

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-37d	App- 4/17/07	App- 4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Education of Exceptional Persons Program Dept. of Special Education and Clinical Services	Phone X72456

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)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*
EDEX 409 Instructional Strategies for Gifted Learners

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Current program name *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Demarache</i>	1-15-07
Department Chair(s)	<i>Joseph Demarache</i>	1-15-07
College Curriculum Committee Chair	<i>Joseph Demarache</i>	2-5-07
College Dean	<i>Mary Ann R. Roth</i>	2-5-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedust</i> Liberal Studies	4-17-07

Received
FEB - 8 2007
Liberal Studies

Received
APR 05 2007

Part II. Description of Curriculum Change

1. New Syllabus of Record

I. CATALOG DESCRIPTION

EDEX 409 Instructional Strategies for Gifted Learners

3c-01-3cr

Prerequisite: EDSP 102

Participants will explore issues of excellence and equity in gifted education; examine the unique characteristics of gifted learners; become oriented to the differentiation process; explore predispositions and behaviors of effective gifted teachers; and become acquainted with specific strategies for meeting the learning needs of gifted students.

II. Course Objectives: The content, activities, and assignments presented in this class will enable participants to:

1. Demonstrate familiarity with the needs and characteristics of gifted learners
2. Describe how the learning characteristic of gifted students warrant modifications to what is learned and how the material is presented.
3. Examine the impact of national standards and state guidelines on gifted education policy, programming options, and instructional practices
4. Exercise effective communication skills to advocate support of gifted education programming and differentiated instruction for students
5. Apply their understanding of differentiation in teaching gifted students
6. Reflect upon own beliefs and teaching styles to formulate personal goals for improvement
7. Synthesize information regarding instructional planning for differentiated learning experiences from a variety of sources
8. Graduate students will also apply the synthesis of the latest research related to a specific topic approved by the instructor.

III. Course Outline

<i>Date</i>	<i>Planned Activities, Required Reading(s), Assignments Due</i>
Week 1	INTRODUCTION Read Clark CH1 Complete CH1 after-reading responses
Week 2	Review Clark CH2 pre-reading prompts Read Clark
Week 3	WHAT IS DIFFERENTIATION Gifted learner advocacy editorial due
Week 4 Week 5	METHODS FOR DIFFERENTIATING BELIEF STRUCTURE Read Clark CHs 10/12
Week 6	BELIEF STRUCTURE Submit personal goals statement
Week 7	Midterm Exam TEACHER-STUDENT INTERACTION

Access/read *A Revision of Bloom's Taxonomy: An Overview*

- Week 8 TEACHER-STUDENT INTERACTION
Thinking skills scripted lesson/rationale due
Post thinking skills feedback responses due
- Week 9 COPING WITH GIFTEDNESS
 INSTRUCTIONAL GROUPING
- Week 10 COLLABORATIVE/SOCIAL LEARNING
View sample article summary
- Week 11 MANAGING STUDENT LEARNING
 CURRICULUM COMPACTING
- Week 12 TIERED ASSIGNMENTS
Tiered assignment planning guide due
- Week 13 GRAPHIC ORGANIZERS/CONCEPT MAPPING
Gifted learner concept map due
- Week 14 WRAP UP
- Final as scheduled. **Unit plan format/rationale due (*key assessment)**

IV. Evaluation Methods

Points will be awarded for *Activities and Assignments/Projects*. Activities are intended to familiarize students with appropriate technology required for the course, foster communication with other students, and facilitate reaction to material presented. Points for activities will be awarded based on attention to detail and timeliness of submission. Assignments/projects are intended to evaluate the students' attainment of specific course objectives. Rubrics for evaluating assignments are either embedded within the course content or will be provided as additional course materials.

Grade Breakdown

Activities and assignments/projects are weighted as follows:

<i>Assignment Classification</i>	<i>Approximate Weight</i>
Personal Homepage	20%
Activities	10%
Assignments/Projects	30%
Midterm	20%
Final	20%

Once a final percentage is computed, grades will be assigned based on the following scale:

92-100%	A
84- 91	B
76- 83	C
0- 75	F

V. Key Assessment Matrix

Course Objective:	INTASC Standard	Assessment techniques: * Key assessment for course
1	3. Learning Differences and Diversity	Midterm, Activities
2	4. Instructional Strategies	Midterm, Activities
3	1. Foundation and Content	Midterm, Activities
4	10. Collaboration/Relationships	Midterm, Personal Homepage
5	3. Learning Differences and Diversity 4. Instructional Strategies 8. Assessment Strategies	Final, Activities *Unit Plan
6	10. Collaboration/Relationships	Final, Activities
7	1. Foundation and Content 4. Instructional Strategies 5. Environmental and Social Interaction	Final, Activities, * Unit Plan

VI. Participation/Attendance Policy

Participation/Professionalism: Students are expected to complete all required readings in advance of class in order to be prepared for engaging in topic area discussions. Attendance at all classes is an expectation of full participation. Please advise me in advance if you have an unavoidable reason to be absent. Class activities missed due to absence can not be made up. Students are referred to the undergraduate catalog for Undergraduate Course Attendance Policy.

VII. Required Texts

Karnes, F.A., & Bean, S.M. (2005). *Methods and materials for teaching the gifted* (2nd ed.). Waco, TX: Prufrock.

Shaunessy, E. (2005). *Questioning strategies for teaching the gifted*. In Karnes, F.A., & Stephens, K.R. (Eds.), *The practical strategies series in gifted education*. Waco, TX: Prufrock.

VIII. Special Resource Requirements

Access to appropriate technology

IX. Bibliography

Clark, B. (2002). *Growing up gifted: Developing the potential of children at home and at school* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Coleman, L. J., & Cross, T. L. (2001). *Being gifted in school: An introduction to development, guidance, and teaching*. Waco, TX: Prufrock.

Cramond, B. (2001). Fostering creative thinking. In F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (pp. 399-444). Waco, TX: Prufrock.

Heward, W. L. (2003). *Exceptional children: An introduction to special education* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Kaplan, S. N. (2001). Layering differentiated curriculum for the gifted and talented. In F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (pp. 133-158). Waco, TX: Prufrock.

- Karnes, F.A., & Bean, S.M. (2005). *Methods and materials for teaching the gifted* (2nd ed.). Waco, TX: Prufrock.
- Kumpulainen, K., & Wray, D. (Eds.). (2002). *Classroom interaction and social learning: From theory to practice*. New York: Routledge-Falmer.
- Neber, H., Finsterwald, M., & Urban, N. (2001). Cooperative learning with gifted and high-achieving students: A review and meta-analysis of twelve studies. *High Ability Studies*, 12(2), 199-211.
- Novak, J. D., & Gowin, B. (2002). *Learning how to learn*. New York: Cambridge University.
- Piirto, J. (1999). *Talented children and adults: Their development and education* (2nd ed.). Columbus, OH: Charles E. Merrill.
- Renzulli, J. S. Lessons learned from playground pedagogy. Retrieved June 10, 2002 from <http://www.sp.uconn.edu/~nrcgt/sem/playpeda.html>.
- Rogers, K. B. (2002). Grouping the gifted and talented: Questions and answers. *Roeper Review*, 24(3), 103-107.
- Shaunessy, E. (2005). *Questioning strategies for teaching the gifted*. In Karnes, F.A., & Stephens, K.R. (Eds.), *The practical strategies series in gifted education*. Waco, TX: Prufrock.
- Taylor, R. (2000). *Current, best instructional strategies for gifted and highly capable students*. Bellevue, WA: Bureau of Education & Research.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit.

This course has no outside funding support.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered in the summer sessions.

- C5 How many sections of this course do you anticipate offering in any single semester?

It is anticipated that we would offer one section per year.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

This class would accommodate 30 students per section.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no parameters set by professional organizations for class size.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Appendix D attached.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required.