Multicultural Gifted Education

Syllabus

EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING
3 CREDIT HOURS
EDU 695

I. **Title** EDU 695 Multicultural Gifted Education

II. **Catalog Description** 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.

III. **Purpose** To explore, apply, and practice the many relevant dimensions of multicultural and gifted education that are available for facilitating the learning of diverse gifted students, thus becoming a more reflective decision-maker as a regular classroom teacher, a counselor, or as a teacher of the gifted.

IV. **Course Objectives**

Each of the behaviors indicated below are referenced to the Kentucky Experienced Teacher Standards and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Reform Act guidelines. As a result of their participation in this course, students will be able to:

1. Demonstrate a clear awareness of themselves as individuals and of diverse cultures. (ETS 7, 9)
2. Articulate the rationale, trends, goals, and objectives of multicultural gifted education. (ETS 2)
3. Modify existing curricula in both gifted education and multicultural education to accommodate diverse abilities and diverse cultures. (ETS 1, 3)
4. Demonstrate the ability to teach and guide gifted students from a multicultural perspective. (ETS 4, 5)
5. Explain the needs of minority families and provide opportunities to involve the family in the child’s education. (ETS 8)
6. Demonstrate understanding of the characteristics of diverse gifted students. (ETS 6)
7. Modify traditional content areas and instructional methods for diverse gifted students. (ETS 5)
8. Demonstrate facility to design instruction for gifted students in collaboration with colleagues, families, and the community. (ETS 6)
9. Demonstrate the ability to use technology to enhance instruction of the gifted. (ETS 10)
10. Demonstrate understanding of authentic performance assessment and how to apply this understanding with diverse gifted learners. (ETS 6)
11. Students will reflect on learning and teaching in order to make effective educational decisions in the area of Gifted Education. (ETS 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 abilities and needs, reflect on how to best serve those needs, collect data regarding instructional interventions, reflect upon the implications of those data, and thus make informed decisions about future instruction.

The theme of Diversity is explored in the course through planning multifaceted instructional 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 Blackboard-enhanced instruction.

V. 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.

• Introduction to Gifted Education
• Identification of the Gifted
• Service Options
• Methods and Strategies to Differentiate Instruction
• Examination of Racial and Cultural Diversity
• Historical and Legal Perspectives on Educating Gifted and Minority Students
• Multicultural Education and Gifted Education
  • Characteristics of Multicultural Education
  • Goals of Multicultural Education
  • Goals of Gifted Education
  • Goals and Objectives of Multicultural Gifted Education
• Assessment
  • Ethics and Equity in the Assessment of Diverse Students
  • Assessment Issues with Limited English Proficient Students
  • Assessment of Minority Students
• Multicultural Curriculum and Instruction
  • Integrating Gifted Education into Multicultural Education
  • Integrating Multicultural Education into Gifted Education
• Counseling Students from a Multicultural Perspective
  • Counseling Gifted Students
  • Multicultural Counseling
  • Counseling Minority Students
  • Prevention and Intervention Strategies
• Minority Families
  • Ways to Involve Families
• Research and Evaluation
  • School Self-Evaluation and Minority Students

VI. INSTRUCTIONAL ACTIVITIES: Reading, discussion, reflection, curriculum planning and presentations.

VII. FIELD AND CLINICAL EXPERIENCES: As available (but not a course requisite), including visits to museums, exhibits, and other enrichment sites.

VIII. RESOURCES:
  Textbook
  Professional Journals
  Resource people
  Instructional materials
  Technology

IX. GRADING PROCEDURES: Students will be responsible for a number of learning activities. These will include:

  * Reflections
  * A Trackstar
  * A Ford-Harris Matrix
  * Participation in class discussions and activities
  * Synthesis discussion and Reflection

EVALUATION:

Reflection 1 .......................................................... 20
Reflection 2 .......................................................... 20
Reflection 3 .......................................................... 20
Trackstar ............................................................... 20
Ford-Harris Matrix ................................................... 30
Class discussions and activities .................................... 10
Synthesis discussion .................................................. 20

GRADING SCALE:

129-140 = A
115-128 = B
101-127 = C
92-100 = D
Below 92 = E
X. **Attendance Policy:** This course adheres to the policy published in the MSU Graduate Bulletin.

XI. **Academic Honesty Policy:** Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person who will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XII. **Text and Resources:**


XIII. **Prerequisite:** None.