Proposal to Change a Graduate Course

Department: TEDU
Graduate Program: Proposed: Certificate Program in Gifted Education- change to EDFS 762: Practicum in Instruction 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 762: Practicum in Instruction of the Gifted and Talented (3)

A supervised field experience requiring a minimum of 75 clock hours of direct contact with children and youth who are gifted and talented.

New name and description:

EDFS 762: Field Experience in Curriculum and Instruction for Gifted and Talented Students (3)

In this course, students design curriculum, establish learner outcomes, plan instruction, and assess planned curriculum’s efficacy on student learning. Students work in the field with gifted/talented learners for a minimum of 40 hours, implementing curriculum of their own design and assessing its effect on culturally and linguistically diverse gifted/talented students.

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).

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

November 2007
Signature of Program Director: [Signature] Date: 11-11-09
Date approved by the Department: 10-16-09
Signature of Department Chair: [Signature] Date: 11-11-09
Signature of Schools' Dean: [Signature] Date: 11/24/2009

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Signature of Chair of Grad Council: [Signature] Date: 12/18/09
Signature of the Faculty Secretary: [Signature] Date: [Blank]

If more space is needed for any section, please attach additional sheets to this form.
College of Charleston
EDFS 762: Field Experience in Curriculum and Instruction for Gifted and Talented Students (3)
2010
Three hours of graduate credit

Meeting Time and Place:
TBA
Instructor's Name: Julie Dingle Swanson, Ed. D.
Office Hours: TBA
Office Location: School of Education, Health, and Human Performance, Room 218
Office phone/Fax/Email: 953-5106 953-8109 fax swansonj@cofc.edu
Course Prerequisite: EDFS 760 and 761 or permission of instructor
Course Description: In this course, students design curriculum, establish learner outcomes, plan instruction, and assess planned curriculum’s efficacy on student learning. Students work in the field with gifted/talented learners for a minimum of 40 hours, implementing curriculum of their own design and assessing its effect on culturally and linguistically diverse gifted/talented students.
Course Outcomes: All teacher preparation programs in the EEHP are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EEHP 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.

Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children), the NAGC (National Association for Gifted Children) and the NCATE (National Council for the Accreditation of Teacher Education) in the form of the NAGC-CEC Teacher Knowledge and Skill Standards for Gifted and Talented Education. These standards define expectations for the EEHP. The course outcomes, organized by
the Elements of Teacher Competency, follow:

**Course Outcomes:** At the conclusion of this course, the student will

UNDERSTANDING AND VALUING THE LEARNER:
KNOWING WHAT AND HOW TO TEACH AND ASSESS
AND HOW TO CREATE AN ENVIRONMENT WHERE
LEARNING OCCURS

UNDERSTANDING SELF AS PROFESSIONAL

1. Utilize a repertoire of evidence-based curriculum and
   instructional strategies to differentiate for individuals with
gifted and talents. (NAGC-CEC standard 4)

2. Actively create learning environments that foster value
   for diversity, cultural understanding, safety and emotional
   well-being, positive social interactions, and active
   engagement for gifted learners. (NAGC-CEC Standard 5)

3. Develop and implement curriculum plans anchored in
   both general and special curricula. (NAGC-CEC Standard
   7)

4. Recognize the effects that gifts and talents can have on an
   individual’s learning as well as influences of language,
culture, and family background. (NAGC-CEC Standard
   3)

5. Understand the role of language and communication in
talent development and ways in which exceptional
   conditions can hinder or facilitate such development.
   (NAGC-CEC Standard 6)

6. Utilize the profession’s ethical and professional practice
   standards to guide decisions and actions. (NAGC-CEC
   Standard 9)

7. Effectively collaborate with families, other educators, and
   other service providers of individuals with gifts and
talents. (NAGC-CEC Standard 10).

**Course Requirements:**

**Description of Projects/Assignments:**

1. **Reflective Practice:** Five essays- 20 points. During the five
   weeks of implementation of your planned instruction with your
   gifted and talented students, you will keep a journal of short
   essays reflecting on new understandings gained during the field
   experience. The essays can use words and pictures to express
   insights, ideas, opinions, observations, etc. You will use one of
   the following topics for each journal essay: Learning
   Environment; Interactions in the classroom; Challenging diverse
   gifted learners; Enhancing communication skills and effective
   collaboration; Selecting resources, strategies, and products.
   (NAGC-CEC Standards 6, 7, 9)

2. **Curriculum and Instruction Plan for Field Work- 20
   points** - Based on curriculum standards and gifted and talented
   learner needs, you will outline a four to five week plan for
teaching your gifted and talented students. Your plan will include the following ten sections: Content, assessment, introduction, teaching strategies, learning activities, grouping strategies, products, resources, extensions, differentiation.
(NAGC-CEC Standards 4, 7)

3. Self Assessment of Field Work- 20 points- You will create an assessment plan for your field work prior to beginning. Formulate questions to guide your assessment based on 1) expected learner outcomes; 2) the learning environment you expect to develop; and 3) Professional and ethical practice: two to three professional goals as they relate to teaching gifted and talented students. Identify data sources that will allow you to answer your formulated questions on assessment. Collect and analyze the data relative to your formulated questions. Write up your conclusions.
(NAGC-CEC Standards 5, 8, 9)

4. Observations of Selected Student: Student Profile- 20 points- You will select one student from a special population (CLD, Twice exceptional, UAG, other) and create a student profile which examines the student and his/her response to your implemented Curriculum and Instruction Plan (above) in light of the following:
- Influence of diversity factors (i.e., language, culture, and family background) on student learning
- Influence of social and emotional development on interpersonal relationships and learning
- Positive influences on student engagement and motivation
- Idiosyncratic learning patterns
(NAGC-CEC Standards 3, 5, 6, 10)

5. Final Assessment of Field Work by Instructor: 20 points-
The instructor will utilize the William and Mary Observation Scale to observe your teaching in the field as your final assessment. The scale and the grading rubric will be provided. Specific, elaborated descriptions of assignments including rubrics and criteria for evaluation will be provided in assignment packet.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A= 93-100</th>
<th>C = 74-77</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+ = 88-92</td>
<td>F = below 74</td>
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<tr>
<td></td>
<td>B = 83-87</td>
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<tr>
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<td>C+ = 78-82</td>
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**Evaluation Criteria:** Each assignment counts as the following percentage of your grade.
Total points possible: 100

College of Charleston EEHP grading scale above will be used.

- Reflective Practice Essays 20%
• Plan for Field Work 20%
• Self Assessment of Field Work 20%
• Student Profile 20%
• Instructor Assessment of Field Work 20%
Total 100%

Attendance Policies: Please note that we have reviewed the EEHP attendance policy during the first class meeting. The instructor in this course will adhere to that policy. Adherence to this attendance policy means that any student with absences in excess of 85% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.

Honor System: Students in this course must adhere to the College of Charleston Honor Code. Any Honor Code violation will result in an XF for the course.

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 specific topic and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Class One</td>
<td>Introduction&lt;br&gt;Syllabus&lt;br&gt;Course requirements&lt;br&gt;Pre-assessment: Personal and Cultural Frames of reference; Personal skills and limitations; Culturally Responsive Behaviors (NAGC-CEC Standard 9, K1, S1; NAGC-CEC Standard 10, K1)&lt;br&gt;Gifted Learners’ Bill of Rights</td>
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<tr>
<td>Class Two</td>
<td>Instructional Strategies (NAGC-CEC Standard 4, S1, 2, 3)&lt;br&gt;Instructional Planning (NAGC-CEC Standard 7 K2; S2; S4; S5)</td>
<td>Plan for Field Work</td>
</tr>
<tr>
<td>Class Three</td>
<td>Learning Environment and Social Interactions (NAGC-CEC Standard 5, S3, 4, 5)&lt;br&gt;Individual learning Differences (NAGC-CEC Standard 3 K1, K2, S1)&lt;br&gt;Instructional Strategies (NAGC-CEC Standard 4, S4, 5)</td>
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</tr>
<tr>
<td>Class Four</td>
<td>Language and Communication (NAGC-CEC Standard 6, S1, 2)</td>
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</tbody>
</table>
Individual Learning Differences
(NAGC-CEC Standard 4, S6, 7)
(continued)

Class Five
Assessment
(NAGC-CEC Standard 10, S5; NAGC-
CEC Standard 8, S3, 4)

Class Six
Assessment (NAGC-CEC Standard 4, S
3, 4)
(continued)

Class Seven
Personal and Ethical Practice (NAGC-
CEC Standard 9, S5, 6)
Collaboration (NAGC-CEC Standard
10, S1, 2, 4)

Class Eight
Personal and Ethical Practice ((NAGC-
CEC Standard 9, S7)
Collaboration (NAGC-CEC Standard
10, S6)

Class Nine
Advocacy and leadership (NAGC-CEC
Standard 10, S2,3)
Discussion: self assessment assignment
Wrap-up: course evaluation

TBA
Final Assessment

RP Essay 1
Student Profile
RP Essay 2
RP essay 3
RP Essay 4
self assessment assignment work
Self Assessment of Field
work
Observations to be scheduled with individual students