Course and Instructor Information

Course Title: EPSY 571: Introduction to Gifted Education and Talent Development  
Credits: 3  
Format: EPSY 5710- *90 (8059): Online via HuskyCT  
Professor: E. Jean Gubbins, Ph.D.

Email: ejean.gubbins@uconn.edu  
Telephone: Office phone 860-486-4041

Office Hours/Availability: I will check into the course at a minimum of once per day unless I am unavailable due to meetings and travel schedules. Email notification will be sent regarding multi-day travel schedule. If you need immediate assistance, please email or call me.

Course Materials

Required course materials should be obtained before the first day of class.

Textbook is available through a local or online bookstore. The UConn Bookstore (http://uconn.bncollege.com) carries many materials that can be shipped via its online service. For more information, see Textbooks and Materials on Enrolled Students page (http://ecampus.uconn.edu/enrolled_students.html).

Required Material:  

Course Description

Course Description from Course Catalog.

Issues encountered in developing giftedness and talents in students: the nature of exceptional abilities, the history of special provisions, major scientific studies dealing with superior abilities, and contemporary educational systems and models.

Additional Faculty Description.

EPSY 5710—Introduction to Gifted Education and Talent Development is a graduate course designed for teachers and administrators interested in an overview of the critical topics in the education of students with gifts and talents. This course focuses on the academic, social, and emotional needs of bright youngsters, as well as the components of programs specifically designed to meet these needs. You
will become familiar with characteristics of gifted students, identification strategies, program planning and implementation practices, instructional approaches related to curriculum models, and evaluation techniques.

### Course Objectives

By the end of the semester, students should be able to:

1. explain the historical and contemporary events that influenced the history of gifted education locally, regionally, or nationally;
2. assess the cognitive and affective needs of students with gifts and talents to promote their academic, social, and emotional growth and development;
3. compare and contrast current theories of intelligence to create an operational definition of giftedness that will guide the development defensible programs and services;
4. evaluate a battery of achievement, intelligence, and creativity tests; nomination forms; rating scales/behavioral checklists; and performance assessments for their accuracy, effectiveness, and efficiency in assessing students' gifts and talents;
5. describe the strengths and weaknesses of various screening and identification plans used to determine which students need additional programs and services to develop their gifts and talents;
6. analyze the effectiveness of enrichment and acceleration programming options to enhance and extend learning opportunities for students with gifts and talents; and
7. evaluate the components of existing curricular systems and models tailored to meeting the needs of students with gifts and talents.

### Course Outline and Calendar

#### Overview of Learning Module Objectives and Assessments

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<tr>
<th>Due Dates</th>
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| Wed. Aug. 30 | **Learning Module 1**<br><strong>Objectives:** Completion of this module will enable you to . . .<br>1. Identify the focus of this online course.<br>2. Review the format of the Learning Modules.<br>3. Apply the online formats for posting tasks, assignments, or products to illustrate your knowledge, understanding, and application of the content.<br>4. Introduce yourself to the online community by completing self-reflections | **Self-Reflections:** Reflect on your purpose for enrolling in this online course.  
**Self-Reflections:** Check your navigation skills with this online format.  
**Self-Reflections:** Successfully post tasks, assignments, or products.  
**Discussion (Course Orientation - Introductions):** Let’s find out who is participating in our online community. Post a brief biography by responding to the following:  
1. Where are you from (city, state, or country)?  
2. What is your current professional role? |
3. What is your favorite subject area?
4. What is your future career goal?
5. What is one of your favorite books that you read recently?
6. Post a picture of yourself or another photograph of interest.

**Sun. Sep. 3**
5. Recognize how policies and issues affect interest in the field of gifted and talented education.

**Discussion (M1 Discuss):** Describe how policies and issues affect interest in the field of gifted and talented education (read Executive Summary: pp. vii-viii of Gallagher’s *Society’s role in educating gifted students: The role of public policy* [http://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm02162.pdf]). *(100 words)* *(Discussion Rubric: 0-20 pts.)*

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### Read Learning Module 2: Gifted Education: Historical and Contemporary Perspectives
**Read Rimm, Siegle, and Davis: Preface & Chapter 1: Gifted Education: Matching Instruction With Needs**

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| **Wed. Sep. 6** | **Learning Module 2 Objectives:** Completion of this module will enable you to . . .
1. Rate the goals of educational programs for gifted and talented students and determine the most applicable goals for current roles and responsibilities. | **Discussion (M2 Discuss 1):** Review the list of goals of educational programs for gifted and talented students in the preface (p. iii) of the Rimm, Siegle, and Davis textbook.
Rank the goals (1=high; 7=low) according to your personal perceptions.
Provide a rationale for the goals that you ranked as 1 and 2. *(100 words)* *(Discussion Rubric: 0-20 pts.)* |

2. Explain historical and contemporary international, national, state, or local events that influenced the history of gifted education.

**Discussion (M2 Discuss 2):** Compare and contrast your peers’ rankings and determine which goals are most applicable to your current roles and responsibilities. To what extent do these goals reflect historical and contemporary international, national, state, or local events? *(100 words)* *(Discussion Rubric: 0-20 pts.)*

3. Evaluate current theories of intelligence and definitions of giftedness.

**Discussion (M2 Discuss 3):** Compare and contrast 2 theories of intelligence or definitions of giftedness (e.g., Marland, Renzulli, Gagné, Tannenbaum, Gardner, and Sternberg). *(100 words)* *(Discussion Rubric: 0-20 pts.)*

**Sun. Sep. 10**

**Wed. Sep. 13**

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### Read Learning Module 3: Characteristics of Gifted Students
**Read Rimm, Siegle, and Davis: Chapter 2: Characteristics of Gifted Students**

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| **Sun. Sep. 17** | **Learning Module 3 Objectives:** Completion of this module will enable you to . . .
1. Construct your personal definition of giftedness. | **Discussion (M3 Discuss 1):** Share your initial personal definition of giftedness. *(100 words)* *(Discussion Rubric: 0-20 pts.)* |
Identify reasons why language, culture, economic status, family background, and/or disability might influence the development of characteristics associated with giftedness.

**Read Learning Module 4: Tests, Nominations, Rating Scales, and Performance Assessment**

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<td>Sun. Sep. 24</td>
<td><strong>Learning Module 4</strong>&lt;br&gt;<strong>Objectives</strong>: Completion of this module will enable you to . . .&lt;br&gt;1. Review typical terminology associated with test scores.&lt;br&gt;2. Distinguish among different types of instruments to assess abilities and achievement.</td>
<td><strong>Discussion (M4 Discuss)</strong>:&lt;br&gt;Review Table 1. Sample Data From Grade 2 Students: Cognitive Abilities Test (CogAT) and Iowa Tests of Basic Skills (ITBS). Conduct an Internet search for background information on the Cognitive Abilities Test (CogAT) and the Iowa Tests of Basic Skills (ITBS). Compare and contrast the strengths of 4 students from Table 1. Sample Data From Grade 2 Students: Cognitive Abilities Test and Iowa Tests of Basic Skills. Summarize and post your findings using typical testing terminology that would be most appropriate for novice teachers who are not familiar with the terms. <em>(100 words)</em> (Discussion Rubric: 0-20 pts.)</td>
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**Read Learning Module 5: Screening and Identifying Gifted and Talented Students**

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<td>Wed. Sep. 27</td>
<td><strong>Learning Module 5</strong>&lt;br&gt;<strong>Objectives</strong>: Completion of this module will enable you to . . .&lt;br&gt;1. Explain why it is important to screen and identify students’ gifts and talents.</td>
<td><strong>Discussion (M5 Discuss 1)</strong>: Why is it important to screen and identify the potential talents and gifts of students? <em>(100 words)</em> (Discussion Rubric: 0-20 pts.)</td>
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<td>Sun. Oct. 1</td>
<td>2. Construct a defensible screening and identification plan.</td>
<td><strong>Discussion (M5 Discuss 2)</strong>: Create a diagram (e.g., flow chart, list of steps) of a defensible screening and identification plan. Explain and post your plan for your peers. <em>(100 words)</em> (Discussion Rubric: 0-20 pts.)</td>
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**Read Learning Module 6: Program Planning**

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| Wed. Oct. 4 | **Learning Module 6**<br>**Objectives**: Completion of this module will enable you to . . . | **Discussion (M6 Discuss 1)**: What are the major
1. Apply the major components of programs and services for students with gifts and talents to current local options.

2. Develop research-based rationales to typical questions from persons who do not support special programs and services for students with gifts and talents.

Sun. Oct. 8

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<td>Wed. Oct. 11</td>
<td>Learning Module 7 Objectives: Completion of this module will enable you to . . . 1. Compare and Contrast the advantages and disadvantages of acceleration.</td>
<td>Discussion (M7 Discuss 1): List 5 advantages and 5 disadvantages of 3 different acceleration techniques. Write a rationale for implementing or not implementing 3 acceleration techniques. (100 words) (Discussion Rubric: 0-20 pts.)</td>
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<td>Sun. Oct. 15</td>
<td>2. Compare and contrast the advantages and disadvantages of enrichment.</td>
<td>Discussion (M7 Discuss 2): List 5 advantages and 5 disadvantages of 3 different enrichment techniques. Write a rationale for implementing or not implementing 3 enrichment techniques. (100 words) (Discussion Rubric: 0-20 pts.)</td>
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Start Assignment Due Sun. Oct. 22


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<td>Read Learning Module 7: Acceleration, Enrichment, and Flexible Grouping</td>
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<tr>
<td>Read Rimm, Siegle, and Davis: Chapters 5: Acceleration; Chapter 6: Grouping, Differentiation, and Enrichment</td>
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<td>1. Apply the major components of programs and services for students with gifts and talents to current local options.</td>
<td>Describe the program and service components suggested by your peers that would enhance the educational opportunities in your community. (100 words) (Discussion Rubric: 0-20 pts.)</td>
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<td>2. Develop research-based rationales to typical questions from persons who do not support special programs and services for students with gifts and talents.</td>
<td>Discussion (M6 Discuss 2): Some people may question the need for special programs and services for students with gifts and talents. Prepare a research-based response to one of the following statements. Add citations and references using content from the Learning Modules and Rimm, Siegle, and Davis textbook: 1. Students with gifts and talents do not need special programs and services to meet their learning needs. 2. The general education curricular offerings are already responsive to the learning needs of students with gifts and talents. 3. Special programs and services for students with gifts and talents promote critical and creative thinking skills that are good for all students. 4. Students with gifts and talents should work at the same pace as their peers. (100 words) (Discussion Rubric: 0-20 pts.)</td>
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Read Learning Module 8: Systems & Models for Developing Programs: Part I
Read Rimm, Siegle, and Davis: Chapter 7: Curriculum Models

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<td>Wed. Oct. 25</td>
<td><strong>Learning Module 8 Objective:</strong> Completion of this module will enable you to . . . 1. Describe the major components of systems and models in gifted and talented education.</td>
<td><strong>Discussion (M8 Discuss):</strong> Review summaries and evaluations of systems and models (<a href="https://sites.google.com/site/modelsforthegifted/change-the-banner/anti-model">https://sites.google.com/site/modelsforthegifted/change-the-banner/anti-model</a>) for additional information. Choose one model and discuss the strengths and weaknesses. <em>(100 words) (Discussion Rubric: 0-20 pts.)</em></td>
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Read Learning Module 9: Systems & Models for Developing Programs: Part II

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<td>Wed. Nov. 1</td>
<td><strong>Learning Module 9 Objective:</strong> Completion of this module will enable you to . . . 1. Describe the major components of a selected system or model in gifted and talented education. 2. Create one original PowerPoint slide of one system or model. 3. Analyze the benefits and limitations of the selected system or model.</td>
<td><strong>Assignment (M9 Assign):</strong> Select a different system or model from the one you discussed in M8 Discuss. Create one PowerPoint slide that highlights the major components of one system or model that you did not select for M8 Discuss. Then create a separate Microsoft Word document and analyze the benefits and limitations of the selected system or model. <em>(500 words) (Assignment: 0-45 pts.)</em></td>
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Read Learning Module 10: Creative and Critical Thinking Skills
Read Rimm, Siegle, and Davis: Chapter 8: Creativity I–The Creative Person, Creative Process, and Creative Dramatics; Chapter 9: Creativity II–Teaching for Creative Growth

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<td>Sun. Nov. 5</td>
<td><strong>Learning Module 10 Objectives:</strong> Completion of this module will enable you to . . . 1. Compare and contrast theories of creativity.</td>
<td><strong>Discussion (M10 Discuss 1):</strong> Compare and contrast the descriptions of two theories of creativity (Rimm, Siegle, and Davis, p. 162). <em>(100 words) (Discussion Rubric: 0-20 pts.)</em></td>
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2. Analyze how potential blocks to creativity can be eliminated. **Discussion (M10 Discuss 2):** Review your peers’ descriptions of two theories. How do perceptual, cultural, and emotional blocks prevent you or your students from applying creative thinking? *(100 words)* (Discussion Rubric: 0-20 pts.)

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**Read Learning Module 11: Teaching Thinking Skills**
Read Rimm, Siegle, and Davis: Chapter 10: Teaching Thinking Skills

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<td>Sun. Nov. 12</td>
<td>Learning Module 11 <strong>Objective:</strong> Completion of this module will enable you to . . . 1. Describe how you would modify an existing lesson in a content area of your choice to incorporate creative, critical, and problem solving skills.</td>
<td><strong>Discussion (M11 Discuss):</strong> Describe how you would modify one lesson to incorporate creative, critical, and problem solving skills. <em>(100 words)</em> (Discussion Rubric: 0-20 pts.)</td>
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**Read Learning Module 12: Leadership, Underachievement, Underrepresented Students, and Twice-Exceptional Students**
Read Rimm, Siegle, and Davis *(select 2 chapters)*: Chapter 11: Leadership, Affective Learning, and Character Education; Chapter 12: Underachievement: Identification and Reversal; Chapter 13: Cultural Diversity and Economic Disadvantage: The Invisible Gifted; Chapter 14: Gifted Girls, Gifted Boys; Chapter 15: Gifted Children With Disabilities

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<td>Wed. Nov. 15</td>
<td>Learning Module 12 <strong>Objectives:</strong> Completion of this module will enable you to . . . 1. Create opportunities for students with gifts and talents to develop and apply leadership skills. 2. Analyze the cognitive and affective abilities and skills of students with gifts, talents, and challenges.</td>
<td><strong>Discussion (M12 Discuss):</strong> Choose one student you know to create a Case Study Profile. Provide as many details as possible for the student based on following components:  - Demographic Information: Grade, Age, Gender  - Student Description  - Description of School and Classroom Settings  - Academic Strengths and Challenges  - Social and Emotional Challenges <em>(if any).</em> <em>(100 words)</em> (Discussion Rubric: 0-20 pts.)</td>
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**Read Learning Module 13: Parenting the Gifted Child & Understanding and Counseling Gifted Students**
Read Rimm, Siegle, and Davis: Chapter 16: Parenting the Gifted Child; Chapter 17: Understanding and Counseling Gifted Students

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<td>Wed. Nov. 29</td>
<td>Learning Module 13 <strong>Objectives:</strong> Completion of this module will enable you to . . .</td>
<td><strong>Discussion (M13 Discuss 1):</strong> Review the Case Study</td>
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1. Develop an understanding of the aspirations and expectations parents hold for their children with gifts and talents.

Profile submitted by one of your peers. Describe the aspirations and expectations that parents may hold for this child. (100 words) (Discussion Rubric: 0-20 pts.)

2. Analyze the social and emotional characteristics and behaviors of students with gifts and talents for potential informal or formal involvement with counseling.

Discussion (M13 Discuss 2): As a result of preparing a Case Study Profile for Learning Module 12, what did you learn about the traits, aptitudes, and behaviors of the students with gifts and talents? (100 words) (Discussion Rubric: 0-20 pts.)

Please complete Student Evaluation of Teaching (SET) Surveys. You will receive email notices during the last 2 weeks of class.

Read Learning Module 14: Program Evaluation
Read Rimm, Siegle, and Davis: Chapter 18: Program Evaluation

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<td>Wed. Dec. 6</td>
<td><strong>Learning Module 14 Objective:</strong> Completion of this module will enable you to . . . 1. Reflect on the evaluation models and choose which one is appropriate for your current or future programs and services.</td>
<td><strong>Discussion (M14 Discuss):</strong> Select one evaluation model from the Rimm, Siegle, and Davis book and discuss how you might adopt it for the evaluation of current or future programs and services. (100 words) (Discussion Rubric: 0-20 pts.)</td>
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Last day of fall semester classes, Fri. Dec. 8

NAGC & CEC Teacher Preparation Standards in Gifted and Talented Education

The following is a list of the Learning Module Goals and corresponding programming standards from two of our national associations: National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC). In states with mandates for identification and programming for students with gifts and talents, these standards are used as part of the accreditation process through the Council for Accreditation of Educator Preparation (CAEP) for universities offering graduate programs in this field.

The standards also serve as a guide for all university personnel as they design, develop, and implement courses of study in this field. For a complete list of Teacher Preparation Standards in Gifted and Talented Education standards, please use the following link: [http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20(2013%20final).pdf](http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20(2013%20final).pdf).

Learning Module Goals
National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education

Learning Module 1: Overview of the Course
- Goal 1.1—Identify the focus of this online course.
- Goal 1.2—Review the format of the Learning Modules.
- Goal 1.3—Apply the online formats for posting tasks, assignments, or products to illustrate your knowledge, understanding, and application of the content.
- Goal 1.4—Introduce yourself to the online community by completing self-reflections and posting a picture of yourself or another photograph of interest.

NAGC-CEC Standard 6: Professional Learning and Ethical Practice
6.2—Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Learning Module 2: Gifted Education: Historical and Contemporary Perspectives
- Goal 2.1—Explain the historical and contemporary events that influenced the history of gifted education.
- Goal 2.2—Compare and contrast theories of intelligence and definitions of giftedness.

NAGC-CEC Standard 6: Professional Learning and Ethical Practice
6.2—Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

Learning Module 3: Characteristics of Gifted Students
- Goal 3.1—Evaluate research-based lists of cognitive and affective characteristics of gifted and talented students.
- Goal 3.2—Analyze reasons why some groups of students are underrepresented in gifted education programs.

NAGC-CEC Standard 1: Learner Development and Individual Learning Differences
1.2—Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Learning Module 4: Tests, Nominations, Rating Scales, and Performance Assessment
- Goal 4.1—Develop a research-based rationale related to the importance of screening and identifying students’ gifts and talents.

NAGC-CEC Standard 4: Assessment
4.1—Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.
4.3—Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

Learning Module 5: Screening and Identifying Gifted and Talented Students
- Goal 5.1—Develop an understanding of the terminology associated with test scores and tools to assess students’ abilities and achievement.
Goal 5.2—Synthesize the advantages of various screening and identification tools.

**NAGC-CEC Standard 4: Assessment**
4.2—Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

**Learning Module 6: Program Planning**
Goal 6.1—Examine the major components of programs and services and determine which elements will enhance their current local options.
Goal 6.2—Prepare responses to typical questions from persons who are not necessarily supportive of the need to design and implement programs and services of students with gifts and talents.

**NAGC-CEC Standard 2: Learning Environments**
2.1—Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
2.4—Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

**Learning Module 7: Acceleration, Enrichment, & Flexible Grouping**
Goal 7.1—Analyze the advantages and disadvantages of acceleration, enrichment, and grouping strategies.

**NAGC-CEC Standard 3: Curricular Content Knowledge**
3.3—Beginning education professionals use assessment to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
3.4—Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

**NAGC-CEC: Standard 5: Instructional Planning and Strategies**
5.1—Beginning education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

**Learning Module 8: Systems & Models for Developing Programs: Part I**
Goal 8.1—Determine the major components of curricular systems and models designed for students with gifts and talents.

**NAGC-CEC Standard 2: Learning Environments**
2.1—Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
2.4—Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

**Learning Module 9: Systems & Models for Developing Programs: Part II**
Goal 9.1—Analyze the benefits and limitations of one system or model designed for students with gifts and talents.
NAGC-CEC Standard 2: Learning Environments
2.1—Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
2.4—Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.

Learning Module 10: Creative and Critical Thinking Skills
Goal 10.1—Explore multiple theories of creativity.
Goal 10.2—Analyze the impact of adversity on creative talents and abilities.

NAGC-CEC 5: Instructional Planning and Strategies
5.1—Beginning education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

Learning Module 11: Teaching Thinking Skills
Goal 11.1—Develop a working knowledge of thinking skills (e.g., creative, critical, and problem solving skills).
Goal 11.2—Apply creative, critical, and problem solving skills to lesson design and implementation.
Goal 11.3—Create a content-based scenario that requires students to apply specific creative, critical, and problem solving skills.

NAGC-CEC Standard 5: Instructional Planning and Strategies
5.1—Beginning education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

Learning Module 12: Leadership, Underachievement, Underrepresented Students, and Twice-Exceptional Students
Goal 12.1—Develop leadership skills among students with gifts and talents.
Goal 12.2—Assess the presenting academic and affective skills and behaviors of students with gifts and talents who may be classified as underachievers.
Goal 12.3—Appraise the cognitive and affective abilities and skills of students who exhibit inconsistent patterns of achievement.

NAGC-CEC Standard 1: Learner Development and Individual Learning Differences
1.1—Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
1.2—Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Learning Module 13: Parenting the Gifted Child & Understanding and Counseling Gifted Students
Goal 13.1—Identify the social-emotional and educational challenges that parents of students with gifts and talents must confront and resolve.
Goal 13.2—Recognize the characteristics and behaviors of students with gifts and talents who may benefit from counseling.

NAGC-CEC Standard 5: Instructional Planning and Strategies
5.5—Beginning education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

**Learning Module 14: Program Evaluation**

Goal 14.1—Develop an awareness of evaluation models appropriate used to assess program and student outcomes in the field of gifted and talented education.

Goal 14.2—Recognize the importance of program evaluation to promote decision-making about current and future practices in programs for students with gifts and talents.

**NAGC-CEC Standard 6: Professional Learning and Ethical Practice**

6.1—Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.

6.2—Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.

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**Course Requirements and Grading**

The *Course Orientation* called *HuskyCT General Information* includes the following information on what online programs consider to be the norm for student workload. A 3-credit online course requires an average of:

- **6 to 9 hours per week for a full semester course.**

Plan accordingly! To be successful, keep up with all the readings and assignments, monitor and participate in discussion postings, and complete any quizzes/exams in accordance with the course schedule.

There are two types of course requirements: Assignments and Discussions. Details about each type of assignment follow along with accompanying rubrics specific to Learning Modules. It is important to review the assignments and discussion rubrics prior to creating your response, as the rubrics provide the evaluation criteria and point ranges.

1. **Assignments** are designed to capture your knowledge, skills, and understandings of the specific topic. Some assignments provide opportunities to review and analyze your peers’ responses and to re-evaluate your own thinking, solutions, or plans. Each assignment should be an example of your professional writing with relevant citations and references. Please use the American Psychological Association publication guidelines (6th ed.). If you do not have access to the manual, consult the following resource: Purdue Online Writing Lab (OWL; [https://owl.english.purdue.edu/owl/resource/560/08/](https://owl.english.purdue.edu/owl/resource/560/08/))

   All assignments must be completed using a word processing program or presentation format. For the written assignments, use 12-point font. Proofread, spell check, and grammar check all assignments.

   The Assignment Rubric will be used to evaluate the quality of your assignments. You will earn 0-45 points for each of the assignments.

<table>
<thead>
<tr>
<th>Assignment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 points</strong></td>
</tr>
<tr>
<td>Quality of Completed Task</td>
</tr>
</tbody>
</table>
2. Effective Communication  
Ineffective summary/analysis  
Address almost all tasks  
Summary/analysis well developed and addressed all tasks

3. Clarity of Content  
Unorganized content  
Logical flow of content  
Logical flow of content contributes to valuable information/perspectives

The following table lists the Learning Module and the Assignment details.

<table>
<thead>
<tr>
<th>Assignment Rubric Points for Specific Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Module 7: Acceleration, Enrichment, and Flexible Grouping</td>
</tr>
<tr>
<td>Learning Module 9: Systems &amp; Models for Developing Programs: Part II</td>
</tr>
</tbody>
</table>

2. **Discussions** are opportunities to share your interpretations of the readings, review peers’ responses, and reflect on all perspectives offered. You are required to post your responses for the Learning Modules listed below.

<table>
<thead>
<tr>
<th>Learning Module Discussion Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Module</strong></td>
</tr>
<tr>
<td>Learning Module 1: Overview of Course</td>
</tr>
</tbody>
</table>
| Learning Module 2: Gifted Education: Historical and Contemporary Perspectives | Discussion (M2 Discuss 1)  
Discussion (M2 Discuss 2)  
Discussion (M2 Discuss 3) |
| Learning Module 3: Characteristics of Gifted Students | Discussion (M3 Discuss 1)  
Discussion (M3 Discuss 2) |
| Learning Module 4: Tests, Nominations, Rating Scales, and Performance Assessment | Discussion (M4 Discuss) |
| Learning Module 5: Screening and Identifying Gifted and Talented Students | Discussion (M5 Discuss 1)  
Discussion (M5 Discuss 2) |
| Learning Module 6: Program Planning | Discussion (M6 Discuss 1)  
Discussion (M6 Discuss 2) |
| Learning Module 7: Acceleration, Enrichment, and Flexible Grouping | Discussion (M7 Discuss 1)  
Discussion (M7 Discuss 2) |
| Learning Module 8: Systems & Models for Developing Programs: Part I | Discussion (M8 Discuss) |
| Learning Module 10: Creative and Critical Thinking Skills | Discussion (M10 Discuss 1)  
Discussion (M10 Discuss 2) |
| Learning Module 11: Teaching Thinking Skills | Discussion (M11 Discuss) |
| Learning Module 12: Leadership, Underachievement, Underrepresented Students, and Twice-Exceptional Students | Discussion (M12 Discuss) |
| Learning Module 13: Parenting the Gifted Child & Understanding and Counseling Gifted Students | Discussion (M13 Discuss 1)  
Discussion (M13 Discuss 2) |
Learning Module 14: Program Evaluation

Discussion Rubric documents the point system for your discussion posts. You will earn 0-20 points for each of the discussions listed in the table entitled Learning Module Discussion Rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>1. Discussion Post</td>
<td>Did not post comments</td>
</tr>
<tr>
<td></td>
<td>Posted comments</td>
</tr>
<tr>
<td></td>
<td>Responded to requirements</td>
</tr>
</tbody>
</table>

3. **Self-Reflections** allow you to determine your mastery of technology skills or think about how you are applying your original purpose for enrolling in the online course and letting this guide your tasks, products, and assignments. Self-reflections are not graded.

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Number of Assignments or Discussions</th>
<th>Range of Possible Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>2</td>
<td>0-45</td>
<td>90</td>
</tr>
<tr>
<td>Discussions</td>
<td>21</td>
<td>0-20</td>
<td>420</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td></td>
<td><strong>510</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>488-510</td>
</tr>
<tr>
<td>A-</td>
<td>465-487</td>
</tr>
<tr>
<td>B+</td>
<td>442-464</td>
</tr>
<tr>
<td>B</td>
<td>419-441</td>
</tr>
<tr>
<td>B-</td>
<td>396-418</td>
</tr>
<tr>
<td>C+</td>
<td>373-395</td>
</tr>
<tr>
<td>C</td>
<td>350-372</td>
</tr>
<tr>
<td>C-</td>
<td>327-349</td>
</tr>
<tr>
<td>D+</td>
<td>304-326</td>
</tr>
<tr>
<td>D</td>
<td>281-303</td>
</tr>
<tr>
<td>D-</td>
<td>261-280</td>
</tr>
<tr>
<td>F</td>
<td>260 and below</td>
</tr>
</tbody>
</table>
The University of Connecticut policy associated with course grades follows:

Instructors are required to file grades with the University Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the following uniform scale is published to encourage general agreement on the meaning of grades:

- The letter A signifies work of distinction.
- The letter B represents work of good quality, such as is expected of any successful graduate student.
- The letter C represents work below the standard expected of graduate students in their area of study. It is recognized that work of C quality in a supporting area may be of benefit to students and that they should not be discouraged by the grading system from including some supporting work in their programs. Such work shall be identified on the plan of study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student’s grade point average.
- A grade of D+, D, or D- signifies work of unsatisfactory quality. If a graduate student receives any form of a D grade, the course may not remain on the plan of study and the student’s eligibility to continue in the degree program is reviewed by the student’s advisory committee.
- The grade of F or U signifies failure in the course and necessitates a recommendation by the advisory committee to The Graduate School as to whether or not the student shall be permitted to continue graduate study.

Final grades of S (Satisfactory) or U (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of the Graduate Faculty Council. Certain foreign language courses designed under method (2) for fulfillment of a doctoral language requirement also may carry the S or U grading option, if chosen by the student. (See “Foreign Language; Related or Supporting Area of Study.”) An S is not computed into the student’s grade point average whereas a U is viewed as an F.

(Retrieved from Graduate Catalog—Standards & Degree Requirements http://gradcatalog.uconn.edu/grad-school-info/standards-degree-requirements/)

Due Dates and Late Policy

All course due dates are identified in the section entitled Course Outline and Calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late Policy. Students need to inform the instructor if an assignment cannot be completed by the due date. If there are extenuating circumstances, please notify the instructor prior to the due date and the instructor may agree to grant additional time.

Feedback and Grades

I will make every effort to provide feedback and grades within 2 weeks of the due dates for the assignments. If there is a delay due to my schedule, I will inform the students by email. To keep track of your performance in the course, refer to My Grades in HuskyCT.
Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code (http://community.uconn.edu/the-student-code-preamble/). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity in Graduate Education and Research (http://policy.uconn.edu/?p=3282).

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It (http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all of your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette (http://www.albion.com/netiquette/corerules.html).

Adding or Dropping a Class

If you should decide to add or drop a class, there are official procedures to follow:

- Matriculated students should add or drop a class through the Student Administration System (https://student.studentadmin.uconn.edu/).
- Non-degree students should refer to Non-Degree Application and Registration page (http://nondegree.uconn.edu/application-registration/) located on the registrar’s website.

You must officially drop a class to avoid receiving an “F” on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the class. For more information, refer to the:

- Drop Classes (http://www.peoplesofhelp.uconn.edu/student/st03cs90.html)
Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

- Fall Semester ([http://registrar.uconn.edu/academic-calendar/](http://registrar.uconn.edu/academic-calendar/))

Academic Support Resources

Technology and Academic Help ([http://ecampus.uconn.edu/help.html](http://ecampus.uconn.edu/help.html)) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities ([CSD; http://csd.uconn.edu/](http://csd.uconn.edu/)). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)


Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships ([http://policy.uconn.edu/?p=2884](http://policy.uconn.edu/?p=2884)) for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity ([http://www.ode.uconn.edu/](http://www.ode.uconn.edu/)) under the Sexual Assault Response Policy ([http://policy.uconn.edu/?p=2139](http://policy.uconn.edu/?p=2139)). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy ([http://sexualviolence.uconn.edu/](http://sexualviolence.uconn.edu/)) for more information.
References for Syllabi Links

Policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards can be found on Office of the Provost References for Syllabi Links (http://provost.uconn.edu/syllabi-references/) page.

Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT (http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech (http://huskytech.uconn.edu/). Students also have 24x7 Course Support (http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Use spell check with discussion threads prior to posting (see below).

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies (http://geoc.uconn.edu/computer-technology-competency/) page for more information.
Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE; http://www.oire.uconn.edu/).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.