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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-62	App-2/5/08	App-2/26/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person VICTORIA B. DAMIANI	Email Address VDAMIANI@IUP.EDU
Proposing Department/Unit Educational + School Psychology	Phone 7-3753

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change																															
EDSP 423 Educational Programming for Gifted Learners																															
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>																														
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.																															
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision																															
<u>Current program name</u>	<u>Proposed program name, if changing</u>																														
4. Approvals <table border="1"> <thead> <tr> <th></th> <th></th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Department Curriculum Committee Chair(s)</td> <td>Victoria B. Damiani</td> <td>2/20/07</td> </tr> <tr> <td>Department Chair(s)</td> <td>Edward A. Lewis</td> <td>2/21/07</td> </tr> <tr> <td>College Curriculum Committee Chair</td> <td>Jaspe Demasack</td> <td>3/25/07</td> </tr> <tr> <td>College Dean</td> <td>Mary Ann Rafets</td> <td>2/21/07</td> </tr> <tr> <td>Director of Liberal Studies *</td> <td></td> <td></td> </tr> <tr> <td>Director of Honors College *</td> <td></td> <td></td> </tr> <tr> <td>Provost *</td> <td></td> <td></td> </tr> <tr> <td>Additional signatures as appropriate: (include title)</td> <td></td> <td></td> </tr> <tr> <td>UWUCC Co-Chairs</td> <td>Carl S Sedquist</td> <td>4-2/5/08</td> </tr> </tbody> </table>				Date	Department Curriculum Committee Chair(s)	Victoria B. Damiani	2/20/07	Department Chair(s)	Edward A. Lewis	2/21/07	College Curriculum Committee Chair	Jaspe Demasack	3/25/07	College Dean	Mary Ann Rafets	2/21/07	Director of Liberal Studies *			Director of Honors College *			Provost *			Additional signatures as appropriate: (include title)			UWUCC Co-Chairs	Carl S Sedquist	4-2/5/08
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* where applicable

Received

APR 11 2007

Received

JAN 22 2008

Liberal Studies Liberal Studies

3c-01-3cr

EDSP 423 Educational Programming for Gifted Learners

Prerequisite: None

I. Catalog Description

Teaches educators the characteristics of various service delivery options in K-12 gifted education programs and assists them in determining which options are best for which types of gifted learners. How the concept of giftedness has changed, and how these changes have influenced service delivery, will be examined. Students will explore methods of modifying classroom instruction for gifted learners and learn which methods fit best with the various service delivery options. The importance of a systemic approach, that is the reciprocal impact of students, schools and families on each other, will be an underlying theme.

II. Course Outcomes

Students completing this course will:

- Compare the distinguishing characteristics of various service delivery options
- Explain how various options address the gifted education standards of the National Association for Gifted Children
- Discriminate pertinent terms and themes that have emerged from research on service options for gifted children
- Recommend how teaching techniques can be modified to effectively implement options
- Analyze the benefits and associated complications of each service delivery option
- Develop a repertoire of procedures for improving gifted education programs
- Appraise the systemic challenges associated with carrying out each service delivery option for classroom teachers and the school as a whole
- Plan methods and procedures for enhancing home/school communication efforts
- Employ knowledge & understanding to improvement of student program planning

III. Detailed Course Outline (Each session is 2 ½ hours)

Session 1

**Introductions/ Who are the gifted?
What is giftedness?
Discussion of Syllabus
Giftedness in Childhood vs Adult Eminence
(Suggested activities: Each student writes a definition of giftedness & shares description/
descriptions of the childhoods of various eminent people are read to see if giftedness was apparent/**

Reading

people are read to see if giftedness was apparent/
students are asked to write their own description
of gifted people-later they evaluate their descriptions
for bias based on what they have learned)

- | | | |
|-----------|---|--------------------------------|
| Session 2 | What do the experts say?
A brief review of
Sternberg, Gardner, Renzulli, & Wechsler
How do we identify gifted learners?
How do we determine needs? | D & R Ch1 & 2 |
| Session 3 | Timeline Due
Effect of the history of giftedness on current
practice
Review of PA Regulations/Chapter 16
(Suggested activities: Have small groups react to
statements about equity, excellence, tracking, &
cooperative learning & share high points of
discussions with class/Have small groups take
portions of the current regulations & discuss how
history of giftedness might relate to that section) | D & R Ch 4
Ch 16 of PA Code |
| Session 4 | Key service options at the elementary level: What
 are differentiation, enrichment, acceleration,
 cluster grouping, & compacting?
Review of research on acceleration | Ch 5 & 6 |
| Session 5 | Individualized services: The role of
 mentoring, internships, vocational planning &
 competitions. (Suggested activities: Present life-like
 scenarios & have class discuss possible service options.
 What information would they need to decide on service
 options?)
Check for understanding quiz | |
| Session 6 | Additional service options at the middle/high
 school level including advanced class sections,
 interdisciplinary courses, honors courses, early to college
 Preschool programming: Is it too early?/Early entrance
 Review NAGC Standards on line | |
| Session 7 | How to decide on service options: Use of standardized
 & curriculum-based assessments/Use of intelligence test
 results (Suggested activities: Give results of achievement
 & intelligence tests to small groups & have them tell what
 they now know about the child. How might this information | |

influence educational programming?)

- Session 8 **MIDTERM** on all course material & readings to date
- Session 9 **Review of midterm**
Features of effective curriculum for gifted learners
Problem-based learning/Performance assessment
(Suggested activities: Bring samples of William & Mary problem-based learning units for review/ Show video on performance assessment/Have class practice development of rubrics given description of an assignment)
- Session 10 **Obstacles to effective programming:**
Systemic approaches
Critique of secondary gifted education article due
- Session 11 **Factors in underachievement** Ch 13 & 17
The role of counseling in gifted programming
- Session 12 **Resource Room vs General Education Settings:**
Pros & Cons
Position paper due
- Session 13 **Effective decision making: The process of program development from assessment to evaluation of effectiveness**
Need to Know Board Assignment Due
- Session 14 **The teacher as advocate in programming for gifted learners/Working with administrators & parents/** Ch 16
(Suggested activity: Provide life-like parental concerns & have students outline how they would address them/Get copies of real GIEPs and have students evaluate)
General Review & discussion of
questions re: Final Exam
- Session 15 **FINAL EXAM** on all course material and readings since the midterm

IV. Evaluation Methods

Points will be awarded for *Activities, Assignments, & Tests*. Activities are intended to enhance student learning, foster communication with other students, and facilitate reaction to material presented. Activities are carried out in class and, if missed, can not be made up. Two points will be awarded to each student per class for participation in activities. Assignments and tests are intended to evaluate the student's attainment

of specific course objectives each of which are specifically noted within the assignments. Rubrics will be provided as additional course materials. A total of 150 points are possible for the entire course. See the course schedule for due dates.

	Points
Evolution of Gifted Education Timeline	10
Check for Understanding Quiz	10
Midterm Exam	30
Critique of Secondary Gifted Education Article	15
Position Paper	20
Need to Know Board (Decision-making guide)	9
Final Exam	30
13x2 for in class activities	26

V. Example Grading Scale

- A 90%-100% of all points possible
- B 80%-89% of all points possible
- C 70%-79% of all points possible
- D 60%-69% of all points possible
- F Less than 60% of all points possible

VI. Undergraduate Course Attendance Policy

Class attendance and participation are important. Any absences should be reported by telephoning the Department of Educational & School Psychology office and leaving a message or by contacting the instructor directly. Illness or family emergency are the only acceptable excuses for missing an exam. Due to the interactive nature of in-class activities, missed activities can not be made up.

Students are advised to read the IUP undergraduate student handbook and to be aware of University policy regarding unethical behavior, dropping and adding of courses, and grading issues.

VII. Required Reading

Davis, G. A., & Rimm, S. B. (2004). *Education of the gifted and talented*. Boston: Allyn & Bacon
Chapter 16 of the Pennsylvania Educational Code (Available from ProPacket)

VIII. None

IX. Bibliography

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- development of gifted children: What do we know?* (pp. 251-266). Waco, TX: Prufrock Press.
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Assessment Matrix

Standard of the National Association of Gifted Children		
<p>Develop differentiated curricula to meet the unique needs of gifted students</p> <p>Know & understand current educational policies, issues, & practices and their relationship to the field of gifted education</p> <p>Know & understand research based rationale for differentiating programming for gifted students.</p> <p>Vary teaching styles & instructional strategies to help meet the needs of gifted students.</p> <p>Use grouping effectively for appropriate instruction & individualized planning to assist gifted students in reaching their potential</p>	Objective	Assessment
	Compare the distinguishing characteristics of various service delivery options	Quizzes, Papers, Mid Term Exam...
	Explain how various options address the gifted education standards of the National Association for Gifted Children	Papers, Final Exam
	Discriminate pertinent terms and themes that have emerged from research on service options for gifted children	Timeline, Article Critique*, Mid Term & Final Exams
	Recommend how teaching techniques can be modified to effectively implement options	Position Paper*, Final Exam
	Analyze the benefits and associated complications of each service delivery option	Position Paper*

<p>Design, implement, facilitate, & evaluate differentiated learning experiences</p> <p>Forge integrated program of excellence between general education & gifted education</p> <p>Communicate and work in partnership with colleagues, families, business, & the public</p> <p>Know & understand influence of social, cultural, political & economic environments on gifted education.</p>	Develop a repertoire of methods for improving gifted education programs	Need to Know Board, Article Critique*, Final Exam
	Appraise the systemic challenges associated with carrying out each service delivery option for classroom teachers and the school as a whole	Position Paper*, Article Critique*
	Plan procedures & methods for enhancing home/school communication efforts	Need to Know Board, Final Exam
	Employ knowledge & understanding to improvement of student program planning	Mid Term & Final Exams, Need to Know Board, Position Paper*

*Notes Key Assessment

New Course Proposal – EDSP 423 Educational Programming for Gifted Learners

Part I. Curriculum Proposal Cover Sheet

Original is still with the committee. I can send a copy. Since it has signatures, it is not available electronically.

Part II. Description of Curricular Change

See syllabus of record.

Course Analysis Questionnaire

A1. This course is to eventually be part of a Certificate of Recognition planned with Special Education & Clinical Services. In that regard, it will be part of a new program, not part of existing programs in the Department of Educational & School Psychology. However, in its graduate form, it can be taken as an elective by EDSP students. It will also be open to any undergraduate student in education who would like to take it. Gifted education can be covered minimally in other courses in special education and school psychology, but not in this depth.

A2. Does not require changes in any other course.

A3. Yes, This course was offered as a distance special topics course, EDSP 681 Educational Programming for Gifted Learners, during second summer session in 2004 (18 students) and first summer session in 2005 (13 students).

A4. This course is to be dual level. The graduate approval is on hold pending undergraduate approval.

A5. Not variable

A6. Introductory courses in gifted education are offered at The College of William and Mary in Virginia, the University of Toledo, and the University of Virginia. Titles of some of the courses that appear comparable to what is described here are:

At the College of William and Mary in Virginia:

Curriculum and Instruction for Gifted Learners

At the University of Toledo:

Introduction to Talented and Gifted Education

Curriculum I: Differentiation for the Gifted and Talented

At the University of Virginia

Introduction to Gifted Education

Curriculum for Gifted

Instructional Strategies for Teaching the Gifted

Models and Services for Gifted Learners

A full undergraduate program of 12 semester hours is available at the University of Iowa. Some comparable courses are:
Introduction to Gifted Education
Differentiated Curriculum for the Gifted
Programming and Curriculum for High Ability Students

A7. In Pennsylvania

Giftedness is a formal exceptionality in the state of Pennsylvania as outlined in Chapter 16: Special Education for Gifted Students, of the Pennsylvania Code. *Pennsylvania Department of Education Gifted Guidelines* (2004) state that, "...it is necessary for both gifted education teachers and regular education teachers to be knowledgeable about gifted education (p.32)." Also, "To have an effective program for gifted students, administrators, counselors, librarians, psychologists and other support personnel must ... receive training in gifted education (p. 32). The following are some of the goals for professional development listed in the Guidelines:

- Promote an understanding of Chapter 16: Special Education for Gifted students;
- Promote awareness of gifted student characteristics and needs;
- Increase positive attitudes toward gifted students and their unique qualities;
- Generate enthusiasm for curriculum differentiation;
- Build a repertoire of teaching strategies that maximize potential for gifted behavior;
- Promote an understanding of current research and trends affecting programming for the gifted;
- Integrate gifted education within the total school curriculum;
- Nurture a collaborative spirit and skills among professional educators, families, and community members; and,
- Provide to teachers information about resources for facilitating learning.

The responsibilities placed upon school districts to provide gifted education are clarified in the Basic Education Circular (BEC) titled *Special Education for Gifted Students*. In this BEC, district responsibilities fall into four general categories:

1. Identify and evaluate gifted students.
2. Develop a Gifted Individualized Education Program (GIEP) for each gifted student.
3. Determine educational placement based upon each gifted student's individual needs.
4. Safeguard gifted students' due process rights.

Chapter 16 is currently under review. If adopted as proposed, it will include an endorsement (but not a certification) in gifted education for teachers of the gifted in Pennsylvania's public schools.

Nationally

The National Association for Gifted Children and the Council for Exceptional Children have jointly published standards for graduate programs in gifted education titled, *NAGC-CEC Teacher Knowledge and Skill Standards for Gifted and Talented Education*(2006). Some of the current standards that relate to EDSP 623 Educational Programming for Gifted Learners are:

Foundations:

- Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds
- Local, state/provincial and federal laws and policies related to gifted and talented education

Development and Characteristics of Gifted Learners

- Similarities and differences within the group of individuals with gifts and talents as compared to the general population

Instructional Strategies

- Curricular, instructional, and management strategies effective for individuals with exceptional learning needs
- Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continued assessment
- School and community resources, including content specialists, which support differentiation

Instructional Planning

- Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds

Assessment

- Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents

Collaboration

- Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents
- Advocate for the benefit of individuals with gifts and talents and their families.

B1. This course will be taught by EDSP faculty. Two of the other courses in the proposed program will be taught by EDEX faculty.

B2. Planning with the Department of Special Education & Clinical Services for the four-course proposal has gone on for years. There is no conflict that I am aware of. See attached emails of support.

B3. See B1.

B4. I don't see why not.

C1. I have taught this course in the summers. Most other faculty in my department could also teach it, since it is an introductory course. Of the nine faculty members currently in

the Department of Educational and School Psychology, seven would have the expertise to teach this course. All are certified school psychologists with doctoral degrees. If the course is taught online, faculty will have to be familiar with WebCt

C2. None of these resources are required. Library resources have been reviewed.

C3. No. It was originally written with grant resources. But, that was several years ago.

C4. Probably just summer.

C5. Just one in the summer.

C6. Enrollment during the last two summers this course was offered as special topics was 18 in 2004 and 13 in 2005. With a position paper and article critique as assignments, 20 is reasonable limit for a single instructor. However, the course has been successfully team taught and the number could go higher under this arrangement.

C7. Not that I am aware of.

C8. I will do the distance education application at a later time. I don't want to hold this one up any longer.

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
Subject: EDSP 423/523
Date: Mon, 23 Apr 2007 14:26:16 -0400
To: Victoria Damiani <vdamiani@iup.edu>



Vickie,
I am writing to confirm that the EDSP 423/523 course you have proposed in does not in any way conflict with information presented in any of courses offered in any of the programs within the Department of Special Education and Clinical Services.

Joe Domaracki
Department Chair

Susan J Glor-Scheib" <sglorsch@iup.edu>
Subject: Re: support for new EDSP course
Date: Thu, 26 Apr 2007 15:17:18 -0400
To: Victoria Damiani <vdamiani@iup.edu>



Dear Committee,

I'm submitting this email to confirm that the course elements associated with EDSP 624 Social, Emotional, and Cultural Factors in the Education of Gifted Learners, and, EDSP 423/523 Educational Programming for Gifted Learners in no way overlap with the course elements associated with EDEX 560 Family Perspectives on Disability. Although the topic of students who are gifted and learning disabled may be mentioned in class, such issues are not discussed in any substantive way.

Susan Glor-Scheib
Professor
Special Education and Clinical Services
Indiana University of PA

"No act of kindness, no matter how small, is ever wasted."
Aesop