

Curriculum Memo

Curriculum memos follow the path: Faculty→Chair→College→Dean→Core Advisory Council—if memo is associated with a core course→FSCC and/or GCCC

Name: Jennifer Groman

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Department: Doctoral Studies and Advanced Programs

Re: EDIS 650 [Nature and Needs of the Talented] changes

I respectfully submit the following five [5] updates to the EDIS 650 Master Syllabi:

1) Updated the required texts for the course thus:

From this required textbook to this textbook.
<p>Piirto, J. (2007). <i>Talented children and adults: Their development and education</i>, 3rd edition. Waco, TX: Prufrock Press.</p> <p>All instructors must discuss <i>National Excellence</i> and the Ohio Rule and Law for Gifted Children: Ohio Administrative Code 3301-51-15</p>	<p>Rimm, S.B., Siegle, D., & Davis, G. A. (2018). <i>Education of the Gifted and Talented</i>. 7th edition. New York, NY: Pearson.</p> <p>All instructors must discuss <i>National Excellence</i>, <i>The Ohio Operating Standards for Identifying and Serving Students Who are Gifted</i> and Law for Gifted Children, Ohio Administrative Code 3301-51-15, and APA formatting.</p>

Rationale: The previous text is more than 10 years old, so the next text reflects the latest research, updated strategies, and alignment with new national competencies and standards from NAGC, the field’s major research and advocacy group.

2) Updated catalog description.

From this current course description to this updated course description
<p>A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities and learning styles of academically talented, creative, and visual and performing arts and other talented students. Methods of identification and a survey of assessment instruments shall be explored through a review of related and historical research as well as a critical examination of current practices in educating the talented. This course fulfills state requirements for endorsement for Intervention Specialist/Gifted.</p>	<p>A background course designed to acquaint the students with the definitions, characteristics, potentialities, abilities, and learning styles of talented students. Categories and definitions of students with gifts and talents, including identification criteria shall be explored through a review of related and historical research. An introduction to the unique needs of diverse populations, program development and assessment, as well as curriculum practices for the talented. A critical examination of current philosophical models in the field will provide students a foundation for drafting their own philosophical statement of teaching the gifted. This course fulfills state requirements for endorsement for Gifted Intervention Specialist.</p>

Rationale: The inclusion of new ODE Rule competencies and the recently initiated OAE Assessment is obligatory to keep our program in line with current licensure and endorsement requirements. The inclusion of diverse populations reflects the state of Ohio

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3) Updated the course Knowledge, Skills, and Dispositions to show alignment with the new ODE and OAE frameworks. Updated KSD includes measurable student outcomes that align across as such:

<u>KNOWLEDGE:</u>	<u>SKILLS:</u>	<u>DISPOSITIONS:</u>	<u>STANDARDS*</u>
The graduate education student will have knowledge of:	The graduate education student will have skills to:	The graduate education student will:	ODE, OAE, NAGC/CEC, AU
K1. General categories, definitions, and descriptions of giftedness and talent, including identification best practices as defined by researchers and federal entities.	S1. Explain the general categories, definitions, and descriptions of giftedness and talent, and recognize identification best practices as defined by researchers and federal entities.	D1. Appreciate the need for various categories, definitions, and descriptions of giftedness and talent, and identification best practices as defined by researchers and federal entities.	ODE = (g) OAE = 1.4, 5.5 AU = SLO1

There are 13 new KSD sets in this same format.

Rationale: I created KSD statements that can be exhibited through pre- and post-assessments and assignments within the course. As such we will be more able to collect data to show growth in what students know, are able to do, and their attitudes and beliefs.

4) To the KSD sets, adding alignment to the following standards: ODE Competencies, OAE [Ohio Assessments for Educators] Strands, NAGC/CEC [National Association for Gifted Children / Council for Exceptional Children] Standards, and AU SLOs.

Rationale: Again, alignment to these standards and assessments grounds this program in the field, showing our commitment to preparing students to not only work with gifted students (our first priority), but also to pass the required assessment for endorsement.

5) Adding rubrics for each assignment that align in language to the COE rubrics.

The Case Study is the common required assessment for this course and the common assessment rubric for it has been created.

The other lesser assignment rubrics are available in the course shell for adjuncts to use if they wish.