

General Curriculum Report #239

UNIVERSITY OF IDAHO - REGISTRAR'S OFFICE

March 24, 2006

TO: MEMBERS OF THE UNIVERSITY OF IDAHO FACULTY

The items listed below, approved by the University Curriculum Committee, will be considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Council within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report will be submitted to the president for approval and transmittal to the regents, if regents action is required. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Council and the remainder of the report will move forward. On items referred to it, the council may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action. *Note:* If a petition concerns courses or curricula in the College of Letters Arts and Social Sciences or in the College of Agricultural and Life Sciences, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.

Art and Design

1. Change the credits of the following course [**Effective:** Summer 2006]

Art **491 Information Design** (3 cr, max 9). Project-based course in theory and practice of the design of information and information visualization for use in research, teaching, and outreach. Interdisciplinary teams of students, faculty and staff will develop and produce systems that communicate complex ideas with clarity, precision, and efficiency, using the most appropriate presentation tools. Prereq: Jr standing.

2. Change the description and prerequisites of the following course [**Effective:** Summer 2006]

Art **495 BFA Senior Thesis** (2 cr, max 4). Open only to B.F.A. Art and Design majors who have been admitted to the professional program through the BFA Art and Design Review. ~~Open only to B.F.A. studio art majors.~~ BFA majors take 2 semesters. Preparation of thesis, portfolio, and senior exhibition. Prereq: Sr standing and completion of 15 cr in 300-level art courses with a minimum grade of C and a minimum GPA of 2.75.

3. Drop the following courses [**Effective:** Summer 2006]

Art **207 Ancient to Medieval Art and Culture** (3 cr). *May be used as core credit in J-3-d.* Survey of art and civilization from the Prehistoric era to Medieval Europe. The study and evaluation of the principal artistic and architectural monuments includes examination of the art and architecture of Ancient Egypt, the Ancient Near East, the Aegean civilizations, the art and culture of Greece and Rome, the Early Christian and Byzantine periods, and Carolingian, Romanesque, and Gothic art and architecture.

Equivalent Course: Art 100

Art **209 Northern Renaissance Art and Culture** (3 cr). *May be used as core credit in J-3-d.* A study of the art and culture of northern Europe from c. 1350-1600. Major artistic achievements of the period, artistic theories, and their cultural and historical components are studied alongside the philosophical, religious, scientific, political, and economic developments that informed artistic production in Germany, France, England, and the Netherlands. Artists to be examined include Jan van Eyck, Rogier van der Weyden, Hugo van der Goes, Hieronimus Bosch, Albrecht Dürer, Hans Holbein, and Peter Breugel.

Equivalent Course: Art 100

Art **210 European Art and Culture 1600-1750** (3 cr). A survey of European Baroque and early Eighteenth-Century art, architecture, and culture. Principal periods and styles considered include Italian Baroque, Spanish Baroque, Dutch Baroque, and art and architecture in France and Britain. The art and architecture of the Age of Louis XIV along with Rococo is also examined. Artists and architects to be studied include Caravaggio, Bernini, Borromini, Velasquez, Rembrandt, Vermeer, Poussin, and Watteau, among others.

Equivalent Course: Art 100

Art **408 Readings in Art** (1-3 cr, max 6). Directed readings in various areas of art including, but not limited to, art history, art theory, and art criticism. Prereq: Art 100, 301-302 or equiv, or perm of instructor before registration.

4. Change the curricular requirements of **Studio Art** (B.F.A.) [**Effective:** Summer 2006]

The B.F.A. is a four-year degree divided into two parts: the preprofessional program (freshman and sophomore years) and the professional program (junior and senior years). Majors are eligible to apply for the professional program when they have completed the art core and the 200-level art course requirements, and earned a minimum 2-52.75 GPA. Applications for the professional BFA program will be requested each semester; students must be admitted to the professional BFA through the review process before being admitted to 490 BFA Art/Design Studio and 495 BFA Senior Thesis. ~~Application for the professional program may be made during the semester the student is completing these requirements. Applications for the professional B.F.A. program will be requested each semester.~~ Transcripts and a portfolio of the student's art work must accompany the application. Students accepted into the professional program must complete 15 credits of 300-level studio courses with at least 6 of the 15 credits in one sequential studio area and 12 credits of art history before enrolling in Art 490 and Art 495. Students must maintain a minimum GPA of 2-52.75 and receive a grade of C or better in the 300- and 400-level art courses. Students may reapply for entry into the professional program any semester after their sophomore year.

Required course work includes the university requirements (see regulation J-3), the art core (~~except Art 100~~), and a studio emphasis (all the 200-level and 300-level courses in a specific studio area) in one of the following areas: drawing, graphic design, interaction design, painting, sculpture, printmaking, photography/digital imaging, or ceramics, and:

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5. Change the curricular requirements of **Art Education** (B.S.Art.Ed.) [**Effective:** Summer 2006]

Required course work includes the university requirements (see regulation J-3), the art core, a studio emphasis (all the 200-level and 300-level courses in a specific studio area) in one of the following areas: drawing, graphic design, interaction design, painting, sculpture, printmaking, photography/digital imaging, or ceramics, and the courses listed below.

Note: For registration in upper-division courses in the field of education, students must have been admitted to the teacher education program and [meet the teacher education GPA requirements, have a GPA of 2.5, unless a higher average is stated as a prerequisite in the course description](#). For admission criteria, refer to "Admission to the Teacher Education Program" in the College of Education section of Part 4 of this catalog.

Education

1. Change the number of the following courses [**Effective:** Summer 2006]

ED ~~584-572~~ **Introduction to Quantitative Analysis in Education** (3 cr). ([ED 581](#)). An introduction to quantitative research methods in education and the social sciences. The overall goal of the course is to prepare students to understand the process of scientific inquiry, fundamental statistical concepts and procedures of data analysis. The contents will include research design, measurement, and data analysis procedures commonly used in educational research.

ED ~~582-571~~ **Introduction to Quantitative Research** (3 cr). ([ED 582](#)). Overview of research techniques, emphasizing experimental, quasi-experimental, descriptive, analytical, single subject designs. Special emphasis on interpreting and critically evaluating research articles; planning, analyzing, and writing quantitative research studies. Prereq: graduate standing.

2. Change the number and prerequisites of the following courses [**Effective:** Summer 2007]

ED ~~684-584~~ **Intermediate Quantitative Analysis in Education** (3 cr). ([ED 684](#)). An in-depth analysis of quantitative research methods in social and behavioral sciences. The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment. Prereq: [ED 581 and ED 582, and enrollment in a doctoral program; introductory statistics coursework or permission.](#)

3. Change the prerequisites of the following course [**Effective:** Summer 2007]

ED **687 Advanced Quantitative Analysis in Education** (3 cr). Advanced analysis of quantitative research methods in education and social sciences. The goal of the course is to expose students to multivariate statistics and quantitative research approaches. Topics include multiple correlation/regression, discriminate analysis, exploratory and confirmatory factor analysis, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), canonical correlation analysis, cluster analysis, log linear model, path analysis and structural equation modeling. Prereq: ED ~~684-584 and 586~~, or perm, and enrollment in a doctoral program.

Law

1. Change the curricular requirements of **Juris Doctor** (J.D.) [**Effective:** Summer 2006]

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5. Semesters and Credits in Residence

Candidates for graduation are required to complete six semesters or their equivalent (90 weeks total) "in residence" at a law school on the [approved list of the American Bar Association](#). The last two semesters and the last 26 semester credits must be completed in residence at the College of Law, unless waived by the Associate Dean for good cause shown. "In residence" is defined as being enrolled for a schedule representing at least ten credit hours of work each week and passing at least nine of those hours. A student who fails to pass work equal to nine credit hours receives residence credit in the ratio that the hours passed bear to nine. A student who fails to enroll for 10 credit hours receives residence credit in the ratio that the hours for which the student is enrolled bear to ten. In the event that both ratios apply to a given case, the lower ratio controls. By vote of the College of Law faculty, specific courses may be designated as satisfying all or part of a semester in residency requirement. Credits earned in the [Northwest Institute for Dispute Resolution](#) do not count toward credits in residence.

6. Pro Bono Requirement

[Beginning with the entering class of Fall 2006, students in the College of Law will be required to complete forty \(40\) hours of uncompensated law-related pro bono service as a condition of graduation. This service must comply with the requirements set forth in the Pro Bono Program Guide available from the Director of Pro Bono Program.](#)

FOR THE FACULTY'S INFORMATION

Correction to General Curriculum Report 238:

Changes to Cooperative Courses Approved Since Last General Curriculum Report:

(ID = taught only at UI; WS = taught only at WSU, LC = taught only at LCSC; ID&WS = can be taught at both UI & WSU; ID&LC = can be taught at both UI & LCSC)

1. Change the title of the following course [Effective: Summer 2006]

PISc **WS06** ~~Diseases of Plants~~ **Epidemiology and Management of Plant Diseases** (4 cr). WSU PI P 551.

Other Informational Changes:

1. The following UCC approved changes in General Curriculum Report 238 have been revoked per Petition to the Faculty Secretary and will return to UCC for rediscussion.

- Change the description, number and title of the following courses [Effective: Summer 2006]

ED ~~582–571~~ **Introduction to Quantitative Research Methods** (3 cr). (~~ED 582~~). ~~Overview of quantitative research approaches (experimental, quasi-experimental, non-experimental) and experimental design. Topics include: selecting research topics; identifying research questions; variable types; operationalizing constructs; data sampling; survey design and methodology; measurement and data collection; descriptive and inferential analysis; reading/interpreting/critiquing quantitative research; and writing/presenting quantitative research results.~~ ~~Overview of research techniques, emphasizing experimental, quasi-experimental, descriptive, analytical, single subject designs. Special emphasis on interpreting and critically evaluating research articles; planning, analyzing, and writing quantitative research studies.~~ Prereq: graduate standing.

- Change the description and number of the following course [Effective: Summer 2006]

ED ~~584–572~~ **Introduction to Quantitative Analysis in Education** (3 cr). (~~ED 581~~). ~~An introduction to quantitative analysis methods in education and social sciences. Fundamental topics in descriptive statistics are explored from both conceptual and hands-on perspectives. Topics include: variable types and measurements scales; visual displays of data; measures of central tendency and variability (mean, median, mode, range, standard deviation, variance); data distributions; standard scores; data transformations; bi-variate correlations; basic probability theory; simple regression; assumption diagnostics; statistical software skills development; and reading/interpreting quantitative research results.~~ ~~An introduction to quantitative research methods in education and the social sciences. The overall goal of the course is to prepare students to understand the process of scientific inquiry, fundamental statistical concepts and procedures of data analysis. The contents will include research design, measurement, and data analysis procedures commonly used in educational research.~~

- Change the description, number and prerequisites of the following courses [Effective: Summer 2006]

ED ~~684–584~~ **Intermediate Quantitative Analysis in Education** (3 cr). (~~ED 684~~). ~~An in-depth coverage of inferential analysis approaches used in education and social sciences. Intermediate topics are covered from both conceptual and hands-on perspectives. Topics include: sampling distributions; statistical inference and interval estimation; hypothesis testing; inferential comparison of means, proportions, correlation coefficients and variances; two-predictor regression, part and partial correlation; one-factor analysis of variance (ANOVA); multiple comparisons & trend analysis; factorial ANOVA; fixed, random and mixed ANOVA designs; repeated measures ANOVA; non-parametric techniques; data screening and diagnostics; extensive use of statistical software; and reading/interpreting; writing quantitative research results.~~ ~~An in-depth analysis of quantitative research methods in social and behavioral sciences. The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment.~~ Prereq: ED 581 and ED 582, and enrollment in a doctoral program. ~~Introductory statistics coursework and permission.~~

- Change the description and prerequisites of the following course [Effective: Summer 2006]

ED **687** **Advanced Quantitative Analysis in Education** (3 cr). ~~Introduction to multivariable and multivariate statistical techniques and concepts including: multiple regression; canonical correlation; logistic regression; exploratory factor analysis; MANOVA; MANCOVA; discriminate analysis; data screening and assumption diagnostics; multicollinearity; general linear models; path analysis; confirmatory factor analysis; structural equation modeling; programming statistical software syntax; and writing/interpreting multivariate research results. Emphasis is on developing the knowledge and skills required to apply appropriate statistical techniques to address specific types of research questions and associated data sets, and to independently use and interpret sophisticated data analysis methods.~~ ~~Advanced analysis of quantitative research methods in education and social sciences. The goal of the course is to expose students to multivariate statistics and quantitative research approaches. Topics include multiple correlation/regression, discriminate analysis, exploratory and confirmatory factor analysis, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), canonical correlation analysis, cluster analysis, log-linear model, path analysis and structural equation modeling.~~ Prereq: ED ~~684–584~~ and 586, or perm., and enrollment in a doctoral program.