



NEW GRADUATE CONCENTRATION PROPOSALS
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.

A concentration is a subspecialty within a degree and major, which reflects that the student has fulfilled a designated, specialized course of study, which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as "emphases," "tracks," "foci," "options," etc.

Submit the completed and signed (chairs, unit deans) proposal to the Office of Graduate Academic Programs. Mail code 1003 and electronic copies to eric.wertheimer@asu.edu or Denise.Campbell@asu.edu

Please type.

Form with fields: Contact Name(s): Suzanne Painter, Meredith Toth, Ann Keith, Dina Brulles; Contact Phone(s): 602-543-6380; College/School/Division Name: Mary Lou Fulton Teachers College; Academic Unit Name: Division of Educational Leadership and Innovation; Existing Graduate Degree and Major under which this concentration will be established: MED in Curriculum & Instruction; Proposed Concentration Name: Gifted Education; Requested Effective Term and Year: Fall 2013; Do Not Fill in this information: Office Use Only; Plan Code; CIP Code.

1. Overview

- A. Provide a brief description (not to exceed 250 words) of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The Gifted Education concentration existed under the MA in Special Education for some time. The essence of this proposal is to move the concentration under the M.Ed. in Curriculum and Instruction. As explained below, because of low enrollments, the Special Education MA is closed to admissions and students interested in Gifted Education have been taking the gifted courses as a specialization; we wish to restore concentration status under a different degree. Although this request is for a "new" concentration, that is because there is no formal curriculum approval process to move a concentration.

This program prepares teachers, school administrators, school psychologists, early interventionists, and family members to work effectively with gifted children. The program provides students with the theory and pedagogy needed to identify and serve gifted children and the knowledge and skills required to develop and provide the most current instructional methods and services for their gifted students.

Graduates will understand how to identify the learning potential and address specific needs of gifted and talented students. They will gain an understanding of gifted students' unique affective and academic needs and know how to design and provide appropriately challenging, differentiated curriculum and instruction so that gifted students may develop their full potential. Graduates will know how to develop a continuum of gifted programs and services, work with administrations, teachers, school boards and parents, and be able to advocate for gifted students at local and national levels. The coursework leads to the gifted education endorsement in the State of Arizona.

Currently the Gifted Education specialization is not indicated on the ASU transcript. Of the 10 courses required for the degree, three are foundations and capstone courses required of most students in the Curriculum and Instruction degree program. Seven courses focus on gifted education and warrant distinction of the concentration from other specializations within the Curriculum and Instruction degree program. The coursework is delivered in an online format only.

2. Impact Assessment

**B. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?**

In consultation with the Graduate College Dean, Teachers College has sought to eliminate low-enrollment concentrations and degrees. The gifted education concentration in special education had fewer than 10 students in the classes in 2010 and admissions were subsequently closed. However, in subsequent semesters, courses were scheduled to accommodate students in the pipeline and offered to students in the more general concentrations in Accomplished Teaching (MA in Curriculum and Instruction) or Teaching and Learning (M.Ed. in Curriculum and Instruction).

Enrollment in this specialization has increased steadily over the last year and is between 45 and 50 students per course now. This interest in the program warrants adding the specialization as a concentration within the M.Ed. in Curriculum and Instruction degree so it will display on ASU transcripts. An ASU partner, Academic Partnerships, will begin marketing and recruiting students into the online program starting fall 2012 for enrollment in the spring 2013 semester and adding Gifted Education as a concentration will increase the visibility of the program.

The gifted education specialization shares 3 (foundations and capstone courses) of 10 courses with other specializations or concentrations in the M.Ed. in Curriculum and Instruction program. Coursework focuses on advising, differentiating instruction, teaching, fostering creativity, and testing gifted learners. The emphasis of the coursework on gifted learning warrants distinction of the concentration from other specializations within the M.Ed. in Curriculum and Instruction degree program. All courses have been taught online for several years, and were developed under the direction of Dr. Sanford Cohn, who retired in 2011. Subsequently, an instructional designer has worked with faculty members to redesign courses to meet the online standards (Quality Matters) and align them with national standards for gifted education.

Faculty who teach in the program are locally and nationally recognized in the field of gifted education. In publications, conference presentations, webinars, and other professional events they identify their affiliation with ASU and the Mary Lou Fulton Teachers College. Many potential students express interest in the program because of the reputation of our faculty and the new concentration will make it easier for them to find and apply to the program as well as receive recognition for their expertise in gifted education when they graduate. Establishment of the concentration under the Curriculum and Instruction degree will also make it easier for us to track and advise students throughout the program.

**C. Please identify other related ASU programs and outline how the new concentration will complement these existing ASU programs? (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

The current specialization in gifted education is the only one offered at ASU. The Gifted Education concentration under the M.Ed. in Curriculum and Instruction will replace the current gifted education specialization within the Teaching and Learning concentration under the M.Ed. in Curriculum and Instruction degree program. The Teaching and Learning concentration will continue to exist as other specializations are still offered under that concentration. As noted above, the concentration was formerly under a different degree program, but the actual courses in the concentration are not new. No new courses are required.

**D. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs. (Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)**

This concentration is not interdisciplinary.

### 3. Academic Requirements and Curriculum

**A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?**

30 hours

**B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source). Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.**

The following are required:

- 3.0 GPA in the last 60 hours of undergraduate work.

- Completion of a bachelor's degree.
- Application to the Graduate College.
- Official Transcripts
- Personal statement demonstrates that applicant's goals with respect to the program outcomes and success in a graduate and online program. The statement should also demonstrate high quality writing and awareness that the student understands the demands of graduate school.
- Two letters of recommendation from individuals who can speak to the applicant's potential for success in a graduate program

**C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students.**

The proposed concentration is not part of a larger, interdisciplinary agenda.

**D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).**

Upon completion of the program, graduates will be able to:

- Understand that gifted students require differentiated instruction
- Describe population traits of gifted students
- Describe and apply the "Common Core" competencies
- Describe and use methods for developing and reaching the potential of gifted students
- Describe and implement methods to enfranchise under-served populations (of gifted and talented)
- Recognize and develop the potential of all their students
- Advocate in their schools for gifted students
- Use tools and techniques to test and measure the potential of gifted students
- Describe and use techniques for addressing the specific needs of students that are gifted vs. talented
- Create gifted programs based on the needs of their school district
- Describe and develop curriculum and instruction in relation to common core standards

**E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).**

Evaluation of student achievement of the knowledge, competencies and skills outlined in 3D will be assessed via two methods: course projects and assignments, and a culminating portfolio completed in the capstone course.

Major assignments in each of the seven gifted education courses require students to apply knowledge and skills from the course and demonstrate fulfillment of the course learning objectives. Course assignments model the practice of differentiating instruction for learners with different needs, knowledge, skills and interests while requiring students to demonstrate acquisition of theory and pedagogy needed to identify and serve gifted children.

Assignments require students to interact with gifted children, their parents, and other school and district personnel and demonstrate acquisition of both knowledge and skills central to the field. Not all online coursework is conducted on the computer or submitted in written form, but may require students to upload video footage that demonstrates their use of a particular technique or strategy, evaluate a school's gifted program, or conduct another similar activity that requires students to apply relevant theory and practice in their local setting.

In the Capstone Course, students complete a portfolio that incorporates the major assignment or project from each of their courses, including courses where skills are applied in clinical settings and evaluates the academic and clinical work in light of the National Association for Gifted Children and Council for Exceptional Children Teacher Knowledge & Skill Standards for Gifted and Talented Education. In accordance with rigorous guidelines, students demonstrate analysis of material learned in and across each of the major assignments/projects, resulting in a highly organized high-level synthesis of their program experience.

Teachers College communicates to all students accepted to the Gifted Education program that they will need access to classrooms or other environments that support and/or educate gifted children in order to complete coursework and be successful in the program. The faculty is currently revising the coursework for the program and have made it a priority to

include requirements for student experiences in practical settings to every degree possible. Students in these graduate courses who will be teaching gifted students receive substantial school-based experiences, and those who are non-teachers (e.g., family members, clinical child and school psychologists, educators, child psychiatrists, family therapists, social workers, pediatricians and other health care professionals) must identify individual(s), schools or other settings/sites (such as parent support groups, community networks, after-school or summer programs, or other professional settings) in which they can apply their knowledge from these gifted courses through practical experiences. Developing these local connections during the program provides a long-term benefit for the students and their community.

As a current NCATE accreditation review team member for the National Association for Gifted Children, Dr. Dina Brulles (faculty program coordinator) has been studying other universities' coursework and assessments. This training has been invaluable in developing ASU coursework for the online Gifted Education program that would withstand similar scrutiny. As an example, consider the course currently being offered in Spring A 2013: SPE 587 Special Populations in Gifted Education. To complete the course projects, students are required to interview gifted students, as well as teachers, parents, and school administrators who work with gifted children, an assignment which requires personal contact. Students also create, present, and seek feedback on a professional development presentation, preferably presented in a school or school district. Other face-to-face interactions include options of the following experiences at two Phoenix-based sites (Herberger Young Scholars Academy at ASU West and in Paradise Valley Unified School District) or a school/site that works with gifted children in the students' local area: student observations, attending teacher workshops at the schools, school tours, attending after school and summer enrichment programs, attending parent seminars, volunteering in the classrooms, and more.

**F. Please provide the curricular structure for the proposed concentration.**

Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the ACRES online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

<b>Required Core Courses for the Degree</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<i>(Insert Section Sub-total)</i> <b>3</b>
TEL 504	Learning and Instruction	No	<b>3</b>
<b>Required Concentration Courses</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<i>(Insert Section Sub-total)</i> <b>21</b>
SPE 585	Creativity: Foundations of Research and Development in Gifted Education	No	3
SPE 586	Advising the Gifted Learner: Social and Emotional Needs	No	3
SPE 587	Special Populations in Gifted Education	No	3
SPE 588	The Gifted Learner: Foundations of Identification, Education and Development	No	3
SPE 589	Teaching the Gifted Learner: Models, Methods and Programs	No	3
SPE 572	Testing and Measurement in Gifted Education: Methods	No	3
SPE 573	Differentiating Instruction for Gifted Learners: Teaching Methods	No	3
<b>Elective or Research Courses</b> <i>(as deemed necessary by supervisory committee)</i>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<i>(Insert Section Sub-total)</i> <b>3</b>
TEL 501	Introduction to Research & Evaluation in Education	No	<b>3</b>
<b>Culminating Experience</b>			<b>Credit Hours</b>
<i>E.g. - Capstone project, applied project, <b>thesis (masters only – 6 credit hours)</b> or <b>dissertation (doctoral only – 12 credit hours)</b> as applicable</i>			<i>(Insert Section Sub-total)</i> <b>3</b>
<b>SPE 597: Capstone</b>			<b>3</b>

<b>Other Requirements</b> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>	<b>Credit Hours</b> (Insert Section Sub-total)
<i>For doctoral programs – as approved by the student's supervisory committee, the program can allow 30 credit hours from a previously awarded master's degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.</i>	
<b>Total required credit hours</b>	<b>30</b>

- G. Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). Please note: If this proposed initiative will be offered completely online, clearly state that in this section.**

The program will be delivered completely online. All courses for the program are already developed online and currently offered as part of the existing gifted education specialization.

- H. Please describe the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).**

The Capstone Course (portfolio) is based on all coursework taken over the 30 hours of the program. Students identify one major assignment or project from each of their courses to be included in their portfolio. Through a written reflection on each assignment/project and a written paper, students demonstrate analysis and synthesis of material learned in the master's program and evidence of competency in the National Association for Gifted Children and Council for Exceptional Children Teacher Knowledge & Skill Standards for Gifted and Talented Education.

- I. Please describe any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).**

n/a

- J. For interdisciplinary programs, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).**

This program is not interdisciplinary

#### 4. Administration and Resources

- A. How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?**

Individuals in the Teachers College Office of Student Services currently administer the M.Ed. in Curriculum and Instruction: Teaching and Learning concentration with a Gifted Education specialization and will continue to administer the program if approved as a new concentration. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed concentration.

- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?**

Approximately 45 students are currently enrolled in the gifted education specialization. Following approval of the concentration, approximately 20 students will be admitted each semester with an enrollment projection of 180 students over the next three years.

- C. What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in**

**offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.**

As gifted education (proposed concentration curriculum) is currently being offered as a specialization in the M.Ed. in Curriculum and Instruction, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved class fees associated with the classes. No provisions are necessary to support doctoral students. No new books, library holdings, equipment, laboratory space and or personnel will be required at this time.

**D. Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.**

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Dina Brulles Ph.D.	Gifted Education Program Coordinator, Academic Professional	Developing and evaluating gifted programs; Cluster-grouping programs.
Kimberly Lansdowne Ph.D.	Executive Director, Herberger Young Scholars Academy at ASU and Faculty Adjunct	Increasing participation of minorities in programs for gifted learners; developing and evaluating programs for the gifted.
Robyn McKay Ph.D.	Psychologist, Herberger Young Scholars Academy at ASU and Faculty Adjunct	Advising gifted learners; foundations of research and development in gifted education

**E. Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (for PhD programs only)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.**

N/A

**5. Additional Material** — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

**Approvals** (if the proposal submission involves multiple units, please include letters of support from those units)

DEPARTMENT CHAIR or SCHOOL DIRECTOR  
(Please print or type)

Suzanne Painter, Director, Division of Educational Leadership & Innovation



10/31/12

SIGNATURE

DATE

DEAN (Please print or type)

Mari Koerner, Dean, Mary Lou Fulton Teachers College



10/31/12

SIGNATURE

DATE

**The following section will be completed by the GC following the recommendations of faculty governance bodies.**

EXECUTIVE VICE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF THE GRADUATE COLLEGE

SIGNATURE

DATE

**Please note:** Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**