EPSY 6620 - 001: Multicultural Gifted Education
M 5:30-8:20 PM Wooten Hall 111
Department of Educational Psychology
University of North Texas

SPRING 2017

Instructor: Dr. Rachel U. Mun
Office: MATT 322-B
Office Hours: M 9:00AM-12:00PM, WTH 9:00AM-10:30AM and by appointment
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Phone: (940) 565-2028

BEST WAY TO CONTACT ME: Blackboard within course messaging. I will generally respond to emails within 24 hours.

Course Description
Multicultural Gifted Education (3 hours). Bridges the fields of gifted education and multicultural education. Theory and practice are considered to enable educators, counselors, and others working with gifted students to reach their full potential in multicultural settings.

Prerequisite(s): EPSY 5105 or equivalent.

Readings/Text

Resources
Additional course readings, resources and assignments will be posted on Blackboard Learn (Bb Learn). Students may view this information by going to http://helpdesk.unt.edu and logging in using their EUID. You will also be turning in some of your assignment on this site.

Competency Goals
Students participating in EPSY 6620 will develop the following competencies through reading, discussion, and products reflecting advanced analysis and complex ideas.

1. Students will understand and evaluate the cultural basis to definitions of giftedness.
2. Students will understand and evaluate how one’s culture, socioeconomic status, and language shape one’s abilities and perceptions in the development of intelligence, especially in diverse environments.
3. Students will select promising practices in gifted and multicultural education appropriate for diverse gifted populations.

4. Students will examine equity issues and the impact of disproportionate placements of gifted students from diverse backgrounds.

5. Students will explore teaching and learning environments that support multicultural gifted education principles in the development of culturally responsive curriculum.

6. Students will explore personal and cultural frames of reference of teachers in developing intercultural competence, ethical practice, and professional modeling of respect and responsiveness for diverse gifted students.

**Graded Assignments**

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Electronic Journal (Weekly Reflections)</td>
<td>200</td>
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<tr>
<td>Racial/Cultural Paper</td>
<td>100</td>
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<tr>
<td>Partner Choice Activity</td>
<td>250</td>
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<tr>
<td>Final Course Paper and Presentation</td>
<td>450</td>
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<tr>
<td>• Research Questions and Outline (50 pts)</td>
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<td>• Rough Draft (100 pts)</td>
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<td>• Final Paper (250 pts)</td>
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<td>• Final Presentation (50 pts)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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**Grading Scale**

There are a total of 1000 points possible for the semester. Thus, the relation between total points accumulated and final grade awarded is as follows:

- A = 900 to 1000 points
- B = 800 to 899 points
- C = 700 to 799 points
- D = 600 to 699 points
- F = Less than 600 points
EPSY 6620 Course Syllabus Spring 2017 - 3

Course Requirements

- **Active Participation**
  Active participation requires reading assignments to be completed before class meetings, involvement in in-class activities, and contribution to class discussions. If you must miss class, it is your responsibility to inform the professor and obtain information and any handouts.

- **Electronic Journal (200 Points / 20%)**
  Students are expected to have completed all readings prior to class (see reading schedule below). The purpose of the journal is to reflect upon the readings and engage students in thinking about the course content. These reflections can also include discussion of topics that were discussed in class and/or completed assignments. **Upload the electronic response on Blackboard.** There are a total of 10 reflections, each worth 20 points.

  **1-2 pages typed, APA style. Reference readings.**
  **Due: Saturdays by 12PM (Upload online on Blackboard, see Course Schedule)**

- **Racial / Cultural Socialization Paper (100 Points / 10%):**
  This is an opportunity to examine your racial and cultural socialization experiences. Your responses should uncover biographical and contextual information that influenced you and your family’s legacy and attitudes/behaviors related to diverse populations. This paper is meant to help you better understand and situate yourself with respect to multicultural gifted education.

  **Please answer the following questions:**
  1. Where did you grow up? Describe the racial/cultural/multicultural (you may also choose to focus on language) atmosphere in your town, school, and community.
  2. How did you first learn about racism and discrimination?
     a) How old were you?
     b) Who were the teachers or agents of the experience?
     c) Who were the victims or targets?
  3. Did anyone help you to understand or cope with these experiences? Please describe.
  4. What were the consequences of these initial racial/cultural experiences?
     a) Short term?
     b) Long term?
  5. What is your own/family racial and/or ethnic background?
     a) Do you wish to learn more about this heritage?
     b) Why or why not?
  6. How do your experiences inform your understanding of and/or work in multicultural gifted education? Please describe in detail.

  **3-5 pages typed, APA style.**
  **Due: Saturday 2/11 at 12PM (Upload online on Blackboard, see Course Schedule)**
Choice Activity with Partner (250 Points / 25%)
Choose ONE (or combination) of the following activities to complete with a partner.

A. Interviews
Interview a minimum of two individuals (professional/parent/student) who are members of and/or who serve diverse gifted populations about their experiences and challenges in gifted education. Prior to your interviews, review your questions with the instructor. You should ask between 6-12 open-ended questions. The purpose of this assignment is to relate the course material to lived experiences of diverse gifted learners. After the interviews, you will write a summary and reflection. In the reflection, address how the assignment helped you to understand a particular aspect of multicultural gifted education. The format should be very similar to a research paper with readings from the course referenced. Attach interview questions, any transcriptions, and notes to the back of the reflection. You will also document each of your individual contributions to the activity.

OR

B. Classroom Observations
Observe at least two classrooms that serve diverse gifted learners (e.g. general pullout in program with African American gifted learners, gifted bilingual class, etc.) and take field notes about the classroom culture, teacher-student/peer-peer interactions, curriculum, and overall experience. Do you observe any patterns or trends? Was there anything exciting? Concerning? The purpose of this assignment is to relate the course material to how people from diverse gifted learners are served in the schools. After the observations, you will write a summary and reflection. In the reflection, address how the assignment helped you to understand a particular aspect of multicultural gifted education. The format should be very similar to a research paper with readings from the course referenced. Attach interview questions, any transcriptions, and notes to the back of the reflection. You will also document each of your individual contributions to the activity.

7-10 pages typed, APA style.
Due: Saturday 3/4 at 12PM (Upload online in Blackboard)

PROJECT PAPER AND PRESENTATION – Literature Review and Research Proposal – (450 Points / 45%)

Research Questions and Outline Due 2/18 @ 12PM 50 Pts
Rough Draft Due 3/25 @ 12PM (10+ pages typed, APA style) 100 Pts
Final Paper Due 4/22 @ 12PM (15-20 pages typed, APA style) 250 Pts

You must incorporate at least 5 readings from our course in this paper.

Final Paper presentation Due 4/28 or 5/5 by 5PM 50 Pts

You are expected to present your research proposal to the class on Monday, 4/28 or 5/5. Points will be assessed according to instructor and peer evaluations.
COURSE POLICIES

Note Regarding APA Style

In all assignments for this course, students are expected to follow APA style according to the Sixth Edition of the Publication Manual of the American Psychological Association. Rubrics will include this expectation and points will be deducted for failure to adhere to the conventions expected of quality work in our field. If you do not have a copy of the Sixth Edition of the APA Manual, it is highly recommended that you obtain one.

Acceptable Student Behavior

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for arriving to class on time, attending each class session, and maintaining class notes as well as performance on assignments and exams. Please turn off all cell phones, iPods, computer alarms, MP3s, pagers, and anything else that makes noise and could be disruptive to class. Disrespect and harassment will not be tolerated under any circumstances, and will lead to removal from the course. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Attendance

You are expected to attend, and participate in, each scheduled class this semester. You are expected to be present before class is actually scheduled to begin. Attendance will be taken every class session. Absences will affect your participation grade in the class.

Readings

You are responsible for reading the assigned pages of the text prior to the date they are covered in class. Discussions, activities, and exams will be based on the assumption that you have read the required material.

Access to Information

Your access point for business and academic services at UNT occurs within the my.unt.edu site http://www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: http://eagleconnect.unt.edu/

Late Work and Make-Ups

No late work will be accepted and no make-up assignments will be given. In cases of extreme emergency, together we can determine a course of action.

Student Course Evaluations

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught.
Americans with Disabilities Act Information
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Academic Dishonesty
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Dropping the Course
Should students find it necessary to drop a course, it is their responsibility to do so before the UNT deadline (see Academic Calendar at UNT web site). Failure to properly follow procedures for dropping the class as put forth by the university policy can result in the student receiving a grade of “F” recorded onto their transcripts.

A Grade of Incomplete
A status of incomplete is rarely granted. To receive an incomplete, a student must have an extenuating circumstance, be up-to-date on their coursework, and have a grade of "A" in the class at the time the request for an incomplete is made. To request an incomplete a student must reflectively determine if they meet the criteria previously stated. If the student determines they meet the criteria it is his or her responsibility to write the instructor with a detailed reason and need for an incomplete in the class. The instructor will determine if the student's need is extenuating, if the student is up-to-date in their coursework and if they have a current grade of "A" in the class. If these criteria have not been met, the instructor will decline the request.
Emergency Notification and Procedures
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html.

* The provisions contained herein do not constitute a contract between the student and the College. These provisions may be changed at any time for any reason at the sole discretion of the instructor. When necessary, in the view of the College, appropriate notice of such change will be given to the student. If not specifically delineated in this syllabus, all other policies will be in accordance with the policies included in the UNT catalogue and Student Handbook for the Academic Year 2015-2016.
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<thead>
<tr>
<th>Date</th>
<th>Topic and Activity</th>
<th>Readings</th>
<th>Assignments/Deadlines</th>
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<tr>
<td>1/23</td>
<td>Syllabus/Course Requirements Multicultural Gifted Introduction Historical and Legal Perspectives Frames of Reference activity</td>
<td>Module 1 Readings</td>
<td>Reflection #1 Due Sat. 1/28 @ 12PM Noon Online</td>
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<td>1/30</td>
<td>Project Day Time to meet and work with Choice Activity Partner</td>
<td>Module 2 Readings</td>
<td>Reflection #2 Due Sat. 2/4 @ 12PM Noon Online</td>
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| 2/6   | Paradigms/ Conceptions of Giftedness Educator Preparation Special Populations: In Depth African Americans Native Americans | • Module 3 Readings  
• Chapter 4 American Indian Students: Balancing Western and native giftedness  
• Chapter 5 High Achieving Black Adolescents’ perceptions of how teachers impact their academic achievement | Reflection #3 Due Sat. 2/11 @ 12PM Noon Online  
Racial / Cultural Socialization Paper Due Sat. 2/11 @ 12PM Noon Online |
| 2/13  | Special Populations: In Depth Asian Americans Latino/a-Americans English Learners Reflections on Racial/Cultural Socialization Paper | • Module 4 Readings  
• Chapter 1 Issues in research on Asian American gifted students  
• Chapter 11 Hispanic Students and gifted education: new outlooks, perspectives, and paradigms | Reflection #4 Due Sat. 2/18 @ 12PM Noon Online  
Research Questions and Outline Due Sat. 2/18 @ 12PM Noon Online AND bring Hard Copy to 2/20 class |
| 2/20  | Special Populations: In Depth Twice Exceptional Low-Income Rural Peer review of research questions and outline | • Module 5 Readings  
• Chapter 2 Gifted Education in rural environments  
• Chapter 7 Twice-exceptional children: twice the challenges, twice the joys | Reflection #5 Due Sat. 2/25 @ 12PM Noon Online |
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<th>Assignment/Activity</th>
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<tr>
<td>2/27</td>
<td>Gifted and Multicultural Education: Goals and objectives</td>
<td>• Module 6 Readings</td>
<td>CHOICE Activity Due Sat. 3/4 @ 12PM Noon Online AND bring Hard Copy to 3/6 class</td>
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<td><em>Project time and check-ins about Rough Draft</em></td>
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<td>3/6</td>
<td>Assessment for Diverse Gifted Challenges and Barriers in Identification</td>
<td>• Module 7 Readings&lt;br&gt;• Chapter 14 Identifying and enfranchising gifted</td>
<td>Reflection #6 Due Sat. 3/11 @ 12 PM Noon Online</td>
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<td>Populations</td>
<td>English Language Learners&lt;br&gt;• Chapter 15 Misdiagnosis of culturally</td>
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<td><em>Choice Activity Presentations</em></td>
<td>diverse students</td>
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<td>3/13</td>
<td><strong>Spring Break – NO CLASS</strong></td>
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<td>3/20</td>
<td>Multicultural Gifted Services: Curriculum and Instruction Models</td>
<td>• Module 8 Readings&lt;br&gt;• Chapter 3 Making education relevant for gifted</td>
<td>Rough Draft Due Due Sat. 3/25 @12PM Noon Online AND bring Hard Copy to 3/27 class</td>
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<td><em>Focus on special models</em></td>
<td>Native Americans&lt;br&gt;• Chapter 8 Family and educational systems in the</td>
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<td>Identification and development of high ability in infants through grade</td>
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<td>three&lt;br&gt;• Chapter 10 Gifted and talented students on the autism spectrum:</td>
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<td>best practices for fostering talent and accommodating concerns</td>
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<td>3/27</td>
<td>Multicultural Gifted Services Continued: Curriculum and Instruction</td>
<td>• Module 9 Readings&lt;br&gt;• Chapter 12 Differentiating the curriculum for gifted second language learners: Teaching them to think&lt;br&gt;• Chapter 13 Our diversity, our treasure: Connecting worlds/mundos unidos gifted and talented dual language immersion program&lt;br&gt;• Chapter 17 Using mathematics as an equalizer for gifted Latino/a adolescent learners</td>
<td>Reflection #7 Due Sat. 4/1 @12PM Noon Online</td>
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<td>Models</td>
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<td><em>Peer review rough drafts</em></td>
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<td>Date</td>
<td>Topic</td>
<td>Module 10 Readings</td>
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<td>4/3</td>
<td>Social and Emotional Needs from Multicultural Perspective</td>
<td>Individual check-ins on Final Papers</td>
<td><strong>Reflection #8</strong>&lt;br&gt;Due Sat. 4/8 @ 12 PM Noon Online</td>
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<td><strong>Module 10 Readings</strong></td>
<td><strong>Reflection #9</strong>&lt;br&gt;Due Sat. 4/15 @ 12 PM Noon Online</td>
<td><strong>Final Paper</strong>&lt;br&gt;Due Sat. 4/22 @ 12 PM Noon Online</td>
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<td>4/10</td>
<td>Culturally Responsive Leadership Program Evaluation</td>
<td>• Module 11 Readings&lt;br&gt;• Chapter 18 Cultural competency: Implications for educational and instructional leaders in gifted education&lt;br&gt;• Chapter 20 Underrepresented groups in gifted education: A logic model program evaluation case study</td>
<td><strong>Final Presentation PowerPoint Set #1</strong>&lt;br&gt;Due Mon. 4/24 @ 5:30PM</td>
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<td>4/17</td>
<td>New Directions for Research and Practice</td>
<td>• Module 12 Readings&lt;br&gt;• Chapter 16 Global Perspectives on gifted education</td>
<td><strong>Final Reflection #10</strong>&lt;br&gt;Due Sat. 5/6 @ 12 PM Noon Online</td>
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<td>4/24</td>
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<td>5/1</td>
<td>Final Presentations</td>
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