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 620
ORGANIZATION AND DESIGN OF GIFTED EDUCATION PROGRAMS

COURSE DESCRIPTION

Candidates will examine model programs for gifted students that include organizational strategies for heterogeneous and homogeneous groupings. The study will include programs that are field specific, integrated content, and extracurricular models. Strategies for securing funding for gifted programs will be explored.

RATIONALE

With schools struggling to build and maintain programs for special needs students, it is vital that educators understand and evaluate the models and programs in order to effectively provide for gifted students and make the most of limited budgets. Five to ten percent of all students possess exceptional gifts, talents, and abilities. These students deserve to be in a program that allows an environment for maximum growth. There are many models of instruction to choose from. Educators seeking to accommodate the gifted and talented student should be familiar with these designs in order to select the best model for the student and the model that best fits into their own school program. This course will examine the design and characteristics of program models intended for use in gifted and talented programs. The course will also examine current practices and methods of instruction as they relate to various program designs.

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. **ADDITIONAL MATERIALS FOR LEARNING**

   A. Computer with basic audio/video output equipment

   B. Internet access (broadband recommended)

   C. Blackboard recommended browsers

   D. Microsoft Word

IV.   **MEASURABLE LEARNING OUTCOMES**

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

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

B.   Investigate the various leaders in gifted education and their program designs.

C.   Contrast selected models in gifted education.

D.   Examine various methods of instruction used in gifted education.

E.   Evaluate the budgetary feasibility of selected models of instruction for the gifted and talented in two economically different schools.

F.   Describe the character education and values that should be built into any gifted and talented model.

G.   Defend the use of a gifted education program model for a given school system.

H.   Prepare a presentation in order to provide support and leadership for teachers and administrators concerning gifted and talented programming.

V.   **COURSE REQUIREMENTS AND ASSIGNMENTS**

A.   Assigned readings and presentations (MLO: B, C, E)

B.   Course Requirements Checklist

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

C.   Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, demonstrate course-related knowledge, and reference 1 scholarly journal article. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. Each thread and reply must follow current APA format. (MLO: A, D, E)

D.   Gifted Program Model Chart

The candidate will complete a chart on gifted programs using the provided template. Each phase of the chart must be at least 500 words and each model must include at least 2 references in current APA format. This chart will be completed in 4 phases. (MLO: A, B, C, D, E)

E.   Program Model Paper

The candidate will write a research-oriented paper of at least 5 pages (not including the title and reference pages) in current APA format that focuses on a specific gifted program model. The paper must include at least 5 references, including the assigned readings/websites, the Bible, and at least 3 peer-reviewed journal articles. (MLO: A, F)

F.   Final Project

Part 1: Transcript Notes and Agenda

The candidate will prepare the transcript for the PowerPoint proposal and agenda for his/her final project.

Part 2: Gifted Leadership/Training Project

The candidate will create a PowerPoint presentation containing at least 20 slides that will be used to provide training to teachers and school systems concerning gifted education. This presentation must cite at least 5 peer-reviewed or scholarly references in current APA format and include the information presented in the course. Between the transcription/speaker's notes and the PowerPoint, there must be a total of at least 20 citations for ideas or direct quotes. (MLO: A, B, C, D, E, F, G, H)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Gifted Program Model Chart (4 phases at 100 pts ea)	400
Program Model Paper	100
Final Project	
Part 1: Transcript Notes and Agenda	100
Part 2: Gifted Leadership/Training Project	200
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

Candidates 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.

EDUC 620

Textbook: Heacox & Cash, *Differentiation for Gifted Learners* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Heacox & Cash: chs. 1–2 1 presentation 2 articles 1 website	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 50
2	Heacox & Cash: ch. 4 6 assigned readings 1 presentation	Gifted Program Model Chart: Phase 1	100
3	Heacox & Cash: Review chs. 2, 4 Review 6 assigned readings 2 presentations	Gifted Program Model Chart: Phase 2	100
4	Heacox & Cash: ch. 5, Review ch. 4 1 presentation 1 interactive website	DB Forum 2 Gifted Program Model Chart: Phase 3	50 100
5	Heacox & Cash: chs. 6–7 2 presentations 1 article	DB Forum 3 Gifted Program Model Chart: Phase 4	50 100
6	Heacox & Cash: ch. 9 1 presentation	Program Model Paper	100
7	Heacox & Cash: chs. 10–11, Review ch. 9 1 presentation	DB Forum 4 Final Project: Part 1 – Transcript Notes and Agenda	50 100
8	Heacox & Cash: Review chs. 9–11	Final Project: Part 2 – Gifted Leadership/Training Project	200
		TOTAL	1010

DB = Discussion Board

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