b>EEHI</b>	Elem Ed History	Bachelor of Arts	1
	<b>EEHI</b>	Elem Ed History	Bachelor of Science	1
	<b>EEMA</b>	Elem Ed Mathematics	Bachelor of Arts	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>EEMA</b>	Elem Ed Mathematics	Bachelor of Science	1
	<b>EESC</b>	Elem Ed Science	Bachelor of Arts	1
	<b>EGCE</b>	Civil Engineering	Bachelor of Science	1
	<b>EGCS</b>	Computer Science	Bachelor of Science	1
	<b>EGEE</b>	Electrical Engineering	Bachelor of Science	1
	<b>EGME</b>	Mechanical Engineering	Bachelor of Science	1
	<b>EGNE</b>	Nuclear Engineering	Bachelor of Science	1
	<b>ENGL</b>	English	Bachelor of Arts	1
	<b>ENPH</b>	Philosophy	Bachelor of Arts	1
	<b>GLEE</b>	Earth/Environmental Systems	Bachelor of Arts	1
	<b>GLEE</b>	Earth/Environmental Systems	Bachelor of Science	1
	<b>GLGY</b>	Geology	Bachelor of Arts	1
	<b>GLGY</b>	Geology	Bachelor of Science	1
	<b>GTGS</b>	General Studies	Bachelor of Arts	1
	<b>HIST</b>	History	Bachelor of Arts	1
	<b>HPCS</b>	CommSciences/Disorders	Bachelor of Science	1
	<b>HPDH</b>	Dental Hygiene	Bachelor of Science	1
	<b>HPDI</b>	Dietetics	Bachelor of Science	1
	<b>HPDI</b>	Dietetics	Certificate	1

## Appendix J (continued)

	<b>HPEI</b>	Educational Interpreting	Bachelor of Science	1
	<b>HPHC</b>	Health Care Administration	Bachelor of Science	1
	<b>HPHE</b>	Health Education	Bachelor of Science	1
	<b>HPNU</b>	Nursing	Bachelor of Science	1
	<b>HPRS</b>	Radiographic Science	Bachelor of Science	1
	<b>HSHS</b>	Health Science	Bachelor of Science	1
	<b>HSSI</b>	Sign Language Interpreting	Bachelor of Science	1
	<b>ISIS</b>	International Studies	Bachelor of Arts	1
	<b>LGFR</b>	French	Bachelor of Arts	1
	<b>LGGB</b>	German for Business and Prof	Bachelor of Arts	1
	<b>LGGR</b>	German	Bachelor of Arts	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>LGSB</b>	Spanish for Business and Prof	Bachelor of Arts	1
	<b>LGSM</b>	Spanish for Health Professions	Bachelor of Arts	1
	<b>LGSP</b>	Spanish	Bachelor of Arts	1
	<b>MAST</b>	Statistics	Bachelor of Science	1
	<b>MATH</b>	Mathematics	Bachelor of Science	1
	<b>MCOM</b>	Mass Communication	Bachelor of Arts	1
	<b>MUED</b>	Music Education	Bachelor of Music Education	1
	<b>MUPM</b>	Music Performance	Bachelor of Music	1
	<b>MUSC</b>	Music	Bachelor of Arts	1
	<b>MUSC</b>	Music	Bachelor of Science	1
	<b>PGPS</b>	Psychology	Bachelor of Arts	1
	<b>PGPS</b>	Psychology	Bachelor of Science	1
	<b>POPS</b>	Political Science	Bachelor of Arts	1
	<b>POPS</b>	Political Science	Bachelor of Science	1
	<b>PYPH</b>	Physics	Bachelor of Arts	1
	<b>PYPH</b>	Physics	Bachelor of Science	1
	<b>SEBE</b>	Sec Ed-Business Educ (wm)	Bachelor of Arts	1

## Appendix J (continued)

	<b>SEBE</b>	Sec Ed-Business Educ (wm)	Bachelor of Science	1
	<b>SEBS</b>	Sec Ed-Biol Sciences (wm)	Bachelor of Arts	1
	<b>SEBS</b>	Sec Ed-Biol Sciences (wm)	Bachelor of Science	1
	<b>SECH</b>	Sec Ed-Chemistry (wm)	Bachelor of Science	1
	<b>SEEN</b>	Sec Ed-English (wm)	Bachelor of Arts	1
	<b>SEEN</b>	Sec Ed-English (wm)	Bachelor of Science	1
	<b>SEGE</b>	Sec Ed-Geology (wm)	Bachelor of Arts	1
	<b>SEGE</b>	Sec Ed-Geology (wm)	Bachelor of Science	1
	<b>SEGR</b>	Sec Ed-German (wm)	Bachelor of Science	1
	<b>SEHE</b>	Sec Ed-Health Education (wm)	Bachelor of Arts	1
	<b>SEHE</b>	Sec Ed-Health Education (wm)	Bachelor of Science	1
	<b>SEHI</b>	Sec Ed-History (wm)	Bachelor of Arts	1
	<b>SEHI</b>	Sec Ed-History (wm)	Bachelor of Science	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>SEMA</b>	Sec Ed-Mathematics (wm)	Bachelor of Arts	1
	<b>SEMA</b>	Sec Ed-Mathematics (wm)	Bachelor of Science	1
	<b>SEPE</b>	Sec Ed-Physical Education (wm)	Bachelor of Arts	1
	<b>SEPE</b>	Sec Ed-Physical Education (wm)	Bachelor of Science	1
	<b>SEPH</b>	Sec Ed-Physics (wm)	Bachelor of Science	1
	<b>SEPS</b>	Sec Ed-Political Science (wm)	Bachelor of Arts	1
	<b>SEPS</b>	Sec Ed-Political Science (wm)	Bachelor of Science	1
	<b>SESO</b>	Sec Ed-Sociology (wm)	Bachelor of Arts	1
	<b>SESP</b>	Sec Ed-Spanish (wm)	Bachelor of Arts	1
	<b>SESP</b>	Sec Ed-Spanish (wm)	Bachelor of Science	1
	<b>SESS</b>	Sec Ed-Social Science (wm)	Bachelor of Arts	1
	<b>SESS</b>	Sec Ed-Social Science (wm)	Bachelor of Science	1
	<b>SEST</b>	Sec Ed-Social Studies (wm)	Bachelor of Arts	1
	<b>SEST</b>	Sec Ed-Social Studies (wm)	Bachelor of Science	1
	<b>SETM</b>	Sec Ed-Theatre (wm)	Bachelor of Arts	1

## Appendix J (continued)

	<b>SETM</b>	Sec Ed-Theatre (wm)	Bachelor of Science	1
	<b>SOCI</b>	Sociology	Bachelor of Arts	1
	<b>SSAR</b>	Sec Ed-Art (SS)	Bachelor of Arts	1
	<b>SSAR</b>	Sec Ed-Art (SS)	Bachelor of Science	1
	<b>SSBE</b>	Sec Ed-Business Educ (SS)	Bachelor of Arts	1
	<b>SSBE</b>	Sec Ed-Business Educ (SS)	Bachelor of Science	1
	<b>SSBS</b>	Sec Ed-Biol Sciences (SS)	Bachelor of Arts	1
	<b>SSBS</b>	Sec Ed-Biol Sciences (SS)	Bachelor of Science	1
	<b>SSCR</b>	Sec Ed-Comm/Rhetorical (SS)	Bachelor of Arts	1
	<b>SSEN</b>	Sec Ed-English (SS)	Bachelor of Arts	1
	<b>SSEN</b>	Sec Ed-English (SS)	Bachelor of Science	1
	<b>SSFC</b>	Sec Ed-Family & Consumer (SS)	Bachelor of Arts	1
	<b>SSFC</b>	Sec Ed-Family & Consumer (SS)	Bachelor of Science	1
	<b>SSHE</b>	Sec Ed-Health Education (SS)	Bachelor of Science	1
	<b>SSMA</b>	Sec Ed-Mathematics (SS)	Bachelor of Arts	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>SSMA</b>	Sec Ed-Mathematics (SS)	Bachelor of Science	1
	<b>SSPE</b>	Sec Ed-Physical Education (SS)	Bachelor of Science	1
	<b>SSTH</b>	Sec Ed-Theatre (SS)	Bachelor of Science	1
	<b>SWSW</b>	Social Work	Bachelor of Arts	1
	<b>TAEL</b>	Electrical Apprenticeship	Bachelor of Applied Technology	1
	<b>TAMT</b>	Aircraft Maintenance Tech	Bachelor of Applied Science	1
	<b>TATT</b>	Automotive Technology	Bachelor of Applied Science	1
	<b>TBAS</b>	BAS	Bachelor of Applied Science	1
	<b>TBAT</b>	BAT	Bachelor of Applied Technology	1
	<b>TBCT</b>	Building Construction	Bachelor of Applied Science	1
	<b>TBUI</b>	Business Information Tech	Bachelor of Applied Technology	1
	<b>TCAD</b>	Computer Aided Design Draft	Bachelor of Applied Science	1
	<b>TCAT</b>	Culinary Arts	Bachelor of Applied Science	1

## Appendix J (continued)

	<b>TCET</b>	Civil Engineering Technology	Bachelor of Applied Science	1
	<b>TCSD</b>	Computer Software Dev Tech	Bachelor of Applied Science	1
	<b>TDST</b>	Diesel Technology	Bachelor of Applied Science	1
	<b>TEEE</b>	Energy Sys Elect Eng Tech	Bachelor of Applied Science	1
	<b>TEIC</b>	Energy Sys Inst/Ctrl Eng Tech	Bachelor of Applied Science	1
	<b>TEMM</b>	Emergency Management	Bachelor of Science	1
	<b>TEMT</b>	Energy Sys Mech Eng Tech	Bachelor of Applied Science	1
	<b>TENO</b>	Energy Sys Nuclear Op Tech	Bachelor of Applied Science	1
	<b>TESE</b>	Energy Systems Engr Tech	Bachelor of Applied Science	1
	<b>TESE</b>	Energy Systems Technology	Bachelor of Applied Science	1
	<b>TEWT</b>	Energy Sys Wind Eng Tech	Bachelor of Applied Science	1
	<b>TFSA</b>	Fire Services Administration	Bachelor of Science	1
	<b>TGAP</b>	Graphic Arts/Printing Tech	Bachelor of Applied Science	1
	<b>TGOT</b>	Geomatics Technology	Bachelor of Science	1
	<b>THHT</b>	Health Information Tech	Bachelor of Applied Science	1
	<b>THRT</b>	H.R. Training & Development	Bachelor of Science	1
	<b>THSC</b>	Health Science	Bachelor of Science	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>TIDC</b>	Industrial Controls	Bachelor of Applied Science	1
	<b>TINA</b>	Instrumentation & Automation	Bachelor of Applied Science	1
	<b>TINT</b>	Information Tech Systems	Bachelor of Applied Science	1
	<b>TLEN</b>	Law Enforcement	Bachelor of Applied Technology	1
	<b>TMEA</b>	Medical Assisting	Bachelor of Applied Technology	1
	<b>TMMO</b>	Marketing/Management	Bachelor of Applied Technology	1
	<b>TPAR</b>	Paralegal Studies	Bachelor of Applied Technology	1
	<b>TPTA</b>	Physical Therapy Assistant	Bachelor of Applied Technology	1
	<b>TRCS</b>	Robotics and Comm Sys Eng Tech	Bachelor of Applied Science	1
	<b>TWSD</b>	Web Site Design & Management	Bachelor of Applied Technology	1

## Appendix J (continued)

<b>Bachelor Total</b>				<b>182</b>
<b>Master</b>	<b>AART</b>	Art	Master of Fine Arts	1
	<b>ANTH</b>	Anthropology	Master of Arts	1
	<b>ANTH</b>	Anthropology	Master of Science	1
	<b>BLBL</b>	Biology	Master of Natural Science	1
	<b>BLBL</b>	Biology	Master of Science	1
	<b>BLCL</b>	Clinical Laboratory Science	Master of Science	1
	<b>BLMB</b>	Microbiology	Master of Science	1
	<b>BLML</b>	Medical Lab Science	Master of Science	1
	<b>BUAC</b>	Accounting	Master of Accountancy	1
	<b>BUAD</b>	Business Administration	MBA	1
	<b>BUAT</b>	Accountancy	Master of Accountancy	1
	<b>CHEM</b>	Chemistry	Master of Science	1
	<b>CRCO</b>	Organizational Communication	Master of Arts	1
	<b>CRRS</b>	Rhetorical Studies	Master of Arts	1
	<b>DTTH</b>	Theatre	Master of Arts	1
	<b>EDAA</b>	Athletic Administration	Master of Physical Education	1
	<b>EDAT</b>	Athletic Training	Master of Science	1
	<b>EDCP</b>	Child and Family Studies	Master of Education	1
	<b>EDEA</b>	Education Administration	Educational Specialist	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>EDEA</b>	Education Administration	Master of Education	1
	<b>EDED</b>	Elementary Education	Master of Education	1
	<b>EDHE</b>	Human Exceptionality	Master of Education	1
	<b>EDIT</b>	Instructional Technology	Master of Education	1
	<b>EDLT</b>	Literacy	Master of Education	1
	<b>EDSE</b>	Secondary Education	Master of Education	1
	<b>EDSP</b>	School Psychology	Educational Specialist	1
	<b>EDUC</b>	Education	Master of Education	1

## Appendix J (continued)

	<b>EGCE</b>	Civil Engineering	Master of Science	1
	<b>EGES</b>	Environmental Science Mgt	Master of Science	1
	<b>EGEV</b>	Environmental Engineering	Master of Science	1
	<b>EGMC</b>	Measure & Control Engineering	Master of Science	1
	<b>EGME</b>	Mechanical Engineering	Master of Science	1
	<b>EGNS</b>	Nuclear Science & Engineering	Master of Science	1
	<b>EKED</b>	K-12 Education	Master of Education	1
	<b>ENGL</b>	English	Certificate	1
	<b>ENGL</b>	English	Master of Arts	1
	<b>GLGT</b>	Geotechnology	Certificate	1
	<b>GLGY</b>	Geology	Master of Science	1
	<b>GLIS</b>	Geographic Information Science	Master of Science	1
	<b>HIRM</b>	Historical Resource Management	Master of Arts	1
	<b>HPCL</b>	Counseling	Educational Specialist	1
	<b>HPDE</b>	Deaf Education	Master of Science	1
	<b>HPDH</b>	Dental Hygiene	Master of Science	1
	<b>HPHE</b>	Health Education	Master of Health Education	1
	<b>HPMC</b>	Marital-Couple-Family Counsel	Master of Counseling	1
	<b>HPMH</b>	Mental Health Counseling	Master of Counseling	1
	<b>HPNU</b>	Nursing	Certificate	1
	<b>HPNU</b>	Nursing	Master of Science	1
	<b>HPOT</b>	Occupational Therapy	Master of Occupational Therapy	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>HPPA</b>	Physician Assistant Studies	Master of Physician Assistant	1
	<b>HPPH</b>	Public Health	Master of Public Health	1
	<b>HPSA</b>	Student Affairs Counseling	Master of Counseling	1
	<b>HPSC</b>	School Counseling	Master of Counseling	1
	<b>HPSP</b>	Speech - Language Pathology	Master of Science	1
	<b>IDEP</b>	Idaho Dental	Certificate	1



## Appendix J (continued)

	<b>INDI</b>	Interdisciplinary Studies	Master of Arts	1
	<b>MATH</b>	Mathematics	Master of Science	1
	<b>PGPS</b>	Psychology	Master of Science	1
	<b>PHSC</b>	Pharmaceutical Science	Master of Science	1
	<b>POPA</b>	Public Administration	Master-Public Administration	1
	<b>POPS</b>	Political Science	Master of Arts	1
	<b>POPS</b>	Political Science	Master-Public Administration	1
	<b>PYPH</b>	Physics	Master of Natural Science	1
	<b>PYPH</b>	Physics	Master of Science	1
	<b>SOCI</b>	Sociology	Master of Arts	1
	<b>THRT</b>	H.R. Training & Development	Master of Training/Development	1
<b>Master Total</b>				<b>66</b>
<b>Doctorate</b>	<b>BLBL</b>	Biology	Doctor of Arts	1
	<b>BLBL</b>	Biology	Doctor of Philosophy	1
	<b>BLMB</b>	Microbiology	Doctor of Philosophy	1
	<b>EDEL</b>	Educational Leadership	Doctor of Education	1
	<b>EDID</b>	Instructional Design	Doctor of Philosophy	1
	<b>EGAS</b>	Engineering & Applied Science	Doctor of Philosophy	1
	<b>EGNS</b>	Nuclear Science & Engineering	Doctor of Philosophy	1
	<b>ENGL</b>	English	Doctor of Arts	1
	<b>ENGL</b>	English	Doctor of Philosophy	1
	<b>ENTE</b>	English & Teaching of English	Doctor of Philosophy	1
	<b>GLGE</b>	Geosciences	Doctor of Philosophy	1
	<b>HPAU</b>	Audiology	Doctor of Audiology	1
<b>Degree Level</b>	<b>Major</b>	<b>Major Description</b>	<b>Degree Description</b>	<b>Total</b>
	<b>HPCE</b>	Counselor Ed and Counseling	Doctor of Philosophy	1
	<b>HPNP</b>	Nursing Practice	Doctor of Nursing Practice	1
	<b>HPNU</b>	Nursing	Doctor of Philosophy	1
	<b>HPPT</b>	Physical Therapy	Doctor of Physical Therapy	1

## Appendix J (continued)

	<b>MATH</b>	Mathematics	Doctor of Arts	1
	<b>PGCP</b>	Clinical Psychology	Doctor of Philosophy	1
	<b>PGEX</b>	Experimental Psychology	Doctor of Philosophy	1
	<b>PHND</b>	Pharmacy (Non-Traditional)	Doctor of Pharmacy	1
	<b>PHPD</b>	Pharmacy	Doctor of Pharmacy	1
	<b>PHSC</b>	Pharmaceutical Science	Doctor of Philosophy	1
	<b>POPS</b>	Political Science	Doctor of Arts	1
	<b>PYAP</b>	Applied Physics	Doctor of Philosophy	1
<b>Doctorate Total</b>				<b>24</b>
<b>Grand Total</b>				<b>359</b>

# Appendix K

## Idaho State University Courses by Campus FY 2013-2014

Course Campus	Course Type	Morning	Afternoon	Evening	Arranged/Online	Grand Total
<b>Idaho Falls</b>	Remedial	12	3	9		24
	Early College	1	2	1		4
	General Education Prerequisite	14	7	5	2	28
	General Education	59	46	44	7	156
	Undergraduate Lower	50	45	43	4	142
	Undergraduate Upper	60	68	27	20	175
	Graduate	7	17	47	18	89
	Professional Development	42	9		11	62
<b>Idaho Falls Total</b>		245	197	176	62	680
<b>% of Total</b>		<b>36.0%</b>	<b>29.0%</b>	<b>25.9%</b>	<b>9.1%</b>	<b>100.0%</b>
<b>Meridian</b>	Undergraduate Lower	13	18	19	8	58
	Undergraduate Upper	38	32	16	94	180
	Graduate	98	71	41	118	328
	Professional Development	18				18
<b>Meridian Total</b>		167	121	76	220	584
<b>% of Total</b>		<b>28.6%</b>	<b>20.7%</b>	<b>13.0%</b>	<b>37.7%</b>	<b>100.0%</b>
<b>Twin Falls</b>	General Education		2			2
	Undergraduate Lower	2	1			3
	Undergraduate Upper	7	14	8	9	38
	Graduate		2	11	2	15
	Professional Development	5	1			6
<b>Twin Falls Total</b>		14	20	19	11	64
<b>% of Total</b>		<b>21.9%</b>	<b>31.3%</b>	<b>29.7%</b>	<b>17.2%</b>	<b>100.0%</b>
<b>Pocatello</b>	Remedial	45	26	10		81
	Early College	5			1	6
	General Education Prerequisite	58	38	4	11	111
	General Education	319	211	52	137	719
	Undergraduate Lower	846	489	131	357	1,823
	Undergraduate Upper	546	557	94	746	1,943
	Graduate	295	361	158	1,215	2,029
	Professional Development	82	59	3	76	220
<b>Pocatello Total</b>		2,196	1,741	452	2,543	6,932
<b>% of Total</b>		<b>31.7%</b>	<b>25.1%</b>	<b>6.5%</b>	<b>36.7%</b>	<b>100.0%</b>

## Appendix L

### Examples of Student Support Services at Idaho State University

*Academic Programs.* This unit offers diverse services through a number of programs.

- [Bengal Bridge](#) is a relatively new effort to address remediation and retention issues. It focuses on assisting underprepared, first generation, low-income, first-time students in a campus residential setting offered during the summer. Students enroll in nine credits at a discounted tuition rate and are offered University Orientation, English Composition, Intermediate Algebra, and Intro to Psychology to help prepare them to succeed in their college work.
- The [College Learning Strategies](#) program provides a number of options to help students succeed, such as one-credit courses, individual tutoring, workshops, and handouts. These services cover several basic areas that are key to student success, such as time and stress management, reading, memory, test taking, math strategies, homework strategies, note taking, test taking and analysis. The College Learning Strategies program also presents workshops to university classes, campus organizations and groups, and at the residence halls.
- Beginning Fall 2014, ISU's Intensive English Institute (IEI) will begin providing English language instruction for international students who wish to study in a comprehensive, academically rigorous program. The focus of the IEI will be on English for Academic Purposes (EAP). Classes will be taught by instructors with advanced degrees, Teaching English to Speakers of Other Languages (TESOL) credentials, and relevant experience. A minimum of 21 class hours per week will be required for each IEI student. Required core courses at each level include Reading, Writing, Speaking and Listening, and Vocabulary and Grammar. All IEI courses are non-credit and correspond to clock hours rather than credit hours. Upon enrollment at the IEI, students are grouped into one of six learner levels, which include Elementary English I and II, Intermediate English I and II, and Advanced English I and II. The four required core courses are offered at each level. Students are placed into their initial level by assessment and required to complete all the subsequent levels in the IEI sequence. Each level can be completed in one eight-week session, which corresponds to approximately 168 hours of direct group instruction. Successful completion of the Advanced English II level indicates that IEI students are prepared for full-time, university-level work. The expected timeline to complete the full course of study at the IEI (Elementary English I – Advanced English II) is approximately 18 months.
- In the English for Speakers of Other Languages ([ESOL](#)) program, undergraduate and graduate students who are non-native English speakers receive academic instruction that enhances knowledge and understanding of the American language and culture. Students may participate in individual 60 minute tutoring sessions as well as workshops and excursions. In conjunction with the ISU Speech and Hearing Clinic, ESOL students may participate in two sessions of Accent Modification Evaluations for a small fee.
- [First Year Seminar](#) introduces students to the vital components of university life and helps them achieve their academic and personal goals. Its courses are designed to assist students in developing positive learning behaviors and apply strategies to build confidence, gain awareness, and develop life-long skills that enhance their educational experience. Students who take First Year Seminar have higher GPAs,

## Appendix L (continued)

make stronger connections, and are more likely to graduate than students who do not take the seminar. Instruction teams consist of a faculty or staff member and a peer instructor.

- [Service-Learning](#) is another program that affords students real-world learning experiences to enhance their academic learning while providing a tangible benefit for the community. Programs that offer service learning include Chemistry, Didactic Program in Dietetics, First Year Seminar, Management, Marketing, and Physician Assistant Studies.
- *University Tutoring*. Small group and individual tutoring is available to all ISU students through the University Tutoring unit.
- The [Content Area Tutoring](#) program provides small group tutoring in every academic discipline taught at ISU except writing and mathematics and is available on both the Pocatello and Idaho Falls campuses. It affords student employment opportunities, allowing successful students to share their skills and experience with others. Most tutors are experienced graduate and undergraduate students who have obtained extra training as peer tutors.
- In the [Writing Center](#), consultants work with students to improve the quality of the academic writing they do for their courses at all levels. The Writing Center also serves as a resource for university faculty, supporting writing across the curriculum in the general education courses and in all the disciplines. The online writing lab ([OWL](#)) is a virtual writing center where students can chat with a tutor screen-to-screen in a Moodle chat room about writing projects and related questions. Writing Center handouts are available online.
- The [Math Center](#) is a walk-in tutoring service staffed with trained student tutors who assist students in finding mistakes in their assignments and suggest different approaches and examples to solve math problems. In addition, the Math Center publishes study strategies online. Topics include organizing math notes, using the P.O.W.E.R. method for solving problems, and being aware of, and managing, negative attitudes toward math. Sample math finals for developmental math courses can also be viewed or downloaded from the Math Center's website. Idaho State University's Writing and Math Centers are certified through the College Reading and Learning Association.
- *Central Academic Advising*. This unit provides ISU students with information about campus resources, offers assistance with schedules and degree planning, clarifies campus policies and procedures, and serves as a general resource for the student body. The advising staff includes a director and three full-time advisers and two part-time advisers at the main campus in Pocatello, two full-time advisers at each of the Idaho Falls and Twin Falls campuses, and one full-time adviser at the Meridian campus. Academic advisers communicate directly with faculty to help ensure advising regarding program curriculum is accurate and consistent. An important initiative of Central Academic Advising involves working with faculty to promote the campus-wide use of degree plans and checklists that have a common format, are located at a similar place on each department's website, and are updated annually by a specified deadline. The common format and placement of degree plans and checklists provide a structure for new and continuing students to understand the components of a degree, to realistically assess the time needed to complete a degree, to have available in one place useful links to department information and websites, the undergraduate catalog, and a general education worksheet, as well as, linking the degree plan to the appropriate catalog year. The Central

## Appendix L (continued)

Academic Advising website showcases all current degree plans and checklists, which are linked to the department page to ensure information on both websites is the same, with department oversight of the content.

- *Disability Services*. This Disability Services unit enables equal access to all programs and services sponsored or funded by ISU. Knowledgeable, well-trained staff authorize and provide reasonable accommodations and related disability services; advocate for an accessible and hospitable learning environment through removal of informational, physical, and attitudinal barriers; and promote self-determination and personal responsibility for students with disabilities. The [Dorothy Broyles Assistive Technology Lab](#) provides a safe learning environment and access to assistive technology for ISU students with disabilities. Equipment includes screen readers, scanners, and optical character recognition (OCR) software. Adaptive Technology Computer Workstations are also available at other locations. Interpreters, readers, and scribes are available to assist students with accommodations in and out of class. The Disability Services unit is one of the university's agents for compliance with federal and state laws and regulations mandating equal opportunity and access for persons with disabilities.
- *Native American Student (Academic) Services (NAAS)*. The NAAS [mission](#) is to help and support indigenous peoples in the attainment of their educational goals through academic advising, tutoring, resources, and advocacy. Some of the services provided include New Native Student Orientation, the Midterm Management Series, an NAAS Advising Day, pre-college workshops, a Shoshone-Bannock Parent Informational, and the Bengal Warrior Boot Camp. NAAS is also involved in important outreach with the local Shoshone-Bannock Tribe. A recent example is the Knowledge and Awareness Nexus (KAN) education pilot program that serves first time students and those re-entering school after several years absence. The intent is to prepare participants for college level English and math and to provide learning opportunities in a culturally relevant manner.
- *TRiO*. These federally funded programs provide students with a variety of support services including advising, counseling (academic, personal, financial and career), and tutoring. For students enrolled at ISU, TRiO offers [Student Support Services](#), and for those in high school, there are pre-college programs that include [Educational Talent Search](#), [Upward Bound](#), and [Upward Bound Math and Science](#). Idaho State University's program recently was awarded a highly competitive \$1.25 million Upward Bound Math and Science five-year grant to provide postsecondary education opportunities to limited income, first generation high school students who intend to major in STEM fields.
- *University Honors Program*. The University Honors Program is a selective, liberal arts-based academic program that promotes a challenging curriculum to prepare students for post-undergraduate education. The goals of the Honors Program align with and advance [Core Theme One](#) and that part of ISU's mission seeking to "advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; ... to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society." The Honors Program seeks to attract the best academic students, provide them with an enriched and challenging curriculum, and expose them to the artistic, scholastic, and scientific

## Appendix L (continued)

pursuits of other honors students and faculty. This provides the foundation for scholastic and creative exploration, study, and research necessary to prepare students to understand the past, think critically about the present, and plan for the future as tomorrow's leaders.

- Honors Program students are admitted in a cohort, attend honors courses together, learn from one another, and share academic and social experiences throughout their college career. Honors Housing is also available as part of their scholarship. When students transition into their majors or programs, they participate in individual research and scholarly projects, working one-on-one with a professor or mentor in their discipline. Recent projects have involved honors research in Mathematics, Chemistry, Nursing, Elementary Education, Literature, Art, and Business Management, to name a few. Ultimately, Honors Program students present and defend their work before a committee of honors faculty before receiving an Honors bachelor's degree. Idaho State University is the only public institution in the state of Idaho authorized to award an Honors bachelor's degree.
- The Honors Program maintains a retention rate exceeding 80% and a six-year graduation rate of 72%. Honors Program graduates are among ISU's most successful students. Many of them receive top university awards, like the Outstanding Student Award, and have gone on to post-baccalaureate education in medicine, dentistry, other allied health occupations, veterinary medicine, law, business, public policy, and graduate (Ph.D.) programs.

### ***Student Affairs Division***

- The mission of the Student Affairs Division is to provide outreach, activities, services, and programs to and advocacy for students that: supports their needs and goal attainment; facilitates learning and development; promotes health and wellness; creates challenging yet supportive environments; and strengthens diversity and embraces global perspectives, both on campus and in the community, through partnerships and collaboration. Concomitantly, Student Affairs provides advice and guidance to those who seek to understand, appreciate, mentor and assist students. Under the purview of the Vice President for Student Affairs, the [Student Affairs](#) houses several [departments](#) that provide vital programs and services to support students. Some of these key programs, activities, and services are discussed below.
- *University Counseling and Testing Service.* The mission of this unit is multipurpose. The [Counseling Center](#) supports the academic, emotional, social, vocational, spiritual, cultural, and professional development of students by offering counseling, assessment, outreach, training, and educational and health promotion services. In addition, the Center consults with faculty and staff about students and provides appropriate interventions. Lastly, the Counseling Center serves as a clinical training site for graduate students in the Counseling Program. The Center's three-year average for counseling sessions was 5,878 per year. In person counseling services are offered on the Pocatello and Idaho Falls campuses by Counseling Center personnel and by contract for Meridian students. Counseling Center personnel will also travel to Twin Falls to provide services, as needed.
- Counseling Center staff are invited to classrooms to present materials on stress reduction, communication skills, anxiety, anger, and other topics. Workshops are presented at the Student Recreation Center, announced through the electronic student bulletin board and sent

## Appendix L (continued)

through email notification. Courses, workshops, and lectures are designed to meet the needs of specific individuals, groups, and departments. The three year average number of presentations was 132 per year.

- The [Testing Center](#) offers a secure, professional, and proctored testing environment to meet individual, university, and community needs for admission, certification, licensure, correspondence, course placement, job placement, and academic course exams. Faculty may request proctored exams for any ISU course. Over 4,635 examinations were administered to students seeking admission to ISU, a specific academic program, or placement exam such as COMPASS. About 5,501 state and national examinations for a diverse array of license, certification, and admissions purposes were administered, including GRE, GMAT, and MAT.
- *The Career Center.* A wide variety of academic credit support courses, presentations, and workshops related to career exploration are provided to ISU students through the [Career Center](#). An example is COUN 1150, Career and Life Planning, which explores effective decision-making theories directed toward the student's life goals. Six sections totaling 159 students were offered in 2013-14. Individual assistance was directly provided to 1,679 students on resume writing, cover letters, and interviewing techniques. Two career fairs attracted over 700 participants in 2013-14. Counselors are also invited to present workshops and information in undergraduate and graduate courses geared toward career choices and academic success. Lastly, the Center provided clinical placements for graduate students in the Counseling Program.
- The [Career Path Internship](#) program, administered through the Career Center, has been a particularly valuable resource for students to gain real world, paid experience in their chosen field of study or to explore career options in a meaningful way. Because students who are employed on campus and who work closely with faculty are more likely to persist and excel academically, the Career Path Internship program enhances student success. Institutional funding for the program and student participation continues to increase with \$1.7 million allocated for the 2013-14 school year. In addition, the program has been expanded to include off-campus placements with business and civic organizations.
- *Diversity Resource Center.* This center assists ethnic and international students and organizations through the development and promotion of campus-wide activities that enhance multi-cultural awareness. The
- *The Veterans' Sanctuary.* One of the first transition and support programs of its kind in the United States, ISU's [Veterans Sanctuary](#) was developed for veterans, by veterans, to provide exceptional service to military veterans of all eras attending ISU. The Sanctuary's "one-stop-shop" approach allows veterans to access all campus services, and many community services, through a single office. A support team provides assistance with G.I. Bill benefits and offers guidance from the moment student veterans arrive until they graduate. The Veteran's Sanctuary provides an extensive array of resources and support services, including a [getting started checklist](#), [outreach/college preparation](#), [orientations](#), [advising](#), [veteran's registration day](#), [disability resources](#), [tutoring](#), [counseling](#), and [scholarships](#). Tutoring services in English and math are free for student veterans, current service members, military dependents attending ISU, and ROTC cadets. A large, quiet study area with computers is provided in the Sanctuary located on the Pocatello campus.



## Appendix L (continued)

- Student veterans also have access to workforce preparation assistance. As an example, the [Career Closet](#) stocks interview-appropriate clothing for both men and women who are applying for jobs. Student veterans can meet with a student wardrobe adviser at the Veterans' Sanctuary, and together they select professional attire that becomes the student's property. If alterations are needed, the Career Closet staff will refer the student to a local participating tailor who is paid by the Veteran's Sanctuary. Other key aspects of the Sanctuary include its [Veteran's Club](#), [Advisory Committee](#), and [service projects](#). A [veteran's crisis hotline](#) is also available. In recognition of ISU's efforts, G.I. Jobs Magazine has listed ISU as a military-friendly school for 2010, 2011, and 2012, an honor given to the top 15 percent of colleges, universities and trade schools in the United States. In addition, the American Legion and Veterans of Foreign Wars (VFW) have awarded ISU with national citations.
- *Learning Communities*. Formal learning communities in the residence halls at ISU provide a living/ learning academic focus for residents of similar interests. Learning communities are currently available for honor students, business/accounting majors, education majors, and students interested in the health professions. Learning communities provide both social and academic activities. Students in learning communities often are enrolled in the same class, have the opportunity to study together, interact outside of the classroom, participate in co-curricular activities, and form lasting friendships.
- *Student Health Services*. This service provides primary, ambulatory medical care to students, and to a lesser extent, to faculty and staff. A mandatory student health activity fee covers unlimited office visits. Other medical procedures, tests and services are billed to the student's health insurance, which is currently required by Board policy. Services include: ambulatory care, immunizations, advice, lab services, screening, psychiatric care and processing medical withdrawals. Student Health Services also provides clinical placements for students in health professions programs.
- *New Student Orientation, Leadership and Service (LEAD)*. This service includes orientation for new and transfer undergraduate students on the Pocatello and Idaho Falls campuses. The program focuses on academic success, involvement, campus resources and community service. The Leadership Program offers students opportunities to learn about and practice leadership in collaboration with ISU's Minor in Leadership. Service includes spring break volunteer trips and service to local communities.
- *The Student Life Office*. The backbone of the Student Support Network providing student assistance, advising students on academic and non-academic policies and procedures, handling non-academic student grievances, administering the Student Conduct system, supporting the Academic Dishonesty and Scholastic Appeals Boards, convening and facilitating the Students of Concern Committee, composed of an academic affairs representative; the directors of Disability Services, Counseling and Testing Center, Student Health Services, Veterans Sanctuary, Campus Safety, and Housing Offices; University Counsel and the Vice President for Student Affairs. During 2013-14, the Student Life Office handled 259 student conduct cases, 156 student assistance cases, 48 students of concern, 32 academic conduct consults, 268 faculty/staff/parent consultations and 99 academic dishonesty reports. The *Student Conduct Code* was completely updated and revised in 2013-14 to ensure compliance with Title IX, VAWA and the Campus SaVE Act.

## Appendix L (continued)

- *The Early Learning Center.* This center, with locations in Pocatello and Idaho Falls, provides critical support for ISU students, faculty, and staff by delivering quality child care for their children, thereby meeting a fundamental need for a large segment of ISU's student population. The [Early Learning Center](#) offers a child-centered program for children between the ages of six weeks and eleven years and maintains safe and nurturing environments that promote the social, emotional, cognitive and physical development of children. This enables student parents to better focus on completing their education. The Center averages about 156 children a day, with an average of 313 children of students, faculty, and staff, and 99 children of alumni a year between the two sites. The Pocatello Center has received three stars under the IdahoSTARS Quality Rating (QRIS), and the Idaho Falls Center has received four stars, the highest rating available. Lastly, the Early Learning Center serves as a practicum/observation/research site for ISU and Idaho School District #25 high school students.

### ***Finance and Administration***

- [Diversity Resource Center.](#) This center, which reports to the Director of Affirmative Action/EEO and Diversity, assists ethnic and international students and organizations through the development and promotion of campus-wide activities that enhance multicultural awareness. In addition to its relationship with the Student Success Center, [Native American Academic Services](#), is also affiliated with the Diversity Resource Center and provides academic support for indigenous peoples to assist them in reaching their educational goals. Academic advising, tutoring, and advocacy are provided to help students understand the University culture. The Diversity Resource Center website sets forth [diversity statements](#) articulating the University's commitment to diversity and establishing guidelines in hiring diverse candidates that will help ensure institutional compliance with Affirmative Action/EEO diversity policies. It also provides links to [cultural student organizations](#) at ISU.

### ***The Colleges***

- In addition to centralized services, each of ISU's colleges and divisions maintain environments that enhance learning. These include labs, lounges, recital rooms, departmental libraries, simulation facilities, and tutoring. As an example, the College of Technology offers numerous successful support services for their prospective and current students. The [Adult Success Center](#) provides adult basic education involving free, comprehensive assessment and instruction in basic skills, including reading, writing, math, and English as a Second Language (ESL). The program provides literacy instruction, preparation for the GED® Tests and skills brush-up for college entrance or employment. The [Center for New Directions](#) offers events and workshops for students in transition, including career and educational counseling, mental health counseling, and other support services. The [Office of Student Services](#) offers [Success Workshops](#), in person and online, for students in College of Technology programs who wish to enhance academic skills and learn information to help them be successful. These workshops are also available online. SkillsUSA, a national professional-technical student organization, provides opportunities for students to compete regionally and nationally to further hone competencies learned in their program area. This organization develops relationships outside the

## Appendix L (continued)

classroom while solidifying learning that takes place in the classroom. Some College of Technology programs participate in Live Works which allows students to participate in an environment similar to the workplace. Students provide services for customers/clients from campus and the community for minimal prices to cover product and equipment wear.

### ***International Programs Office***

- The population of [international students](#) at ISU has grown dramatically over recent years. Recruitment, admission, and support services for this population are provided by the [International Programs Office](#). The [mission](#) of this office is to provide the best service and support possible for ISU's international visitors (which includes degree-seeking students, visiting and exchange students, faculty, researchers, staff, and others) and to enhance foreign visitors' stay at ISU, by providing quality cultural, academic, regulatory, and social programs. The [services](#) are comprehensive and critical to the success of ISU's international student population.

### ***The Library***

- The multiple and varied resources available of [Eli M. Oboler Library](#) (discussed in Standard 2.E.) provide significant support for student learning. These include the library holdings, librarians to assist students, and quiet places to study and research. The library also affords online access to articles and journals and makes available a variety of online self-guided tutorials including but not limited to academic integrity, plagiarism, search tools, citing sources, finding sources, and other research-based topics.

### ***Technology Resources***

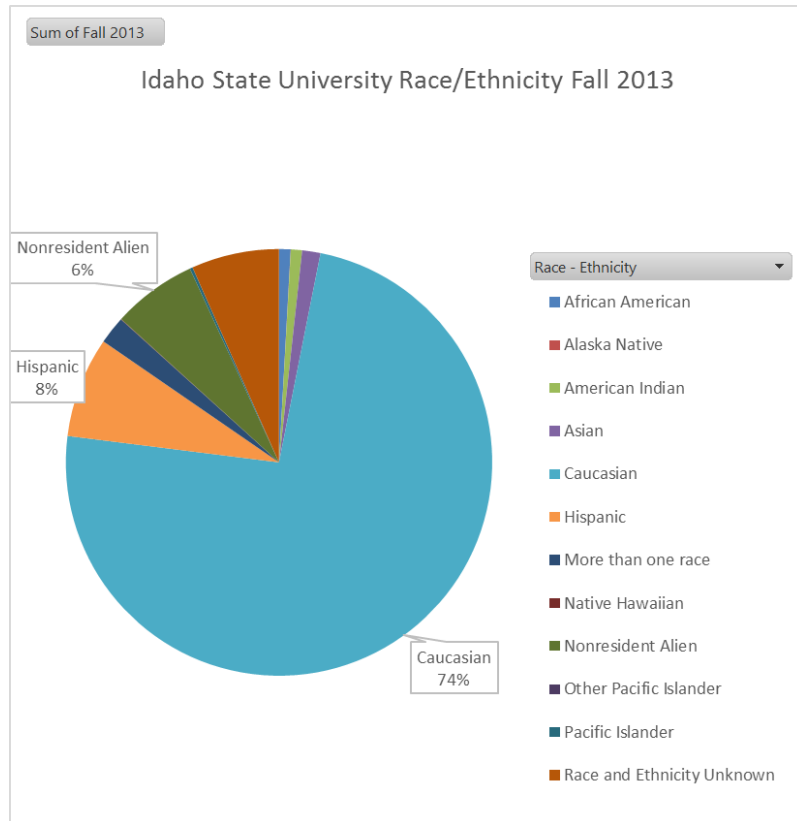
- Technology is widely used to support learning at ISU. The [ISU website](#) provides information about policies and procedures; programs, degrees, and academic units; catalogs, calendars, and handbooks. Bengal Web, the student portal, is a critical resource for students. It provides access to, and information about, academic and nonacademic resources and support services. Students can register for classes, get course and financial aid information, and view and pay fees through BengalWeb.
- Moodle serves as ISU's primary learning management system. It supplements classroom instruction and provides the mechanism for online courses delivered through eISU. Moodle offers a user friendly interface and valuable tools for students and faculty members. The [Instructional Technology Resource Center](#) (ITRC) provides online Moodle tutorials for faculty and students as well as face-to-face training in a workshop setting.

# Appendix M

## Examples of Diversity of Populations Served and Programs Offered

<b>Idaho State University -Diversity of Student Population</b>								
<b>Race - Ethnicity</b>	<b>Fall 2013</b>	<b>Fall 2012</b>	<b>Fall 2011</b>	<b>Fall 2010</b>	<b>Latest Change</b>	<b>Latest % Change</b>	<b>Total Change</b>	<b>Total % Change</b>
African American	126	138	165	150	-12	-8.70%	-24	-16.00%
Alaska Native	2	4	3		-2	-50.00%	2	0.00%
American Indian	123	156	178	195	-33	-21.20%	-72	-36.90%
Asian	202	199	218	221	3	1.50%	-19	-8.60%
Caucasian	10,704	11,327	11,402	10,072	-623	-5.50%	632	6.30%
Hispanic	1,104	1,045	989	738	59	5.60%	366	49.60%
More than one race	304	256	180		48	18.80%	304	0.00%
Native Hawaiian	5	2	2	2	3	150.00%	3	150.00%
Nonresident Alien	928	647	472	367	281	43.40%	561	152.90%
Other Pacific Islander		1		14	-1	-100.00%	-14	-100.00%
Pacific Islander	32	28	20		4	14.30%	32	0.00%
Race and Ethnicity Unknown	964	1,210	1,244	2,730	-246	-20.30%	-1766	-64.70%
<b>Totals</b>	14,494	15,013	14,873	14,489	-519	-3.50%	5	0.00%
<b>Gender</b>								
Women	7,973	8,280	8,329	8,102	-307	-3.71%	-129	-1.59%
Men	6,500	6,692	6,505	6,361	-192	-2.87%	139	2.19%
Not Reported	21	41	39	26	-20	-48.78%	-5	-19.23%
<b>Totals</b>	14,494	15,013	14,873	14,489	-519	-3.46%	5	0.03%
<b>Average Age</b>								
Undergraduate	25.85	26.32	26.41	26.62	-0.47	-1.8	-0.77	-2.9
Graduate	34.68	34.61	35.02	34.82	0.07	0.2	-0.14	-0.4
<b>Counties Represented</b> Idaho has a total of 44 counties								
Idaho Counties Represented	42	44	42	39	-2	-4.5	3	7.7
<b>States Represented - Idaho and Territories not Included</b>								
States Represented	45	48	44	42	-3	-6.3	3	7.1
<b>Countries Represented - United States not included</b>								
Countries Represented	62	56	57	56	6	10.71%	6	10.71%

## Appendix M (continued)



- The Diversity Resource Center serves the campus community by creating programs that enhance cultural diversity. More importantly, they “assist ethnic and international students and organizations. . . [and] seek both to enhance their experience at ISU and to assist them in contributing to campus diversity and cultural competency” (<http://www.isu.edu/drc/>). By fostering a positive multicultural community on campus, the Diversity Resource Center helps students who are part of these international and ethnic minority groups cope with the challenges of college life in the Pocatello community. Furthermore, the center provides orientations to expectations of college life at ISU, offering these students additional support. Because the majority of ISU students are Caucasian, the Diversity Resource Center serves as a location where the challenges students meet as ethnic minorities can be addressed with care and consideration.
- TRiO supports both pre-college and college students. Student Support Services serve low-income, first-generation, or disabled college students. Students receive assistance registering for classes, orientations to campus, mentoring, and tutoring. They also receive counseling for academics,

## Appendix M (continued)

personal matters, financial issues, and career paths, helping them adjust to college regardless of their level of preparation. Students in TRiO are able to develop strong relationships with their advisors in the program who fully understand the specific challenges these students face in college, ultimately helping them persist with their college education.

- Successful Transitions and Retention Track (START), which is focused on retaining our at-risk, underrepresented student population, provides social and academic support, helping students to manage barriers they face in achieving higher education goals. START is a bridge program aimed at helping prepare these at-risk students for full entry into college by addressing their specific challenges to meeting their educational goals. The program's offerings include career and educational counseling, math workshops to help them prepare for college-level math courses, a "college success" preparation course, tutoring, workshops on the college application and financial aid processes, opportunities for scholarships, and emergency funds for help with childcare and transportation. Recognizing that many people in our community struggle both from financial need and a lack of strong academic preparation, START strives to assist these students to increase college readiness in order to succeed in college.
- The International Programs Office (IPO) serves international students, and IPO "seek[s] to enhance our foreign visitors' stay in the USA, and particularly at ISU, by providing quality cultural, academic, regulatory, and social programs. We also seek to promote the functionality of U.S students in a global society" (<http://www.isu.edu/ipo/>). The number of international students continues to increase (1,116 in Spring 2014), making the work of this unit exceptionally important. IPO begins working with students when they apply for admission to ISU, ensuring that students understand all of the legal requirements for coming to the United States. The office then works to provide fall and spring orientations for students to help them understand expectations of higher education in the United States and specifically at ISU. IPO also communicates with the governments of other countries to help provide required information on behalf of students. Their work to increase diversity and to help acculturate international students serves all ISU students well.
- The Intensive English Institute (IEI) serves international and domestic students who are learning English. IEI provides a series of intensive courses to help students develop fluency in English, thereby making them ready to pursue higher education or employment in the USA. Students work in small classes, gaining a lot of experience both with English and with American culture, thereby helping them acclimate to the larger community of Pocatello.
- The Veterans Sanctuary serves military veterans, providing them additional support, including assistance with VA medical and education benefits, tutoring services, counseling services, orientation to campus, scholarships, advising, and career planning. The Veterans Sanctuary is also a physical space, where veterans can spend time out of class with other veterans. The support offered through this program benefits veteran students of all ages, by recognizing the unique experiences and challenges each comes to ISU with. Through this center, students who are veterans are better able to cope with issues related to college life.

## Appendix N

### Examples of Post-college Support through Career Services

Idaho State University provides numerous career services for its students. These begin early on as students can enroll in Career and Life Planning (COUN 1150) to help guide them toward their career and life goals. Many academic departments also provide opportunities either through Career Path Internships or through other internship opportunities for students to gain experience on the job. Whether it is a professional writing major interning for a government agency or a chemistry major working in a campus lab, students throughout the University gain professional experience through internships, and making themselves strong candidates for the job market.

As students approach the end of their time at ISU, they are provided career services to help them prepare for the job market. The Career Center on campus provides a wide range of services to help students and alumni prepare for the job market. Through a variety of presentations and workshops, the center teaches students how to write resumes and successful strategies for interviewing. The Career Center also offers assistance with finding the right career path for students and planning ahead. In addition to workshops, they also provide one-on-one assistance as students are developing their materials and planning their job searches. Several career fairs are also organized throughout the year, offering employers the opportunity to meet with students, and students the chance to learn more about a wide range of companies. Students may also apply for full-time or part-time jobs at the career fairs, allowing a supportive environment and the opportunity to learn about prospective employers.

In addition to the Career Center, which serves all current students and alumni, individual departments and colleges also incorporate various assistance with career planning and preparation. For example, the College of Business has a full-time director of professional development. In addition to collaborating with businesses regarding their hiring needs, this director assists students with preparing resumes, interviewing skills, business etiquette, and finding options for internships and other positions.

Through the colleges and through the Career Center, ISU provides students with opportunities and skills to prepare for life and careers after college.

## Appendix N (continued)

### A student's response about the CPI program:

In their own words:

Out-of-state nursing student Alyson Walker's decision to attend ISU:

I was born and raised in Alaska, and I always planned on returning to my home state upon graduation to pursue my career in nursing. Having never lived elsewhere, (lower 48, or "down-south" as I often refer to it -much to the chagrin of my Idaho friends!) I lacked experiencing some of the simple things that so many take for granted: marching bands, football games, pep rallies, weekend ski getaways, concerts, and even road trips. When I began looking at colleges, it was obvious that financially the smart choice would be to attend an in-state university. I applied for and was accepted to the University of Alaska, Anchorage (UAA). After making inquiries, I learned the financial commitment to UAA was comparable to Idaho State University, and decided to apply to ISU. I was accepted and was excited to see I had more than one option for my higher education pursuits. Additionally, I applied for financial support in the form of a Career Path Internship (CPI) in Nursing and was awarded the position. I chose to attend Idaho State University, and it has proven to be a fantastic decision. The CPI position has allowed me to see first-hand how hard the nursing students work to succeed. I also am getting to know the professors and staff, and observe their dedication to the profession. Everyone is obviously committed to the success of the students in the program. I absolutely love ISU, the location, the opportunity to have life experiences that I desire, and the knowledge that I am exactly where I should be. My eyes have been opened to the benefits of living in such a great place and the possibilities of pursuing my nursing career outside my home state. (from the Idaho State University Nursing Newsletter January 2014)



# Appendix O

## Number of Qualified Student Applications Compared To the Seats Available

### Number of Student Applications to Programs in the Division of Health Sciences Entering FY 2013

Program	# Received AY13	# Received AY12	% Change from AY12	# Received AY09	% Change from AY09	Number Qualified AY13	AY13 Offers	AY13 Alternates	# Accepted AY 13	# Accepted AY12	% Change from AY12
Communication Sciences:											
Audiology (AUD)	55	51	7.27%	22	60.00%	41	11	12	6	11	-83.33%
Deaf Education*	NA	NA		4		NA	NA	NA	NA		
Educational Interpreter	16	10	37.50%	11	31.25%	10	10	0	10	8	20.00%
Sign Language Studies	NA	NA		NA		NA	NA	NA	NA		
CDS (was SPA) BS	28	25	10.71%	14	50.00%	24	24	0	27		
SLP MS	319	276	13.48%	176	44.83%	296	102	70	55	54	1.82%
Counseling:											
Masters	69	44	36.23%	66	4.35%	63	33	0	31	32	-3.23%
Ed.S.	1	0	0.00%	1	0.00%	1	1	0	1	0	0.00%
Ph.D.	17	21	-23.53%	15	11.76%	17	7	3	6	6	0.00%
Dental Hygiene:											
BS	42	41	2.38%	66	-57.14%	35	30	7	30	30	0.00%
MS	14	8	42.86%		100.00%	14	14	0	10	8	20.00%
Dental Sciences:											
IAGD	28	39	-39.29%	33	-17.86%	39	9	30	8	8	0.00%
IDEP	43	46	-6.98%	68	-58.14%	46	9	18	8	8	0.00%
Dietetics											
BA/BS	23	23	0.00%	18	21.74%	19	16	3	16	13	18.75%
Internship	72	96	-33.33%	58	19.44%	87	17	NA	17	16	5.88%
Family Practice Residency	410	407	0.73%	369	10.00%				7	7	0.00%

Health Care Administration	67	63	5.97%	15	77.61%	67	67	NA	67	63	5.97%
Health Ed											
BA/BS	20	27	-35.00%	30	-50.00%	14	0	0	20	27	-35.00%
MHE	7	18	-157.14%	10	-42.86%	6	0	0	7	18	-157.14%
MLS	64	59	7.81%		100.00%	64	40	4	34	39	-14.71%
MPH	33	18	45.45%	43	-30.30%	16	16	NA	8	9	-12.50%
Nursing:											
BFT	48	37	22.92%	40	16.67%	44	35	5	30	30	0.00%
BS Comp*	1	22	- 2100.00%	20	- 1900.00%	1	1	0	1	22	- 2100.00%
BSN	95	97	-2.11%	70	26.32%	94	42	15	70	70	0.00%
Masters**	12	115	-858.33%	117	-875.00%	12	10	0	9	35	-288.89%
Post Masters**	0	9		4		0	0	0	0	4	
DNP	8				100.00%	8	8	0	7		
PhD	3				100.00%	3	3	0	2		
Occupational Therapy	66	62	6.06%	14	78.79%	19	8	6	10	9	10.00%
Paramedic Science	12	12	NA		NA	10	9	0	8	8	NA
Pharmacy											
BPSCI Masters	70	71	-1.43%	***		5	5	0	5	4	20.00%
BPSCI PhD	11	14	-27.27%	***		0	0	0	0	3	
PPRA PharmD	358	406	-13.41%	637	-77.93%	257	78	23	75	72	4.00%
PPRA PharmD NonT	30	24	20.00%	***		13	12	NA	12	16	-33.33%
Physical Therapy	276	245	11.23%	100	63.77%	76	30	46	24	26	-8.33%
Physician Assistant	498	491	1.41%	406	18.47%	332	78	30	59	60	-1.69%
Radiographic Science	52	61	-17.31%	43	17.31%	52	21	5	18	18	0.00%
<b>DHS Total</b>	<b>2868</b>	<b>1824</b>	<b>36.40%</b>	<b>2470</b>	<b>13.88%</b>	<b>1785</b>	<b>746</b>	<b>277</b>	<b>698</b>	<b>734</b>	<b>-5.16%</b>

\* BS Completion Program: The application and program requirements were changed.

\*\*Masters/Post Masters: The creation of the DNP program pulled the popular FNP option out of the Masters/post masters programs.

\*\*\* Data not collected

## Appendix P

### Examples of Faculty in the Division of Health Sciences Holding Positions at the State and National Level

- Arvidson, Cathy R, American Association of Nurse Practitioners Region 10 Leadership Conference, Conference Chairperson
- Arvidson, Cathy R, American Association of Nurse Practitioners, Board of Directors
- Bargen, Gabriel A, Membership Committee - Idaho Speech, Language, Hearing Association (ISHA), Committee Chair
- Creelman, James E, American Physical Therapy Association Academic Council, Committee Member
- Cummings, Karrie L, Idaho Speech and Hearing Association, University Liaison and Regional Representative
- Erramouspe, John, The Annals of Pharmacotherapy - Pediatric Editorial Board, Committee Chair
- Farnsworth, Tracy J, Association of University Programs in Health Administration, Undergraduate program committee, Committee Member
- Garland, Kandis V, American Dental Association National Board Dental Hygiene Test Construction Committee, Committee Member
- Gurenlian, Joann R, The Richmond Institute, Committee Member
- Gurenlian, Joann R, National Center for Dental Hygiene Research & Practice, Committee Member
- Hudock, Daniel J, National Student Speech Language and Hearing Association, Workshop Organizer
- Kirkpatrick, Carol L, National Lipid Association, Committee Member
- Kleist, David M, Council for Accreditation of Counseling & Related Educational Programs (CACREP), Committee Chair
- Loftin, Joni G, International Association for Orofacial Myology Poster Committee, Committee Member
- Lott, Rex S, Board of Directors, College of Psychiatric & Neurologic Pharmacists, President/Elect/Past
- Mickelsen, Wendy K, Idaho Society of Radiologic Technologists, Conference Chairperson
- Papa, Jared W, Dominican Overseas Education and Relief Society (DOERS), Fundraising Service Member
- Phelps, Paula B, Physician Assistant Education Association/Rotation Exam Review Committee, Committee Member
- Smith, Anntara, Idaho Academy of Physician Assistants, President/Elect/Past

## Appendix Q

### Examples of Students Receiving National Awards

- The Idaho State University Society of Physics Students (SPS) has received the 2013 Outstanding Chapter Award from the National Society of Physics Students and the American Physical Society (January 2014).
- The ISU student dietetics and consumer science organization, was the first-place recipient of the National Professional Project award from Phi Upsilon Omicron, the National Honor Society in Family and Consumer Sciences (May 2014).
- The U.S. Department of Energy announced Idaho State University is the winner of its 2012-13 National Student Geothermal Competition. Student teams from Boise State University and Southern Methodist University Geothermal Laboratory finished second and third, respectively. All three Idaho public research universities, including the University of Idaho, had teams in the eight-school finals. This student competition challenged teams at universities across the country to conduct cutting-edge research in geology, geoscience, chemical and bio-molecular energy and engineering that could lead to breakthroughs in geothermal energy development.
- The Idaho State University Student Occupational Therapy Association (SOTA) has won a national award in 2011 from the American Occupational Therapy Association's Assembly of Student Delegates (ASD).
- Student pharmacists from ISU have received national recognition for their innovative and expansive patient care projects through the American Pharmacists Association (APhA). They received the 2011 National Award for their diabetes outreach projects. The accolades received are even more impressive because ISU is among the AAA Division in terms of size, so ISU grabbed this award using a much smaller number of students than the AA and A schools. The following year they were awarded a Chapter Achievement Award based on all of their projects and programs which placed them third of all 37 AAA Chapters.
- Idaho State University senior performing arts major Teaira Burge was one of three sopranos to win the District Metropolitan Opera Auditions at the ISU Stephens Performing Arts Center Saturday, Oct. 29, 2011.
- Idaho State University College of Technology SkillsUSA members attended the 2008 National Leadership and Skills Conference in Kansas City, Mo., where they received top honors in their respective competitions. The four students who represented ISU and the awards they received were:
  - Ryder Carson – Gold, Computerized Numeric Control Milling
  - Greg Anderson – Gold, Automotive Refinishing
  - Renell Anderson – Sixth, Prepared Speech
  - Todd Thomas – Fourth, Aviation Maintenance

## Appendix R

### Examples of Affiliation Agreements For Health-related Services and Patient Care

- St. Luke's Health System, Ltd. Education Affiliation Agreement (Idaho)
- University of Utah Hospitals & Clinics, Clinical Training Agreement (Utah)
- Portneuf Medical Center, Clinical Training Agreement (Idaho)
- Baker City, Oregon St. Alphonsus Hospital, Education Affiliation Agreement (Oregon)
- Health West, Family Medicine Residency Program Affiliation Agreement (Idaho)
- Centro de Rehabilitacion, Educacion, Capacitacion, Estudios y Recursos, Inc., Clinical Training Agreement (Ibarra, Ecuador)
- Evergreen Public Schools, Clinical Training Agreement (Vancouver, Washington)

## Appendix S

### Examples of Faculty Volunteer Hours in Community Health Screenings

The concept of the Community Health Screening events between ISU Meridian Health Science Center and Ada County stemmed from the county's need to reduce cost to taxpayers by providing better medical care access and preventive treatment to the growing indigent population. Idaho State University Meridian Health Science Center faculty saw this as an opportunity to lead by example and assist the community, all the while developing an innovative health experience for learners in an interdisciplinary environment. One of DHS's core values includes a holistic approach to health, emphasizing a comprehensive view of human health, including curative and preventive dimensions. For 2012—2013 between 500–600 hours in preparation and execution of the community screenings was logged by faculty, not including administration and staff time. Nine core faculty and two co-directors are devoted to the six annual screenings. These faculty activities are in addition to their academic and clinical workload. For FY2013, 139 students assisted with at least one screening and 61 attended multiple events for approximately 950 hours of donated student time. Productivity measures are correlated to determine program viability and sustainability. Community Health Screening planning is informed by data collection, presented, and tracked in yearly reports.

Through a partnership with the University of Washington/Northwest AIDS Education and Training Center, ISU employs one program coordinator to provide statewide HIV and AIDS medical training. Free HIV and Hepatitis C screening is provided at Community Health Screening events.

In Pocatello, the ISU Health Fair in its 33<sup>rd</sup> year, annually features around 70 learning centers and health screening opportunities. Community Health Screening events are held in Pocatello as well.

AmeriCorps members in programs administered by ISU annually contribute more than 64,000 hours of service work to communities throughout Idaho. The two programs are Idaho Health Care for Children and Families Program and Idaho Community HealthCorps program. The former has 10 stipend members that each provide 1,700 hours annually. There are 22 education-award-only members who contribute 450 hours per year, and three education-award-only who provide 675 hours annually. The HealthCorps program has 21 full-time members each providing 1,700 hours annually. In a study released December 2013, the Corporation for national and Community Service and the National Conference on Citizenship ranked Idaho third among the states for volunteerism and civic engagement. These volunteers are meeting local needs and strengthening communities.

Family Medicine Residency Program provides medical services to the underserved populations in Pocatello and Southeast Idaho. Residents serve one-month rural rotations in 15 communities statewide. They also staff the Pocatello Free Clinic which sees 15,000 patients per year and provides medical services to inmates in the Pocatello Women's Correctional Center, resulting in treating diverse patients and educational opportunities that otherwise may not be realized.

## Appendix S (continued)

Other services include providing prenatal care, pediatric care for incarcerated minors, and physicians' services to the Bannock County Health Department. Clinical pharmacy services at the Family Medicine Residency Program include obtaining medications for some 250 indigent patients who do not have insurance for prescription medications.

College of Technology Health Occupations faculty are known for their generosity in the provision of time and money in professional service to their communities and professional organizations. It is not uncommon to find these faculty volunteering at food banks, shelters, blood drives, free clinics, schools, and neighborhood organizations. It is also not uncommon to find these same dedicated faculty members in leadership positions within the executive councils of their state and national professional organizations.

# Appendix T

## Examples of Faculty Peer-Reviewed and Other Health-related Publications

### Uncategorized Department

**Batacan, John M.**

#### ***Other Intellectual Contributions***

*Article (Submitted)*

Weeden, A. M., Olsen, J., Batacan, J. M., Peterson, T. *Differences in Collegiate Athlete Nutrition Knowledge as Determined by Athlete Characteristics*. *Journal of Nutrition Education and Behavior*.

**Bhushan, Alok**

#### ***Other Intellectual Contributions***

*Research Support, U.S. Gov't, Non-P.H.S.*

Lai, J. C., Bhushan, A., Daniels, C. K., Leung, S. W., Lai, M. B., Jandhyam, S., Dukhande, V. V. *Exposure to titanium dioxide and other metallic oxide nanoparticles induces cytotoxicity on human neural cells and fibroblasts*. (4th ed., vol. 3, pp. 533-45).

*Research Support, Non-U.S. Gov't*

Lai, J. C., Bhushan, A., Bhardwaj, V., Rizvi, N., Lai, M. B. *Glycolytic enzyme inhibitors affect pancreatic cancer survival by modulating its signaling and energetics*. (3rd ed., vol. 30, pp. 743-9).

**Bono, Leciel K.**

#### ***Refereed Journal Articles***

*Journal Article, Academic Journal (Accepted)*

Rogo, E. J., Bono, L. K., Peterson, T. (in press). *Developing Future Leaders in Legislative Advocacy*. *To appear in Journal of Dental Education*.



## Appendix T (continued)

**Bowen, Denise M.**

### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Accepted)*

Dodge, V., Bowen, D. M., Calley, K. H., Peterson, T. (in press). A Faculty Development Program to Enhance Dental Hygiene Distance Education: A Pilot Study. www.JDE.org

*Journal Article, Academic Journal (Accepted)*

Amerine, C., Boyd, L., Bowen, D. M., Neill, K. S., Johnson, T. L., Peterson, T. (in press). Oral Health Champions in long-Term Care Facilities. *To appear in Special Care in Dentistry*, 1-7.

### ***Non-Refereed Journal Articles***

*Journal Article, Professional Journal*

Bossart, M., Bowen, D. M., Calley, K. H., Gurenlian, J. R. HbA1c Chairside Screening Protocol for Diabetes in Patients with Chronic Periodontitis.

### ***Other Intellectual Contributions***

*Article*

Freudenthal, J. G., Bowen, D. M. *A scholastic appeals process for dental hygiene student remediation and retention*. (3rd ed., vol. 74, pp. 268-74).

*Article*

Bowen, D. M., Christie, C. R., Paarmann, C. S. *Curriculum evaluation of ethical reasoning and professional responsibility*. (1st ed., vol. 67, pp. 55-63).

*Article*

Bowen, D. M. *Dental hygiene research: issues and challenges of the next decade*. (4th ed., vol. 24, pp. 163-7).

*Article*

Bowen, D. M., Gravois, S. L., Fisher, W., Patrick, S. C. *Dental hygienists' information seeking and computer application behavior*. (11th ed., vol. 59, pp. 1027-33).

*Research Support, Non-U.S. Gov't*

Calley, K. H., Bowen, D. M., Darby, M. L., Miller, D. L. *Factors influencing dental hygiene retention in private practice*. (4th ed., vol. 70, pp. 151-60).

## Appendix T (continued)

*Article*

Bowen, D. M. *Integrating case-based instruction into dental hygiene curricula*. (3rd ed., vol. 62, pp. 253-6).

*Article*

Bowen, D. M. (2013). *Probiotics and oral health*. (1st ed., vol. 87, pp. 5-9).

### **Cady, Paul S.**

#### ***Other Intellectual Contributions***

*Research Support, Non-U.S. Gov't (Published)*

Erramouspe, J., Cleveland, K. W., Casperson, K. L., Hunt, T., Cady, P. S., Bailey, J. M. *Counter sampling combined with medical provider education: do they alter prescribing behavior?* (8th ed., vol. 21, pp. 636-42).

*Research Support, Non-U.S. Gov't*

Force, R. W., Cady, P. S., Culbertson, V. L., Meeker, A. D., Force, W. S., Kelley, C. M. *Ambulatory care increased vitamin B12 requirement associated with chronic acid suppression therapy*. (4th ed., vol. 37, pp. 490-3).

*Research Support, Non-U.S. Gov't*

Cady, P. S., Sansgiry, S. S. *An investigative model evaluating how consumers process pictorial information on nonprescription medication labels*. (4th ed., vol. 14, pp. 71-90).

*Article*

Cady, P. S., Sansgiry, S. S. *How the elderly and young adults differ in the decision making process of nonprescription medication purchases*. (1st ed., vol. 14, pp. 3-21).

*Research Support, Non-U.S. Gov't*

Cady, P. S., Sansgiry, S. S., Patil, S. *Readability of over-the-counter medication labels*. (5th ed., vol. NS37, pp. 522-8).

### **Calley, Kristin H.**

#### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Accepted)*

Dodge, V., Bowen, D. M., Calley, K. H., Peterson, T. (in press). A Faculty Development Program to Enhance Dental Hygiene Distance Education: A Pilot Study. [www.JDE.org](http://www.JDE.org)

## Appendix T (continued)

### ***Non-Refereed Journal Articles***

*Journal Article, Academic Journal (Published)*

Portillo, K. M., Rogo, E. J., Calley, K. H., Cellucci, L. W. (2013). A survey of degree completion programs in dental hygiene education. *Journal of dental education*, 77(5), 554-63.

*Journal Article, Professional Journal (Accepted)*

Calley, K. H., Rogo, E. J., Miller, D. L., Hess, G., Eisenhauer, L. (in press). A Proposed Client Self-Care Commitment Model. 74(1), 24-35.

*Journal Article, Professional Journal*

Miles, S. S., Rogo, E. J., Calley, K. H., Hill, N. R. Integration of the Client Self-Care Commitment Model in a Dental Hygiene Curriculum.

*Journal Article, Professional Journal*

Bossart, M., Bowen, D. M., Calley, K. H., Gurenlian, J. R. HbA1c Chairside Screening Protocol for Diabetes in Patients with Chronic Periodontitis.

### ***Other Intellectual Contributions***

*Research Support, Non-U.S. Gov't*

Calley, K. H., Bowen, D. M., Darby, M. L., Miller, D. L. *Factors influencing dental hygiene retention in private practice*. (4th ed., vol. 70, pp. 151-60).

*Research Support, Non-U.S. Gov't*

Calley, K. H., Hodges, K. O., Johnson, R. *Prioritization of professional issues by Idaho Dental Hygienists*. (3rd ed., vol. 75, pp. 222-31).

### **Cashmore, Catherine A.**

#### ***Book Chapters***

*Book, Chapter in Scholarly Book-Revised*

Eroschenko, K. S., Cleveland, K. W., Cashmore, C. A. *Benign Prostatic Hyperplasia*.

#### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Published)*

Eroschenko, K. S., Cleveland, K. W., Cashmore, C. A. Psoriatic Arthritis: A Review.

## Appendix T (continued)

**Casperson, Kerry L.**

### ***Other Intellectual Contributions***

*Research Support, Non-U.S. Gov't (Published)*

Erramouspe, J., Cleveland, K. W., Casperson, K. L., Hunt, T., Cady, P. S., Bailey, J. M. *Counter sampling combined with medical provider education: do they alter prescribing behavior?* (8th ed., vol. 21, pp. 636-42).

**Cree, Jonathan**

### ***Other Intellectual Contributions***

*Review*

Cree, J., Lawless, C. *Oral medications in the management of erectile dysfunction.* (4th ed., vol. 11, pp. 307-14).

**Creelman III, James E.**

### ***Conference Proceedings***

*Conference Proceeding (Published)*

Anugolu, M., Potluri, C., Urfer, A. G., Creelman, J. E., Kumar, P., Schoen, M. Genetic algorithm based optimization of Kullback information criterion: improved system identification of skeletal muscle force and sEMG signals. *2012 IEEE International Instrumentation and Measurement Technology Conference (I2MTC 2012)*. IEEE Instrum. Meas. Soc. Instrum. Meas. Soc.. [http://DOI: 10.1109/I2MTC.2012.6229517](http://DOI:10.1109/I2MTC.2012.6229517).

**Cretekos, Chris J.**

### ***Other Intellectual Contributions***

*Article (Submitted)*

Cretekos, C. J. *Developmental basis of palate variation and evolution in New World leaf-nosed and Old World fruit bats (Order Chiroptera).* *Journal of Evolutionary Biology.*

## Appendix T (continued)

**Crews, Judith A.**

### ***Refereed Journal Articles***

*Journal Article, Academic Journal (Published)*

Horn, E. A., Crews, J. A., Laura, H. (2013). Grief and loss education: Recommendations for curricular inclusion. *Counselor Education and Supervision*, 52(1), 70-80. [www.acesonline.net/contact/](http://www.acesonline.net/contact/)

### ***Other Intellectual Contributions***

*Practice Brief (Published)*

Hill, N. R., Crews, J. A. (2013). In Executive Editor: Victoria Kress Associate Editors: Catharina Chang Bradley Erford Casey Barrio Minton Joshua Watson (Ed.), *ACA-Practice Briefs*. Alexandria, VA 22304: ACA- Pracrice Briefs. [www.counseling.org/knowledge-center/center-for-counseling-practice-policy-and-research/practice-briefs](http://www.counseling.org/knowledge-center/center-for-counseling-practice-policy-and-research/practice-briefs)

**Culbertson, Vaughn L.**

### ***Other Intellectual Contributions***

*Research Support, Non-U.S. Gov't*

Force, R. W., Cady, P. S., Culbertson, V. L., Meeker, A. D., Force, W. S., Kelley, C. M. *Ambulatory care increased vitamin B12 requirement associated with chronic acid suppression therapy*. (4th ed., vol. 37, pp. 490-3).

*Article*

Culbertson, V. L. *Pharmaceutical care plan examinations to identify students at risk for poor performance in advanced pharmacy practice experiences*. (5th ed., vol. 72, pp. 111).

**Daniels, Christopher K.**

### ***Other Intellectual Contributions***

*Research Support, U.S. Gov't, Non-P.H.S.*

Lai, J. C., Bhushan, A., Daniels, C. K., Leung, S. W., Lai, M. B., Jandhyam, S., Dukhande, V. V. *Exposure to titanium dioxide and other metallic oxide nanoparticles induces cytotoxicity on human neural cells and fibroblasts*. (4th ed., vol. 3, pp. 533-45).

*Research Support, U.S. Gov't, P.H.S.*

Daniels, C. K., Gregoire, C. D., Zhang, L. *Expression of the polymeric immunoglobulin receptor by cultured aged rat hepatocytes*. (1st ed., vol. 103, pp. 296-301).

## Appendix T (continued)

**Diedrich, Dana L.**

### ***Other Intellectual Contributions***

*Research Support, U.S. Gov't, P.H.S.*

Diedrich, D. L., Flores, B. M., Batzer, M. A., Stein, M. A., Petersen, C., Torian, B. E. *Structural analysis and demonstration of the 29 kDa antigen of pathogenic Entamoeba histolytica as the major accessible free thiol-containing surface protein.* (5th ed., vol. 7, pp. 755-63).

**Dodson, Robin A.**

### ***Other Intellectual Contributions***

*Article*

Dodson, R. A., Hinds, T. R., Vincenzi, F. F. *Pentoxifylline, diltiazem, and A23187: effects on deformability and volume of human red blood cells.* (vol. 31, pp. 205-7).

**Downing, Chris J.**

### ***Non-Refereed Journal Articles***

*Journal Article, Academic Journal (Submitted)*

Downing, C. J., Williams, J., Megan, B. *Genetic Variation in Craniofacial Abnormalities Following Prenatal Alcohol Exposure. Alcohol and Alcoholism.*

**Dye, Deanna**

### ***Other Intellectual Contributions***

*Abstract (In Preparation; Not Yet Submitted)*

Jackman, T. D., Dye, D. *Exploratory Comparison of Credentialed Clinical Instructors' and non-Credentialed Clinical Instructors' Report of Frequency and Importance of Professional Behaviors in Clinical Education Affiliations.* American Physical Therapy Association.

*Article*

Dye, D., Bender, D. *Duty and liability surrounding clinical internships: What every internship coordinator should know.* (3rd ed., vol. 35, pp. 169-73).

## Appendix T (continued)

### *Article*

Dye, D., Eakman, A. M., Bolton, K. M. (2013). *Assessing the Validity of the Dynamic Gait Index in a Balance Disorders Clinic: An Application of Rasch Analysis.*

### **Eroschenko, Kathy S.**

#### ***Book Chapters***

##### *Book, Chapter in Scholarly Book-Revised*

Eroschenko, K. S., Cleveland, K. W., Cashmore, C. A. *Benign Prostatic Hyperplasia.*

#### ***Refereed Journal Articles***

##### *Journal Article, Professional Journal (Published)*

Eroschenko, K. S., Cleveland, K. W., Cashmore, C. A. *Psoriatic Arthritis: A Review.*

#### ***Other Intellectual Contributions***

##### *Article (Not Accepted)*

Oliphant, C. M., Eroschenko, K. S., Wadsworth, T. G., Carr, G. *An innovative course to prepare third-year pharmacy students for a postgraduate pharmacy residency.*

### **Erramouspe, John**

#### ***Book Chapters***

##### *Book, Chapter in Textbook-Revised (Published)*

Cleveland, K. W., Erramouspe, J. (2013). Attention-Deficit Hyperactivity Disorder. In Chisholm-Burns MA, Wells BG, Schwinghammer TL, Malone PM, Kolesar JM, DiPiro JT (Ed.), *Pharmacotherapy Principles & Practice. 3rd ed* (pp. 745-55). New York, NY: McGraw-Hill.

#### ***Other Intellectual Contributions***

##### *Research Support, Non-U.S. Gov't (Published)*

Erramouspe, J., Cleveland, K. W., Casperson, K. L., Hunt, T., Cady, P. S., Bailey, J. M. *Counter sampling combined with medical provider education: do they alter prescribing behavior?* (8th ed., vol. 21, pp. 636-42).

##### *Article (Published)*

Erramouspe, J. *Impact of education by clinical pharmacists on physician ambulatory care prescribing of generic versus brand-name drugs.* (10th ed., vol. 23, pp. 770-3).

*Review (Published)*

Hoover, R. M., Erramouspe, J., Bell, E. A., Cleveland, K. W. (2013). *Effect of Inhaled Corticosteroids on Long-Term Growth in Pediatric Patients with Asthma and Allergic Rhinitis* (vol. 47, pp. 1175-81). *Ann Pharmacother.*

**Flipsen, Peter J.**

***Other Intellectual Contributions***

*Validation Studies*

Flipsen, P. J., Lee, S. *Reference data for the American English acoustic vowel space.* (11-12 ed., vol. 26, pp. 926-33).

**Force, Rex W.**

***Non-Refereed Journal Articles***

*Journal Article, Professional Journal (Published)*

Fonseca, V., Force, R. W. (2013). Determinants of weight gain in the action to control cardiovascular risk in diabetes trial. *Diabetes Care.*

***Other Intellectual Contributions***

*Research Support, Non-U.S. Gov't*

Force, R. W., Cady, P. S., Culbertson, V. L., Meeker, A. D., Force, W. S., Kelley, C. M. *Ambulatory care increased vitamin B12 requirement associated with chronic acid suppression therapy.* (4th ed., vol. 37, pp. 490-3).

*Research Support, N.I.H., Extramural*

Force, R. W., Holmes, J. T., Keppel, G. A., Guirguis-Blake, J., Gould, D. A., Vincent, C., Chunchu, K., Monger, R. M., Cauffield, J., Baldwin, L.-M. *Contraceptive methods and informed consent among women receiving medications with potential for adverse fetal effects: a Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) region study.* (5th ed., vol. 25, pp. 661-8).

*Article*

Force, R. W., Pribyl, J. *Cost-effectiveness analysis of management of sore throats in children.* (11th ed., vol. 48, pp. 913-4).

*Article*

Force, R. W., Schott, J. *Do bedrails decrease falls in hospitalized patients?* (8th ed., vol. 48, pp. 579).

*Article*

Force, R. W., Borkowski, D. A. *Heparin-induced thrombocytopenia.* (22nd ed., vol. 52, pp. 2528, 2535-6).



## Appendix T (continued)

*Article*

Force, R. W. *How do calcium channel blockers compare with beta-blockers, diuretics, and angiotensin-converting enzyme inhibitors for hypertension?* (5th ed., vol. 51, pp. 482).

*Article*

Force, R. W., Rohner, C. D. *Lowering the rate of antibiotic resistance.* (5th ed., vol. 45, pp. 374).

*Article*

Force, R. W., Johnson, J. M. *Oseltamivir for flu prevention.* (2nd ed., vol. 49, pp. 183-4).

*Review*

Force, R. W. *Reducing cardiovascular morbidity and mortality with the statins.* (1st ed., vol. 11, pp. 57-62).

*Article*

Force, R. W., Lawless, C. *Sildenafil for erectile dysfunction.* (2nd ed., vol. 47, pp. 97-8).

*Article*

Force, R. W. *Tamoxifen for breast cancer prevention.* (5th ed., vol. 47, pp. 336-7).

*Article*

Hachey, D. M., Force, R. W. *The effect of ACE inhibitors on cardiovascular morbidity and mortality.* (6th ed., vol. 48, pp. 414-5).

### **Freudenthal, Jacqueline G.**

#### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Published)*

Freudenthal, J. G. (2013). Motivational Interviewing. *Dimensions of Dental Hygiene*, 11(3), 19-22.

#### ***Other Intellectual Contributions***

*Article (Published)*

Freudenthal, J. G. Creating the Informed Dental Patient. *no.*

*Article*

Freudenthal, J. G., Bowen, D. M. *A scholastic appeals process for dental hygiene student remediation and retention.* (3rd ed., vol. 74, pp. 268-74).

## Appendix T (continued)

### *Article*

Freudenthal, J. G., Boyd, L. D., Tivis, R. *Assessing change in health professions volunteers' perceptions after participating in Special Olympics healthy athlete events.* (9th ed., vol. 74, pp. 970-9).

### **Garland, Kandis V.**

#### ***Refereed Journal Articles***

##### *Journal Article, Professional Journal (Published)*

Garland, K. V. (2013). A Survey of United States Dental Hygienists' Knowledge Attitudes and Practices (KAP) with Infection Control Guidelines. *Journal of Dental Hygiene*, 87(3), 140-151.

#### ***Non-Refereed Journal Articles***

##### *Journal Article, Professional Journal (Accepted)*

Garland, K. V. (in press). Evaluation of Resources for an Interactive Infection Control Instructional Program. *To appear in Journal of Dental Hygiene.*

#### ***Other Intellectual Contributions***

##### *Article (Published)*

Garland, K. V. (2013). *First Line of Defense; Protect Yourself Against Bloodborne Pathogens and Reduce the Risk of Allergy with Nitrile Gloves* (9th ed., vol. 11, pp. 4-25). Dimensions of Dental Hygiene.

##### *Article (Published)*

Garland, K. V. (2013). *Revisit OSHA Compliance* (6th ed., vol. 11, pp. 30-36). Dimensions of Dental Hygiene.

### **Gurenlian, JoAnn R.**

#### ***Books***

##### *Book, Textbook-Revised (Accepted)*

Pickett, F. A., Gurenlian, J. R. (in press). *Preventing Medical Emergencies: Use of the Medical History* (vol. 3rd edition, pp. 300). Baltimore, Maryland: Lippincott Williams & Wilkins. [www.LWW.com](http://www.LWW.com)

## Appendix T (continued)

### **Book Chapters**

*Book, Chapter in Textbook-New (Accepted)*

Gurenlian, J. R., Spolarich, A. E. (in press). In Michele Darby and Margaret Walsh (Ed.), *Persons with Autoimmune Diseases*. Elsevier Saunders.

### **Refereed Journal Articles**

*Journal Article, Academic Journal (Published)*

Beebe, C., Gurenlian, J. R., Rogo, E. J. (2014). Educational Technology for the Millennial Dental Hygiene Student. *Journal of Dental Education*.  
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*Journal Article, Professional Journal (Published)*

Gurenlian, J. R. (2014). Inflammation: The Relationship Between Oral and Systemic Health. *Journal of the American Dental Assistant*.

*Journal Article, Professional Journal (Published)*

Spolarich, A. E., Gurenlian, J. R. (2013). Dispel the Myths. *Dimensions of Dental Hygiene*, 11(4), 20-24. www.dimensionsofdentalhygiene.com

*Journal Article, Professional Journal (Published)*

Teeters, A., Gurenlian, J. R., Frieda, P. A. (2013). Treating Patients with Cystic Fibrosis. *Dimensions of Dental Hygiene*, September, 63-67.  
dimensionsofdentalhygiene.com

*Journal Article, Professional Journal (Published)*

Gurenlian, J. R., Spolarich, A. E. (2013). Advancing the Profession Through Doctoral Education. *Journal of Dental Hygiene/ADHA*, 87, 20-22.  
adha.org

*Journal Article, Professional Journal (Accepted)*

Bouchaud, M. N., Gurenlian, J. R. (in press). A Qualitative Study on Preparing Baccalaureate Nursing Students for Community/Public Health Nursing as Perceived by Nurse Educators and Administrators. *To appear in International Journal of Nursing*.

*Journal Article, Professional Journal (Accepted)*

Gurenlian, J. R. (2013). Improving Oral Health. *To appear in International Journal of Dental Hygiene/Wiley-Blackwell*, 11(4), 234.  
wileyonlinelibrary.com

*Journal Article, Professional Journal (Accepted)*

Wintch, P. M., Johnson, T. L., Gurenlian, J. R., Neill, K. S. (in press). Executive Directors' Perceptions of Oral Health Care of Aging Adults in Long-term Care Settings. *To appear in Journal of Dental Hygiene/ADHA*. adha.org

## Appendix T (continued)

### ***Non-Refereed Journal Articles***

*Journal Article, Professional Journal*

Bossart, M., Bowen, D. M., Calley, K. H., Gurenlian, J. R. HbA1c Chairside Screening Protocol for Diabetes in Patients with Chronic Periodontitis.

### ***Other Intellectual Contributions***

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2014). *Latest Recommendations for Fluoride* (pp. 12,88). RDH/PennWell Corporation.

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). *Live Your Mandate* (vol. December). RDH. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). *Earning R-E-S-P-E-C-T* (pp. 14, 96). RDH. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *The Business of Dental Hygiene* (vol. October, pp. 10, 102). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Making Headway in Providing Access to Care* (vol. September, pp. 10, 102). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Infection control: A Bugaboo* (vol. August, pp. 10). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Global Oral Health* (pp. 10,102). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Monograph (Published)*

Gurenlian, J. R. (2013). *Maintaining Oral Health During Cancer Treatment..* Colgate Oral Health Network. [www.ColgateOralHealthNetwork.com](http://www.ColgateOralHealthNetwork.com)

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *The Emperor has no Clothes!* (vol. June, pp. 10,89). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

## Appendix T (continued)

*Monograph (Published)*

Spolarich, A. E., Gurenlian, J. R. (2013). *An Overview of Autoimmune Diseases for Oral Health Professionals*. The Richmond Institute.  
www.TheRichmondInstitute.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Getting Personal About Designer Drugs* (vol. April, pp. 2). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Are you Protecting your License?* (vol. February, pp. 12). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication (Published)*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *One Small Step Forward* (vol. January, pp. 10,72). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *The Next 100 Years* (vol. May, pp. 2). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

*Magazine/Trade Publication*

Gurenlian, J. R. (2013). In Mark Hartley (Ed.), *Professionalism Among Educators* (vol. March, pp. 12). Tulsa, Oklahoma: RDH/PennWell Corporation. rdhmag.com

### **Hachey, David M.**

#### ***Other Intellectual Contributions***

*Article*

Hachey, D. M., Force, R. W. *The effect of ACE inhibitors on cardiovascular morbidity and mortality*. (6th ed., vol. 48, pp. 414-5).

*Article*

Hachey, D. M., Smith, T. *Use of nesiritide to treat acute decompensated heart failure*. (1st ed., vol. 23, pp. 53-5).

## Appendix T (continued)

Hermanson, Patrick M.

### **Book Chapters**

*Book, Chapter in Textbook-New (Published)*

Hermanson, P. M., Farnsworth, T. J. (2013). Case 10: Managing Retail-Based Health Clinics: Financial Performance and Mission. In Johnson, J., & Musch, S. (Ed.), *Multi-Sector Casebook in Health Administration, Leadership, and Management* (vol. 1st ed., pp. 43-45). Maryland Heights, MO: Delmar Publishers.

### **Other Intellectual Contributions**

*Poster (Published)*

Hermanson, P. M., Farnsworth, T. J. (2013). *Evaluating student performance in a traditional health care administration program*. AUPHA Annual Meeting.

*Manuscript (Accepted)*

Farnsworth, T. J., Hermanson, P. M. (2013). *Using portfolios to promote, support, and evaluate learning in an undergraduate healthcare leadership course*. AUPHA Annual Meeting.

Hill, Nicole R.

### **Refereed Journal Articles**

*Journal Article, Professional Journal (Accepted)*

Miles, S. S., Rogo, E. J., Calley, K. H., Hill, N. R. (2014). Integration of the Client Self-Care Commitment Model in a Dental Hygiene Curriculum., 10.

### **Non-Refereed Journal Articles**

*Journal Article, Academic Journal (Published)*

Hill, N. R., Vereen, L. G., McNeal, D., Stotesbury, R. (2013). Multicultural Awareness, Knowledge, and Skills Among American Counselor Trainees: Group Differences in Self-Perceived Competence Based on Dispositional and Programmatic Variables. *International Journal for the Advancement of Counselling*, 1–12.

*Journal Article, Academic Journal (Published)*

Vereen, L. G., Hill, N. R., Butler, S. K. (2013). The Use of Humor and Storytelling with African American Men: Innovative Therapeutic Strategies for Success in Counseling. *International Journal for the Advancement of Counselling*, 35(1), 57–63.

## Appendix T (continued)

*Journal Article, Professional Journal*

Miles, S. S., Rogo, E. J., Calley, K. H., Hill, N. R. Integration of the Client Self-Care Commitment Model in a Dental Hygiene Curriculum.

### **Other Intellectual Contributions**

*Practice Brief (Published)*

Hill, N. R., Crews, J. A. (2013). In Executive Editor: Victoria Kress Associate Editors: Catharina Chang Bradley Erford Casey Barrio Minton Joshua Watson (Ed.), *ACA-Practice Briefs*. Alexandria, VA 22304: ACA- Pracrice Briefs. [www.counseling.org/knowledge-center/center-for-counseling-practice-policy-and-research/practice-briefs](http://www.counseling.org/knowledge-center/center-for-counseling-practice-policy-and-research/practice-briefs)

*Article (Submitted)*

Madaras-kelly, K., Jones, M., Remington, R., Hill, N. R., Huttner, B., Samore, M. *Development of an Antimicrobial Spectrum Score to Measure Antibiotic De-escalation based upon Perceptions of Antimicrobial Stewards Obtained through a Modified Delphi Method*. Infection Control Hospital Epidemiology.

### **Hobbs, Dan L.**

#### **Other Intellectual Contributions**

*Article (Published)*

Hobbs, D. L., Mickelsen, W. K., Wertz, C., Stradling, C., Boyce, M., Chandler, N., Schneyder, D., Jackman, C. (2013). *Investigating orthogonal radiography in the diagnosis of radial head fractures*. (1st ed., vol. 85, pp. 104-108). Albuquerque, NM: Radiologic Technology.

*Article (Published)*

Mickelsen, W. K., Hobbs, D. L., Wertz, C. (2013). *Lateral positioning of the nasal bones using digital radiography* (6th ed., vol. 84, pp. 81-84). Albuquerque, NM: Radiologic Technology.

*Manuscript (Submitted)*

Guo, R., Hobbs, D. L., Mickelsen, W. K. *Assessment of library instruction on radiographic science student information literacy knowledge and skills*. Radiologic Technology.

*Article*

Hobbs, D. L. *Alternate axial shoulder projections*. (6th ed., vol. 76, pp. 434-5).

*Article*

Hobbs, D. L. *Carpal box and open cup radiography*. (5th ed., vol. 77, pp. 345-9).

*Review*

Hobbs, D. L. *Chest radiography for radiologic technologists*. (6th ed., vol. 78, pp. 494-516; quiz 517-9).

## Appendix T (continued)

*Review*

Hobbs, D. L., Mickelsen, W. K., Johnson, C. *Developmental dysplasia of the hip*. (5th ed., vol. 78, pp. 423-8).

*Review*

Hobbs, D. L. *Fat pad signs in elbow trauma*. (2nd ed., vol. 77, pp. 93-6).

*Review*

Hobbs, D. L. *Holmblad variations*. (6th ed., vol. 77, pp. 427-32).

*Review*

Hobbs, D. L. *Idiopathic pericarditis*. (2nd ed., vol. 78, pp. 91-5).

*Article*

Hobbs, D. L. *Imaging humeral fractures*. (6th ed., vol. 78, pp. 521-4).

*Review*

Hobbs, D. L. *MR and internal derangement*. (1st ed., vol. 78, pp. 65-8).

*Article*

Hobbs, D. L. *Osteoarthritis and the Rosenberg method*. (3rd ed., vol. 77, pp. 179-82).

*Article*

Hobbs, D. L. *Tangential projection of the patella*. (1st ed., vol. 77, pp. 20-1).

*Article*

Hobbs, D. L. *Tracking clinical competencies on the web*. (5th ed., vol. 76, pp. 345-53).

*Review*

Hobbs, D. L., Mickelsen, W. K. *Trauma radiography of the mandible*. (4th ed., vol. 78, pp. 265-8).

### **Hodges, Kathleen O.**

#### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Accepted)*

Dicke, N. L., Hodges, K. O., Rogo, E. J., Hewett, B. J. (in press). A Survey of Clinical Faculty Calibration in Dental Hygiene Programs. *To appear in Journal of Dental Hygiene*.



## Appendix T (continued)

### **Other Intellectual Contributions**

#### *Research Support, Non-U.S. Gov't*

Rogo, E. J., Hodges, K. O., Herzog, A. *Dentinal sensitivity: a natural mineral dietary supplement study*. (3rd ed., vol. 4, pp. 122-8).

#### *Randomized Controlled Trial*

Hodges, K. O., Miller, D. L. *Polishing the surface. A comparison of rubber cup polishing and airpolishing*. (3rd ed., vol. 25, pp. 103, 105-9).

#### *Research Support, Non-U.S. Gov't*

Calley, K. H., Hodges, K. O., Johnson, R. *Prioritization of professional issues by Idaho Dental Hygienists*. (3rd ed., vol. 75, pp. 222-31).

#### *Meeting Abstract*

Welch, L. M., Rogo, E. J., Hodges, K. O., Hewett, B. J. (2013). The Transmission of Sexually Transmitted Infections via Oral Sexual Contact. *Abstracts for Posters Presented at the 2013 ADEA Annual Session & Exhibition* (2nd ed., vol. 77, pp. 229). Journal of Dental Education.

### **Holmes, John T.**

### **Other Intellectual Contributions**

#### *Research Support, N.I.H., Extramural*

Force, R. W., Holmes, J. T., Keppel, G. A., Guirguis-Blake, J., Gould, D. A., Vincent, C., Chunchu, K., Monger, R. M., Cauffield, J., Baldwin, L.-M. *Contraceptive methods and informed consent among women receiving medications with potential for adverse fetal effects: a Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) region study*. (5th ed., vol. 25, pp. 661-8).

### **Johnson, Tara L.**

### **Refereed Journal Articles**

#### *Journal Article, Professional Journal (Accepted)*

Wintch, P. M., Johnson, T. L., Gurenlian, J. R., Neill, K. S. (in press). Executive Directors' Perceptions of Oral Health Care of Aging Adults in Long-term Care Settings. *To appear in Journal of Dental Hygiene/ADHA*. adha.org

#### *Journal Article, Academic Journal (Accepted)*

Amerine, C., Boyd, L., Bowen, D. M., Neill, K. S., Johnson, T. L., Peterson, T. (in press). Oral Health Champions in long-Term Care Facilities. *To appear in Special Care in Dentistry*, 1-7.

## Appendix T (continued)

### ***Other Intellectual Contributions***

#### *Article*

Johnson, T. L. *Pilot study of dental hygienists' comfort and confidence levels and care planning for patients with disabilities.* (12th ed., vol. 64, pp. 839-46).

### **Jue, Sandra G.**

### ***Other Intellectual Contributions***

#### *Research Support, Non-U.S. Gov't*

Jue, S. G., Matsuyama, J. R., Mason, B. J. *Pharmacists' interventions using an electronic medication-event monitoring device's adherence data versus pill counts.* (7-8 ed., vol. 27, pp. 851-5).

### **Lai, James C.**

### ***Other Intellectual Contributions***

#### *Article*

Lai, J. C., Liang, B. B., Jarvi, E. J., Cooper, A. J., Lu, D. R. *Differential effects of fatty acyl coenzyme A derivatives on citrate synthase and glutamate dehydrogenase.* (3rd ed., vol. 82, pp. 331-8).

#### *Research Support, Non-U.S. Gov't*

Lai, J. C., Leung, T. K., Lim, L., Chan, A. W., Minski, M. J. *Effects of chronic manganese treatment on rat brain regional sodium-potassium-activated and magnesium-activated adenosine triphosphatase activities during development.* (3rd ed., vol. 6, pp. 165-74).

#### *Research Support, U.S. Gov't, Non-P.H.S.*

Lai, J. C., Bhushan, A., Daniels, C. K., Leung, S. W., Lai, M. B., Jandhyam, S., Dukhande, V. V. *Exposure to titanium dioxide and other metallic oxide nanoparticles induces cytotoxicity on human neural cells and fibroblasts.* (4th ed., vol. 3, pp. 533-45).

#### *Research Support, Non-U.S. Gov't*

Lai, J. C., Bhushan, A., Bhardwaj, V., Rizvi, N., Lai, M. B. *Glycolytic enzyme inhibitors affect pancreatic cancer survival by modulating its signaling and energetics.* (3rd ed., vol. 30, pp. 743-9).

#### *Research Support, Non-U.S. Gov't*

Lai, J. C., Leung, T. K., Lim, L. *Heterogeneity of monoamine oxidase activities in synaptic and non-synaptic mitochondria derived from three brain regions: some functional implications.* (1st ed., vol. 9, pp. 53-66).

## Appendix T (continued)

### *Review*

Lai, J. C. *Oxidative metabolism in neuronal and non-neuronal mitochondria*. (vol. 70 Suppl, pp. S130-7).

### *Article*

Lai, J. C., Dukhande, V. V., Kawikova, I., Bothwell, A. L. (2013). *Neuroprotection against neuroblastoma cell death induced by depletion of mitochondrial glutathione..*

## Li, Henan

### **Other Intellectual Contributions**

#### *Article (Accepted)*

Yan, G., Arelly, N., Farhan, N., Lobo, S., Li, H. (in press). *Enhancing DNA delivery into the skin with a motorized microneedle device*. European Journal of Pharmaceutical Sciences.

#### *Article (Accepted)*

Lobo, S., Farhan, N., Li, H., Yan, G. (in press). *Evaluation of diclofenac prodrugs for enhancing transdermal delivery*. Drug Development and Industrial Pharmacy.

## Liday, Cara A.

### **Book Chapters**

#### *Book, Chapter in Textbook-Revised (Published)*

Liday, C. A. (2013). Erectile Dysfunction. In Chisolm-Burns MA, Wells BG, Schwinghammer TL, et al. (Ed.), *Pharmacotherapy Principles & Practice* (vol. 3rd edition, pp. 915-926). New York, NY: McGraw-Hill.

#### *Book, Chapter in Textbook-Revised (Submitted)*

Liday, C. A. Erectile Dysfunction. In Schwinghammer TL, Koehler JM. (Ed.), *Pharmacotherapy Casebook: A Patient-Focused Approach* (vol. 9th edition, pp. 6). New York, NY: McGraw-Hill.

## Long, Margaret H.

### **Other Intellectual Contributions**

#### *Study Guide (Published)*

Long, M. H. *Principles of Dental Hygiene*.

## Appendix T (continued)

**Lott, Rex S.**

### **Books**

*Book, Scholarly-New (Published)*

Mason, B., Parker, D., Lott, R. S. (2013). *Capstone Pharmacy Review*.

### **Book Chapters**

*Book, Chapter in Scholarly Book-New (Published)*

Lott, R. S. (2013). Depression. *Capstone Pharmacy Review*.

*Book, Chapter in Scholarly Book-New (Published)*

Lott, R. S. (2013). Drug Interactions. *Capstone Pharmacy Review*.

*Book, Chapter in Scholarly Book-New (Published)*

Lott, R. S. (2013). Epilepsy. *Capstone Pharmacy Review*.

### **Other Intellectual Contributions**

*Article (In Preparation; Not Yet Submitted)*

Lott, R. S., Melton, S. T. Rational or Irrational: Polypharmacy in Psychiatry. No.

**Louis, Galen K.**

### **Other Intellectual Contributions**

*Manuscript (Submitted)*

Guo, R., Mcaleese, W. J., Appleby, K. M., Guo, J., Zhang, W., Huang, Y., Louis, G. K. *Assessment of HIV/AIDS Knowledge and Sexual Behaviors among Chinese College Students: A Cross-Sectional Study*. Health Education Research.

**Madaras-Kelly, Karl**

### **Book Chapters**

*Book, Chapter in Textbook-Revised (Published)*

Oliphant, C. M., Madaras-kelly, K. (2013). *Antimicrobial regimen selection*.

## Appendix T (continued)

### **Other Intellectual Contributions**

#### *Article (Published)*

Graber, C., Madaras-kelly, K., Jones, M., Neuhauser, M., Goetz, M. *Unnecessary Antimicrobial Use in the Context of Clostridium difficile infection: A call to Arms from the Veterans Affairs Antimicrobial Stewardship Taskforce* (6th ed., vol. 34, pp. 651-3). *Infect. Control Hosp. Epidemiol.*

#### *Article (Submitted)*

Madaras-kelly, K., Jones, M., Remington, R., Hill, N. R., Huttner, B., Samore, M. *Development of an Antimicrobial Spectrum Score to Measure Antibiotic De-escalation based upon Perceptions of Antimicrobial Stewards Obtained through a Modified Delphi Method.* *Infection Control Hospital Epidemiology.*

#### *Article (Submitted)*

Makoto, J., Huttner, B., Lecaster, M., Huttner, A., Nielsen, C., Rubin, M., Goetz, M., Madaras-kelly, K., Samore, M. *Does Active Surveillance Influence anti-MRSA antibiotic use?* *Clinical Infectious Diseases.*

#### *Article*

Madaras-kelly, K., Larsson, A. J., Rotschafer, J. C. *A pharmacodynamic evaluation of ciprofloxacin and ofloxacin against two strains of Pseudomonas aeruginosa.* (4th ed., vol. 37, pp. 703-10).

#### *Review*

Madaras-kelly, K., DeMasters, T. A., Charan, N. B. *An appeal to clinicians. Don't rush to prescribe antibiotics for acute URI.* (8th ed., vol. 12, pp. 37-8, 41-2, 45 passim).

### **Mason, Barbara J.**

#### **Books**

##### *Book, Scholarly-New (Published)*

Mason, B., Parker, D., Lott, R. S. (2013). *Capstone Pharmacy Review.*

#### **Book Chapters**

##### *Book, Chapter in Scholarly Book-New (Published)*

Mason, B. *Capstone Pharmacy Review Anemia.*

##### *Book, Chapter in Scholarly Book-New (Published)*

Mason, B. *Capstone Pharmacy Review- pharmacoconomics.*

## Appendix T (continued)

*Book, Chapter in Scholarly Book-New (Published)*

Mason, B., Crane, K. (2013). *Capstone Pharmacy Review Gout*. Burlington, MA 01803: Jones and Bartlett Learning.

### **Non-Refereed Journal Articles**

*Journal Article, Professional Journal (Submitted)*

Moore, K., Tivis, R. D., Mason, B., Carr, G., Tivis, L. Pharmacist Administered Alcohol Screening, Brief Intervention and Referral Customer and Pharmacist Attitude Survey. *Research in Social and Administrative pharmacy*.

*Journal Article, Professional Journal (Submitted)*

Moore, K. E., Tivis, R. D., Mason, B., Carr, G., Tivis, R. D. Pharmacist Administered Alcohol Screening, Brief Intervention and Referral. *Research in Social and Administrative Pharmacy*.

### **Conference Proceedings**

*Conference Proceeding (Published)*

Mason, B. (2013). *Medication Adherence Educators Toolkit*. AACP-NCPA.

## **Mickelsen, Wendy K.**

### **Other Intellectual Contributions**

*Article (Published)*

Hobbs, D. L., Mickelsen, W. K., Wertz, C., Stradling, C., Boyce, M., Chandler, N., Schneyder, D., Jackman, C. (2013). *Investigating orthogonal radiography in the diagnosis of radial head fractures*. (1st ed., vol. 85, pp. 104-108). Albuquerque, NM: Radiologic Technology.

*Article (Published)*

Mickelsen, W. K., Hobbs, D. L., Wertz, C. (2013). *Lateral positioning of the nasal bones using digital radiography* (6th ed., vol. 84, pp. 81-84). Albuquerque, NM: Radiologic Technology.

*Manuscript (Submitted)*

Guo, R., Hobbs, D. L., Mickelsen, W. K. *Assessment of library instruction on radiographic science student information literacy knowledge and skills*. Radiologic Technology.

*Review*

Hobbs, D. L., Mickelsen, W. K., Johnson, C. *Developmental dysplasia of the hip*. (5th ed., vol. 78, pp. 423-8).

*Review*

Hobbs, D. L., Mickelsen, W. K. *Trauma radiography of the mandible*. (4th ed., vol. 78, pp. 265-8).

## Appendix T (continued)

**Molinari, Deana**

### **Book Chapters**

*Book, Chapter in Scholarly Book-Revised (Published)*

Molinari, D., Guo, R. (2013). Research Applications of Rural Nursing Theory. In Charlene A. Winters (Ed.), *Rural nursing: Concepts, theory, and practice, 4th Edition*. New York, NY: Springer Publishing Company..

**Oliphant, Catherine M.**

### **Book Chapters**

*Book, Chapter in Textbook-Revised (Published)*

Oliphant, C. M., Madaras-kelly, K. (2013). *Antimicrobial regimen selection*.

*Book, Chapter in Scholarly Book-New (Published)*

Oliphant, C. M. (2013). Capstone Pharmacy Review Board Prep System. yes.

### **Other Intellectual Contributions**

*Article (Not Accepted)*

Oliphant, C. M., Eroschenko, K. S., Wadsworth, T. G., Carr, G. *An innovative course to prepare third-year pharmacy students for a postgraduate pharmacy residency*.

**Olsen, Janette**

### **Non-Refereed Journal Articles**

*Journal Article, Professional Journal (Published)*

Olsen, J. Educating to Facilitate Positive Body Image. *Idaho Journal of Health, Physical Education, Recreation and Dance*(Fall).

### **Other Intellectual Contributions**

*Meeting Abstract (Published)*

Seiger, C., Olsen, J., Alexander, K. M., Peterson, T. (2013). *Sequencing of teaching basic physical therapy assessment skills: an initial exploration..* Phys Ther. [apps.apta.org/custom/abstracts/pt2013/1022.html](https://apps.apta.org/custom/abstracts/pt2013/1022.html)

## Appendix T (continued)

*Article (Submitted)*

Weeden, A. M., Olsen, J., Batacan, J. M., Peterson, T. *Differences in Collegiate Athlete Nutrition Knowledge as Determined by Athlete Characteristics*. *Journal of Nutrition Education and Behavior*.

**Phelps Mrs., Paula B.**

### ***Book Chapters***

*Book, Chapter in Scholarly Book-Revised (Published)*

Phelps, P. B. *Obstetrics and Gynecology*. *Appleton and Lange's Outline Review for the Physician Assistant*. Appleton and Lange/McGraw Hill.

**Portillo, Karen M.**

### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Published)*

Portillo, K. M., Rogo, E. J., Calley, K. H. (2013). A Survey of Degree Completion Programs in Dental Hygiene Education. *Journal of Dental Education*, 77(5), 554-563.

*Journal Article, Professional Journal (Accepted)*

Rogo, E. J., Portillo, K. M. (in press). Building Online Learning Communities in a Graduate Dental Hygiene Program. *To appear in Journal of Dental Hygiene*.

### ***Non-Refereed Journal Articles***

*Journal Article, Academic Journal (Published)*

Portillo, K. M., Rogo, E. J., Calley, K. H., Cellucci, L. W. (2013). A survey of degree completion programs in dental hygiene education. *Journal of dental education*, 77(5), 554-63.

### ***Other Intellectual Contributions***

*Meeting Abstract (Published)*

Rogo, E. J., Portillo, K. M. (2013). *Stages of Online Learning* (2nd ed., vol. 77, pp. 237-240). *Journal of Dental Education*.



## Appendix T (continued)

**Rankin, Linda L.**

### ***Other Intellectual Contributions***

*Article (Published)*

Prestwich, D. J., Rankin, L. L., H. J. *Tracking sleep times to reduce tiredness and improve sleep in college students* (2nd ed., vol. 5, pp. 148-156). Californian Journal of Health Promotion.

*Article (Not Accepted)*

Grant, K. L., Rankin, L. L., Mcaleese, W. J. *Dietary Additives, a Teaching Practice for Middle School Students*. Health Education Teaching Journal.

*Article (Submitted)*

Savoie, M., Mispireta, M. L., Rankin, L. L., Neill, K. S. *Nutrition-Related Behavior Change in Adult Participants of a Supplemental Nutrition Assistance Program*. Journal of Nutrition Education and Behavior.

**Renn, Nancy L.**

### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Submitted)*

Reiland, D. D., Ovitt, M. C., Renn, N. L., L. W. *Development of Nursing Leadership Expertise*. *Clinical Simulation in Nursing / Elsevier*.

### ***Other Intellectual Contributions***

*Article (In Preparation; Not Yet Submitted)*

Reynolds, M. A., Renn, N. L. *A Comparison of Online and Televised Interactive Classroom Learning for Undergraduate Nursing Research Students: A Rural Perspective*.

**Schwartz, Anna L.**

### ***Other Intellectual Contributions***

*Article*

Schwartz, A. L. *Exercise in cancer survivorship: building your base*. (10th ed., vol. 26, pp. 994).

## Appendix T (continued)

**Seiger, Cindy**

### ***Non-Refereed Journal Articles***

*Journal Article, Academic Journal (Published)*

Jackman, T. D., Devine, N. L., Seiger, C. (2013). Home health physical therapy intervention for an adolescent after intramedullary skeletal kinetic distractor limb-lengthening surgery: a case report. *Journal of allied health*, 42(3), 163-8.

### ***Other Intellectual Contributions***

*Meeting Abstract (Published)*

Seiger, C., Olsen, J., Alexander, K. M., Peterson, T. (2013). *Sequencing of teaching basic physical therapy assessment skills: an initial exploration..* Phys Ther. apps.apta.org/custom/abstracts/pt2013/1022.html

*Article (Published)*

Jackman, T. D., Devine, N. L., Seiger, C. (2013). *Home health physical therapy intervention for an adolescent after intramedullary skeletal kinetic distractor limb lengthening surgery.* (3rd ed., vol. 42, pp. 163-168). *Journal of Allied Health*.

*Article*

Nichols, D., Seiger, C. (2013). *Diagnosis and treatment of a patient with bilateral thoracic outlet syndrome secondary to anterior subluxation of bilateral sternoclavicular joints: A case report.* (7th ed., vol. 29, pp. 562-571).

**Smith, Anntara**

### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Not Accepted)*

Smith, A. Breast Self -Exams. *Journal of American Academy of Physician Assistants*.

**Stephenson, Monica C.**

### ***Refereed Journal Articles***

*Journal Article, Professional Journal (Published)*

Stephenson, M. C. (2013). Treatment Strategies for Patients with Traumatic Brain Injury. *Dimensions of Dental Hygiene*, 11(4), 62-66.  
[http://www.dimensionsofdentalhygiene.com/2013/04\\_April/Features/Treatment\\_Strategies\\_for\\_Patients\\_with\\_Traumatic\\_Brain\\_Injury.asp](http://www.dimensionsofdentalhygiene.com/2013/04_April/Features/Treatment_Strategies_for_Patients_with_Traumatic_Brain_Injury.asp)

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## Appendix T (continued)

Talley, Todd T.

### **Non-Refereed Journal Articles**

*Journal Article, Academic Journal (Published)*

Rodriguez, L. P., Vilarino, N., Molgo, J., Araoz, R., Louzao, M. C., Taylor, P., Talley, T. T., Botana, L. M. (2013). Development of a solid-phase receptor-based assay for the detection of cyclic imines using a microsphere-flow cytometry system. *Analytical chemistry*, 85(4), 2340-7.

Tivis, Laura

### **Non-Refereed Journal Articles**

*Journal Article, Professional Journal (Submitted)*

Moore, K., Tivis, R. D., Mason, B., Carr, G., Tivis, L. Pharmacist Administered Alcohol Screening, Brief Intervention and Referral Customer and Pharmacist Attitude Survey. *Research in Social and Administrative pharmacy*.

Urfer, Alexander G.

### **Refereed Journal Articles**

*Journal Article, Professional Journal (Published)*

POTLURI, C., ANUGOLU, M., Schoen, M., Naidu, D. S., Urfer, A. G., Chiu, S. C. (2013). Hybrid Fusion of Linear, Non-Linear and Spectral Models for the Dynamic Modeling of sEMG and Skeletal Muscle Force: An Application to Upper Extremity Amputation. *Computers in Biology and Medicine*, 43, 1815–1826. [www.elsevier.com/locate/cbm](http://www.elsevier.com/locate/cbm)

*Journal Article, Academic Journal (Published)*

Potluri, C., Anugolu, M., Schoen, M., Naidu, D. S., Urfer, A. G., Chiu, S. C. (2013). Hybrid fusion of linear, non-linear and spectral models for the dynamic modeling of sEMG and skeletal muscle force: An application to upper extremity amputation.

### **Conference Proceedings**

*Conference Proceeding (Published)*

Anugolu, M., Potluri, C., Urfer, A. G., Creelman, J. E., Kumar, P., Schoen, M. Genetic algorithm based optimization of Kullback information criterion: improved system identification of skeletal muscle force and sEMG signals. *2012 IEEE International Instrumentation and Measurement Technology Conference (I2MTC 2012)*. IEEE Instrum. Meas. Soc. Instrum. Meas. Soc.. <http://DOI:10.1109/I2MTC.2012.6229517>.

## Appendix T (continued)

*Conference Proceeding (Published)*

Jensen, A., Potluri, C., Clark, A., Chiu, S. C., Urfer, A. G. (2013). *Intelligent Classification of Surface Electromyographic (sEMG) Signals*.

### **Other Intellectual Contributions**

*Review*

Urfer, A. G., Stephens, T. D., Spall, R., Martin, R. *Fetus amorphus or placental teratoma?* (1st ed., vol. 40, pp. 1-10).

*Article*

Urfer, A. G., Larsen, B., Andreasen, E., Mickelson, M. R., Newhouse, K. E. *Patellar taping: a radiographic examination of the medial glide technique*. (4th ed., vol. 23, pp. 465-71).

### **Vereen, Linwood G.**

#### **Non-Refereed Journal Articles**

*Journal Article, Academic Journal (Published)*

Hill, N. R., Vereen, L. G., McNeal, D., Stotesbury, R. (2013). Multicultural Awareness, Knowledge, and Skills Among American Counselor Trainees: Group Differences in Self-Perceived Competence Based on Dispositional and Programmatic Variables. *International Journal for the Advancement of Counselling*, 1–12.

*Journal Article, Academic Journal (Published)*

Vereen, L. G., Hill, N. R., Butler, S. K. (2013). The Use of Humor and Storytelling with African American Men: Innovative Therapeutic Strategies for Success in Counseling. *International Journal for the Advancement of Counselling*, 35(1), 57–63.

### **Wadsworth, Thomas G.**

#### **Other Intellectual Contributions**

*Article (Not Accepted)*

Oliphant, C. M., Eroschenko, K. S., Wadsworth, T. G., Carr, G. *An innovative course to prepare third-year pharmacy students for a postgraduate pharmacy residency*.

## Appendix T (continued)

### Weeden, Allisha M.

#### ***Other Intellectual Contributions***

##### *Article (Submitted)*

Weeden, A. M., Olsen, J., Batacan, J. M., Peterson, T. *Differences in Collegiate Athlete Nutrition Knowledge as Determined by Athlete Characteristics*. *Journal of Nutrition Education and Behavior*.

##### *Article*

Weeden, A. M., Remig, V., Holcomb, C. A., Herald, T. J., Baybutt, R. C. *Vitamin and mineral supplements have a nutritionally significant impact on micronutrient intakes of older adults attending senior centers*. (2nd ed., vol. 29, pp. 241-54).

### Whitaker, Kent B.

#### ***Books***

##### *Book, Textbook-Revised (Accepted)*

Whitaker, K. B., Eberle, P. G., Trujillo, L. (in press). *Comprehensive Perinatal and Pediatric Respiratory Care* (4th Ed. ed.). Clifton Park, NY: Delmar/Cengage Learning.

### Woodhouse MD, William M.

#### ***Refereed Journal Articles***

##### *Journal Article, Academic Journal (Published)*

Baergen, R. N., Woodhouse, W. M. (2013). *The Journal of Clinical Ethics*. 24(4), 332-7.

### Yan, Guang

#### ***Other Intellectual Contributions***

##### *Article (Accepted)*

Yan, G., Arelly, N., Farhan, N., Lobo, S., Li, H. (in press). *Enhancing DNA delivery into the skin with a motorized microneedle device*. *European Journal of Pharmaceutical Sciences*.

##### *Article (Accepted)*

Lobo, S., Farhan, N., Li, H., Yan, G. (in press). *Evaluation of diclofenac prodrugs for enhancing transdermal delivery*. *Drug Development and Industrial Pharmacy*.

## Appendix T (continued)

### SOCIAL WORK AND SOCIOLOGY

#### Conference presentations and technical reports.

Jeehoon Kim gave three research presentations at the 20th International Association of Gerontology and Geriatrics conference in Seoul, Korea. Dr. Kim also presented research at the Gerontological Society of America and the Society for Social Work and Research conferences.

Candace Christensen presented at the National Organization of Forensic Social Work Conference and at the CSWE conference in Dallas where she won an award. Her research focuses on gender based violence.

D J Williams gave an invited plenary speech to the North American Gaming Regulators Association.

Staci Jensen-Hart was an invited conference presenter on ethics (April 2012) for the Idaho Association of Play Therapy.

Gesine Hearn with Kim Lee. Invisible Wounds: The Social Construction of Veterans' post-war symptoms. Annual Meeting of the Society for the Study of Social Problems; August 18 – 21, 2011, Las Vegas, Nevada.

Gesine Hearn.2010. The Brotherhood of Pain: Persistent pain among college football players. Paper presented at the Annual Meeting of the Pacific Sociological Association, April 7 – 11, 2010, Oakland, California.

### Psychology

#### SELECTED PRESENTATIONS- faculty in bold, students underlined

Evans, John A (Presenter & Author), **Stewart, Tara L**, Washam, Ayla L, Boot, Trent, Rittenhouse, Emily, Society for Personality and Social Psychology, "Neuroticism and poor health: Self-perceptions of aging as a mediator," Austin, TX. (February 2014).

Kauer, Sierra (Presenter & Author), Roberto, Megan (Author Only), Vineyard, Mary Anne (Author Only), Strain, Misty (Author Only), Singh, Ratan (Author Only), **Brumley, Michele R** (Author Only), Society for Neuroscience, "Postnatal development and spinal mediation of the bilateral leg extension response (LER) in rats," San Diego, CA. (November 13, 2013).

**Lawyer, Steven R**, Four Corners Association for Behavior Analysis, "Behavioral mechanisms of impulsive choice human health problem behaviors," Park City, UT. (April 2014).

## Appendix T (continued)

**Lynch, Shannon M** (Presenter & Author), DeHart, Dana (Author Only), Belknap, Joanne (Author Only), Green, Bonnie (Author Only), Johnson, Kristine (Author Only), Resilience After Trauma, International Society for Traumatic Stress Studies, "Mental Health as a Mediator of Trauma Exposure and Offending," International Society for Traumatic Stress Studies, Philadelphia, PA. (November 8, 2013).

**Rasmussen, Erin.** Keynote/Plenary Address, Texas Association for Behavior Analysis, Dallas, TX, Impulsive choice for food as a mechanism of obesity: From rats to humans., Rasmussen, E. B., Conference, Regional, Academic, March 2013.

**Stewart, Tara L,** Chipperfield, J C, Society for Personality and Social Psychology, "Attributing heart attack/stroke to 'old age:' Implications for health outcomes," New Orleans, LA. (January 2013).

**Weller, Joshua A,** Society for Research In Child Development biennial meeting, "Risky decision making in maltreated adolescents: Do losses loom larger than gains when predicting health outcomes?," SRCDD, Seattle, WA. (April 15, 2013).

**Wong, Maria** (Presenter & Author), Annual Research Society of Alcoholism Scientific Meeting, "Age of onset of alcohol and other substance as typology of alcohol dependence in the NESARC sample," Research Society of Alcoholism, Orlando, Florida. (June 23, 2013).

## Appendix U

### Examples of ISU Healthcare Professional Graduates

Idaho ranks at the bottom of the 50 states and the District of Columbia for:

- The number of primary care physicians per capita
- The number of internists per 100,000 population
- The number of active pediatricians per 100,000 population, and
- The number of physiatrists per 100,000 population

Idaho also ranks second to last in the nation for the number of physician residents overall and the number of physician residents in primary care; and 47<sup>th</sup> for the number of active obstetricians and gynecologists per 100,000 population. Retention of graduates from the ISU health profession programs is critical to meeting the workforce demand for health care providers.

The 2012 DHS annual report indicated that 64.9% of DHS graduates were employed within the state in their first year after graduating. This exemplifies a high return on investment for the state as Idaho reaps the rewards of strong health care providers in a state which desperately needs them. Idaho State University graduates report working in rural settings more often than urban and provide much needed services to remote individuals who would otherwise not have access to health care. With the exception of Ada County, all Idaho communities are designated as rural and are often lacking enough physicians, speech pathologists, pharmacists, and nurses. Idaho State University health programs are continuing to grow, with an eye toward providing all citizens of the state with more adequate health care through educating the populace.

In addition, the educated citizens who stay in Idaho upon graduation contribute to the SBOE's mandate for "60% of Idaho residents between the ages of 25-34 will have a degree or certificate by 2020."



## Appendix V

### Examples of active ISU formal partnerships, collaborative agreements, and contracts with public agencies and private entities

Idaho State University's research vision includes robust private-public relationships and partnerships. While the University has many hundreds of partners, it is actively engaged in increasing the number of partnerships with Idaho companies to protect and grow jobs and drive economic development in the region and state. The Division of Health Sciences holds more than 3,000 Affiliation Agreements with private and public agencies which host ISU health profession's students in a variety of clinical rotations. This successful partnering yields valuable collaborations between community health care providers in Idaho as well as neighboring states. Affiliations within DHS represent training partnerships with government agencies, private groups, clinics, hospitals, pharmacies, rehabilitation facilities and skilled nursing centers.

Bengal Pharmacy, LLC, owned by the Idaho State University Foundation, opened Idaho's first-ever full-service telepharmacy on June 20, 2014 in Arco, Idaho. The pharmacy, in partnership with the Lost Rivers Medical Center, will utilize innovative technology to provide critical health care access to one of the state's many rural communities, while also providing hands-on experience for ISU's pharmacy students.

The School of Rehabilitation and Communication Sciences houses the Veteran's Administration (VA) Hearing clinic and is an authorized provider of assessment of hearing acuity and provision of hearing aids and services through their contract with the VA. This partnership allows Veterans to receive services without traveling to the nearest VA Medical Center in Salt Lake City, UT.

The Vice President for Research & Economic Development represents ISU in the Higher Education Research Council, Idaho Global Entrepreneurial Mission, Center for Advanced Energy Studies (Steering Committee), Idaho National Laboratory, Idaho Regional Optical Network (elected President and CEO of the Board of Directors; July 2014), Idaho Technology Center (Board of Directors), Bannock Development Corporation (Board of Directors), Pocatello Chamber of Commerce (Board of Directors), and for the Association of Public and Land Grant Universities Commission on Commercialization, Innovation, and Economic Prosperity and appointed to Governor Otter's Leadership in Nuclear Engineering Commission. Research and scholarship at ISU is rooted in nuclear energy, clean energy and technologies, the environment, and human health. Through the Center for Advanced Energy Studies, ISU faculty engage in state of the art research that contributes to the nation's economic stability by developing technologies that ensure a stable and secure energy infrastructure. Idaho State University has focused with success on securing major grants and will continue to do so. In the past year, the University has successfully attracted a National Science Foundation grant for \$3.8 million, a National Institute of Health grant for \$1.8 million, and a grant from the Office for Naval Research for \$2.2 million. The University has over ten multi-million dollar grants under development to a variety of federal agencies.

## Appendix V (continued)

Idaho State University has developed a new suite of metrology analytical capability (the ability to analyze nanomaterials for manufacturing integrity, quality control, and product enhancement). The metrology suite has allowed us to develop a partnership with ON semiconductor for analytics that had previously been out-sourced. Additional partnerships are being developed with other Idaho companies and several new jobs are being created as a result of these public-private partnerships.

The Office for Research and Economic Development (ORED) has offered a variety of workshops and seminars to build faculty participation in both generating grant proposals that seek large funding levels. In addition, ORED has fostered several collaborative interdisciplinary team building exercises that have already led to a large, first “ensemble science” grant from the National Science Foundation. Several more proposals are under development. Furthermore, ORED is reinvesting a significant amount of funds obtained through existing grants (indirect cost recovery) and building additional interdisciplinary team efforts.

Idaho State University has engaged in many high level discussion with the Idaho National Laboratory (INL) and now has multiple efforts underway to enhance its educational programs to better meet the work force needs of the Idaho National Laboratory; identifying and pursuing new collaborative research projects across the two entities; re-inventing the core function of CAES and expanding CAES into regional collaborations; and developing new foci based on the intersection of the LINE 2.0 (Leadership in Nuclear Engineering) commission, the national priorities as set forth by the Department of Energy and the National Nuclear Security Agency, the INL, and ISU. By strategically aligning its research efforts with state and national targets, ISU will achieve a much higher success rate moving forward.

Idaho State University has successfully overcome several technical barriers that have impeded the production of an important medical isotope (<sup>67</sup>Copper) that may lead to new, improved treatments in several human cancers. By partnering with an Idaho company (International Isotope, Inc.) for distribution and by identifying four customers (Harvard Medical School, City of Hope Hospital, Fred Hutchinson Cancer Research Center, and Southwestern Medical Center), ISU is developing further partnerships that will lead to the development of new cancer treatments.

There is a powerful commitment to moving research from “bench to market” in innovative ways that bolster economic development in the state, nation, and globe. Idaho State University is contributing technologies that will lead to innovations in nano-manufacturing, detection of mechanical stress in materials subjected to harsh environments, and the development of new materials capable of producing far more power for longer periods of time than any existing battery technology. These technologies, as they move from the laboratory to the market place, serve as an engine for economic development in Idaho.

## Appendix V (continued)

The College of Science & Engineering holds valuable collaborations with several state, national and local partners. The Idaho National Laboratory and the Idaho Center for Advanced Energy Studies contributed an IQ-station (Inexpensive Interactive Immersive Interface), which is a virtual reality tool by which researchers can interact with complex datasets in three dimensions. This brought images fully into the 3D visual environment.

The Idaho Accelerator Center is a collaborative effort between the Idaho National Laboratory, ISU, and the DOE (Department of Energy) and allows the placement of DOE owned equipment at ISU. The MOU provides for a relationship under which the Idaho Accelerator Center houses the DOE owned equipment, but uses ISU facilities and personnel for operation, maintenance and health and safety guidance. A significant advantage of this agreement is easy access to this equipment and university owned equipment by universities, government agencies, and the private sector in a unique research environment. This environment centralizes equipment in a convenient location fostering inexpensive research and development and rapid testing for integrated demonstration development and transfer of technology. Idaho State University has strategically repositioned the IAC in the past year with an emphasis on becoming a DOE national user facility, increasing the infrastructure in pulsed power applications for both imaging purposes and testing of national stockpiles of nuclear materials via an expanded network with other DOE national laboratories.

Working with the Idaho Department of Commerce, faculty in several units, Boeing Insitu, and Advanced Aviation Solutions, ISU is advancing towards a broad partnership with the private sector around emergent opportunities in unmanned aerial vehicles. Idaho State University is supplying research expertise in spectral, hyperspectral, GIS imaging, and advanced visualization analysis for this team. Additionally, Boeing Insitu has been engaged in discussions about alternative power devices for UAV's that ISU is developing.

Boise Center Aerospace Laboratory (BCAL) was established in 2004 at Idaho State University with a grant from the National Oceanic and Atmospheric Administration (NOAA) and primarily focused on hyperspectral and LiDAR image processing. Since then, BCAL has expanded through funding from numerous federal and state agencies. BCAL's remote sensing research covers all spectral and spatial scales and integrates interdisciplinary research to promote sustainable environments.

The GIS (Geographic Information Systems) Training and Research Center (GIS TReC) is a University-wide facility administered by the Office of Research serving all colleges and departments at Idaho State University as well as the GIS community of east Idaho. The GIS Center is receiving national attention as they have just made available a new web based application that allows fire fighters to predict and mitigate forest fire damage in real time. Indeed, it was awarded a prestigious "Exemplary Systems in Government" in July of 2014 for this project entitled RECOVER: Rehabilitation Capability Convergence for Ecosystem Recovery.

The Idaho Museum of Natural History embraces relationships with The Smithsonian Institution, the Burke Museum, the Canadian Museum of Civilization, and through partnerships with the Port Townsend Marine Science Center and the Sitka Sound Science Center. The museum possesses the

## Appendix V (continued)

finest image capture and processing capabilities for 3-D imaging of natural history specimens. This project is on the forefront of national efforts at NSF for the democratization of science and will lead to unprecedented access for K-20 education.

The College of Arts and Letters collaborates with its Deans' Advisory Board which is a group of alumni and friends of the College of Arts & Letters who volunteer their time to assist the Dean and faculty in their efforts to expand the College and make programs more attractive to prospective students. The college has a collection of dedicated volunteers on the board that have helped in the development of the college. Correlates of this group's efforts can be found in each of the colleges/divisions at ISU.

The mission of the Idaho State University Alumni Association is to promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual, and social opportunities.

The College of Education boast valuable partnerships with local and state public school districts where students are able to complete student teaching internships. Through STEM (Science, Technology, Engineering and Mathematics) programs, the college has partnerships with the Association of Physics Teachers, as well as preceptors for the Master of Athletic Training.

The College of Business has active affiliations with the Small Business Development Center, Eastern Idaho Development Corporation, and Techhelp: Solutions for Manufacturing in Idaho. The Wells Fargo Speaker Series brings entrepreneurs to speak to business students regularly.

The College of Technology has affiliations with many industry partners, such as Western Aircraft, Williams-Northwest Pipeline, Chevron, Caterpillar, Western States Equipment, and the Newmont Mining Company which provide students scholarships. All applied associate degree and certificate programs maintain close ties with business, industry, and key workforce development constituents. Technical advisory committees consist of local and regional employers who provide valuable input to ensure College of Technology curriculum remains relevant to industry needs.

As is evidenced by the examples above, each college and division within ISU has valuable connections with a variety of agencies both public and private. These mutually beneficial partnerships allow students and community members to experience current technology and workplace practices prior to their first employment. Additionally, it is through the support and collaboration of many agencies that ISU is able to garner valuable data and facilities for research in a variety of scholarly pursuits. Idaho State University's current repertoire of collaborations appears appropriate to meet the needs of the University, though it is recommended that ISU continue to engage both local and national partnerships to secure ISU's future growth.

## Appendix W

### Examples of activities/events that meet the local and regional needs/interests

The main venue at ISU is the L.E. and Thelma E. Stephens Performing Arts Center. This venue is unique in the Intermountain West and enriches the cultural life of southeastern Idaho.

Idaho State University offers a variety of events and activities which meet local and regional needs and interests. Whether one appreciates the arts, cultural events, sports, or science and engineering, community members have access to a number of opportunities which would otherwise not be available in this rural area. Below are some examples of the community programming offered at ISU:

**Cultural Events** – ISU's International Student Organizations are active on campus and in the community, sharing cultural practices such as food, song, dance, and storytelling. Thousands of community members have participated in various 'nights,' which annually bring the 'world' to Southeast Idaho. Some examples of such events are:

- African Night
- Chinese New Year
- Taste of France
- Nepalese Night
- Saudi Night

**Communiversy**, a unique 'town and gown' outreach is a collaboration between the community and the University. Spearheaded by the alumni association, Communiversy has two annual events where community members have an opportunity to learn more about the various programs and opportunities at ISU while engaged with faculty and students as well as various vendors and service providers in town. The two events are:

- Welcome Back Orange and Black (held in old town Pocatello each fall semester)
- Celebrate Idaho State, where 4,000 people attended in 2014 (held at the Student Union Building in Pocatello each spring semester)

**Stephens Performing Art Center (SPAC)** was recently noted as No. 4 on a list of "The 25 Most Amazing University Performing Arts Centers" by the national website [bestvalueschools.com](http://bestvalueschools.com). The SPAC hosts a variety of events throughout the year, some of the regular events are listed below. Thousands of people have attended performances, and are always impressed with the beauty of the facility. In the spring 2014, ISU performing arts was able to present 'James and the Giant Peach' to over 1,000 elementary school children in the area. Events such as these are a treasure to the community.

## Appendix W (continued)

- Idaho State Civic Symphony
- Season of Note
- ISU Choral Programs
- ISU Performing Arts

**Science Education Outreach** – ISU is aware of the growing need for science education among the general population and offers several events to engage children as well as adults in science based activities. Examples of events are as follows:

- K-12 Science Olympics
- Idaho Science and Engineering Festival
- Idaho Museum of Natural History:
  - Classes for all ages – Science Trek, Summer Safari, Forays into the Field
  - IMNH ‘mobile museum’ brings natural history to schools in the area

**The Bioskills Learning Center** is a facility related to the *Treasure Valley Anatomy and Physiology Laboratories* at the ISU Meridian Health Science Center that has a dual role in both instruction and research for the University and a continuing educational role for practicing medical professionals. It provides a location for medical technology companies to demonstrate new and emerging technologies to physicians, surgeons and professors. University personnel can utilize the Labs to present research results to private companies with the objective of commercializing new products and methods in the local area to support economic development. Courses and workshops may be scheduled in the **Bioskills Learning Center** as desired, particularly for demonstrations to be transmitted to remote locations.

**New Knowledge Adventures** – Among ISU’s offerings is a program specifically designed with the retiree in mind. The New Knowledge Adventures courses provide enrichment for the retired among us. Topics include everything from gardening, cooking, current social topics, hikes and other outdoor experiences, and more. With an influx of retired people moving to the state, this has become a popular choice.

**Sports and Performance Camps and Lessons** – ISU is proud to share the skills of its athletes, coaches, and performance artists. Throughout the year, specialty camps are held for children in the community to learn more about a sport or instrument of their choice. Idaho State University students majoring in music offer guitar, piano, voice, and other lessons to community members and their children. A few of the sports below hold annual ‘camps’ where children can spend several days working on new skills.

- Soccer
- Football
- Cheerleading/dance

## Appendix W (continued)

- Volleyball

**Bengal Warrior Boot Camp (BWBC)** – In the past four years, BWBC previously only invited students (high school and pre-college) from the Ft. Hall Reservation's Summer Youth Program. This year, ISU's Native Americans United student organization and Native American Student Services in Central Academic Advising extended the invitation to any high school/pre-college Native American student in the state. BWBC includes two days of activities include: the ISU Alpine Challenge Tower, the Warrior Team Race Obstacle Course, along with a variety of presentations on leadership, careers, and college planning, with the primary goals:

- To discuss the need for effective leadership by and for Native Americans and how to take charge of one's own education
- To provide the opportunity for participants to get information relating to higher education
- To provide access to professionals presenting on a variety of career options and the ways to achieve success in a given profession or trade
- To provide moderately challenging physical activities to build individuals' self-esteem and foster leadership skills

**Tech Expo** – For 13 years, the College of Technology brings local and regional employers and educational programs together to showcase the limitless opportunities available to thousands of high school students, the ISU community, and residents of Southeast Idaho. This large, interactive event brings together ISU programs and majors with business and industry partners to emphasis career pathways available to ISU graduates.

**Alumni Outreach Events** – ISU Alumni Association's mission is to "promote the welfare and to advance the objectives of Idaho State University through the sustained involvement of its alumni by providing philanthropic, intellectual, and social opportunities. Examples of 2013-14 Outreach Events include:

- Legislative Reception – January 2014. There were 196 in attendance (143 attended in 2013), 43 were legislators (34 in 2013), and three Constitutional Officers (none in 2013).
- Boise Alumni Mixer – new event is January 2014. More than 73 guests, many of whom were first-time alumni guests and second generation alumni.
- Alumni Ski Tours – new events in 2014. More than 500 alumni visitors at three venues (Boise – Bogus Basin, Idaho Falls - Pomerelle, Pocatello – Pebble Creek).
- Pocatello Alumni Basketball game – new event in 2014. Partnership with ISU Athletics (Men's basketball game). More than 290 attended.
- Boise Alumni Hockey Game – new event in 2013. More than 40 alumni attended Steelheads hockey game in Boise.
- Alumni Basketball game – ISU vs. UI - in Boise - had 8 tables (of 8) sold for game to alumni plus 15-20 additional tickets purchased by alumni.
- Sports Hall of Fame- largest attendance (ever) with more than 200 guests for ceremony and luncheon
- Homecoming- largest attendance (ever) with 278 guests attending President's Alumni Recognition Dinner
- Summer outreach concert- Boise- Eaton & Sanders in Concert- 218 guests attended. Increase of 13 over previous year

## Appendix W (continued)

- Alumni Golf Scramble- Jerome, Idaho- more than 80 golfers participated from Magic Valley area. Similar number to 2012.
- Golden & Silver Bengals- reception and ceremony resulted in 23 alumni returning to campus from 25 and 50 year graduates. Previous year attendance 16.
- Annual Professional Achievement & Outstanding Student Awards programs- 23 award recipients annually receiving recognition for engagement and future outreach

### Online outreach:

- Facebook- now have 2,250 likes; 526 average engaged users monthly; monthly total reach 2,709. Began FB contests for outreach and engagement with more being planned.
- Alumni website- completely re-done in 2013. Increased page views by 14.5%, unique page views by 11.67%, increased average time on page by 14.32%, increased entrances (to other locations within website) 21.55%. Decreased bounce rate by 3.44%.
- Alumni membership has increased by 69% with online purchase resulting in increased income YTD of \$5,370

### Other areas of outreach:

- Direct mail campaign to 28,600 alumni of which 6,500 were pre-qualified for JSU Credit Union Alumni Affinity MasterCard. Resulted in 208 new alumni accounts opened, 172 used with balance of \$963,326 and royalty accrued income of \$124,812. Former affinity credit card relationship had expired 2 + years previously.
- Expanded outreach with Liberty Mutual (Affinity Insurance partner) with 2 tailgate events in 2013 (none previously) October and November 2013. Did 3 additional FB posts and one email blast (24,000) for Quote for Scholarship campaign (to drive viewers to alumni website)
- Expanded role with Ad missions and Recruitment providing alumni incentive gifts for ISU Information Nights at all locations, ISU pins for alumni parents of future students in addition to expanded alumni board member participation at these events.
- Board and staff participation in Commiversity events- Welcome Back Orange & Black and Celebrate Idaho State-2,500 to 3,000 participants
- Hosted Holiday Open House @ Maguson Alumni House annually for area partners and alumni guests- averaging 50-60 guests
- Hosted Pocatello Chamber After Hours @ Homecoming annually for community and Alumni - attendance exceeds 200 guests



# Appendix X

## Examples of continuing education and professional development

Continuing education (CE) and continuing professional development (CPD) provision and hosting is an integral example of leadership provided in the Health Sciences to Idaho and beyond. Continuing education and continuing professional development are lifetime commitments to health professionals and this is a value ISU instills strongly in its graduates. It benefits not only the provider of the education, but the audience and the community who enjoy the benefits of health professionals who are up to date in their education, providing medical care at the highest level and working at the top of their license level. Live CE is a networking opportunity and offers the chance to serve alumni of ISU. The University offers Simulation Centers in Pocatello and Meridian that serve the public through simulation learning continuing education activities. Additional examples include Pharmacy continuing professional development that is accredited by Accreditation Council for Pharmacy Education (ACPE) and continuing medical education required by physician assistants is a new DHS offering, with room for expansion and growth. The Treasure Valley Anatomy and Physiology Laboratories will offer contemporary state-of-the-art educational offerings in skill labs. Current initiatives are in place to develop an interprofessional focus for CPD. Examples of ISU hosted events include the Annual Geriatrics Symposium broadcast through distance learning technology to a broad audience.

Idaho State University is committed to excellence in education and offers a variety of professional development opportunities throughout the year. Continuing Education (CE) and Continuing Professional Development (CPD) provision and hosting is an integral example of leadership provided in the Health Sciences to Idaho and beyond. CE and CPD are lifetime commitments to health professionals and this is a value ISU instills strongly in its graduates. It benefits not only the provider of the education, but the audience and the community who enjoy the benefits of health professionals who are knowledgeable regarding best practices health care. The ISU [Division of Continuing Education](#) offers hundreds of non-credit professional development and personal enrichment courses covering every topic from Anatomy and Physiology to HIPAA Compliance or Medical Coding. Below are some examples of ISU continuing education and professional development:

- **The Intermountain Center for Educational Effectiveness** - Hosted in the ISU College of Education, the ICEE provides in-service teachers (those graduated, certified, and/or currently employed as teachers and administrators) in developing research-based methods and content for their own professional growth. The ICEE works closely with school districts, administrators, and even pre-service teachers (as undergraduates) in developing the standards required by the profession. Courses range from science, math and literacy to addressing the needs of students with disabilities in the classroom, and computer technology. Courses are offered at various locations around the state, as well as online.
- **The College of Nursing** is an accredited provider of Nursing Continuing Education by the Northwest Rural Nurse Residency. The Nursing office of professional development provides continuing education to a national audience of nurses. Quantitatively they have provided 49 courses for a total of 2095.5 nursing contact hours in the last year.

## Appendix X (continued)

- **The Department of Counseling** offers continuing education for Mental Health and Counseling Issues for Counselors, Psychologists, Social Workers, Marriage and Family Therapists, and other Mental Health Professionals. Topics in the 2013-14 year ranged from eating disorders, clinical supervision, to ethics and decision making. These courses are affordable and contribute greatly to the professional community in Idaho.
- **Pharmacy Continuing Education** - As one of only two ACPE accredited providers in Idaho, ISU's ultimate aim is to provide a variety of courses that offer high quality, unbiased, and up-to-date educational experiences for pharmacists and other health care professionals. Currently the College offers CE programs in two formats; live presentations, and home correspondence. In 2013 these offerings consisted of 6540 hours, not counting Idaho State Board of Pharmacy approved CE.
- **Rocky Mountain Learning**, is a part of the Idaho State University Institute of Rural Health. RML utilizes 3D virtual worlds, webinars, and videoconferencing to provide quality distance education to a national audience. By combining multiple distance learning delivery methods and adapting them to meet client needs, RML is able to provide superior distance learning.
- **The Idaho Health Sciences Library (IHSL)** is a unit of the Eli M. Oboler Library. It was formed in 1992 in response to the Idaho State Board of Education's (the Board) designation of ISU as the state's lead institution for education in the health professions. The mission of the IHSL is "to advance education, research, and patient care by providing publication-based information to the university community and Idaho health care providers." In addition to the services it provides to the university community, the IHSL provides database searches, document delivery, interlibrary loan, and journal issue table of contents delivery to three local hospitals, as well as to Idaho unaffiliated health care professionals, on a cost recovery basis.