TROY UNIVERSITY
COLLEGE OF EDUCATION
Master Syllabus 2015-16

COURSE NUMBER: EDG 6666 XTIA
COURSE TITLE: Nature and Needs of Gifted Individuals
CREDIT HOURS: 3 Semester Hours
PREREQUISITES: None

APPROVED DELIVERY MODELS:
Methods of instruction may include, but are not limited to, class lecture, field trips, videos, guest speakers, modeling, online, and the use of technology.

CATALOG DESCRIPTION:
This foundation course in the study of gifted education and talent development focuses on understanding gifted individuals, assessment and identification issues in finding gifted students in the schools, models often used to provide education for gifted students, and developing support systems for programs for gifted learners.

COURSE GOALS AND OBJECTIVES:
The Gifted Education program at Troy University is dedicated to the preparation of highly qualified, prospective and experienced teachers who can provide programs designed to help meet the psychological, social, educational, and career needs of gifted and talented students. Further, the Gifted Education program is premised on the belief that effective and reflective teaching requires an understanding of both theory and practice. Thus, the purpose of this course is to:

1. provide an in-depth course of study in the history of giftedness and gifted education;
2. develop a deep understanding of the definitions, characteristics, prevalence, and the incidence of giftedness [Gifted (1)(a) 1]; CF 1,3,5,9
3. extend awareness of the cultural and socioeconomic factors that impact on the identification of gifted students;

4. provide knowledge of the interdisciplinary and collaborative nature of programs for gifted students including the roles and responsibilities of parents and various professionals;

5. provide knowledge of programming models for gifted students. [Gifted (1) (a) 5]; CF 1,3,5,9

6. extend knowledge of norm-referenced and alternative identification strategies to guide identification of gifted and talented students with particular emphasis on special populations, including minority students, underachieving students, and students with disabilities.

**APPROVED TEXTS:**
ISBN(10 digit) 0-13-175562-5
ISBN(13 digit) 978-0-13-175562-8

**OTHER MATERIALS:**
LIVETEXT

**COURSE CONTENT:**

Students will demonstrate knowledge related to:

1. A Rationale for Gifted Education;
2. Intelligence, Giftedness, and Characteristics of Gifted Learners [Gifted (1)(a) 1.]; CF 1,3,5,9
3. Creativity and Conditions that Enhance Creativity;
4. Program Models for Gifted Students in Kindergarten, Elementary, Middle and High Schools [Gifted (1) (a) 5]; CF 1,3,5,9
5. Developing Support Systems for Programs for Gifted Learners;
6. Screening and Identifying Gifted Students;
7. Differentiated Curriculum Guidelines

**COURSE ASSIGNMENTS/REQUIREMENTS:**

1. Participation in discussion is required.
2. LIVETEXT
3. One (midterm) exam will be given on the assigned readings and lectures. The exam
questions are designed so that students are required to analyze, synthesize, and evaluate ideas and information.

4. INTERNATIONAL COMPONENT for EDG 6666:

Click on the link under Week 4 to retrieve five PDF documents that discuss how Hungary, England, Poland, Finland, and the Netherlands support the education of gifted students. In lieu of a final exam, you will write a one-page summary of each of the five articles (five pages in all, APA style) in which you compare and contrast that particular international perspective on gifted education with gifted education in the U.S. Focus on the underlying theories/models/definitions of giftedness that appear to drive that country’s gifted education services. Information from chapters 3, 4, 5, and 9 in your text will help provide a context for this project. This assignment will be submitted to Blackboard as an attachment (WORD document).

5. Critical Assignment (1): EDG 6666

Select a program description for Gifted Education (in your own or another school district) and evaluate in writing (two pages, APA style) the extent to which the Program (especially the Mission Statement) addresses the definition(s), characteristics, and needs of the gifted students who will be served by that program [Gifted (1) (a) 1]. Use your textbook and any additional, outside resources as a context for your evaluation. This assignment will be submitted and evaluated in LIVETEXT.

Scoring Rubric: The instructor will assign weights to each component of the rubric.

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<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Deficient</th>
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<tbody>
<tr>
<td><strong>Content</strong> [Gifted (1) (a) 1]</td>
<td>The writer comprehensively addresses the required components of the standard-based assignment</td>
<td>The writer adequately addresses the required components of the standard-based assignment</td>
<td>The writer partially addresses the required components of the standard-based assignment</td>
<td>The writer has made little or no attempt to address the required components of the standard-based assignment</td>
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<tr>
<td><strong>Mechanics</strong> [Gifted (1) (a) 1]</td>
<td>Paper contains no errors</td>
<td>Paper contains 1–2 errors in grammar and/or punctuation</td>
<td>Paper contains more than 3–4 errors in grammar and/or punctuation</td>
<td>Paper contains multiple (more than 4) or egregious errors in grammar and/or punctuation</td>
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<td><strong>Organization</strong> [Gifted (1) (a) 1]</td>
<td>All parts of the paper are in</td>
<td>Parts of the paper are generally in</td>
<td>Some parts of the paper reflect</td>
<td>Paper reflects no logical flow of</td>
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Critical Assignment (2): EDG 6666

Develop a comprehensive Gifted Program Plan (at least 8 but no more than 10 pages) for a new or revised Gifted Education Program in your school (district). The Program can be geared towards Elementary, Middle School, or High School (or a combination of those grade ranges).

The components of the Program Plan include:

- a mission statement (that addresses the rationale as well as the philosophy/orientation/theories/models inherent in the program),
- a clear description (characteristics) of the students who will be served by the program,
- the goals/objectives of the program, service delivery models (e.g., acceleration),
- and include specific steps to (a) incorporate the contributions and participation of parents and other teachers in the instructional program and (b) solicit, manage, and evaluate the support and contributions of various professional groups and community services, including the development of mentor relationships [Gifted (1) (a) 5],
- and an evaluation plan to determine the overall effectiveness of the program as well as the impact of the program on students, parents, and teachers.

This assignment will be submitted and evaluated in LIVETEXT.

Scoring Rubric: The instructor will assign weights to each component of the rubric.
Why is LiveText Used?

LiveText is a dual-purpose software platform that students and faculty use to maximize productivity and organize materials. Your program has several important procedures and rules of protocol established by state and national governing boards that must be followed in order for you to complete your degree requirements. In order to provide majors universal access to this information and to the forms requires to progress through the program, all program-related documents are housed in LiveText. Additionally, there are Critical Assignments in this course that assesses your attainment of State and National standards. Your performance on these is documented in LiveText. LiveText is designed to assist you by being a depository for documents and forms that you will need in your degree program, organize your artifacts for use in classes, retain materials that you can use to showcase your skills when applying for a job, and access materials while beginning your job. LiveText is one of the tools by which the College of Education tracks your learning and growth to ensure the continuous academic improvement required by our governing and accrediting bodies.

The purchase and use of LiveText is one of the requirements for successfully completing this course and your program. Your instructors are aware of the importance of the course’s Critical Assignments and the use of LiveText. They stand ready to help you with the use of LiveText. A grade for this course cannot be awarded until all critical Assignments have been completed.
and posted successfully to LiveText. LiveText can be purchased at the bookstore or online at www.livetext.com.

**eTROY TEXTBOOK(S) PURCHASES:**
The textbook provider for the eTROY of TroyUniversity is MBS Direct. The Web site for textbook purchases is http://www.mbsdirect.net/index.php
If MBS does not carry the LiveText software key code, it can be obtained at www.livetext.com. Students should have their textbook(s) and LiveText access by the **first week of class**. Not having your textbook is not an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section for further guidance.

**eTROY COURSES AT TROY UNIVERSITY:**
All eTROY courses at TroyUniversity utilize the Blackboard Learning System. In every eTROY course, students should read all information presented in the Blackboard course site and should periodically check for updates – at least every 48 hours. **Remember:** This is not a “correspondence course” in which a student may work at his/her own pace. Each week there are assignments, online discussions, online activities and/or exams with due dates. Refer to the **Weekly Agenda in Blackboard**

**COURSE EVALUATION:**
Students' grades will be based on the results of course requirements/ assignments as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Examinations (1)</td>
<td>15%</td>
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<tr>
<td>Program Description Evaluation [Gifted (1) 1]</td>
<td>20%</td>
</tr>
<tr>
<td>Gifted Program Plan [Gifted (1) (a) 5]</td>
<td>40%</td>
</tr>
<tr>
<td>Five, one-page summaries</td>
<td>15%</td>
</tr>
<tr>
<td>Participation*</td>
<td>10%</td>
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</tbody>
</table>

*Participation will be evaluated based on students’ contributions related to assigned readings/questions in the Discussion Board. In order to receive credit, students must submit by the deadline noted on the weekly agenda.

**GRADING SCALE:**

- A = 92 -100
- B = 80 - 91
- C = 70 - 79
- D = 60 - 69
- F = Below 60
- FA = Failure Due to Excessive Absences
- I = Incomplete.

**Only in rare circumstances will an "I" be awarded.** Students must request an Incomplete (the Request Form is found online on the Troy website), provide documentation to substantiate the
request and send it to the instructor. If the instructor grants the request for an incomplete grade, the student must make arrangements with the instructor to complete the work within a specified period.

INCOMPLETE GRADE POLICY:

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade. Note: A grade of incomplete or “I” is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences. An “I” will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.

Policy/Rules for granting an Incomplete (I)
An incomplete cannot be issued without a request from the student. To qualify for an incomplete, the student must:

• Have completed over 50% of the course material and have a documented reason for requesting incomplete (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
• Be passing the course at the time of their request.

If both of the above criteria are not met, an incomplete cannot be granted. An “I” is not a substitute for an “F”. If a student has earned an “F” by not submitting all the work or by receiving an overall “F” average, then the “F” stands.

TECHNICAL SUPPORT CENTER: (Blackboard)
If you experience technical problems, you should contact the Blackboard Online Support Center. If you can log onto the course simply look at the top of the page. You will see an icon entitled, “Need Help?” If you click on this icon, you will see the information below.

For assistance with Blackboard, Wimba, Remote Proctor, and other online tools, please go to http://helpdesk.troy.edu/ics/support/mylogin.asp?splash=1&deptID=5630%20and submit a ticket.

eTROY TECHNOLOGY REQUIREMENTS:
Students must have:

• A reliable working computer that runs Windows XP or Windows Vista. (A webcam may be required to record and submit presentations using Blackboard Collaborate)
• A TROY email account that you can access on a regular basis (see "TROY email" above)
• Email software capable of sending and receiving attached files.
• Access to the Internet with a 56.6 kb modem or better. (High speed connection such as cable or DSL preferred)
• A personal computer capable of running Netscape Navigator 7.0 or above,
Internet Explorer 6.0 or above or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.

- Internet Explorer 6.0 or above or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD Software.

**LATE WORK:** will not be accepted.

Good time management skills are essential in a fast-paced nine-week course. All of your assignments and exams and DUE DATES are available to you on the first day of this course. Print out your Weekly Agenda and make note of important deadlines and due dates on your personal calendar. It is recommended that you plan ahead and not wait until the day that your assignment is due. Technology is a wonderful tool, but it can also be unavailable or inaccessible when you need it most, i.e., when you are facing an imminent deadline. If you miss the deadlines for any of your assignments or exams, late submissions will not be possible.

**COMMUNICATION POLICY:**

The University now provides an email account for all currently enrolled students. Please access your account by going to [https://mail.troy.edu](https://mail.troy.edu). Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

**POLICY ON ACADEMIC MISCONDUCT:**

All acts of dishonesty in any work constitute academic misconduct. University policy will be followed in the event of such misconduct. Your work may be submitted to an online plagiarism detection service. Cheating, plagiarism*, or knowingly furnishing false information to the University constitutes academic misconduct, and disciplinary procedures specified in the Students Handbook will be followed.

Plagiarism is academic dishonesty and is an unacceptable activity at Troy University. Based on United States law, words and ideas are intellectual property and are protected from theft.

Plagiarism is representing someone else’s ideas or work as your own original ideas or work. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book, a website, or any other source into a paper without using quotation marks and explicitly citing the source is plagiarism. Additionally, paraphrasing is plagiarism where you fail to cite your original source and, in some cases, where you fail to use quotation marks as well. It is very important that students properly acknowledge all ideas, work, and even distinctive words or phrases that are not their own.

*The College of Educations defines plagiarism as:
- Three consecutive words that are not common professional language used from another source without quotation
• Rephrasing another author's words without appropriate citation

• Using another author's ideas or data without appropriate citation

• Submitting another author's or student's writing as one's own

• Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.

• Intentionally taking information from a source and not giving appropriate credit

Additionally, if you download a paper from the Internet and submit it as your own work or if you submit a paper you wrote and submitted in a previous class, you have committed acts of plagiarism.

If you are unsure if an assignment is plagiarized, use the following checklist for guidance:

You need to cite the specific source(s) in your work, even if:

1. You put all direct quotes in quotation marks.
2. You changed words used by the author into synonyms.
3. You completely paraphrased the ideas to which you referred.
4. Your sentence is mostly made up of your own thoughts, but contains a reference to the author’s ideas.
5. You mention the author’s name in the sentence.

When in doubt, provide the proper citation to show that the ideas and materials are not your own.

Academic honesty is a cornerstone of learning and should be practiced with all academic assignments.

Sources:

Students who commit plagiarism will be subject to disciplinary actions as outlined in The Oracle for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in EDG 6666 XTAI are as follows: for plagiarism in any assignment/assessment/activity, a grade of “F” will be assigned to the assignment.
AMERICANS WITH DISABILITIES ACT:

Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

Further information, including appropriate contact information, can be found at the link for Troy University’s Office of Human Resources at [http://www.troy.edu/humanresources/ADAPolicy2003.htm](http://www.troy.edu/humanresources/ADAPolicy2003.htm)
Troy University
College of Education

Innovative, Informed, Reflective Decision Makers
Conceptual Framework
Dispositions of Education Graduates

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures

2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions

3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars

4. **Build** multi-level collaborative partnerships and mentoring relationships

5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies

6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills

7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development

8. **Demonstrate** an ability to generalize and creatively problem-solve

9. **Refine** and evaluate innovative delivery and assessment models

10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments