FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Julie Dingle Swanson  Email: swansonj@cofc.edu  Phone: 3-5106

Department and School Name: TEDU  Name and Acronym of Graduate Program: Gifted and Talented Education Certificate

Date (Semester/Year) changed/deleted program will take effect: Fall 2012  Fall 2013

I. CATEGORY OF REVIEW (Check all that apply)

☐ Change Request (attach details):
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
  ☐ Delete courses from requirements or electives
  ☐ Add new emphasis (check one): ☐ concentration  ☐ track  Total # of hours:
    (note: any emphasis involving more than 18 credit hours will also require CHE approval)
  ☐ Terminate Program (check one):  ☐ Degree  ☐ Certificate  ☐ Emphasis (concentration/track)
    (if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? ☐ Yes  ☐ No
If yes, what semester will students complete the program?

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included with this form for each course deletion.

☐ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below.

CURRENT: The current certificate in Gifted and Talented Education is 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.

CHANGE: The revised certificate in Gifted and Talented Education will be comprised of 18 hours, six courses, in graduate coursework, required for all levels (elementary, middle, and secondary). No longer will nine hours in graduate content courses (Mathematics, Sciences, English) be required as part of this certificate for the middle and secondary level.

III. RATIONALE or JUSTIFICATION

September 2011
For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

RATIONALE: The current certificate was designed to mirror state certification requirements. However, it became apparent that students would not gain the knowledge and skills necessary to meet the National Association for Gifted Children-Council for Exceptional Children standards for teacher preparation in nine hours of core coursework required for middle and high levels. The change requiring all levels (elementary, middle, and high) to complete 18 hours of advanced study in gifted and talented education ensures that the standards of the field will be fully addressed in coursework.

IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

Graduate School of The College of Charleston
Proposal to change Graduate Certificate Program
Certificate in Gifted and Talented Education

The revised course sequence associated with the certificate, including titles and course descriptions for existing courses follows.

Eighteen hours 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 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
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

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 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

Coursework DELETED/DROPPED from certificate: A Concentration of three (3) Content Area Courses at the Graduate Level (9 hours) for middle and secondary level. Included graduate coursework as follows: 500 level courses in English, 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).

Attach the completed COURSE FORM and a sample syllabus for each new course. No new courses

Is a syllabus for each new course attached?  ☐ Yes  ☐ No  not applicable

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Knowledge of the nature and needs of the gifted and talented learner</td>
<td>Case study, all students in EDFS 760, using rubric for assignment, B or higher</td>
</tr>
<tr>
<td>2. Demonstrate ability to develop differentiated unit of study for gifted and talented learners</td>
<td>Unit plan, all students in EDFS 761, using rubric for assignment, B or higher</td>
</tr>
<tr>
<td>3. Demonstration of teaching in the field</td>
<td>Field work assessment, all students in EDFS 762,</td>
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</tbody>
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4. Demonstrate ability to address special needs populations
   Advanced Curriculum Project, all students in EDFS 763, using rubric for assignment, B or higher

Additional Outcomes or Comments:
5. Support for social and emotional development- Support plan, all students in EDFS 764, using rubric for assignment, B or higher
6. Collaboration, advocacy and planning- Special populations advocacy project, all students in EDFS 760, using rubric for assignment, B or higher

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

The impact on existing programs and courses is minimal. To date, only one student enrolled in the program has taken graduate courses in English, Mathematics, or sciences. The certificate change has occurred early enough in the development that these programs will not be impacted.

Is this changed/deleted program used by others?  ☐ Yes  ☒ No
If yes, please provide a letter of support in each case.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

No new costs.
VIII. APPROVAL and SIGNATURES

Signature of Program Director:

[Signature] Date: 4-24-12

Signature of Department Chair:

[Signature] Date: 4-24-12

Signature of School Dean:

[Signature] Date: 4/26/12

Signature of the Provost:

[Signature] Date: 8/10/12

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

[Signature] Date: 9/6/2012

Signature of Chair of the Graduate Council:

[Signature] Date: 9/18/12

Signature of Faculty Senate Secretary:

Date: _____________________________

Date Approved by Faculty Senate: _____________________________