COLLEGE OF EDUCATION
Proposed Catalog Changes

Curriculum and Instruction

1. Drop the following courses **[Effective: Summer 2015]**

   **LibS C415 Technical Services for Small Libraries (1 cr)**
   Examine library technical services of the small or one-person public or school library. Explore techniques for finding sources for material, using cataloging systems to provide access, and processing materials to get them ready for use. Print, multimedia, and electronic formats, automatic systems and networking will be discussed. Recommended Preparation: LibS 425.

   Recommended Equivalency: None

   Rationale: There are no students that need to complete this course.

   **LibS C416 Library Services to Rural Areas (1 cr)**
   Explore the administration and programming of rural public libraries, including historical and social context, financing and governance, staffing, and programming for the community. Recommended Preparation: LibS 425.

   Recommended Equivalency: None

   Rationale: There are no students that need to complete this course.

2. Add the following courses **[Effective: Summer 2015]**

   **EDCI 581 Theoretical Foundations of Online Learning (3 cr)**
   This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.
   **Prereq:** Senior-status in teacher preparation program with sufficient GPA or Graduate-status in an education-related field

   Recommended Short Course Title: Theor Found Online Learning

   Rationale: This will serve as the introductory course for the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

   **EDCI 582 Online Course Design (3 cr)**
   This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.
   **Prereq:** EDCI 581; and Senior-status in teacher preparation program with sufficient GPA or Graduate-status in an education-related field

   Rationale: This will serve as the second course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

   **EDCI 583 Open Education (3 cr)**
   This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.
   **Prereq:** EDCI 581; and Senior-status in teacher preparation program with sufficient GPA or Graduate-status in an education-related field

   Rationale: This will serve as the third course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

   **EDCI 595 Practicum in Online Learning (3 cr)**
   This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K-12 students in an authentic online setting.
   **Prereq:** EDCI 582 and EDCI 583; and Senior-status in teacher preparation program with sufficient GPA or Graduate-status in an education-related field

   Rationale: This will serve as the final course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.
Education

1. Add the following course [Effective: Summer 2015]

   ED 620 Grant Writing (3 cr)
   The reality in today's context is that organizations are resource challenged. Increasingly organizations are dependent on garnering external resources to be able to successfully accomplish their missions. In this course students are guided from developing ideas and identifying potential funding sources to the submission of proposals as well as follow up techniques.

   Rationale: Data collected from focus groups for the assessment of doctoral learning outcomes, strongly recommended a doctoral level course on grant writing. Focus group participants argued that in today's context most organizations experience a reality in which there is a gap between what they want to do and the resources required to do it. To close this gap, outside sources of financial support are needed and both aspiring scholars and professional practitioners need the skills to assemble information and present information persuasively to be awarded support. The Graduate Research & Policy Committee and the Graduate Faculty approved this change. This course change should align the doctoral education curriculum so that it better aligns with the doctoral learning outcomes.

Movement Sciences

1. Add the following course [Effective: Summer 2015]

   Rec 415 Turfgrass Management (3 cr)
   Turfgrass science, cultivation and management for a wide variety of golf course applications.

   Rationale: This course will be taught by the Director of the PGA Golf Management Program, and Superintendent and Assistant Superintendent. This will not increase the teaching load for these instructors.