

**Murray State University**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING**

**COURSE PREFIX: GTE**

**COURSE NUMBER: 695**

**CREDIT HOURS: 3**

**I. TITLE:** Multicultural Gifted Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course is designed for teachers and counselors to learn practical strategies bridging the fields of gifted education and multicultural education. Theory and practice will be considered to enable educators to help gifted students reach their full potential in multicultural settings.  
**Prerequisite:** GTE 691 and GTE 692

**III. COURSE OBJECTIVES:**

Each of the behaviors indicated below are referenced to the Kentucky Experienced Teacher Standards (ETS) and to the Council for Exceptional Children/National Association for Gifted Children (CEC/NAGC) Standards and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Reform Act Initiatives.

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

- A.** demonstrate a clear awareness of themselves as individuals and of diverse cultures (ETS 6, 7; NAGC-CEC 6);
- B.** articulate the rationale, trends, goals, and objectives of multicultural gifted education. (ETS 2)
- C.** modify existing curricula in both gifted education and multicultural education to accommodate diverse abilities and diverse cultures (ETS 1, 3);
- D.** demonstrate the ability to teach and guide gifted students from a multicultural perspective (ETS 4, 5; NAGC-CEC 1, 2);
- E.** explain the needs of minority families and provide opportunities to involve the family in the child's education (ETS 8);
- F.** demonstrate understanding of the characteristics of diverse gifted students (ETS 6; NAGC-CEC 1, 2);
- G.** modify traditional content areas and instructional methods for diverse gifted students (ETS 5);
- H.** demonstrate facility to design instruction for gifted students in collaboration with colleagues, families, and the community (ETS 6);
- I.** demonstrate the ability to use technology to enhance instruction of the gifted (ETS 10; NAGC-CEC 5);
- J.** demonstrate understanding of authentic performance assessment and how to apply this understanding with diverse gifted learners (ETS 6);
- K.** students will reflect on learning and teaching in order to make effective educational decisions in the area of Gifted Education (ETS 7); and

- L. demonstrate continued development of the COE Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities (ETS 1,7; NAGC-CEC 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:

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

#### **IV. CONTENT OUTLINE:**

Themes and topics developed in the text, current research and curriculum frameworks, as well as other content – as applicable – to include (but not limited to) those listed below.

- A.** Introduction to Gifted Education & Identification of the Gifted
- B.** Service Options
- C.** Methods and Strategies to Differentiate Instruction
- D.** Examination of Racial and Cultural Diversity
- E.** Historical and Legal Perspectives on Educating Gifted and Minority Students
- F.** Characteristics & Goals of Multicultural Education and Gifted Education
- G.** Objectives of Multicultural Gifted Education
- H.** Ethics and Equity in the Assessment of Diverse Students

- I. Assessment Issues with Limited English Proficient Students
- J. Multicultural Curriculum and Instruction
- K. Integrating Gifted Education into Multicultural Education
- L. Counseling Students from a Multicultural Perspective
- M. Counseling Gifted and Minority Students and Families
- N. Prevention and Intervention Strategies
- O. Ways to Involve Families
- P. Research and Evaluation
- Q. School Self-Evaluation and Minority Students

**V. INSTRUCTIONAL ACTIVITIES:**

Reading, discussion, reflection, curriculum planning and online presentations.

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

NA

**VII. TEXT(S) AND RESOURCES:**

- A. Textbook
- B. Professional Journals
- C. Resource people
- D. Instructional materials
- E. Technology

**VIII. EVALUATION AND GRADING PROCEDURES:**

A. All students will be responsible for a number of learning activities. These will include:

- 1. Reflections
- 2. A Trackstar
- 3. A Ford-Harris Matrix
- 4. Participation in class discussions and activities
- 5. Synthesis discussion and Reflection

B. *EVALUATION:*

- 1. Reflection 1.....20
- 2. Reflection 2.....20
- 3. Trackstar.....20
- 4. Ford-Harris Matrix..... 50
- 5. Online discussions and activities.....30

(The Matrix: ..... “it does provide a developing framework for gifted education teachers and other educators (e.g., counselors, administrators, etc.) to integrate central concepts and principles from both gifted education and multicultural education.” -- Ford, Moore, & Harmon, 2005, T into P)

The assignments are TOO WEAK to assess students’ learning in this course!!!

*GRADING SCALE:*

129-140 = A  
115-128 = B  
101-127 = C  
92-100 = D  
Below 92 = E

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Students are expected and strongly encouraged to attend class regularly and on time in order to gain maximum benefit from the course. Class attendance will be checked and will be an explicit factor in the course grade as reflected in the class participation component. Students are responsible for all material missed due to class absences.

**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).

*(Revised July 2015)*