

EDUC 5533

Introduction to Curriculum and Instruction for Gifted and Talented Students

Course Description

This is an elective graduate course in the MEDCL online program. A study of the theoretical and practical aspects of curricular experiences for gifted and talented students. Examines instructional models, to encourage a critical understanding of how principles and practical procedures are set forth in teaching models.

“The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.”

Course Prerequisites

There are no prerequisites for this course.

Required Materials

Karnes, F. A. & Bean, S. M. (2015). *Methods and materials for teaching the gifted* (4th ed.). Waco, Texas: Prufrock Press Inc. ISBN 13:978-1-61821-267-2

Tomlinson, C.A. (2014). *The differentiated classroom* (2nd ed). Alexandria, Virginia: ASCD. ISBN 978-1-4166-1860-7

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers

operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Course Learning Outcomes

CLO#1	Upon successful completion of this course, each candidate will know the unique needs of gifted learners and how to plan appropriate learning environments for them.
CLO#2	Upon successful completion of this course, each candidate will know how to provide differentiation in content, process, and products for gifted learners.
CLO#3	Upon successful completion of this course, each candidate will know how to identify and incorporate instructional best practices designed to enhance learning environments for gifted students.
CLO#4	Upon successful completion of this course, each candidate will know how to evaluate learner and program outcomes.
CLO#5	Upon successful completion of this course, each candidate will know how to facilitate the development of soft skills in gifted learners through the use of affective education, leadership development, and cooperative learning.
CLO#6	Upon successful completion of this course, each candidate will know how to support and advocate for programs for gifted students.
CLO#7	Upon successful completion of this course, each candidate will demonstrate knowledge of the characteristics of gifted learners and differentiation strategies that accommodate and meet the needs of these students.
CLO#8	Upon successful completion of this course, each candidate will demonstrate the ability to evaluate curriculum and program models for gifted students.
CLO#9	Upon successful completion of this course, each candidate will demonstrate the ability to evaluate learner and program outcomes.

CLO#10	Upon successful completion of this course, each candidate will demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.
CLO#11	Upon successful completion of this course, each candidate will demonstrate the ability to develop instructional lessons, including objectives, teaching strategies, learning activities, products, resources, and assessments, to meet the needs of the gifted.
CLO#12	Upon successful completion of this course, each candidate will demonstrate the ability to identify and incorporate strategies for best practices in teaching to include facilitating the development of skills in critical and creative thinking, problem-based learning, research, and leadership.
CLO#13	Upon successful completion of this course, each candidate will demonstrate the ability to address the social and emotional needs of gifted students.
CLO#14	Upon successful completion of this course, each candidate will demonstrate the ability to provide extended learning opportunities through independent study, working in teams, simulations, and mentorships.
CLO#15	Upon successful completion of this course, each candidate will demonstrate knowledge of ways to provide leadership in the support, enhancement, and advocacy of educational programs and services for gifted and talented students.

Course Learning Assignments and Assessments Grading

Short Compositions	30%
Research/Project	30%
Discussion Forums	20%

Quizzes	20%
Total	100%

Short Compositions– 30%

Bloom’s Taxonomy Comparison Paper

Compare and contrast the original Bloom’s taxonomy with the revised taxonomy developed by Anderson et. al. (2001). This can be in a narrative, power point, or graphic format.

Sample Lesson

Develop a 90-minute lesson for a gifted and talented student classroom to include objectives, teaching strategies, learning activities, products if applicable, and assessments. Identify the ways you incorporated Christian values into your lesson plan.

Characteristics and Rationale Summary

Provide a summary of how gifted and talented students are identified and the importance of providing instruction and programs focused on the needs of these students.

Teacher Behaviors Review Paper

Develop a checklist of teacher behaviors that demonstrate curriculum differentiation. Observe at least three teachers and use the checklist to identify those behaviors. Discuss the reasons the behaviors observed facilitated differentiation.

Comparison of Curriculum Models Paper

Provide a review and comparison of the curriculum models covered in the text. This can be in a narrative, power point, or graphic format.

Video Reaction Paper

View video [Innovation With 1st & 2nd Grade Gifted Students](#)

Write and submit a brief reaction to this video to include the feasibility for incorporating these ideas into your practice.

Three Approaches Paper

Discuss the three approaches for teaching analytical and critical thinking skills (1-1.5 pages).

Research/Project – 30%

Restructuring Design Project

Design a plan for restructuring the school to create an environment that supports gifted peer relations, risk-taking, and overt behaviors that can be perceived as disciplinary

problems. Write a paper outlining your plan and identifying research that supports your plan. Discuss how your Christian beliefs influence your plan (minimum 5 sources and 5 pages). Use the support documents provided to assist you with this assignment.

School District Funding Review and Program Advocacy

Obtain a copy of your school district's general fund budget. Identify the funding dedicated to providing for the needs of gifted and talented students and calculate the percentage of the budget represented. Select two other districts similar to your district in per pupil expenditure and compare the percentage of funds allocated for gifted and talented education. Write a sample proposal to your school district board outlining how current spending could be altered to divert funds to provide additional funding to gifted programs. Identify the amount of funding that can be redirected and provide a detailed account of how the funds would be used. The proposal must include learner objectives that would be addressed, detailed budget, and budget narrative.

Discussion Forums – 20%

Students are required to participate in forums at least twice each session. Students are expected to offer original thoughts and interpretations based on the focus for that week and respond to the post of their peers (a minimum of two each for each forum).

Quizzes– 20%

Seven quizzes will be administered to coincide with the completion of each online session to determine student understanding of content.

Note: Students are expected to attend all online class meetings, complete all assignments, and submit all assignments according to published deadlines. Student forum sessions are great opportunities for valuable feedback and sharing of ideas. Students are encouraged to capitalize on this opportunity by making quality posts and being thoughtful and genuine in providing feedback to your peers.

***See Rubrics**

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
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100-96	A	4.0-3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

Course Policies

Attendance Policy

Face-to-face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the

instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than 25% of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Technology Requirements

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the

faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found under mySWU's Student tab under [Learning Resources \(Links to an external site.\)](#). Any student desiring accommodations must send a request and supporting documentation to Dr. Tonya Strickland at tstrickland@swu.edu.