Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: TEDU

Graduate Program: Proposed: Certificate Program in Gifted Education- change to EDFS 760: Characteristics of the Gifted and Talented

Will this course be cross-listed with an undergraduate or other graduate course?

☐ YES  ☒ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2010

Change(s) desired: Course name and catalog/course description- Suggested changes are below the current name and description.

Current name and description: EDFS 760: Characteristics of the Gifted and Talented (3)

An in-depth study of the unique learning and behavioral characteristics of children and youth who are gifted and talented. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality.

New name and description: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives (3)

This survey course offers foundational knowledge through study of gifted education’s historical and philosophical evolution, rationale as well as research, theory and practice of identification and program models. It focuses on gifted/talented youngsters’ unique learning, behavioral characteristics, developmental patterns, and concomitant needs and issues, including special populations and accommodations.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Justification for change(s): The name and description have been updated using the National Gifted Education Standards from the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC).

Signature of Program Director: Julie Swanson Date: 11-11-09
Date approved by the Department: 10-16-09
Signature of Department Chair: Date:
Signature of Schools' Dean: Date: 11-11-09
Susan Morrison 11/24/2007

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
H L K. Hiinsky Date: 12/9/09
Signature of Chair of Grad Council

Signature of the Faculty Secretary: Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Syllabus
EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives
2010
College of Charleston, SC
Three graduate hours

Meeting Time and Place: 45 contact hours at North campus TBA
Instructor's Name: Julie Dingle Swanson, Ed. D.
Instructor's Office Hours: TBA and by appointment
Location: Room 218, School of Education, Health, and Human Performance
Instructor’s Office phone/Fax/Email: 953-5106 953-8109 fax swansom@cox.net
Course Prerequisites: While there is no prerequisite for this course, basic technology skills are necessary for your success. If you have weaknesses in technology skills, you can arrange for a tutorial with the director of the regional technology center in your school district.

Technology Proficiencies Utilized in Coursework:
- Navigating the CD
- Creating a Table
- Sending Attachments
- Using Draw Program to Create Mind Map
- Creating PowerPoint (use of talking notes)
- Creating a Publication
- Web CT- threaded discussion

Course Description: This survey course offers foundational knowledge through study of gifted education’s historical and philosophical evolution, rationale as well as research, theory and practice of identification and program models. It focuses on gifted/talented youngsters’ unique learning, behavioral characteristics, developmental patterns, and concomitant needs and issues, including special populations and accommodations.

Course Goals: Upon completion of this course, students will know and understand the development, nature and learning needs of Gifted and Talented students; historical, cultural and social foundations which have influenced how we identify and serve gifted students, and special populations that reflect the diversity of giftedness. The course will enable understanding of the potential of gifted children, and will better prepare course participants to teach them.

Course Text/Materials: CD-Rom for T 3 course developed by the SDE- Selected Readings – accessed from Academic One File, a Gale Database at www.scdisCUS.org Other readings on the nature and needs of gifted children and youth assigned and distributed by the instructor when needed for class activities.
Teaching and learning: School of Education Elements of Teacher Competency:
All courses in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.

Professional Behaviors and Dispositions: You are responsible for content and assignments. You are expected to demonstrate professional behaviors consistent with the following dispositions:
- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.
Course outcomes are derived from the standards set forth by the CEC-TAG (Council for Exceptional Children, The Association for Gifted) and NAGC (National Association for Gifted Children) and NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education, Health, and Human Performance. The course outcomes follow:

Course Outcomes: Upon completion of this course, the student will be able to
1. Provide a defensible rationale for gifted education based on knowledge of the historical context of gifted education and regular education.
2. Demonstrate understanding of varied definitions of gifted/talented, and compare and contrast these definitions.
3. Explore characteristics and needs of gifted students and their implications for teaching gifted students.
4. Develop an understanding of conceptions of intelligence and how they shape our view of giftedness.
5. Understand gifted education within the context of curriculum reform in South Carolina by examining g/t curricula and comparing
standards for g/t curricula with South Carolina Frameworks, South Carolina Standards for Student Performance, South Carolina Assessment Program, and state regulations for gifted and talented.

6. Analyze and interpret objective as well as authentic student assessment data to diagnose specific student strengths and weaknesses in academic areas.

7. Demonstrate knowledge of a variety of instructional models and curricular options for g/t by development of strategies that modify content, process, product and the learning environment for g/t students.

8. Access technology resources and use technology as part of instruction, enabling worldwide communication and research.

9. Discuss and assess current research related to identification of and programming for gifted children, including students from underrepresented and special populations.

ETC #1: OUTCOMES RELATED TO UNDERSTANDING AND VALUING THE LEARNER: COURSE OUTCOMES 1, 2, 3, 6, 10

ETC #2: OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS: COURSE OUTCOMES 3, 4, 5, 6, 7, 8

ETC #3: OUTCOMES RELATED TO UNDERSTANDING YOURSELF AS A PROFESSIONAL: COURSE OUTCOMES 5, 9

Course Requirements:

Course Requirements

1. You must attend a minimum of 85% of class sessions to receive credit. Expectations of you as a graduate student are completion of all assigned readings and projects on time; responsibility for all course content; responsibility for keeping up with grades and attendance; and utilization of internet and google.docs, word processing, and email.

2. Class Learning Activities – total of 25 points – Each learning activity is worth 3 points for each of eight class meetings with the final point being given for cooperative completion of class requirements during the final class. You will complete these assignments in class, but your successful completion means that you will be prepared with all required readings and your notes on the readings. Each class activity will be based on one or more of our readings and discussions. These activities will include Socratic Seminar, Simulation, Boundary Breaking, Consensus Finding in Group Discussion and Peer Analysis and Feedback. You will be asked to reflect on each activity in writing and this writing reflection will be included in your grade. Your attitude toward acquiring new skills in serving the needs of gifted learners will be noted by the instructor and written feedback on your professional disposition during these learning activities will be provided. Rubrics will be distributed only when needed as criteria will often be developed.
during class time and sometimes by individual groups.

3. **Major Assignments – total of 55 points**
   **Strand One:** PowerPoint *(Rationale for Gifted Program)* - 10 points

   **Strand Two:** Case Study – 20 points (A thorough coverage of this cumulative, culminating assignment is required for course credit.)

   **Strand Five:** Publication – 10 points

   **Strand Six:** Reflective Essay – 15 points

4. **Video Reflection Assignments – total of 10 points**

   Each reflection is worth 3-4 points.

5. **Individual Analyses – total of 10 points**

   You will individually complete the following reflections and turn in word-processed responses via Google docs prior to the class meeting day they are due. Please bring a hard copy of your response to class with you on each due date.

   **Strand 1:** Definition Similarities and Differences (Journal #2) 3 points

   **Strand 3:** Three significant ideas from your assigned category and why each is significant. 4 points

   **Strand 4:** Creative adaptation of JVTB PowerPoint with an emphasis on your personal perspective on the nature of gifted as it applies to your school community. 3 points

   Additional description of assignments including rubrics/evaluation criteria to be provided.

   **Evaluation Scale:**
   
   - A = 93-100
   - B+ = 88-92
   - B = 83-87
   - C+ = 78-82
   - C = 74-77
   - F = below 74.

   **Evaluation Criteria:** Each assignment counts as the following percentage of your grade.

   **Class Learning Activities – 25 points or 25% of grade**

   3 points for each of eight classes and 1 point for the final class. These reading/discussion-based activities will be completed during
face-to-face class time and will allow time for participants to demonstrate their professional dispositions around meeting

**Major Assignments – 55 points or 55% of grade**
- PowerPoint on Rationale for Gifted Program – worth 10 points
- Publication on Special Populations – worth 10 points
- Case Study – worth 20 points
- Reflective Essay – worth 15 points

**Video Reflection Assignments – 10 points or 10% of grade**
3-4 points for each assignment

**Individual Analyses – 10 points or 10% of grade**
3-4 points for each assignment- these are listed above and on the course schedule

**Total points possible: 100**

**Assignment Due Dates:** Please note that late assignments lose points for each day beyond the due date. You will be given due dates in class one.

**Attendance Policies:** Attendance during all scheduled sessions is critical in this course. Adherence to this attendance policy means that any student with in excess of 15% absences will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.

**College of Charleston Honor Code:** Students in this course must adhere to the College of Charleston Honor Code. Any Honor Code violation will result in a grade of “XF” for the course. The grade of XF means failure due to academic dishonesty. If a student is found responsible for an act of academic dishonesty, the professor for that course must assign an XF.

The XF remains on the student’s official transcript for a minimum of 2 years. After 2 years, the student can petition the Honor Board for the removal of the X. The F will remain.

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Tentative Course Calendar:** (date and tentative topics and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Learning Activities and Assignment/s</th>
<th>Required Readings</th>
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| Day | Strand 1: History and Rationale of Gifted Education | Complete Selected Readings from CD-ROM, Create Timeline and Draft School Based Presentation Including Agenda and Power Point, Video Reflection #3 and Individual Reflection - Definitions of Gifted - Similarities and Differences | Strand 1  
Colangelo and Davis  
National Excellence Report  
SC BPM – Chapter 1 |
| Day 2 | Strand 2: Characteristics of the Gifted | Review CD-ROM, Form Study Group, Create an Initial To Do List for Your Chosen Case Study Student, Report in to Group and Send Preliminary List to Instructor | Strand 2  
Davis & Rimm (1998)  
And characteristics checklists |
| Day 3 | Strand 3: Concepts of Intelligence, Achievement, and Motivation | Individually Identify Three Significant ideas from your assigned reading category and Develop and Teach the Class the 3 Big Ideas after reaching consensus within your group; Video Reflection # 3 | Strand 3  
Intelligence Theory  
Thompson (2001)  
Intelligence Tests  
Gallagher & Gallagher (1994)  
Robinson & Chamrad (1986)  
Achievement Tests  
Popham (2001)  
Motivation  
McNabb (1997)  
Lumsden (1994) |
| Day 4 | Strand 4: Identification of Gifted and Talented | Use the Joyce Van Tassel-Baska Power Point as the Spring Board for Developing a School Based Explanation of how Giftedness can be Defined and Developed; Incorporate this into your own Power Point | Strand 4  
View Strand 4’s "Content & Readings" VTB PowerPoint; Callahan (1995) Article  
SC Best Practices Manual- Chapter Eight |
| Day 5 | Strand 5: Special Populations | After Perusing CD-ROM, | Strand 5  
Readings for three of the |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>6</td>
<td><strong>Strand 6: Accommodations, Models, and Approaches to Meeting Needs</strong></td>
<td>Academic One File and Other Internet Sites, Develop a school based publication to help teachers understand and serve the needs of three special populations found within your school. You will not finalize and publish the prototype of this publication until Day 7. Complete Video Reflection #2</td>
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<td>7</td>
<td><strong>Selecting an Inspirational Figure/Role Model in the Field of Gifted and Talented Education</strong></td>
<td><strong>Strand 6</strong>&lt;br&gt;Accommodations - Kulik Vialle&lt;br&gt;Approaches to Meeting Needs - Dinnocenti (1998)&lt;br&gt;Counseling Needs - Colangelo (2002)&lt;br&gt;Greene (2002)&lt;br&gt;Olenchak (2001)&lt;br&gt;Teachers of Gifted - Cashman and Sullkenger (2000)&lt;br&gt;Competencies Needed by Teachers of the Gifted (OGT Research Review – 2000)&lt;br&gt;Gallagher (2001)&lt;br&gt;Vaille and Quigley (2002)&lt;br&gt;Complete the First Draft of Your Reflective Essay and Share. Plan a Perfect Day for the Gifted and Talented Students within your school and prepare to share a bit of it with the whole class. After an initial inquiry into current and past media, devise a Personal Interview with your Favorite Role Model/Leader in the field of education for the gifted and talented. Develop a 5 minute Presentation (format of your own choice) to share with the whole class on Day 8.</td>
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<tr>
<td>8</td>
<td><strong>Refining Your Tools for Advocacy</strong></td>
<td>Individuals within groups will provide reflection and feedback on the Advocacy Tools of each group member. Each member will then refine and submit his/her Electronic Portfolio</td>
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<td>Day 9</td>
<td>Reflecting on Your Own Know How</td>
<td>including a Print Publication and a Power Point.</td>
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<td>Teachers will choose from a selection of texts and conduct a Socratic Seminar for the class by group. Each teacher will Share One Outcome of his/her Case Study and Refine Personal Reflective essay.</td>
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<tr>
<td>TBA</td>
<td>Final</td>
<td>Final assessment- Submit the Personal Reflective Essay. Due during final exam period for course</td>
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Please Refer to the CD-ROM for selected readings for Strands 1 through 6.

Participation in Group and Instructor Led Class Activities at each class meeting is a requirement for successful completion of this section of EDFS 760.

Documents subsequent to the above assignments must be submitted to the instructor by way of Google docs.