Graduate School of The College of Charleston
Proposal for a New Graduate Certificate Program
Certificate in Gifted and Talented Education

Introduction and Rationale

The certificate in Gifted and Talented Education will be comprised of 18 hours, six courses, in graduate coursework, with a nine hour core of courses in gifted and talented education required for all levels (elementary, middle, and secondary). The remaining nine graduate hours will be comprised of coursework in gifted and talented education for elementary level or in graduate content courses for the middle and secondary level.

The certificate program is designed based on South Carolina Department of Education requirements for add-on certification in Gifted and Talented Education. Teachers who hold certification in other areas are eligible for admission to this program. Each teacher’s program of study is determined by his/her current certification area. For example, a teacher certified in secondary English would take a nine hour core of gifted and talented education courses and nine hours of graduate coursework in English to complete the requirements for the certificate in Gifted and Talented Education.

The educational objectives of the program are to

- Provide a program of study at the graduate level in gifted and talented education for the purpose of adding an area of certification;
- Provide teachers with a focused program of study for the purpose of credential advancement; and
- Contribute to the credentialing of gifted and talented educators in South Carolina.

The proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses* that may be developed follows.

Nine hours core in gifted and talented education courses required for all (elementary, middle, and secondary):

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.

EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students (3)
This course introduces curriculum for gifted/talented students through exploration of models and instructional and assessment strategies matched to their educational needs and abilities. Current technology is employed in researching and designing curriculum which differentiates content, process/product and environment for gifted/talented learners following South Carolina Regulations for Gifted.

Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives

EDFS 763: Advanced Curriculum Practices for Gifted and Talented Students*(3)
This course explores previously introduced topics through in-depth study of varied curricular and instructional models and their efficacy for this population. Students will develop competencies in creating challenging curriculum, individualizing for culturally and linguistically diverse learners, designing appropriate learning environments, and assessing student performance (Proposed course).

Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students

Additional nine hours of requirements for elementary level; optional for middle and high levels:

EDFS 686: Special Topics: Current Trends and Issues in Gifted and Talented Education (3)
In this course, students engage in in-depth examination of specific facets of gifted and talented education. This course includes topics such as special populations of gifted learners; current trends in identification and programming; underachievement and motivation of gifted and talented learners; and under-representation of culturally and linguistically diverse gifted students.

Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students

EDFS 764: Social and Emotional Development of Gifted and Talented Students* (3)
This course extends basics of gifted learners’ nature and needs to in-depth study of theory and research on their social and emotional development and implications for guidance, counseling, and teaching. Students review research on affective characteristics, personality traits, family factors, special populations, and cultural and linguistic influences on student growth (Proposed course).

Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students
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.

Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students

Additional nine hours of requirements for middle level

Graduate coursework may include 500 level courses in English, 500 level courses in History¹, 500 level coursework in Mathematics, and content-based courses in Science and Mathematics for Teachers (advanced science and/or mathematics courses offered in the SMFT program at the College of Charleston). Students must meet content area course prerequisites and program expectations. Students taking History graduate courses must meet M. A. in History program requirements (i.e., 18 hours of undergraduate coursework in history completed).

A Concentration of three (3) Content Area Courses at the Graduate Level (9 hours).²

This coursework must be completed prior to the gifted education coursework.

For middle school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the middle school level.

Additional nine hours of requirements for secondary level

Graduate coursework may include 500 level courses in English, 500 level courses in History³, 500 level coursework in Mathematics, and content-based courses in Science and Mathematics for Teachers (advanced science and/or mathematics courses offered in the SMFT program at the College of Charleston). Students must meet content area course prerequisites and program expectations. Students taking History graduate courses must meet M. A. in History program requirements (i.e., 18 hours of undergraduate coursework in history completed).

¹ The MA in History supports the concept of the proposal but does not commit to opening seats in their courses to certificate candidates because their classes are “overfull”. In the future, when the History Department resolves the issue of limited resources, it is our hope that they will open and/or find seats in their courses for program candidates.

² Letters from English, SMFT, History, and Mathematics are included in the Appendix.

³ The MA in History supports the concept of the proposal but does not commit to opening seats in their courses to certificate candidates because the classes are “overfull”. In the future, when the History Department resolves the issue of limited resources, it is our hope that they will open and/or find seats in their courses for program candidates.
A Concentration of three (3) Content Area Courses at the Graduate Level (9 hours).\(^4\)

*This coursework must be completed prior to the gifted education coursework.*

For high school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the high school level.

**How the proposed course sequences associated with the certificate will meet the stated educational objectives**

The course sequence within this certificate program will allow both general education teachers and teachers already endorsed in gifted education (currently a six hour requirement) to take concentrated coursework as required by the state for an additional teaching credential in gifted and talented education. State requirements are included in the Appendix.

For middle and high school teachers, completing nine hours of advanced coursework such as Advanced Placement (AP) or other advanced coursework at the graduate level in their chosen discipline (English, Mathematics, History/Social Studies, Science) will prepare them with additional depth of content knowledge needed to teach gifted and talented students in challenging and innovative ways.

EDFS 760 provides foundational knowledge of gifted education from historical, theoretical, and philosophical perspectives and enables a basic understanding of the nature and needs of gifted and talented students.

EDFS 761 introduces research based curriculum models for gifted and talented learners, provides an overview of instructional processes that challenge gifted learners, and requires demonstration of the ability to differentiate and to construct curriculum for gifted learners based on those learners’ unique needs.

EDFS 763 extends and deepens teacher knowledge and competencies in designing and adapting academic content, instructional processes, products, assessment and learning environments for the differential learning needs of culturally and linguistically diverse gifted and talented students (Proposed course).

EDFS 764 builds on the introductory nature and needs with more in-depth examination of personal, cultural, familial, and other influences on the motivation to learn and achieve at levels commensurate with the gifted and talented learner’s potential (Proposed course).

EDFS 686 (Special Topics) ensures that students explore current trends and issues related to the field of gifted education. For example, understanding under-representation of

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\(^4\) Letters from English, SMFT, History, and Mathematics are included in the Appendix.
special populations in gifted programs and research on effective ways to find and develop academic talent in under-represented groups is one possible special topic.

EDFS 762 provides a 40-hour field experience in a setting with gifted and talented learners where students demonstrate their understanding of how to differentiate for and accommodate diverse gifted and talented youngsters.

Evidence of Need
The following data provide evidence of need for a certificate program in gifted and talented education, drawn from both external and internal sources.

The only institution of higher education in South Carolina that offers advanced study in gifted and talented education is Converse College in Spartanburg. Opportunities for advanced study in gifted and talented education are needed in the coastal and central regions of SC, and The College of Charleston has the potential to capture those “markets” by delivering some of the coursework through alternatives to face courses. There is much need statewide for basic courses in gifted education as indicated by an informal survey conducted by the SCDE in December 2008. Results of that survey show that nearly a thousand teachers need to take the two introductory courses (EDFS 760 and 761) to become endorsed to teach gifted and talented students (Source: Rick Blanchard, SCDE).

Table 1 shows the enrollment data from the past three years in the gifted and talented education courses that have been offered at the College of Charleston. These data are indicative of one potential pool of persons who would be interested in add-on certification in gifted and talented education. We will actively recruit these former students when the program is approved.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Enrollment Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDFS-686</td>
<td>EDFS-760</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Fall 2006 - Spring 2007</td>
<td>43</td>
<td>89</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2007 - Spring 2008</td>
<td>17</td>
<td>194</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>4</td>
<td>77</td>
</tr>
<tr>
<td>Fall 2008 - Spring 2009</td>
<td>20</td>
<td>125</td>
</tr>
</tbody>
</table>

In Table 2 below, data gained from survey of gifted coordinators in region’s school districts reports the 2008-09 numbers of teachers of gifted and talented students at the
elementary, middle, and high school levels. Of these teachers, only 39 are reported to hold certification in gifted and talented education.

Table 2. 2008-09 Reported Teachers of Gifted and Talented

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>ELEMENTARY</th>
<th>MIDDLE</th>
<th>HIGH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaufort</td>
<td>72-14 w/ Masters or Certification</td>
<td>40-12 w/ Masters or Certification</td>
<td>40-8 w/ Masters or Certification</td>
<td>152</td>
</tr>
<tr>
<td>Berkeley*</td>
<td>71–1 w/Masters or certification</td>
<td>92–1 w/Masters or certification</td>
<td>131 (Honors and AP)</td>
<td>293</td>
</tr>
<tr>
<td>Charleston*</td>
<td>65</td>
<td>35</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>Dorchester 2</td>
<td>57</td>
<td>84</td>
<td>n/a</td>
<td>141</td>
</tr>
<tr>
<td>Dorchester 4</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Horry</td>
<td>80</td>
<td>158</td>
<td>190 (honors) 63 (AP) 10 (IB)</td>
<td>501</td>
</tr>
<tr>
<td>Jasper</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

*Note: Estimated.

Faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence are listed below. Adjunct faculty associated with the program have up-to-date curriculum vitae on file.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Area/s of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Dingle Swanson, Ed. D.</td>
<td>Associate Professor</td>
<td>Nature and needs, identification, special populations, curriculum (introduction and advanced), social and emotional development, field experience</td>
</tr>
<tr>
<td>Charissa Marrah, Ph. D.</td>
<td>Visiting Professor</td>
<td>Nature and needs, identification, special populations, field experience</td>
</tr>
<tr>
<td>Merle Tamsberg, Ph. D.</td>
<td>Visiting Professor</td>
<td>Nature and needs, introduction to curriculum</td>
</tr>
<tr>
<td>Anne Gutshall, Ph. D.</td>
<td>Assistant</td>
<td>Nature and needs, identification, special populations, field experience</td>
</tr>
<tr>
<td>Professor</td>
<td>identification, Social and emotional development</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Marie Manning, Ph. D.</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Kim Chandler, Ph. D.</td>
<td>Adjunct Instructor</td>
<td></td>
</tr>
</tbody>
</table>

**Program Coordinator**

Julie Dingle Swanson is designated as the coordinator of the program, for purposes of communication with the Graduate School. Her curriculum vita is included in the Appendix.

**Other**

The proposed certificate program contains two new courses that have been taught as Special Topics courses, requires no new faculty or additional costs. Admissions requirements for the *Certificate in Gifted and Talented Education* include:

1. Program application (includes professional goals).
2. Current teaching certificate.
3. Graduate transcripts (if any).

Students may receive credit for taking equivalent coursework at the graduate level at other institutions within the past five years. In some cases coursework may transfer. Up to 6 hours of transfer credit may be applied to this certificate program, from CEC/NAGC/NCATE accredited teacher education programs.

Certificate completion requires 18 hours in the approved program of study with a minimum 3.0 GPA. Candidates are expected to complete the program within six years or less. Candidates who receive more than one grade below C+ will be dismissed from the program. All academic policies of the Graduate School apply (as specified in the current catalog at the time of admission).

The College of Charleston does not grant certification. Successful completion of the certificate program provides the candidate with the coursework needed to be eligible to apply for the add-on certification from the Office of Teacher Certification, South Carolina Department of Education (see Appendix for state certification requirements).
SIGNATURES

1. Signature of Program Director: [Signature] Date: 11-11-09

2. Date approved by the Department: 10-16-09

3. Signature of Department Chair: [Signature] Date: [No Date]

4. Signature of School Dean: [Signature] Date: 11-11-09

5. Signature of Provost: [Signature] Date: 11/24/2009

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

6. Signature of Chair of the Faculty Committee on Graduate and Continuing Education.
   [Signature] Date: 12/9/09

7. Signature of Chair of Graduate Council: [Signature] Date: 12/18/09

8. Signature of the Faculty Secretary: [Signature] Date: [No Date]
Appendix
MEMO
Re: Certificate in Gifted Education
Date: September 8, 2009
From: Susan Farrell; Program Director, M.A. in English

As program director of the M.A. in English, I support the proposal for a certificate in gifted education. Because the proposed certificate program requires students to take advanced level coursework in the discipline/academic area in which they teach, graduate courses in the English M.A. program may increase by a few students. Our program is able to accommodate these students, and we are happy to do so. We believe that the program will make an important contribution to the college and to the community at large.
To whom it may concern:

As graduate program director for the MEd Program in Science and Mathematics for Teachers, I support the proposal for a certificate in gifted education. Because the proposed certificate program requires students to take advanced level coursework in the discipline/academic area in which they teach, graduate courses in the Science and Mathematics for Teachers program may increase by a few students, but it is unlikely that it would require adding any new sections of the courses. The proposal makes it clear that "Students must meet content area course prerequisites" (page 3 of proposal). Please contact me if you have any questions.

Sincerely,

Gary W. Harrison
Director, MEd in Science and Mathematics
harrising@cofc.edu
843-953-5734
Dear Dean Amy McCandless and Graduate Council,

I am writing on behalf of the graduate program in the mathematics at the College of Charleston to support Prof. Julie Swanson's proposal for a Certificate in Gifted and Talented Education program.

This program has graduate core course requirement covering such topics as the nature and needs of gifted and talented, curriculum instruction for gifted and talented students, and the social and emotional development of these students. The remaining nine graduate hours will consist of coursework in gifted and talented education in respective graduate content course areas. These courses could consist of 500 level courses in mathematics or courses in the Science in Math for Teachers program.

Prof. Swanson formulated the certificate program using the South Carolina Department of Education requirements for add-on certification in Gifted and Talented Education. This means that teachers who hold certification in other areas are eligible for admission to this program. Each teachers program of study will be determined by the area in which he/she wishes to have certification. For example, a teacher certified in secondary Mathematics would take the three core courses and then three courses of graduate coursework in Mathematics to complete the requirements.

Ben Cox
Graduate Program Director
Mathematics Department
Dear Graduate Committee

I am writing in response to the proposal from Julie Dingle Swanson and the School of Education for a new program in Gifted and Talented Education. The MA program in history has been asked to give our support for this program that would allow qualified students from to register into our courses at the 500 level. I regret that we cannot support the program at this time, even though we have a general philosophical agreement with its goals. I will try to explain our situation as best I can.

First, let me note that this decision has been reached after conversations between myself and Professor Swanson, a visit by professor Swanson to a meeting of the Joint Committee for the History MA (composed of three College of Charleston and three Citadel faculty) and deliberations by that committee. I am actually writing this letter at the direction of the Joint Committee of the History MA.

In our discussion about this proposal, we certainly agreed with its goals. It is important, in all disciplines, for teachers in our public schools to have a high degree of sophisticated training. Our program already serves public school teachers returning to receive their MA and we feel we have served them well. We do not have a quarrel with the general aspiration of the program.

I must also add that, after a very collegial discussion with me, Professor Swanson worked to revise the original proposal so that students who would take our courses would have to meet the minimum standard we require for all of our students. This was an important step as it cleared away some of our earlier concerns about the program.

There are, however, some issues that we cannot move past. Right now, we have something of our crisis in our program in that we have a large number of students and can only offer a small number of courses because of limited resources. We have been searching for various ways to deal with this, including limiting the number of non-degree students we accept into our program. It does not make sense for us to commit to open the program to another category of students outside of our own discipline.

Let me give you a couple of examples of our situation. This semester, we have a 500 level course on “Early Islam” that has 26 students (though it is supposed to close at 20). Last semester, we had a course on “Ancient Greece” that climbed to 25. This is happening because we are trying to give our students first choice and
because so many of our other classes are also overfull even when they are not as large as these mentioned. For example, I taught a 600 level course last semester that was supposed to close at 15 but ended up with 19 students.

We would like the committee to know that we would like to be able to support this program in the future. We hope that in years to come we will have more resources to meet the demands for seats in classes that I am describing. Right now, we do feel that to commit ourselves to this program would be making a promise we could not keep to the School of Education, as well as endangering the learning experience of our own students.

Best,
Scott Poole
Associate Professor/
CofC MA director
SOUTH CAROLINA
EDUCATOR CERTIFICATION MANUAL

DIVISION OF EDUCATOR QUALITY AND LEADERSHIP
OFFICE OF EDUCATOR CERTIFICATION

South Carolina
Department of Education
Together, we can.

Jim Rex
State Superintendent of Education

September 2003
(Revised August 2008)
EDUCATOR CERTIFICATION MANUAL

Mr. Mark Bounds, Deputy Superintendent
Division of Educator Quality and Leadership

Mr. James H. Turner, Director
Office of Educator Certification

Division of Educator Quality and Leadership
Office of Educator Certification
3700 Forest Drive, #500
Landmark II Building
Columbia, South Carolina 29204

Telephone: 803-734-8466
Toll-Free Telephone: 877-885-5280
Fax: 803-734-2873/8264
E-Mail: certification@scteachers.org
Web Site: http://www.scteachers.org

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(c) placement in a third-year-level course in the foreign language department at an accredited college or university; or

(d) demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the State Department of Education.

(G) GIFTED AND TALENTED EDUCATION

(1) Bachelor's degree

(2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

**Requirements for elementary level**

| Nature and Needs of Gifted and Talented Students | 3 |
| Introduction to Curriculum and Instruction for Gifted and Talented Students | 3 |
| Advanced Curriculum Practices for Gifted and Talented Students | 3 |
| Identification, Current Trends, and Issues in Gifted and Talented Education | 3 |
| Special Topics in Gifted and Talented Education | 3 |
| Practicum in Gifted and Talented Education | 3 |

**Requirements for middle level**

| Nature and Needs of Gifted and Talented Students | 3 |
| Introduction to Curriculum and Instruction for Gifted and Talented Students | 3 |
| Advanced Curriculum Practices for Gifted and Talented Students | 3 |
| Content-area courses at the graduate level* | 9 |

For middle school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the middle school level.

**Requirements for secondary level**

| Nature and Needs of Gifted and Talented Students | 3 |
| Introduction to Curriculum and Instruction for Gifted and Talented Students | 3 |
| Advanced Curriculum Practices for Gifted and Talented Students | 3 |
Content-area courses at the graduate level*

*For high school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the high school level.

Gifted and Talented Endorsement (only)

In order to fulfill Regulation 43-220(II)(C), all teachers of a Gifted and Talented course or class must complete a training program that is approved by the State Department of Education. Completion of the training specified here fulfills this requirement and provides an endorsement in Gifted and Talented Education:

A professional certificate in the teaching area
AND
Six (6) hours in the following courses
Nature and Needs of Gifted and Talented Students 3
Introduction to Curriculum and Instruction for Gifted and Talented Students 3

(H) HEALTH EDUCATION

(1) Bachelor's degree

(2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the required content area examination(s) required by the State Board of Education

(4) Specialized preparation

Required
Human Anatomy and Physiology 3–4
(in addition to the 12 semester hours of basic science requirements)
School Health Program 2–3
Emergency Preparedness and First Aid 2–3

Additional Courses (selected from a minimum of three additional areas for a total of twenty-four semester hours)
Environmental Health 2–3
Foods and Nutrition Education 2–3
Contemporary Health Problems 2–3
Drug Education and Drug-Taking Behaviors 2–3
Family Living and Sex Education 2–3
Mental Health 2–3
Valuing and Decision Making in Health Education 2–3