I. **Title**: Educational Programs for Gifted Students

II. **Catalog Description.**

A course designed to give experience and develop skills in effective planning, organization and execution of educational programs for gifted students.

III. **Purpose**

The primary purpose of this course is the acquisition of a knowledge base on special needs of gifted students and how educational environments and instruction can be modified to best meet their needs. Through an analysis of model programs for the gifted, teachers will learn to integrate and apply this knowledge base and to adapt these best practices into their schools and classrooms.

IV. **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:

1. Reflect on the developmental variables contribute to the development of giftedness and how programs effectively respond to those needs. (ETS 2, 3, 4, 8; CEC/NAGC 1, 2, 3, 7)
2. Describe indicators of gifted potential and behaviors in students and design activities and programs that reflect those indicators. (ETS 1, 2, 3, 5, 6; CEC/NAGC 1, 2, 3, 4, 7, 8)
3. Identify characteristics and special needs of gifted students and to be able to describe ways to adapt classrooms and learning experiences to create effective learning environments for these students. (ETS 2, 5; CEC/NAGC 1, 2, 5)
4. Articulate the complexities of the current trends and issues involved in the education of the gifted and demonstrate leadership in transforming the local school environment to reflect best practices. (ETS 1, 9; CEC/NAGC 9, 6, 10)
5. Apply multiple methods and procedures for enriching gifted students. (ETS 2, 3; CEC/NAGC 4, 7)
6. Collaborate with others and serve as an advocate for gifted education with schools,
parents, and the community. (ETS 1, 8; 6, 9, 10; CEC/NAGC 9, 10)

7. 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: CEC/NAGC 9)

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 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 Blackboard-enhanced instruction.

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

V. CONTENT OUTLINE

From Needs and Goals to Program Organization
Developing and Designing Programs Serving Primary, Elementary, Middle and Secondary Gifted Students
Identifying and Selecting Teachers
Designing and Implementing Curriculum
Special Programming for Gifted Disadvantaged Students
Model Programs for the Gifted
Developing Parental and Community Support for Programs
Assessment: Impact on Children, Parents, and Teachers

VI. INSTRUCTIONAL ACTIVITIES

*Note: This is an online course which will require participants to work through the material both individually and in groups in an online environment. Discussion of readings online will take the place of the 3 hr. sessions each that a traditional graduate course meets each week, in addition to the traditional reading and preparation each week. Although all work - readings, discussion, and assignments can be completed in approximately 3 hrs per week, students need to be aware that online work replaces the in-class sessions.
*Also, keep in mind that it is not only in the student's best interests, but also to the benefit of the student's group members and other colleagues in the course to keep current with work. It is difficult to make up past work and to do current work, given teachers very busy schedules. It is unfair to group members not to participate or to be late with group activities.

1. Chapter and other readings and online discussion.

Students will read assigned chapters from the course textbook and other sources and prepare them for on-line discussions and related activities. (Objectives 1-6)

3. Reflections.

Students will write two reflections (1 ½ - 2 typed, double-spaced pages) that reflect upon and synthesize issues and ideas that arise from reading and their own reading and experiences in the field of giftedness and pedagogy. The topic of reflection will be chosen by the student, based on reading, discussion, and experiences as related to the nature and needs of gifted learners. (Objectives 1-6)

4. Development of program outline.

Students will design, develop, and share a program outline that integrates the theories and practices regarding giftedness addressed in the course. The outline should be designed as a springboard for providing services to gifted students in the teacher's local school. The student should make clear in the outline how it encourages the use of gifted behaviors and how the teacher will assess and identify those behaviors as part of the program.

Students will develop a Track Star to complement the content of the program. The Track Star or Web Quest should be a resource to other teachers in the course that could be used in implementing a similar program.

Although the student will rely on information from many sources in the development of this assignment, the entire program outline (or a significant portion of it) may not consist of material taken from a book, the Internet, educational periodicals, or commercial product. (Objectives 2, 3 & 5)

VII. Field and Clinical Experiences

Teachers will consult with colleagues and others in the community for assistance in identifying program needs in their school.

VIII. Resources

Textbook
Online course manual
Professional journals
Resource people
Instructional materials
Electronic software
Others as available and needed
Internet

IX. Evaluation Criteria

Assignments and Points:

1. Reflections (2) .................................................................40
2. Program Outline ............................................................100
3. Preparation and online participation ....................... 45

Total...........................................................................185

Grading Scale:
170-185 A
152-169 B
133-168 C
120-132 D
119 & below E

X. Attendance Policy

Participation and achievement are closely related and affect the learning of all. While an online course does not require simultaneous attendance, students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole. When virtual discussions are arranged, the instructor will try, whenever possible, to arrange alternative times or activities for those students who cannot be present online.

XI. Academic Honesty Policy

All work, although (as is all our knowledge) based on the knowledge of others, must be the student’s own work. Cheating, plagiarism, or other academic dishonesty is clearly a violation of academic standards and university policy.

Although the student will rely on information from many sources in the development of this assignment, the entire program outline (or a significant portion of it) may not consist of material taken from a book, the Internet, educational periodicals, or commercial product.
XII. **TEXT AND RESOURCES**

Text: *Designing and Developing Programs for Gifted Students*, Joan Franklin Smutny, Ed., Corwin Press.

Other resources will be shared during the semester.

XIII. **PREREQUISITES.**

EDU 691 and EDU 692

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY.** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.