

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: GTE COURSE NUMBER: 691 CREDIT HOURS: 3

I. TITLE: Nature and Needs of the Gifted Student

II. COURSE DESCRIPTION AND PREREQUISITE(S): A course to provide opportunities for experienced teachers and teacher trainees to develop knowledge and awareness of the characteristics and needs of gifted children and youth, and provides the individual student with opportunities to apply general educational principles for the gifted and talented to total educational concerns.

Prerequisite(s): None

III. COURSE OBJECTIVES:

Each of the behaviors indicated below is referenced to the Kentucky Teacher Standards (KTS) and to the National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. Both KTS and NAGC-CEC Standards can be found inside Canvas "Modules" folder.

As a result of participation in this course, students will grow as Reflective Decision-Makers and will be able to:

- A.** Describe the definition of giftedness and the indicators of gifted potential and behaviors, and explain characteristics of gifted and talented students. (KTS 1; NAGC-CEC 1)
- B.** Understand the developmental and individual differences so as to respond to the needs of these individuals. (KTS 2, 3; NAGC-CEC 1, 2)
- C.** Analyze major theories and research supporting gifted education, understand various concepts, including cognitive and social-emotional development of the population, and creativity. (KTS 3, 5; NAGC-CEC 1, 2, 4, 7)
- D.** Understand the dynamics of language, family background, culture, economic status, and/or area of disability can influence the learning of gifted and talented students. (KTS 2, 3, 4; NAGC-CEC 1, 2, 5, 6)
- E.** Identify special needs of these students, and select and adapt appropriate learning environment, curriculum and instructions to meet the needs of them. (KTS 2, 3, 4, 5; NAGC-CEC 2, 3, 4, 5)
- F.** Examine multiple measures for assessment and identification of gifted and talented students, including those from culturally, linguistically, and economically diverse backgrounds. (KTS 4, 5, 6, 8; NAGC-CEC 3, 4, 5, 7)
- G.** Recognize underachievement and twice-exceptionality of some gifted and talented students. (KTS 3, 4, 8; NAGC-CEC 1, 5)

- H. Articulate the importance for teachers and parents to promote giftedness and talent among different individuals. (KTS 3, 8, 9, 10; NAGC-CEC 5, 6, 7)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Canvas-enhanced instruction.

The ESPB Themes – Diversity, Assessment, Literacy/Reading, and Gap Achievement are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- A. Social behaviors are learned and can be modeled and taught.
- B. Parents and guardians are partners in the development of effective programming for their children.
- C. A range of instructional methods promotes and develops high academic achievement.
- D. Every task provides information about student learning.
- E. Assessment links to what each student needs to learn or has learned.
- F. Growth as a professional requires reflection and study in collaboration with other scholars.

IV. CONTENT OUTLINE:

- A. Definitions of intelligence, giftedness and talent development
- B. Historical perspectives on giftedness
- C. Myths and misconceptions
- D. Cognitive learning needs and characteristics of gifted learners
- E. Creativity and giftedness
- F. Social-emotional development of gifted learners
- G. Identification & assessment of gifted learners
- H. Diverse populations, underachievement & twice-exceptional gifted learners

V. INSTRUCTIONAL ACTIVITIES:

- A. Students will actively participate in reading and reflection. There will be online discussions and email communications.

- B. Students will read assigned chapters and/or articles from the course textbook and online sources, submitting regular posts on Canvas and participating in other weekly activities.
- C. Students will communicate with peers through Canvas, and will share information, learning resources and their own teaching experiences.
- D. Students will be expected to complete all course assignments on time, and to exhibit the COEHS Dispositions (Tolerance, Responsible, Enthusiastic, Caring, Confident, and Ethical) during class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

None required. However, you may use “Jot Down” (attached inside the “Modules” folder on Canvas) and other identification activities in your classrooms and schools to engage in Action Research, and to share your observations and findings on Canvas.

VII. TEXT(S) AND RESOURCES:

- A. Required textbook:
Clark, B. (2013). *Growing up gifted: Developing the potential of children at school and at home* (8th ed.). Upper Saddle River, NJ: Pearson.
- B. Recommended books:
Colangelo, N., & Davis, G. A. (Eds.). (2003). *Handbook of gifted education* (3rd ed.). Boston, MA: Allyn & Bacon.
Davis, G., Rimm, S. & Siegle, D. (2011). *Education of the Gifted and Talented* (6th ed.). New Jersey: Pearson Education.
- C. References and other resources will be shared on Canvas during the semester.
- D. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
- E. COEHS Curriculum Materials Center – Rm. 313, 3rd floor, Alexander Hall
- F. Major organizations & resources for gifted education:
 1. NAGC (National Association for Gifted Children) <http://www.nagc.org/>
 2. WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>
 3. KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
 4. KDE Gifted & Talented Website:
<http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
 5. SENG (Supporting Emotional Needs of the Gifted):
 6. http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml
 7. Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:
All students must be familiar with Canvas. On the login page, there are help tutorials for you. Please take time to learn how to use this, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.
- B. Grading Scale:
A = 90-100%

- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = Below 60%

C. Assignments:

Detailed course calendar, assignments & due dates can be found on Canvas inside “*Course Information*” folder.

Students will be graded based upon their participation in online class or face-to-face activities and successful completion of assignments. Students will submit assignments via Canvas by midnight on the designated dates. **Submissions may be accepted up to one week late for up to 20% point deduction.**

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submissions - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of F in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).