

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING**COURSE PREFIX: GTE COURSE NUMBER: 693 CREDIT HOURS: 3****I. TITLE:** Educational Programs for Gifted Students**II. COURSE DESCRIPTION AND PREREQUISITE(S):** A course designed to give experience and develop skills in effective planning, organization and execution of educational programs for gifted students. Prerequisite: EDU 691 and 692, or permission of instructor.**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 their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

- A.** reflect on variables that contribute to the development of giftedness, the need and goals of programs for the gifted, and how programs effectively respond to students' needs. (KTS 1, 2; NAGC-CEC 1, 2, 3, 4, 5);
- B.** compare model programs and demonstrate knowledge and articulate the complexities of the current trends on gifted provisions, standards, policies and other issues involved in gifted programming (KTS 1, 2, 7; NAGC-CEC 1, 3, 4, 6, 7);
- C.** describe indicators of gifted potential and behaviors in gifted students, and adopt/develop an appropriate model for a gifted program and design specific activities that reflect those indicators. (KTS 2, 3, 4; NAGC-CEC 1, 2, 5);
- D.** demonstrate knowledge of designing a gifted program, and apply multiple methods and procedures to enrich gifted students' learning. (KTS 1, 2, 4, 6; NAGC-CEC 2, 3, 4, 5);
- E.** design a specific program for gifted students and highlights the needs, goals, outcomes, roles and responsibilities, and assessment approaches. (KTS 3, 4, 5; NAGC-CEC 1-7);
- F.** communicate and collaborate with school members, parents, and community. Also serve as an advocate for gifted education (KTS 7, 8, 9, 10; NAGC-CEC 6, 7); and
- G.** demonstrate leadership in the field of gifted education and continued development of the COEHS Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (KTS 6, 7, 8, 9, 10; NAGC-CEC 6, 7).

The *COEHS 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 online 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. Needs and goals of gifted programming
- B. Model programs for gifted education
- C. Development of programs serving elementary and secondary gifted students
- D. Roles and responsibility of teachers for gifted students
- E. Design and implementation of gifted curriculum
- F. Programs for disadvantaged gifted students
- G. Programs that meet the social-emotional needs of gifted students
- H. Parental and community support for gifted programs

V. INSTRUCTIONAL ACTIVITIES

- A. Students will actively participate in reading and reflection, and prepare for online discussions and email communications.

- B. Students will read assigned chapters and/or articles from the course textbook and other sources, submitting posts on Discussion Board (DB) and participating in other weekly activities.
- C. Students will communicate with peers through DB, 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 COE Dispositions (Tolerance, Responsible, Enthusiastic, Caring, Confident, and Ethical) during class activities.

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

NA

VII. TEXT(S) AND RESOURCES:

A. Required textbook:

Purcell, J. H., & Eckert, R. D. (Eds.). (2006). *Designing services and programs for high-ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.

B. Recommended books:

Smutny, J. F. (Ed.). (2003). *Designing and developing programs for gifted students*. Thousand Oaks, CA: Corwin Press.

Dixon, F. A. (Ed.). (2009). *Programs and services for gifted secondary students: A guide to recommended practices*. Waco, TX: Prufrock Press.

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. COE 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:

Details of course calendar and assignment 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 tasks 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).