Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 526
PRINCIPLES AND PRACTICES IN GIFTED EDUCATION

COURSE DESCRIPTION

Candidates will explore the characteristics of gifted students as well as the emotional, academic, and social needs of gifted learners, with emphasis on those from special populations. Theories and strategies for differentiating curriculum designed for gifted students in heterogeneous and homogeneous groups will be analyzed.

RATIONALE

Within a school, approximately 5–10 percent of the students possess exceptional talent and ability. It is important for teachers and administrators to have an understanding of the identification processes for students with special abilities, the needs of those students, and the unique problems of those students. The practices and methods for teaching students with special abilities must be understood in order to help the gifted and talented reach their full potential.

I.   **PREREQUISITE**

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II.   **REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III.   **RECOMMENDED RESOURCE**

American Psychological Association. *Publishing manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV.   **ADDITIONAL MATERIALS FOR LEARNING**

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Blackboard recommended browsers

D.   Microsoft Office

V.   **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

A.   Justify the instruction of the gifted and talented from theoretical framework, recent brain research, and a biblical worldview.

B. Contrast models of instruction for the gifted and talented.

C. Describe various methods for the identification of gifted and talented individuals.

D. Analyze the results of a student evaluation in order to recommend a best fit model for instruction.

E. Develop a program of instruction and evaluations plan for a particular student.

F. Justify the values and behaviors that should be taught to the gifted and talented.

G. Justify the use of extra-ordinary measures when identifying and working with special populations of the gifted and talented.

H. Evaluate the unique traits of a teacher for the gifted as it applies to oneself as a potential teacher of the exceptional learner.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 4 Discussion Board Forums. The candidate will submit a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. (MLO: A, C, D, G, H)

D. Movie Character Evaluation Form

The candidate will complete a 3–5-page evaluation form. The form will be provided, the candidate must use at least 1 source to support his/her work, and the form must include a cover page. (MLO: C, F)

E. Comparison Chart

The candidate will complete a 3-page chart for models of Gifted Programs. The chart must include at least 3 sources to support the candidate's work and must include a cover page. A template will be provided. (MLO: B, C)

F. Program of Instruction Benchmark Assignment

The candidate will write a 5–10-page plan for instruction using the template provided. The candidate must include at least 10 sources to support his/her work and must include a cover page. The candidate will submit this assignment via LiveText. (MLO: A, E, F, G)

G.   Special Population Program Model

The candidate will create a flow chart in a Word document to outline a model for serving a special population for gifted students. This assignment must be 3–5 pages, must include a cover page, and must be supported with at least 3 sources. (MLO: A, F, G)

H.   Advocacy Program Presentation

The candidate will create a presentation to present to a target group, outlining the importance of gifted and talented education and support programs. The candidate will complete this presentation in 2 parts:

Part 1

The candidate will submit a title page, meeting agenda, meeting handouts, detailed follow up plan to work with the target group, and a references page.

Part 2

The candidate will create a 20-minute PowerPoint or web2.0 presentation discussing the importance of gifted education. The candidate must include detailed speaking notes in the presentation. (MLO: A, F)

I.   Program Evaluation Reflection

The candidate will choose 5 of the 9 questions provided and will write a 3–5-page reflection discussing gifted and talented education and the importance of program evaluation. The candidate must include a title page and references page with at least 3 scholarly sources. (MLO: C, G, H)

J.   Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes. Quizzes 1–3 will contain 10 multiple-choice questions and will have a time limit of 50 minutes. Quiz 4 will contain 5 multiple-choice questions and will have a time limit of 30 minutes. (MLO: A, B, C, G)

VII. **COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 25 pts ea)	100
Movie Character Evaluation Form	100
Comparison Chart	100
Program of Instruction Benchmark Assignment	200
Special Population Program Model	100
Advocacy Program Presentation (Part 1)	100
Advocacy Program Presentation (Part 2)	100
Program Evaluation Reflection	100
Quizzes (4 at 25 pts ea)	100
Total	1010

B. Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739
D- = 680–699   F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 526

Textbooks: Rimm et al., *Education of the Gifted and Talented* (2018).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Rimm et al.: chs. 1–2 1 presentation 1 article 3 websites	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 25
2	Rimm et al.: ch. 3 1 presentation 1 article 2 websites	Movie Character Evaluation Form Quiz 1	100 25
3	Rimm et al.: chs. 4–7 2 presentations 1 article 4 websites	DB Forum 2 Comparison Chart	25 100
4	Rimm et al.: chs. 8–11 2 presentations 1 article 4 websites	Program of Instruction Benchmark Assignment Quiz 2	200 25
5	Rimm et al.: chs. 12–15 2 presentations 2 articles 2 websites	DB Forum 3 Special Population Program Model	25 100
6	Rimm et al.: chs. 16–17 2 presentations 2 websites	Advocacy Program Presentation Part 1 Quiz 3	100 25
7	Rimm et al.: chs. 16–17 1 presentation 1 article 2 websites	DB Forum 4 Advocacy Program Presentation Part 2	25 100
8	Rimm et al.: ch. 18 1 presentation 1 article 3 websites	Program Evaluation Reflection Quiz 4	100 25
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.