EPSY 5120 - 020: Program Planning for the Education of Gifted and Talented Students
Department of Educational Psychology
University of North Texas

SPRING 2017

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

Course Description
This course reviews the stages of program planning for gifted students. It provides an overview of the major programming models, and appropriate identification and evaluation formats. The course also examines program standards for gifted education both nationally as well as in Texas to identify evidence-based practices for building and supporting programs for gifted and talented students.

Course Objectives
• Students will be able to articulate and effectively apply laws, policies, and standards for gifted education.
• Students will advocate for gifted and talented education programs aligned to standards and evidence-based practices.
• Students will recognize and explain traditional and innovative models for gifted education services.
• Students will develop a personalized plan for professional learning in the field of gifted education.

Required Text

Other supplemental readings will also be required but will be available online at no cost. More information on additional readings will be available online.
Specific Module Learning Objectives

Module 1
- Describe rationales and challenges associated with implementing gifted and talented education.
- Analyze and apply standards for gifted education programs.

Module 2
- Analyze benefits and challenges of grouping practices in gifted education.

Module 3
- Develop an acceleration plan to develop talent and expertise in gifted students.

Module 4
- Compare and contrast systematic approaches for providing gifted education services and learning experiences.

Module 5
- Create a program for talent development beyond traditional school settings.

Course Requirements

- Pre-Assessment Using Teacher Preparation Standards for Gifted Education
  Students will begin the course with a self-assessment of how well prepared they rate on the NAGC/CEC approved Teacher Preparation Standards for Gifted Education. This assessment will be turned in, and students are expected to comment on their pre-assessment on the Pre-assessment Discussion Board. (75 possible points)

- Assigned Readings
  Readings will be assigned for each module. The readings will come from the required texts for the course, but they will also be supplemented with other texts posted on Blackboard. The readings for the foundation of your learning in the course. Your discussion board posts should reflect what you are reading.

- Discussion Board Postings
  A significant learning component of this course is the interaction and dialog with your classmates and instructor. Each module includes assigned readings and discussion board postings. I will pose questions or statements to which you will respond. You are expected to make original posts and response posts each module (minimum of 5 posts). Dialog is encouraged, and you may always post more than the requirements. The rubric for assessing your posts is posted on Blackboard. During each module, your active participation on the discussion board will be worth 25 points and the discussion board closes each week at midnight on Saturday. Five modules x 25 points = 125 possible points.

- Module Project-Based Assignments
  In each module you will have an authentic assessment project in which you will demonstrate your understanding of the course and module objectives related to gifted education. During the course we will learn about the Texas Standards for gifted education as well as the National Standards for Gifted Education. The goal of the authentic
assessment projects is to synthesize best practices and approaches to gifted education as they apply to a school district in Texas. Each project is worth 100 possible points for 500 total.

• **Final Project**
  The final project is a reflective project that asks students to reflect on the advanced professional standards for specialists in gifted education. Students will review the Advanced Standards for Teacher Preparation in Gifted Education. The final project is a three step process.
  o First, review the Advanced Standards for Teacher Preparation in Gifted Education.
  o Second, reflect on your present knowledge and skills as a gifted education specialist. You are to write a narrative self-assessment of your current knowledge and skills levels including strengths and weaknesses. This is similar to the pre-assessment task, except for this project you are using the advanced standards rather than the entry-level standards.
  o Third, you will write your own personalized professional learning plan (template attached) for how you want to grow in knowledge and skills related to these standards in gifted education. 100 Points Possible.

• **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.

**Grading Scale**

This course consists of four primary assignments worth a maximum of 800 points. There are readings related to each of the assignments. The relation between total points accumulated and final grade awarded is as follows:

  A = 720 to 800 points
  B = 640 to 719 points
  C = 560 to 639 points
  D = 480 to 559 points
  F = Less than 480 points
# Module Dates and Learning Objectives

**Module Dates and Learning Objectives** (CO=Course Objective; MO=Module Objective)

## Pre-Assessment:
Students will complete a pre-assessment of their knowledge and skills in relation to the Teacher/Specialist standards for gifted education. They will participate in a discussion board forum regarding the pre-assessment.

**Due:** Thursday, March 23 by 5:00 p.m.

## Module 1: Goals and Program Standards in Gifted Education

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<th>March 20-29</th>
<th>Module 1 Discussion Board: Due March 25, 11:59 p.m.</th>
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<td>Program Design Simulation 1: Due March 26, 11:59 p.m.</td>
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**CO1:** Demonstrate working knowledge of laws, policies, and standards for gifted education.

**M1O1:** Describe rationales and challenges associated with implementing gifted and talented education.

**M1O2:** Analyze and apply standards for gifted education programs.

## Module 2: Grouping Practices in Gifted Education

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<th>March 30-April 9</th>
<th>Module 2 Discussion Board: Due April 8, 11:59 p.m.</th>
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<td>Program Design Simulation 2: Due April 9, 11:59 p.m.</td>
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**CO1:** Demonstrate working knowledge of laws, policies, and standards for gifted education.

**CO2:** Advocate for gifted and talented education programs aligned to standards and evidence-based practices.

**M2O1:** Analyze benefits and challenges of grouping practices in gifted education.

## Module 3: Acceleration Policies and Practices in Gifted Education

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<th>April 10-23</th>
<th>Module 3 Discussion Board: Due April 22, 11:59 p.m.</th>
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<td>Program Design Simulation 3: Due April 23, 11:59 p.m.</td>
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| Module 4: Program Models for Gifted Education | Module 4 Discussion Board: Due April 29, 11:59 p.m.  
Program Model Comparison: Due April 30, 11:59 p.m.  
CO3: Recognize and explain traditional and innovative models for gifted education services.  
M4O1: Compare and contrast systematic approaches for providing gifted education services and learning experiences. |
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| Module 5: Talent Development Beyond School | Module 5 Discussion Board: Due May 6, 11:59 p.m.  
Program Design Simulation 5: Due May 7, 11:59 p.m.  
CO2: Advocate for gifted and talented education programs aligned to standards and evidence-based practices.  
CO3: Recognize and explain traditional and innovative models for gifted education services.  
M5O1: Create a program for talent development beyond traditional school settings. |
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<td>May 1-7</td>
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| Final Project: Personalized Professional Learning Plan | Due: Thursday, May 11 by 8 AM  
CO1: Demonstrate understanding of laws, policies, and standards for gifted education.  
CO4: Develop a personalized plan for professional learning in the field of gifted education. |
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Course Policies

- **Late Work and Make-Ups**
  No late work will be accepted and no make-up assignments will be given. Further, the discussion board will not be “re-opened” for those who miss the module deadline. In cases of extreme emergency, together we can determine a course of action.

- **Graduate Academic Certificate and Texas State Educator Certification**
  These four courses (ESPY 5105, 5110, 5120, 5130) can be taken to earn a UNT Graduate Academic Certification in Gifted Education. They also prepare the student to sit for the Texas supplemental certification (Supplemental certifications require the individual already have his/her initial certification license in Texas.) examination in gifted and talented education.

- **Master’s and Doctoral Programs**
  In order to successfully complete one of these graduate degrees you must first be accepted into the desired program of study. Acceptance into the graduate school does not guarantee acceptance into a program. To be accepted into a program you must meet the prescribed criteria for the specific program. *You cannot count more than 12 hours toward any graduate degree without first being admitted into a UNT program.* Any hours earned over 12 hours working on a certification or endorsement as a non-degree seeking student will not be accepted as work toward a degree. If you enter UNT as a Graduate Academic Certification student, then all of the courses are eligible for use in any one of several masters or doctoral degree programs.

- **Dropping the Course**
  Should students find it necessary to drop a course, it is their responsibility to do so before UNT deadlines (see Academic Calendar at UNT website). 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 his/her transcript.

- **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 his/her coursework, and have a grade of A in the class at the time the request for incomplete is made. To request an incomplete, a student must reflectively determine if he/she meets the criteria previously stated. If the student determines that he/she meets the criteria, it is his/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 students is up-to-date in the coursework, and if the student has a current grade of A in the class. If these criteria have not been met, the instructor will decline the request.
University of North Texas Policies and Expectations

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

SETE
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Disability Accommodation
The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.
Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.