Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name: Kali Fedor
   Department: Graduate Education
   Phone and email: 570-408-7015 – kali.fedor@wilkes.edu

   Name: Dr. Lori Cooper
   Department: Graduate Education
   Phone and email: 570-408-3355 – lori.cooper@wilkes.edu

2. Proposal Title: Gifted Letter of Endorsement Graduate Program

3. Check only one type of proposal: (double click on the appropriate check box and change default value to "checked").

   ☑ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

   □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.

   □ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.

   □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.

   □ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).

   □ Change in course credit or classroom hours.

   □ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).

   □ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

2 Course Addition Form (plus syllabi)
1 Course Change Form - 569

5. Executive Summary of Proposal.
Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

In response to the Gifted Endorsement Guidelines released by the Pennsylvania Department of Education (PDE), this 12-credit program with 30 field hours of embedded field experience are proposed. The program will serve as a stand-alone program. The curriculum is aligned to PDE framework for Gifted Endorsement Guidelines (March 2015) in congruence with Title 22 of the Pennsylvania School Code, the Pennsylvania Academic and Alternative Standards, as well as the guidelines provided by the Council for Exceptional Children and the National Association for Gifted Children.

The purpose of the program is to increase the graduate student’s knowledge, expertise, and understanding of working with the gifted and talented student population. Emphasis will be placed on raising the awareness of the unique characteristics, academic/social/emotional needs and other issues or challenges faced by students who are gifted and talented. Program coursework and field experiences will be grounded in theories of cognitive, social, and emotional development and rooted in current research regarding gifted education. Upon successful completion of the program, candidates will be eligible to apply for the Gifted Education Letter of Endorsement to be added to their existing teaching certification through the Pennsylvania Department of Education.

The Gifted Letter of Endorsement program will contribute to the Wilkes University mission, vision, and values in multiple ways. This program comes directly from a state and community need for more highly-qualified teachers in the area of gifted education to support and enhance the educational opportunities for these students. Those committee members directly involved in the creation of this program are highly-qualified professionals within the field who will serve as exceptional teaching models to all students in the program. The program coordinator will serve as the academic advisor for all students in the program. Students within this program will enhance not only their own professional learning and growth, but will make new professional connections through their program required field hours with other professionals in the field of gifted education to enhance community engagement and professional competencies.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

There are no other programs affected by this proposal. The new course development costs have been factored into the first year budget for the program. Because two of the courses are also shared with other programs (ED 569- Teaching Diverse Learners in Inclusive Settings and EDSP 501 Special Education Methods I), there is potential to increase enrollment in these courses, further supporting other graduate education programming.

7. Program Outline. (Not applicable for incidental changes).
Courses within this program will be offered in a way that will allow students to complete the Gifted Letter of Endorsement program within two back-to-back semesters, if they take two courses per semester.
• ED 569 – Will be offered every semester (Spring, Summer and Fall) due to its use within various other graduate programs.
• EDSP 501 – Will be offered online during the Summer and Fall semesters. This course offering schedule is set by the original program that this course was created.
• EDSP 508 and EDSP 509 – Will be offered on a rotating schedule of every other semester. The first semester these courses are expected to be offered are Fall 2016.
  o If offered in Fall 2016 then the following offering schedule will be followed:
    • Fall 2016
    • Summer 2017
    • Spring 2018
    • Fall 2018
    • Summer 2019
    • Spring 2020
    • Fall 2020
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Print Name/Title</td>
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<tr>
<td>Dean(s) of any potentially affected College/School.</td>
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<tr>
<td>Print Name</td>
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<td>Registrar</td>
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<td>Print Name</td>
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<td>Date</td>
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<tr>
<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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<tr>
<td>Print Name</td>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
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Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Foundations of Gifted Education w/ Field Experience

2. Course Number: EDSP 508
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3
   Lab Hours
   Other

4. Course Prerequisites: None

Course Description (as proposed for the Bulletin): This course address the cognitive, language, attentional, affective, behavioral, social and emotional needs of gifted and talented students within a variety of school settings. Students will be exposed to the history of gifted education as well as theories of gifted education. Students will evaluate the characteristics that are unique to students with gifted and talented needs through effective pedagogical research-based practices. Review and analysis of Individualized Gifted Education Plans will be addressed through an embedded field experience component. These hours will facilitate direct interaction with students with gifted and talented needs, current gifted education teachers, and will be supplemented by cooperative discussions of experiential applications to course content by the course instructor and peers enrolled in the course.

5. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
6. Course Title: Gifted Curriculum, Assessment & Instruction w/ Field Experience

7. Course Number: EDSP 509
Coordinate with Registrar to insure course number is available

8. Course Credit Hours:
Classroom Hours 3
Lab Hours
Other

9. Course Prerequisites: None

Course Description (as proposed for the Bulletin):
This course addresses the specific and unique curriculum, assessment, and instruction needs of gifted and talented students within a variety of school settings. Students will be exposed to the history of gifted education as well as theories of gifted education. Students will evaluate various curriculum models, assessment measures/methods, and effective pedagogical research-based instructional practices. Review and analysis of Individualized Gifted Education Plans, Curriculum, Service Delivery and instructional methods will be addressed through an embedded field experience component. These hours will facilitate direct interaction with students with gifted and talented needs, current gifted education teachers, and will be supplemented by cooperative discussions of experiential applications to course content by the course instructor and peers enrolled in the course. The prerequisite for this course is EDSP 508.

10. Required Documentation:
Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE CHANGE FORM

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** ED 569  
**Course Title:** Teaching Diverse Learners using Inclusive Classroom Practices

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<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>Teaching Diverse Learners using Inclusive Classroom Practices</td>
<td>Teaching Diverse and Gifted Learners using Inclusive Classroom Practices</td>
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<tr>
<td>Course Prerequisites</td>
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<tr>
<td>Course Description (as proposed for Bulletin)</td>
<td>This course will focus on co-teaching models and differentiated instruction and enable teachers to effectively apply previous learning of content and pedagogy in an inclusive classroom environment to meet the needs of diverse learners.</td>
<td>This course will focus on co-teaching models and differentiated instruction and enable teachers to effectively apply previous learning of content and pedagogy in an inclusive and gifted/talented classroom environment to meet the needs of diverse learners.</td>
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1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.