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# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: SPED 10-19-10a

Proposal Title Curriculum Changes for M.Ed. in Special Education, Major in Academically or Intellectually Gifted (AIG)

Originating Department Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		10-19-10	Approved	DEPARTMENT CHAIR <i>[Signature]</i>
10/22	10/22	1/14/11	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR <i>[Signature]</i> Jeanneina Jones
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	COLLEGE FACULTY CHAIR (Not applicable in the College of Education)
1-14-11	1-24-11	1-24-11	Approved	COLLEGE DEAN <i>[Signature]</i>
1-25-11	2-1-11	3-18-11	Approved	GRADUATE COUNCIL CHAIR (for graduate courses) <i>[Signature]</i>
			Approved	FACULTY GOVERNANCE SECRETARY (noting Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

**COPY  
MADE**  
 Grad School AP  
 3-18-11

**Proposal # SPED 10-19-10a**

**University of North Carolina at Charlotte**

**New and Revised Graduate Course and Curriculum Proposal**

**From: Department of Special Education and Child Development**

**Title:** Curriculum Changes for M.Ed. in Special Education, Major in Academically or Intellectually Gifted (AIG)

**Summary:** The Department of Special Education and Child Development (SPED) proposes to add three new graduate courses (the 3 credit course **SPED 6637** and a 6 credit, two-course sequence comprised of **SPED 6695 & 6696**) for students in the AIG major of the SPED M.Ed. program. The Department also will shorten this degree program from the current 39 hours to 33 hours by removing a three-hour sequence (**SPED 6691a, b, and c** *Seminar in Professional Leadership Development*, at one credit hour each); removing the three credit course **SPED 6271** *Leadership in Gifted Education* from the degree requirements; and removing the requirement for a three credit elective course. The current elective Special Topics course, **SPED 6000**, will be replaced by **SPED 6637** *Theory and Development of Creativity* for no net change in hours. Some content from **SPED 6271** *Leadership in Gifted Education* will be incorporated into **SPED 6270**, for which a minor revision and name change from *Planning and Evaluation of Gifted Programs* to *Gifted Assessment and Program Evaluation* also is being proposed.

**Proposed Course Descriptions and Catalog Copy:**

1. **SPED 6637** *Theory and Development of Creativity* (3 hours). Prerequisites: SPED 6224 and SPED 6161, or approval of instructor. This course provides an exploration of the concept of creativity: its components, its measurement, and its application to education. Topics discussed in class range from the theoretical (what is creativity? what does it look like?) to the practical (what activities can be used to develop creative behaviors in the

classroom setting?). The course includes opportunities to prepare materials to be used with small groups of children. (*On demand*).

2. **SPED 6270 *Gifted Assessment and Program Evaluation*** (3 hours). Prerequisites: SPED 6224 and SPED 6161, or approval of instructor. This advanced course introduces the theory and practice behind structuring programs for gifted students, from legal mandates to assessment considerations, program design, and evaluation of students and programs. Evaluation of gifted programming provides experience applying the frameworks presented in current North Carolina and national standards. (*On demand*)
3. **SPED 6695 *Research Proposal in AIG*** (3 hours). This course provides evidence that a candidate can conceptualize and design a research study using a recognized research design, and it supports the development of the capstone research project required for M.Ed. candidates in AIG. Candidates in this course will complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, develop and submit a research protocol application, and submit their application for IRB approval prior to implementing the study in SPED 6696.
4. **SPED 6696 *Research Implementation in AIG*** (3 hours). Candidates in this course will implement a research study using a recognized research design that they have designed in SPED 6695 and will produce a written report to disseminate their findings to stakeholders. This course allows students to complete the capstone project requirement for M.Ed. candidates in the area of Academically and Intellectually Gifted. (*on demand*)

### **Proposed changes to copy from 2010-11 Graduate Catalog, pp. 183-184**

#### **Major in Academically or Intellectually Gifted**

##### **Phase I: Developing Perspective (718 hours)**

RSCH 6101 Research Methods (3)  
 SPED 5211 Nature and Needs of Gifted Students (3)  
 SPED 6691a Seminar in Professional and Leadership  
 Development-**SPED 6695 Research Proposal in AIG** (3)  
 SPED 6124 Methods of Instructing Gifted Students  
 (3)  
 SPED 6161 Social and Emotional Needs of Gifted  
 Students (3)  
 SPED 6224 Adapting Curriculum Materials and  
 Classroom Differentiation (3)

##### **Phase II: Content and Pedagogy (25 hours)**

SPED 6124 Methods of Instructing Gifted Students  
 (3)  
 SPED 6161 Social and Emotional Needs of Gifted  
 Students (3)  
 SPED 6224 Adapting Curriculum Materials and  
 Classroom Differentiation (3)  
 SPED 6241 Constructing **Advanced** Curriculum for Gifted  
 Students (3)  
 SPED 6000 Topics in Special Education: AIG (3)



SPED 6270 Planning and Evaluation of Gifted Programs **Gifted Assessment and Program Evaluation** (3)  
SPED 6271 Leadership in Gifted Education (3)  
SPED 6691b Seminar in Professional and Leadership Development (1)  
RSCH course as approved by advisor (3)  
Elective (3)  
**Phase II: Content and Pedagogy** (4 hours)  
SPED 6690 Consultation and Collaboration (3)  
SPED 6691c Seminar in Professional & Leadership Development (1)  
**SPED 6637 Theory and Development of Creativity** (3)  
**SPED 6696 Research Implementation in AIG** (3)  
**RSCH 7111 Qualitative Research (or other RSCH course as approved by advisor)**

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### **Capstone Experiences**

The capstone experience will be fulfilled by completing either a Master's Research Project (recommended; **required for AIG majors**) or a Comprehensive Portfolio (with approval of advisor).

### **Electives**

The major in Special Education includes 15 elective hours. These hours will enable students to add-on an additional North Carolina teaching license in Adapted Curriculum, General Curriculum or a specific disability area (e.g., behavioral-emotional disabilities, learning disabilities), or complete an individualized set of courses developed as a result of participating in the first SPED 6691 seminar or from discussing possibilities with their advisor. Students in the major in Academically and Intellectually Gifted program have ~~3~~no elective hours.

**Justification:** Proposed course numbering is consistent with UNC Charlotte policies and with the level and type of coursework these proposed changes represent, and proposed course numbers have been selected to avoid conflict with existing numbered courses in SPED graduate programs.

The proposed new course **SPED 6637 Theory and Development of Creativity** has twice been offered successfully as a special topics elective course to students in the AIG track of the SPED M.Ed. program. Creativity is included in national definitions of giftedness and in some states' procedures for identifying students for gifted program placement, as well as being an



important aspect of the *21<sup>st</sup> Century Knowledge and Skills* that are currently influencing public education. Due to its relevance, this proposed required course will replace three hours, currently allocated as elective credit, in the revised M.Ed. program of study.

Currently, **SPED 6270** already is a part of the M.Ed. program in AIG, with the title *Planning and Evaluation of Gifted Programs*. In the proposed revision, **SPED 6270** would be re-titled as *Gifted Assessment and Program Evaluation*. The new title reflects the incorporation of content currently a part of **SPED 6271**, *Leadership in Gifted Education*, which is being phased out as a part of our efforts to streamline the M.Ed. program of study. Program faculty in AIG determined that the content of **SPED 6271** was a good match with the emphases already present in **SPED 6270**; and that a single revised course could address the competencies formerly addressed across both of these courses.

The current sequence of 3 one-hour research credits (**SPED 6691a**, **6691b**, & **6691c**) will be replaced in the proposed program of study by a sequence of 2 three-credit courses, numbered **SPED 6695** *Research Proposal in AIG* and **6696** *Research Implementation in AIG*. These courses' goals support an increased emphasis on research-based practice in the revised AIG M.Ed. program of study. The increase from three to six credit hours reflects the degree of effort that a graduate research project requires, and allows the products from this effort (a written paper and associated presentation document) to meet electronic evidence requirements one and five for students in the AIG major of the M.Ed. in Special Education.

A one-word change to the catalog title of **SPED 6241**, from *Constructing Curriculum for Gifted Students* to *Advanced Curriculum for Gifted Students* is also proposed to more clearly differentiate this offering as an advanced course; no other changes to this course are proposed.

**Impact:** This proposal will serve the needs of M.Ed. students in Special Education who are enrolling in the Major in Academically or Intellectually Gifted. These students are the primary focus of the proposed changes, which would have no foreseeable impact on other programs or courses in the College of Education. In response to specific effectiveness questions: (a) The proposed courses each would be taught on demand, as enrollment and student needs warrant. (b and d) Because the Major in Academically or Intellectually Gifted is a self-contained program, these proposed courses are expected to have minimal impact on existing courses and curricula, causing little if any impact on the content or frequency of other course offerings in the College or Department. (c) Anticipated enrollment in each course would be six to fourteen students, depending on program enrollment. Expected enrollment in the sequence of **SPED 6695/6696** would initially be somewhat low as we transition from the current program requirements, but would ultimately grow to include all M.Ed. candidates in AIG. (e) **SPED 6637** has been offered twice as a **SPED 6000** special topics course, while **SPED 6270** is a modification to an existing course. The sequence **SPED 6695/6696** replaces a similar sequence, **SPED 6691a/b/c**, but the new course sequence would total twice as many credit hours (6 vs. 3). (f) Other areas of catalog copy that would be affected, besides the course listings, include minor wording changes to the M.Ed. in Special Education description (pp. 183-184 in the 2010-2011 Graduate Catalog); however, this section will need to be updated regardless. At the program and departmental level, relevant advising documents and assessment rubrics will also be developed as appropriate. Changes to these documents will be written up once these proposed curricular changes have received approval and in time to be available for students admitted under the revised requirements.

### **Resources Required to Support Proposal**

1. Personnel: At present, SPED 6637, SPED 6270, and SPED 6695/6696 will be offered on demand and will be taught by Dr. Michael Matthews, Assistant Professor, Academically and Intellectually Gifted, Department of Special Education and Child Development
2. Physical Facility: None beyond that already required for other face to face courses. Existing campus resources (library and computer labs) would be used.
3. Equipment and supplies: None additional required.
4. Computer: None beyond occasional use of campus computer labs.
5. Audio-visual: None additional.
6. Other resources: None additional.
7. Sources of funding: None additional.

### **Consultation with Library and Other Units**

**Library Consultation:** *Consultation on Library Holdings* forms are attached following each of the new course proposals below.

**Consultation with other departments or units:** The proposed changes have been discussed at length in SPED and AIG program meetings, and were approved without further discussion at the October 19, 2010 SPED departmental meeting.

**Initiation and Consideration of the Proposal:** Proposed changes to the course of study for the gifted education program track were developed between early 2009 and June 2010 in consultation with members of the Special Education and AIG program committees. This curriculum proposal is scheduled to be brought to the Special Education department for approval at the October 19, 2010 departmental meeting. Because all of these proposed changes are internal to the department, they have not been brought before any other departments or units.



**Attachments:** A proposed syllabus for each new and revised course is attached on the pages that follow, along with copies of the *Consultation on Library Holdings* forms. A copy of the revised AIG M.Ed. program planning sheet also is included at the end of this document.



**Course Outline: SPED 6637**  
**New Graduate Course**

**COURSE NUMBER:** SPED 6637      **CREDIT HOURS:** 3

**COURSE TITLE:** Theory and Development of Creativity

**CATALOG DESCRIPTION:** This course provides an exploration of the concept of creativity: its components, its measurement, and its application to education. Topics discussed in class range from the theoretical (what is creativity? what does it look like?) to the practical (what activities can be used to develop creative behaviors in the classroom setting?). The course includes opportunities to prepare materials to be used with small groups of children. (*On demand*).

**COURSE PREREQUISITES:** SPED 6224 and SPED 6161, or approval of instructor.

**COURSE COREQUISITES:** NONE

**COURSE RATIONALE:**

This course will focus on the theory and development of creativity. Teachers, especially those working in gifted and talented programs, should be able to recognize and value personal characteristics and styles associated with creativity. They must be able to use specific creative thinking strategies effectively, and identify as well as implement the components of an environment that supports and encourages creativity. By recognizing and overcoming personal blocks or barriers to creativity, participants can better support and nurture the creative abilities of gifted and talented learners. By stimulating many different kinds of creative activity and products and by modeling creative behaviors such as curiosity, problem-finding and solving, risk-taking, deferred judgment, and evaluative thinking, educators can actively support the development of creative abilities in students and other adults.

Research conducted by Torrance (1987) and others supports that children and youth can be taught to think creatively. Research also shows us that the realization of one's creative potential can give enhanced meaning and purpose to life, thereby enhancing the affective development of students served. Therefore, for both personal growth and career success, both teachers and students must be taught how to apply creative and critical thinking, problem solving, and decision-making skills effectively.

This course is designed to familiarize professionals in education and related areas with the general components of creativity and its application in school and workplace settings. The course

also helps participants reflect on their own philosophy of creativity, identify their own barriers to creative productivity, and experience many of the strategies known to increase creative and critical thinking.

### **COURSE OBJECTIVES:**

Course objectives are based on the [NAGC-CEC Teacher Knowledge and Skill Standards for Gifted and Talented Education](#) and the [North Carolina AIG Program Standards](#). Upon completion of the course, successful students will have met the following objectives:

1. *Participants will compare and contrast various published definitions of creativity;*
2. *Participants will describe the context in which creativity fits related to thinking skills, problem solving, and giftedness/talent;*
3. *Participants will describe the benefits and importance of creativity for school-aged students and corresponding implications for schools;*
4. *Participants will apply both convergent and divergent strategies designed to generate new ideas and creative productivity;*
5. *Participants will provide examples of how specific factors of creativity (fluency, flexibility, originality, and elaboration) contribute to creative productivity;*
6. *Participants will discriminate between cognitive, personal, and style characteristics associated with creativity in both children and adults;*
7. *Participants will define typical obstacles to creativity that originate from both internal and external sources;*
8. *Participants will compare and contrast at least 3 different approaches to assessing creativity;*
9. *Participants will compare and contrast attributes of published programs such as Odyssey of the Mind, Future Problem Solving, and inventing programs;*
10. *Participants will apply appropriate criteria that can be used to compare and evaluate curriculum and instructional materials designed to foster creativity;*
11. *Participants will discriminate between a variety of models designed to stimulate creativity, such as Creative Problem Solving, and will apply a model in a simulated or real situation;*
12. *Participants will identify examples of how creativity can be used to address problems in society;*
13. *Participants will apply criteria for defining and evaluating creative outcomes*

Selected [North Carolina AIG Program Standards](#) met through this course:

Standard 1: Student Identification

c) Administers both non-traditional and traditional standardized measures that are based on current theory and research.

d) Initiates screening, referral, and identification procedures that respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.



## Standard 2: Differentiated Curriculum and Instruction

- a) Adapts the NC Standard Course of Study (SCOS) according to identified abilities, readiness, interests, and learning profiles, K-12.
- c) Employs diverse and effective instructional practices to address a range of learning needs.
- d) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.
- e) Fosters the development of 21st century content and skills by infusing the following at an advanced level:
  - high-level content for global awareness, civic and economic literacies, and health awareness,
  - critical thinking and problem solving,
  - high-level communication and collaboration,
  - applied information and media literacy, including concepts, systems, and operations in challenging research contexts,
  - creativity and innovation,
  - real-world learning in local, regional, and global contexts, and
  - applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.
- f) Uses on-going assessment to differentiate classroom curriculum and instruction.
- g) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

## Standard 4: Comprehensive Programming within a Total School Community

- j) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

### College of Education Conceptual Framework:

This course also addresses the UNC Charlotte College of Education Conceptual Framework. Students at UNC Charlotte use their **knowledge base** to become **excellent professionals** in the area of Academically and Intellectually Gifted (AIG) when they draw from the scholarly literature to inform their understanding of creativity and the needs of advanced learners. They draw upon best practices to become more **effective** teachers when making decisions about how to differentiate their instruction to meet the needs of high-ability and AIG learners. They engage in critical analysis and **reflective thinking** in class, in their creative portfolio project, and in their classroom teaching. They learn to be **responsive to equity and diversity** when composing a lesson plan that applies their knowledge of creative teaching and learning to address the needs of specific learners in their classrooms. They work **collaboratively** with peers as they provide constructive criticism and **leadership** for each other's lesson plans, academic writing, and in-class assignments.

### **INSTRUCTIONAL METHODS:**

Instructional methods will include a combination of lecture, interactive activities, online content, and guided study of specific topics, in both individual and small group formats.

**ILLUSTRATIVE COURSE ACTIVITIES:**

Course activities will include a variety of in-class assignments (25%); a critique of a scholarly article related to creativity (15%); a creative portfolio project (25%); and the development of a lesson plan that incorporates course content about the development of creative abilities in students (35%).

**ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE:**

Student performance will be evaluated based on written work, in-class presentations, and participation in class activities as noted in the previous paragraph. Rubrics will be used in the evaluation of most of these areas.

**AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

Betts, G. T. & Carey, R. J. (2010). *Response to intervention and the Autonomous Learner Model: A complete approach for the gifted and talented*. Greeley, CO: ALPS Publishing.

Kaplan, S. N. & Cannon, M. W. (2010). *Curriculum Development Kit for Gifted and Advanced Learners*. Waco, TX: Prufrock Press.

Piirto, J. (2004). *Understanding creativity* [3<sup>rd</sup> Ed.]. Scottsdale, AZ: Great Potential Press.

Piirto, J. (in press). *Creativity for 21st Century Skills: A new creativity curriculum*.

Starko, A. J. (2010). *Creativity in the classroom: Schools of curious delight* [4<sup>th</sup> Ed.]. New York, NY: Routledge

**SPECIFIC POLICIES THAT APPLY TO THE COURSE**

**Academic Integrity:** Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment or reusing your own work from another course, as well as plagiarism. Additional information on these topics is available in the [UNCC Code of Student Academic Integrity](#) and in the [UNCC Code of Student Responsibility](#). As a UNCC student, you are responsible for familiarizing yourself with these policies. In accordance with these policies, punishment for academic dishonesty will depend on the seriousness of the offense and may range from a formal warning to receiving a failing grade for the course. Please double check all your work for accurate and complete citations to your sources, before you hand it in. **Ignorance of the university's plagiarism policies is not an acceptable excuse for violating them.**



**ADA Statement:**

Students with disabilities are responsible for registering with the UNC Charlotte [Office of Disability Services](#) in order to receive special accommodations and services. If a reasonable accommodation for a disability is needed for this course, you are responsible for requesting it no later than the end of the first week of class. A letter from the Office of Disability Services must accompany this request. Specific accommodations are determined on an individual basis based on the documentation on file with this office.

**UNCC Policy on Religious Observances:**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Please notify the instructor in writing by the end of the first week of class if you need to reschedule a class activity or examination, in accordance with this policy. For more information about UNC Charlotte's schedule, consult the UNCC [Academic Calendars](#).

**Attendance:** Attendance is expected at all class sessions. Students should consult the current UNCC Academic Calendar for information regarding the last day to drop or resign from the University without penalty. Students are responsible for being aware of these dates. Students are responsible for completing the required forms if they find it necessary to discontinue University work prior to the end of the semester.

**Policy on a Grade of Incomplete:** Grades of incomplete cause headaches for student and instructor alike, so I strive to avoid giving them. If you are unable to complete the course in a satisfactory time frame and consistent with your personal standards for quality of work, I strongly encourage you to drop the course and enroll again in a future term. If a grade of Incomplete becomes necessary, the student and instructor must write and sign a contract before the grade of I will be posted.

**Diversity Statement:** The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

[Approved by the College of Education Faculty on 1/11/05] College of Education Diversity Commitment: [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

**Late Assignments:** For weekly work completed during class time or presented in class, late work will not be accepted without prior written consent from the instructor or a valid medical excuse. For every day that a major assignment is turned in late, 10 percent will be taken off the earned grade, unless you have made prior written arrangements with the instructor or you are able to provide a medical excuse bearing your doctor's signature. Medical and related



excuses should be verified through the appropriate university office before being presented to the instructor. In the event that a major assignment receives a grade below a C, I may offer the opportunity to revise and resubmit the work within one week of the date I returned it. In such cases, the revised assignment will receive a reduced grade (usually one grade level lower) in comparison to what it would have received if work of the same quality had been submitted the first time. This revision policy applies only to major assignments; in-class work missed due to unexcused absence from class may not be made up.

**Professional Expectations:** Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. This includes following the conventions of professional communication in your email correspondence: always include an opening salutation; refer to your instructor using the proper title ('Dr.' or 'Professor' are appropriate); write using complete sentences and correct spelling and grammar; sign your full name; include the course name or number in your subject line; and include your affiliation or other contact information in your signature.

Students are expected to demonstrate proficiency in written composition, as written communication skills are basic to effective teaching. The essay component of all projects and assignments will be graded based in part on correctness of APA style, grammatical usage, word choice, and spelling, although the majority of the grade will be based on demonstrated mastery of course content. Students whose writing shows a need for extensive development may be instructed to seek appropriate university services for assistance. The APA Publication Manual is a required text for this course.

**Classroom decorum:** Free discussion, inquiry, and expression are encouraged in this class. Student behaviors that interfere with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction are not acceptable.

**Inclement Weather Statement:** In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. There may be times when the University officially remains open but bad weather in the region makes it unsafe or unwise for faculty or students to travel. To determine if the University is closed due to weather conditions, call the University inclement weather hotline: 704-686-2877. If bad weather affects internet access, the situation will be addressed by the instructor as necessary. Be sure to check your UNCC email or Blackboard/Moodle email for notification of class cancellations or delayed due dates authorized by the instructor.

**Students with an identified disability:** Students who have any identified disability that may affect their ability to demonstrate academic knowledge and content mastery (competency) in this class are encouraged to notify the instructor at the beginning of the semester or as soon as possible after an initial diagnosis. Documentation of the disability **must** be on file with the appropriate UNCC office.

**The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed.**

## ATTACHMENTS

*Course Calendar*

Week 1	Course Introduction and Overview of class schedule and assignments
Week 2	Critical and creative thinking
Week 3	Project selection; Brainstorming and divergent production
Week 4	Overview of research and journals in creativity
Week 5	Public perceptions of creativity; creativity's benefits to self and society
Week 6	Csikszentmihalyi and Flow; creativity as self-actualization
Week 7	Article reviews and presentations; intro to theories & theorists
Week 8	Overview: The creative classroom
Week 9	Creativity theories and theorists
Week 10	Creativity and motivation
Week 11	Assessing creativity, part 1
Week 12	Assessing creativity, part 2
Week 13	Creativity strategies in the elementary classroom
Week 14	Creativity in the content domains
Week 15	Lesson plan presentations

**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Dr. Michael S. Matthews

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION  
CURRICULUM COMMITTEE:**

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee

Date

Chair: \_\_\_\_\_







**Consultation on Library Holdings**

**To:** Michael Matthews, Dept. of Special Education and Child Development  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** October 18, 2010  
**RE:** Consultation on Library Holdings

**Course/Program:** SPED 6637: Theory & Development of Creativity

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** October 18, 2010

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

**Comments:**



**UNC CHARLOTTE**  
College of Education  
**SPED 6270 Course Outline**  
**Revised Graduate Course**

**COURSE NUMBER:** SPED 6270                      **CREDIT HOURS:** 3

**COURSE TITLE:** Gifted Assessment and Program Evaluation

**CATALOG DESCRIPTION:**

This advanced course introduces the theory and practice behind structuring programs for gifted students, from legal mandates to assessment considerations, program design, and evaluation of students and programming. Evaluation of gifted programming provides experience applying the frameworks presented in current North Carolina and national standards. (*On demand*).

**COURSE PREREQUISITES:** SPED 6224 and SPED 6161, or approval of instructor.

**COURSE COREQUISITES:** NONE

**COURSE RATIONALE**

Developing Excellent Professionals is the conceptual theme of the UNC Charlotte teacher education programs and the purpose of the course is to contribute to the development of excellent professionals for Academically or Intellectually Gifted (AIG) students. Excellent teachers of AIG students are knowledgeable teachers, effective practitioners, reflective teachers, leaders in the profession, and responsive teachers. This course (SPED 6270) touches on all of these strands. Deep content knowledge is essential to creating curriculum appropriate for advanced learners (knowledgeable teachers). Effective practitioners know how to differentiate program services for AIG students (pedagogical knowledge, responsive teachers). Reflective teachers are able to critically examine processes and outcomes regarding the implementation of programming for advanced learners and modify it appropriately (reflective knowledge).

**COURSE OBJECTIVES**

This course is designed to prepare masters-level teachers in education who have a critical understanding of the assessment process and are able to do the following:

- A. Participate in and monitor the appropriateness of screening, assessment, and intervention planning for gifted learners
- B. Understand the types of assessments conducted by the teacher and school psychologist and the strengths and limitations of different approaches to assessing student needs, including IQ testing of verbal and non-verbal abilities; norm-referenced and criterion-referenced achievement testing; nomination and screening processes for ESE; and pre- and post-testing using curriculum-based assessments
- C. Conduct and apply findings from relevant classroom-based assessments to plan for and evaluate the effectiveness of teacher's instruction and instructional practice
- D. Collaborate effectively with parents, students, colleagues, and other professionals to communicate assessment data and individual student's performance based on formal and informal evaluation data



E. Behave in a professional, culturally sensitive and ethical manner when administering, using, interpreting, and applying assessment data

F. Evaluate the strengths and limitations of assessment practice as set forth in school and district policies that govern gifted education

These objectives are based on the [\*NAGC-CEC Teacher Knowledge and Skill Standards for Gifted and Talented Education\*](#). Upon completion of the course, successful students will have had experiences that address the following portions of these national standards:

- Understand Local, state/provincial and federal laws and policies related to gifted and talented education. (CEC-GT 1.K3)
- Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents. (CEC-GT 3.S1)
- Apply curricular, instructional, and management strategies effective for individuals with exceptional learning needs. (CEC-GT 4.K2)
- Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents. (CEC-GT 4.S5)
- Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership. (CEC-GT 5.S1)
- Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships. (CEC-GT 5.S3)
- Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage. (CEC-GT 5.S4)
- Align differentiated instructional plans with local, state/provincial, and national curricular standards. (CEC-GT 7.S1)
- Apply processes and procedures for the identification of individuals with gifts and talents. (CEC-GT 8.K1)
- Know the uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds. (CEC-GT 8.K2)
- Uses and limitations of assessments documenting academic growth of individuals with gifts and talents. (CEC-GT 8.K3)
- Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds. (CEC-GT 8.S1)
- Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents. (CEC-GT 8.S2)
- Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents. (CEC-GT 8.S3)
- Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents. (CEC-GT 8.S4)
- Conduct activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice. (CEC-GT 9.S4)
- Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program. (CEC-GT 10.S4)
- Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents. (CEC-GT 10.S5)

- Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds. (CEC-GT 10.S6)

### College of Education Conceptual Framework:

This course also addresses the UNC Charlotte College of Education Conceptual Framework. Students at UNC Charlotte use their **knowledge base** to become **excellent professionals** in the area of Academically and Intellectually Gifted (AIG) when they draw from the scholarly literature to inform their understanding of assessment as it applies to advanced learners. They draw upon best practices to become more **effective** teachers when making decisions about how to differentiate their instruction to meet the needs of high-ability and AIG learners. They engage in critical analysis and **reflective thinking** in class, in their assessment critique, and in regard to their classroom teaching. They learn to be **responsive to equity and diversity** when evaluating the potential effects of state and local criteria for identifying students for AIG programming. They work **collaboratively** with peers as they provide constructive criticism and **leadership** for each other's academic writing and in-class assignments, and as they apply their knowledge of assessment and program evaluation toward continual improvement of school and district policies and procedures related to AIG learners.

### **INSTRUCTIONAL METHODS**

Instruction is through a seminar format with collective and individualized learning options.

### **ILLUSTRATIVE COURSE ACTIVITIES**

This is an advanced level course in assessment and program evaluation for students who are pursuing the M.Ed. degree in gifted education. The primary course activities are to review and critique a variety of assessment instruments and procedures that are used in gifted education programs, to examine assessment processes and their attendant policies and issues, and to develop awareness of and the ability to constructively critique school, district, and state policies and procedures governing services for gifted and advanced learners.

### **ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE**

Grading will be based on the following components:

1. Class attendance and participation (25 percent)
2. A critique of a standardized test (25 percent)
3. A case study describing your use of assessment data to differentiate instruction (20 percent)
4. A summary and critique evaluating a portion of your school or district's policies governing gifted learners (30 percent)

More detailed descriptions of each assignment will be provided in class.

Grading will follow UNC Charlotte policies. For the A range, 91 - 100 percent = A. For the B range, 82 - 90 percent = B. For the C range, 73 - 81 percent = C. In evaluating graduate coursework, generally grades of A or B are considered acceptable, C is considered to reflect marginal performance, and any grade below C is considered a failing performance (assigned grade of U).



## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

### Required Texts:

*Important Note:* Sattler has published at least one other text with a very similar name; please be sure you have purchased the correct book!

#### Book 1

Author: Sattler & Hoge

Title: *Assessment of Children: Behavioral, Social, and Clinical Foundations*

Publisher: Sattler Publishing

Edition: 5th, 2006

#### Book 2

Author: APA

Title: *Publication Manual of the American Psychological Association*

Publisher: APA

Edition: 6th, 2009 (*be sure to purchase the second printing or later*)

#### Book 3

Author: AERA, APA, and NCME

Title: *Standards for Educational and Psychological Testing*

Publisher: American Educational Research Association

Edition: 1999

Other selected readings on assessment, program evaluation, and related topics will also be assigned.

### Additional Resources:

The Buros Institute of Mental Measurements. *The Mental Measurements Yearbook* [serial].  
Lincoln, NE: Author.

Matthews, M. S. & Shaunessy, E. (2010). Putting standards into practice: Evaluating the utility of the NAGC Pre-K—Grade 12 Gifted Program Standards. *Gifted Child Quarterly*, 54, 159-167. doi:10.1177/0016986209356708

McBee, M. T. & Matthews, M. S. *Reliability and Validity of the School Attitude Assessment Survey – Revised*. Manuscript submitted for review.

Shaunessy, E., Matthews, M. S., & McBee M. T. *Local Control and Under-Representation: Examining Policy Effectiveness in Gifted Education*. Manuscript in revision.

## SPECIFIC POLICIES THAT APPLY TO THE COURSE

**Academic Integrity:** Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment or reusing your own work from another course, as well as plagiarism. Additional information on these topics is available in the [UNCC Code of Student Academic Integrity](#) and in the [UNCC Code of Student Responsibility](#). As a UNCC student, you are responsible for familiarizing yourself with these policies. In accordance with these policies, punishment for academic dishonesty will depend on the seriousness of the offense and may range from a formal warning to receiving a failing grade for the course. Please double check all your work for accurate and complete citations to your sources, before you hand it in. **Ignorance of the university's plagiarism policies is not an acceptable excuse for violating them.**

**ADA Statement:**

Students with disabilities are responsible for registering with the UNC Charlotte [Office of Disability Services](#) in order to receive special accommodations and services. If a reasonable accommodation for a disability is needed for this course, you are responsible for requesting it no later than the end of the first week of class. A letter from the Office of Disability Services must accompany this request. Specific accommodations are determined on an individual basis based on the documentation on file with this office.

**UNCC Policy on Religious Observances:**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Please notify the instructor in writing by the end of the first week of class if you need to reschedule a class activity or examination, in accordance with this policy. For more information about UNC Charlotte's schedule, consult the UNCC [Academic Calendars](#).

**Attendance:** Attendance is expected at all class sessions. Students should consult the current UNCC Academic Calendar for information regarding the last day to drop or resign from the University without penalty. Students are responsible for being aware of these dates. Students are responsible for completing the required forms if they find it necessary to discontinue University work prior to the end of the semester.

**Policy on a Grade of Incomplete:** Grades of incomplete cause headaches for student and instructor alike, so I strive to avoid giving them. If you are unable to complete the course in a satisfactory time frame and consistent with your personal standards for quality of work, I strongly encourage you to drop the course and enroll again in a future term. If a grade of Incomplete becomes necessary, the student and instructor must write and sign a contract before the grade of I will be posted.

**Diversity Statement:** The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status,



ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

[Approved by the College of Education Faculty on 1/11/05] College of Education Diversity Commitment: [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

**Late Assignments:** For weekly work completed during class time or presented in class, late work will not be accepted without prior written consent from the instructor or a valid medical excuse. For every day that a major assignment is turned in late, 10 percent will be taken off the earned grade, unless you have made prior written arrangements with the instructor or you are able to provide a medical excuse bearing your doctor's signature. Medical and related excuses should be verified through the appropriate university office before being presented to the instructor. In the event that a major assignment receives a grade below a C, I may offer the opportunity to revise and resubmit the work within one week of the date I returned it. In such cases, the revised assignment will receive a reduced grade (usually one grade level lower) in comparison to what it would have received if work of the same quality had been submitted the first time. This revision policy applies only to major assignments; in-class work missed due to unexcused absence from class may not be made up.

**Professional Expectations:** Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. This includes following the conventions of professional communication in your email correspondence: always include an opening salutation; refer to your instructor using the proper title ('Dr.' or 'Professor' are appropriate); write using complete sentences and correct spelling and grammar; sign your full name; include the course name or number in your subject line; and include your affiliation or other contact information in your signature.

Students are expected to demonstrate proficiency in written composition, as written communication skills are basic to effective teaching. The essay component of all projects and assignments will be graded based in part on correctness of APA style, grammatical usage, word choice, and spelling, although the majority of the grade will be based on demonstrated mastery of course content. Students whose writing shows a need for extensive development may be instructed to seek appropriate university services for assistance. The APA Publication Manual is a required text for this course.

**Classroom decorum:** Free discussion, inquiry, and expression are encouraged in this class. Student behaviors that interfere with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction are not acceptable.

**Inclement Weather Statement:** In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. There may be times when the University officially remains open but bad weather in the region makes it unsafe or unwise for faculty or students to travel. To determine if the University is closed due to weather conditions, call the University inclement weather hotline: 704-686-2877. If bad weather affects internet access, the situation will be addressed by the instructor as necessary. Be sure to check your UNCC email or

Blackboard/Moodle email for notification of class cancellations or delayed due dates authorized by the instructor.

**Students with an identified disability:** Students who have any identified disability that may affect their ability to demonstrate academic knowledge and content mastery (competency) in this class are encouraged to notify the instructor at the beginning of the semester or as soon as possible after an initial diagnosis. Documentation of the disability **must** be on file with the appropriate UNCC office.

**The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed.**

### *Course Content*

The following outline provides a general overview of the course content.

- I. Assessment
  - A. Review of Technical Considerations in Assessment
    1. Theory underlying standardized assessment
    2. Reliability and validity
    3. Standardization procedures and sampling
    4. Scales used in score reporting
    5. The meaning and interpretation of scores
  - B. Cultural and Linguistic Influences on Assessment
    1. Test accommodations for English Language Learners
    2. Translation of measures
    3. Understanding differential performance across groups
  - C. Ethical Concerns in Assessment
    1. Maintaining confidentiality of test forms and results
    2. Professional Standards for test development, use, and interpretation
  - D. Assessment of IQ
    1. Test formats
      1. Group versus individual administration
      2. Verbal versus nonverbal measures
      3. Online versus paper-based administration



2. Specific measures such as:

1. WISC-IV
2. Stanford-Binet
3. RIAS
4. CogAT
5. K-BIT 2
6. Other measures

3. Dilemmas of practice

1. Nature of the intelligence construct - what is intelligence and how should it be measured?
2. What exactly do IQ scores tell us?

E. Assessment of Achievement

1. Examples of available measures, such as:

1. Stanford series
2. Iowa Tests of Basic Skills
3. Kaufman Tests of Educational Achievement (KTEA)
4. Other measures

2. Problems of practice - matching assessment and curriculum

F. Assessing Content Area Knowledge and Skills

1. Assessing reading ability
2. Assessing mathematics learning
3. Above-level testing: Talent Search programs (SAT, ACT, and EXPLORE tests)
4. Science and other content areas

G. Assessment of Gifted Behaviors

1. General considerations in using checklists
2. Specific measures
  1. SRBCSS (Renzulli-Hartman)
  2. SIGS
  3. GRS
  4. HOPE
  5. Other measures

H. Classroom Assessment

1. Observing classroom behaviors
2. Teacher-made tests
3. Pre- and post-testing to assess student learning and differentiate curriculum
4. Performance and portfolio assessment

II. Program Evaluation

- A. Balance of state, federal, and local control in gifted education
- B. North Carolina's gifted mandate
- C. Local plan development process

D. Assessment and evaluation of gifted programming and implementation

**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Dr. Michael S. Matthews

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION  
CURRICULUM COMMITTEE:**

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date

Chair: \_\_\_\_\_



**SPED 6695**  
**New Graduate Course**

**COURSE NUMBER:** SPED 6695

**CREDIT HOURS:** 3

**COURSE TITLE** Research Proposal in AIG

**CATALOG DESCRIPTION**

**SPED 6695 (3)**

This course provides evidence that a candidate can conceptualize and design a research study using a recognized research design, and it supports the development of the capstone research project required for M.Ed. candidates in AIG. Candidates in this course will complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, develop and submit a research protocol application, and submit their application for IRB approval prior to implementing the study in SPED 6696. *(On demand)*

**COURSE PREREQUISITES:** Admittance to the M.Ed. in Academically or Intellectually Gifted; successful completion of graduate certificate coursework in AIG and RSCH 6101.

**COURSE COREQUISITES:** N/A

**COURSE RATIONALE**

The two-course sequence that begins with SPED 6695 is intended to address Standard 1: Teacher Leadership and Standard 5: Reflection. Development of the research proposal in this course requires the candidate to conduct a review of literature related to the focus of their research. Additionally, this course helps to develop skills in analyzing and summarizing the strength of support for various strategies used to address common challenges encountered in the education of students identified as AIG. This is expected to move candidates toward a stronger use of scholarship to address the needs of students.

**COURSE OBJECTIVES**

*Upon completion of the course, the candidate will have demonstrated the ability to:*

- Write a research proposal introduction (in funnel format, including: statement of general problem with references from literature, literature review of at least five empirical studies, statement of purpose with a summary justifying need for study).
- Write a research proposal method section (participants and settings, experimenter, data collection procedures, procedural integrity and inter-observer reliability measures [when appropriate], and procedures).



- Develop and submit a research protocol application to the University's Institutional Review Board for approval.

### College of Education Conceptual Framework:

This course addresses the UNC Charlotte College of Education Conceptual Framework. Students at UNC Charlotte use their **knowledge base** to become **excellent professionals** in the area of Academically and Intellectually Gifted (AIG) when they apply their knowledge of the scholarly literature to inform their design of a research project related to the needs of academically advanced and AIG learners. They become more **effective** teachers as the research process deepens their understanding of teaching and learning. They engage in critical analysis and **reflective thinking** in developing their research project, and in relating it to their classroom teaching. They learn to be **responsive to equity and diversity** in using the research project to address the needs of specific learners in their classrooms. They work **collaboratively** with peers as they provide constructive criticism and **leadership** for each other's research proposals and academic writing.

## INSTRUCTIONAL METHODS

This course will be instructor lead in close collaboration with the candidate's academic advisor. Instructional methods will include a combination of direct instruction and guided independent work on the candidate's research study. Online resources (e.g., APA style tutorials, scoring rubrics) will be made available to candidates.

## COURSE CONTENT

- Ethics in research in educational settings
- Research Proposal Introduction (in funnel format, including: statement of general problem with references from literature, literature review of at least five empirical studies, statement of purpose with a summary justifying need for study)
- Research Proposal Method (participants and settings, experimenter, data collection procedures including measures of dependent variables, procedural integrity measures, and inter-observer reliability measures [when appropriate], experimental design, and procedures)
- Preparing and Submitting IRB application (including documentation of completion of IRB Research with Human Subjects Tutorial, development of relevant consent and assent forms, and letter(s) of support)

## ILLUSTRATIVE COURSE ACTIVITIES

A planning contract will be prepared by the candidate in collaboration with the course instructor and advisor. The contract will articulate the required components and deadlines for their submission. Instruction will occur in scheduled course meetings and through follow-up communication (e.g., emails). At each meeting the candidate will be prepared to discuss ideas and strategies for accomplishing each required component. The instructor will respond to drafts with specific feedback, given verbally or in writing.

## ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

A scoring Rubric for SPED 6695 *Research Proposal in AIG* will be developed by AIG program faculty following course approval.

## REQUIRED TEXTBOOK

[American Psychological Association](#). (2009). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Callahan, C. M., & Moon, T. R. (2007). Sorting the wheat from the chaff: What makes for good evidence of effectiveness in the literature in gifted education? *Gifted Child Quarterly*, 51, 305-319. doi: 10.1177/0016986207306317

Levin, J. R. (1994). Crafting educational intervention research that's both credible and creditable. *Educational Psychology Review*, 6, 231-243.

Odom, S.L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.

O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research*, 78, 33-84. doi: 10.3102/0034654307313793

Plucker, J., & Callahan, C. M. (Eds.). (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press.

Thompson, B. & Subotnik, R. F. (Eds.) (2010). *Methodologies for conducting research on giftedness*. Washington, DC: American Psychological Association.

## SPECIFIC POLICIES THAT APPLY TO THE COURSE

### *Grade Scale*

Grades for this course will be based on the total number of points accrued, converted to a percentage of the total points possible. For the A range, 90-100 = A. For the B range, 80- 89 = B. For the C range, 73-80 = C. As a graduate course, any grade below the C range will be considered Unsatisfactory and will be assigned a failing grade (U). A scoring rubric for SPED 6696 *Research Implementation in AIG* will be developed by AIG program faculty following course approval. The rubric will incorporate items that address Standard 1: Teacher Leadership and Standard 5: Reflection.

*College of Education Diversity Commitment*



The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### *University Procedures and Policies*

**Policy on a Grade of Incomplete:** "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course."

(<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

**Academic Integrity:** Students have the responsibility to know and observe the requirements of [The UNC Charlotte Code of Student Academic Integrity](#) (Policy Statement 105) (<http://legal.uncc.edu/policies/ps-105.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

### **FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Michael S. Matthews

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM  
COMMITTEE:

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date

Chair: \_\_\_\_\_





**UNC CHARLOTTE**  
J. Murrey Atkins Library

**Consultation on Library Holdings**

**To:** Michael Matthews, Dept. of Special Education and Child Development  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** October 18, 2010  
**RE:** Consultation on Library Holdings

**Course/Program:** SPED 6695: Research Proposal in AIG

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** October 18, 2010

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

**Comments:**



**SPED 6696**  
**New Graduate Course**

**COURSE NUMBER** SPED 6696

**CREDIT HOURS:** 3

**COURSE TITLE** Research Implementation in AIG

**CATALOG DESCRIPTION**

**SPED 6696 (3)**

Candidates in this course will implement a research study using a recognized research design that they have designed in SPED 6695 and will produce a written report to disseminate their findings to stakeholders. This course allows students to complete the capstone project requirement for M.Ed. candidates in the area of Academically and Intellectually Gifted. (*on demand*)

**COURSE PREREQUISITES:** Admittance to the M.Ed. in Academically or Intellectually Gifted; successful completion of graduate certificate coursework in AIG and RSCH 6101.

**COURSE COREQUISITES:** N/A

**COURSE RATIONALE**

The two-course sequence that began with SPED 6695 is completed in this course, SPED 6696. Candidates in SPED 6696 implement the research study that they have developed, which was approved by the University's Institutional Review Board during SPED 6695. Additionally, this course helps to develop skills in analyzing and summarizing the strength of support for various strategies used to address common challenges encountered in the education of students identified as AIG. This is expected to move candidates toward a stronger use of scholarship to address the needs of students.

**COURSE OBJECTIVES**

*Upon completion of the course, the candidate will have demonstrated the ability to:*

- Implement the procedures of the study designed in SPED 6695
- Collect student performance or related data using appropriate data collection procedures
- Analyze student performance or related data that inform education in AIG settings

**College of Education Conceptual Framework:**

This course addresses the UNC Charlotte College of Education Conceptual Framework. Students at UNC Charlotte use their **knowledge base** to become **excellent professionals** in the area of Academically and Intellectually Gifted (AIG) by relating the findings of their research project to the needs of academically advanced and AIG learners. They become more **effective** teachers as the research process deepens their understanding of teaching and learning. They engage in critical analysis and **reflective thinking** in interpreting the results of their research project, and in relating these to the improvement of their classroom teaching. They learn to be **responsive to equity and diversity** in considering the implications of their research for specific learners in their classrooms. They work **collaboratively** with classroom teachers, other school staff, and audiences beyond their local setting to complete their research, and in sharing their results, they provide **leadership** for stakeholders in AIG education.



## INSTRUCTIONAL METHODS

This course will be instructor lead in close collaboration with the candidate's academic advisor. Instructional methods will include a combination of direct instruction and guided independent work on the candidate's research study. Online resources (e.g., APA style tutorials, scoring rubrics) will be made available to candidates.

## COURSE CONTENT

- Collecting student performance data
- Obtaining inter-observer agreement data on coding or dependent variables, when appropriate
- Conducting computerized analysis of student performance or related data, with guidance from instructor and/or advisor as needed, and depending on the nature of the research
- Effectively writing research findings for dissemination to stakeholders

## ILLUSTRATIVE COURSE ACTIVITIES

A planning contract will be prepared by the candidate in collaboration with the course instructor and advisor. The contract will articulate the required components and deadlines for their submission. Instruction will occur in scheduled course meetings and through follow-up communication (e.g., emails). At each meeting the candidate will be prepared to discuss ideas and strategies for accomplishing each required component. The instructor will respond to drafts with specific feedback, given verbally or in writing.

## ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

A scoring rubric for SPED 6696 *Research Implementation in AIG* will be developed by AIG program faculty following course approval.

## REQUIRED TEXTBOOK

[American Psychological Association](#). (2010). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- Callahan, C. M., & Moon, T. R. (2007). Sorting the wheat from the chaff: What makes for good evidence of effectiveness in the literature in gifted education? *Gifted Child Quarterly*, 51, 305-319. doi: 10.1177/0016986207306317
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- Odom, S.L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research*, 78, 33-84. doi: 10.3102/0034654307313793
- Plucker, J., & Callahan, C. M. (Eds.). (2008). *Critical issues and practices in gifted education: What the research says*. Waco, TX: Prufrock Press.
- Thompson, B. & Subotnik, R. F. (Eds.) (2010). *Methodologies for conducting research on giftedness*. Washington, DC: American Psychological Association.

## SPECIFIC POLICIES THAT APPLY TO THE COURSE

### *Grade Scale*

Grades for this course will be based on the total number of points accrued, converted to a percentage of the total points possible. For the A range, 90-100 = A. For the B range, 80- 89 = B. For the C range, 73-80 = C. As a graduate course, any grade below the C range will be considered Unsatisfactory and will be assigned a failing grade (U). A scoring rubric for SPED 6696 *Research Implementation in AIG* will be developed by AIG program faculty following course approval. The rubric will incorporate items that address Standard 1: Teacher Leadership and Standard 5: Reflection.

### ***College of Education Diversity Commitment***

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### ***University Procedures and Policies***

**Policy on a Grade of Incomplete:** "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

**Academic Integrity:** Students have the responsibility to know and observe the requirements of [The UNC Charlotte Code of Student Academic Integrity](http://legal.uncc.edu/policies/ps-105.html) (Policy Statement 105) (<http://legal.uncc.edu/policies/ps-105.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

### **FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Michael S. Matthews

### **APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:**

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date

Chair: \_\_\_\_\_





**UNC CHARLOTTE**  
J. Murrey Atkins Library

**Consultation on Library Holdings**

**To:** Michael Matthews, Dept. of Special Education and Child Development  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** October 18, 2010  
**RE:** Consultation on Library Holdings

**Course/Program:** SPED 6696: Research Implementation in AIG

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** October 18, 2010

**Please Check One:**

- Holdings are superior \_\_\_\_\_
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

**Comments:**

*Department of Special Education and Child Development*

**M.Ed. in Special Education: Academically or Intellectually Gifted**

**Program Planning Sheet**

Name: _____	University ID#: _____
Address: _____	Phone: (H) _____
_____	(W) _____
Advisor: _____	Email: _____

**Phase I: Developing Perspective (18 hours)**

Semester

Grade

RSCH 6101 Research Methods (3) (*f, s, su*)

\_\_\_\_\_

\_\_\_\_\_

SPED 5211 Nature and Needs of Gifted Students (3) (*f, occasionally su*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6161 Social and Emotional Needs of Gifted Students (3) (*s*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6124 Methods of Instructing Gifted Students (3) (*f*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6224 Adapting Curriculum Materials and Classroom Differentiation (3) (*s*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6695 Research Proposal in AIG (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

**Phase II: Content and Pedagogy (15 hours)**

SPED 6241 Advanced Curriculum for Gifted Students (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6637 Theory and Development of Creativity (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6270 Gifted Assessment and Program Evaluation (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

SPED 6696 Research Implementation in AIG (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

RSCH 7111 Qualitative Research or other RSCH course as approved by advisor

\_\_\_\_\_ (3) (*on demand*)

\_\_\_\_\_

\_\_\_\_\_

**Total: 33 hours**

**Capstone Experience:**

Research Project (*title*) \_\_\_\_\_

\_\_\_\_\_ *date passed*