Syllabus—Spring 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT. You should download the EPSY 5720 course syllabus and the calendar to keep track of due dates for discussion posts and assignments.

Course and Instructor Information

Course Title: EPSY 5720: Developing Schoolwide Enrichment Programs
Credits: 3
Format: Online
Professor: E. Jean Gubbins, Ph.D.

Email: ejean.gubbins@uconn.edu
Telephone: Office phone 860-486-4041
Office Hours/Availability: Sundays-Saturdays—9:00 am – 10:00 pm (Eastern Time Zone). I will respond to emails within 24 hours, unless I am unavailable due to meetings and travel schedules. Email notification will be sent regarding multi-day travel schedule.

Course Materials

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

Texts are available through a local or online bookstore. The UConn Bookstore (http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) carries many materials that can be shipped via its online service. For more information, see Textbooks and Materials on our Enrolled Students (http://www.ecampus.uconn.edu/students.html) page.

Required Material:
ISBN-10:1618211641

Resource for the The Schoolwide Enrichment Model: A How-to Guide for Talent Development. Many of the forms included in your book are available for download from this link:
https://www.prufrock.com/sem.aspx
Additional Resources Based on the Schoolwide Enrichment Model:


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### Course Description

As there is no federal mandate to identify and serve gifted and talented students, each state determines the extent to which special programs and services are available. Districts that do provide challenging learning opportunities for identified gifted and talented students may use various service delivery models (e.g., resource rooms, full time classes, within class programs). Given these various models, program opportunities for gifted and talented students vary in their intensiveness and comprehensiveness at different grade levels. This course will focus on one comprehensive model known as the Schoolwide Enrichment Model, which provides program developers with the necessary guidance to design and implement defensible identification procedures and programming plans.

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### Course Objectives

By the end of the semester, students should be able to:
1. Describe the characteristics of gifted and talented students that need to be addressed in programs and services.
2. Summarize and discuss the philosophical, theoretical, and programmatic underpinnings of the Schoolwide Enrichment Model.
3. Summarize and discuss the components of the Schoolwide Enrichment Model and the continuum of services.
4. Experiment with the various instruments/documents created for the implementation of the Schoolwide Enrichment Model.
5. Determine and describe ways to adapt/adopt the Schoolwide Enrichment Model to current educational roles and responsibilities.

### Course Outline and Calendar

#### Overview of Learning Module Objectives and Assessments

| Learning Module 1: Overview of the Course & A Look Back and a Look Forward (Readings: All sections of Learning Module 1) |
|---|---|
| **Due Dates** | **Objectives** | **Assessments** |
| Sun. Jan. 14 | **Learning Module 1**  
**Objectives:** Completion of this module will enable you to . . .  
1. Identify the focus of this online course.  
2. Become familiar with the format of the Learning Modules.  
3. Apply the online formats for posting tasks, assignments, or products to illustrate your knowledge, understanding, and application of the content.  
4. Introduce yourself to the online community by posting a brief biography in response to questions 1-5 listed under assessments and your picture or another photograph of interest. In addition, list your preferred email address. | **Self-Reflections:**  
1. Reflect on your purpose for enrolling in this online course.  
2. Check your navigation skills with this online format.  
3. Successfully post tasks, assignments, or products.  
**Introduction to Online Community:** Let’s find out who is participating in our online community. Post a brief biography by responding to the following:  
1. What is your current professional role?  
2. What is your favorite subject area?  
3. What is your future career goal?  
4. What is one of your favorite books that you read recently?  
5. Post a picture of yourself or another photograph of interest.  
6. List your preferred email address. |

| Learning Module 2: A Vision and a Plan—The “Why” of the Schoolwide Enrichment Model (Readings: All sections of Learning Module 2 and Renzulli and Reis—Chapter 1) |
|---|---|
| **Due Dates** | **Objectives** | **Assessments** |
| Wed. Jan. 17 | **Learning Module 2**  
**Objectives:** Completion of this module will enable you to . . .  
1. Explain the purpose of implementing an | Read the Preface and Chapter 1 of your text, Renzulli and Reis (2014).  
Watch UConn Talks: Joseph Renzulli [http://www.youtube.com/watch?v=g_hPhKvduts](http://www.youtube.com/watch?v=g_hPhKvduts) |
educational model.
2. Differentiate between administrative and theoretical educational models.
3. Demonstrate knowledge of the goals and objectives of the SEM.
4. Explain the “Why” or the underpinnings of the SEM.

**Discussion M2:** Respond to one of the following three prompts:

1. The preface and Chapter 1 of your text include references to “Rome,” including “All Roads Lead to Rome.” Figuratively, “What is Rome?” Use information from the text to support your position. Do you agree or disagree with Renzulli and Reis that “Rome” is or should be the goal of gifted education?

2. Construct a diagram that depicts the major constructs of infusion based learning. Additionally, the diagram should visually depict the relationship or interaction between the constructs. Briefly describe your reasons for selecting to display infusion based learning in this way.

3. Chapter 1 of your text is entitled *A Vision and a Plan: The “Why” of the Schoolwide Enrichment Model.* Explain why schools should implement the Schoolwide Enrichment Model. Use examples from the text and from your personal experience to support your explanation. (100-150 words)

**(Discussion Rubric: 0-20 pts.)**

Sun. Jan. 21
5. Discuss issues in the field of gifted and talented education.
6. Extend and challenge a classmate’s thinking.

**Respond (M2) to one classmate’s posting. You may respond to any classmate, regardless of discussion question choice. (100-150 words)**

**(Discussion Rubric: 0-20 pts.)**

**Learning Module 3: The Four Theories Underlying the SEM**

*(Readings: All sections of Learning Module 3 and Renzulli and Reis–Chapter 2)*

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<tr>
<th>Due Dates</th>
<th>Objectives: Completion of this module will enable you to . . .</th>
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<tr>
<td></td>
<td>2. Demonstrate an understanding of terminology related to the SEM and the four theories underlying the SEM.</td>
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<td>3. Formulate an opinion of the four theories underlying the SEM, including the Three-Ring Conception of Giftedness, the Enrichment Triad Model, Operation Houndstooth, and Executive Self-Reflection: What are some Type III products that could emerge from a childhood interest in Renaissance art?</td>
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**Discussion M3:** Select one of the four subtheories underlying the SEM that you believe is the most important in terms of supporting the needs of gifted children and/or the overall goals of gifted education. Explain how this subtheory supports the goals of gifted education as described in the chapter. (100-150 words)

**(Discussion Rubric: 0-20 pts.)**
<table>
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<tr>
<th>Sun. Jan. 28</th>
<th>Functions.</th>
<th>Respond (M3) to one classmate’s posting. <em>(100-150 words)</em> <em>(Discussion Rubric: 0-20 pts.)</em></th>
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<td>4.</td>
<td>Discuss issues in the field of gifted and talented education.</td>
<td><em>(Discussion Rubric: 0-20 pts.)</em></td>
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<tr>
<td>5.</td>
<td>Extend and challenge a classmate’s thinking.</td>
<td><em>(Discussion Rubric: 0-20 pts.)</em></td>
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**Learning Module 4: An Overview of SEM—Focusing on Student Strengths and Interests** *(Readings: All sections of Learning Module 4 and Renzulli and Reis–Chapter 3)*

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<th>Due Dates</th>
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| Wed. Jan. 31 | **Learning Module 4**  
**Objectives:** Completion of this module will enable you to . . .  
1. Demonstrate an understanding of the structural and organizational components of the SEM, including school structures and service delivery components. | **Discussion M4:** Select one structural or organizational component of the SEM that you would implement first in your district, school, or classroom. Explain why you selected this component and how it will benefit your students. Predict what challenges you believe you will encounter during implementation. Use information from the text to support your response. *(100-150 words)* *(Discussion Rubric: 0-20 pts.)* |
| Sun. Feb. 4 | 2. Discuss issues in the field of gifted and talented education.  
3. Extend and challenge a classmate’s thinking. | Respond (M4) to one classmate’s posting. *(100-150 words)* *(Discussion Rubric: 0-20 pts.)* |

**Learning Module 5: Identifying Students for SEM Programs—The Talent Pool Approach** *(Readings: All sections of Learning Module 5 and Renzulli and Reis–Chapter 4)*

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| Wed. Feb. 7 | **Learning Module 5**  
**Objectives:** Completion of this module will enable you to . . .  
1. List the characteristics of gifted children.  
2. Explain the advantages and disadvantages of various identification procedures.  
3. Formulate a system to identify students with gifts and talents. | **Self-Reflections:**  
1. Envision and/or draw a picture of a gifted student.  
2. In what ways might perfectionism influence the identification of gifted students?  
3. In what ways might heightened emotional sensitivities influence the identification of gifted students?  
4. In what ways might asynchronous development influence the identification of gifted students?  
**Discussion M5:** Compare and contrast the Talent Pool method of identification with more traditional methods of identification that include only measures from tests |
of cognitive potential and ability and/or academic achievement. What are the advantages and disadvantages of each? *(100-150 words)* (Discussion Rubric: 0-20 pts.)

| Sun. Feb. 11 | 4. Discuss issues in the field of gifted and talented education.  
5. Extend and challenge a classmate’s thinking. |
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<td></td>
<td>Respond (M5) to one classmate’s posting. <em>(100-150 words)</em></td>
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<td>(Discussion Rubric: 0-20 pts.)</td>
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**Learning Module 6: The Enrichment Triad Model in a SEM Program—Type I Experiences**  
(Readings: All sections of Learning Module 6 and Renzulli and Reis—Chapter 5)

<table>
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<th>Due Dates</th>
<th>Objectives</th>
<th>Assessments</th>
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| Wed. Feb. 14  | **Learning Module 6 Objectives:** Completion of this module will enable you to . . .  
1. Identify a Type I experience that meets all of the specified criteria. |
|               | **Discussion M6:** Describe a Type I experience that you or someone that you know provided for a student or students. Explain how this experience does and does not meet *all* of the criteria for a Type I. *(100-150 words)*  |
|               | (Discussion Rubric 1: 0-20 pts.)                                             |

| Sun. Feb. 18  | 2. Discuss issues in the field of gifted and talented education.  
3. Extend and challenge a classmate’s thinking. |
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<td></td>
<td>Respond (M6) to one classmate’s posting. <em>(100-150 words)</em></td>
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<td>(Discussion Rubric 1: 0-20 pts.)</td>
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**Learning Module 7: Overview of Type II Enrichment—Developing Thinking, Investigative, and Personal Skills**  
(Readings: All sections of Learning Module 7 and Renzulli and Reis—Chapter 6)

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| Wed. Feb. 21  | **Learning Module 7 Objectives:** Completion of this module will enable you to . . .  
1. Recall the taxonomy of Type II methodologies.  
2. Explain how specific Type II methodologies can be infused into the regular curriculum. |
|               | **Discussion M7:** Respond to *one* of the following two prompts:  
1. Describe how you currently incorporate Type II methodologies into your classroom instruction or other activities in your profession. After reading Chapter 6, propose some ways that you can or will alter your current teaching to increase the number of or the rigor of Type II methodologies.  
2. According to Renzulli and Reis (2014), “. . . all students should have a chance to learn how to learn” (p. 151). Describe how Type II methodologies help students “learn how to learn.” Support your position with specific examples and information from the text. *(100-150 words)*  |
|               | (Discussion Rubric 1: 0-20 pts.)                                             |

| Sun. Feb. 25  | 3. Discuss issues in the field of gifted and talented education.  
4. Extend and challenge a classmate’s thinking. |
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<td>Respond (M7) to one classmate’s posting. <em>(100-150 words)</em></td>
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<td>(Discussion Rubric 1: 0-20 pts.)</td>
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<td>Due Dates</td>
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| Wed. Feb. 28    | **Learning Module 8**  
**Objectives:** Completion of this module will enable you to . . .  
1. Demonstrate an understanding of the Type III Enrichment process and the forms that help to structure that process, specifically the Interest Inventory, Management Plan, Mentor Matrix, and Student Product Assessment Form.  
   | **Discussion M8:** Give an example of an assignment, project, or activity completed by your student, child, or someone you know. Compare and contrast elements of this project to the elements of a Type III Enrichment activity. *(100-150 words)*  
   **(Discussion Rubric 1: 0-20 pts.)**  
   No Response. Spring Break |}

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<th>Assessments</th>
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| Sun. Mar. 4     | **Learning Module 9**  
**Objectives:** Completion of this module will enable you to . . .  
1. Construct a Total Talent Portfolio (TTP).  
2. Demonstrate an understanding of the individual constructs of the TTP.  
3. Apply information from the TTP to differentiate instruction, including content, process, and product.  
   | **Discussion M9:** With a specific student or child in mind, complete a fictional TTP, such as the one on page 213 of your text. Next, describe how you would use the information on this TTP to make specific educational programming decisions for this student or child, including acceleration and enrichment. *(100-150 words)*  
   **(Discussion Rubric: 0-20 pts.)**  
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| Wed. Mar. 7     | 4. Discuss issues in the field of gifted and talented education.  
5. Extend and challenge a classmate’s thinking.  
   | **Respond (M9) to one classmate’s posting. *(100-150 words)*  
   **(Discussion Rubric: 0-20 pts.)**  
   |}

**Spring Recess March 11-17, 2018**

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| Wed. Mar. 21    | **Learning Module 10**  
**Objectives:** Completion of this module will enable you to . . .  
1. Implement the step-by-step procedure for curriculum compacting, including pretesting, as a means of differentiating instruction  
   | **Discussion M10:** Respond to one of the following two prompts:  
1. According to Renzulli and Reis (2014), curriculum compacting “streamlines grade-level curriculum for high-potential students to enable time for more challenging and interesting work” (p. 250). Considering the various options for providing challenging and interesting work, in what ways  
   |}
2. Use the management form “The Compactor” as an organizational and record keeping tool. will your student use the extra time gained through compacting? What resources will be needed? Whom would you ask for help?

2. Describe your experience with curriculum compacting. For example, what new understanding did you gain and what challenges did you encounter? *(100-150 words) (Discussion Rubric 1: 0-20 pts.)*

Wed. Mar. 28

3. Discuss issues in the field of gifted and talented education.

4. Extend and challenge a classmate’s thinking.

Respond *(M10)* to one classmate’s posting. You may respond to any classmate, regardless of discussion question choice. *(100-150 words) (Discussion Rubric 1: 0-20 pts.) Assignment 1: Curriculum Compacting (Assignment: 0-45 pts.)*

### Learning Module 11: Implementing Enrichment Clusters for All Students *(Readings: All sections of Learning Module 11 and Renzulli and Reis–Chapter 10)*

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<tr>
<td>Sun. Apr. 1</td>
<td><strong>Learning Module 11</strong> Objectives: Completion of this module will enable you to . . .&lt;br&gt;1. Create an enrichment cluster and explain how the proposed enrichment cluster meets the criteria as specified in the text.</td>
<td><strong>Discussion M11:</strong> Describe an enrichment cluster that you would like to teach. Explain how your proposed cluster matches the goals and philosophy of enrichment clusters, as established in your text. <em>(100-150 words) (Discussion Rubric: 0-20 pts.)</em></td>
</tr>
<tr>
<td>Wed. Apr. 4</td>
<td>2. Extend and challenge a classmate’s thinking.</td>
<td>*<em>Respond (M11) to one classmate’s posting. (100-150 words) (Discussion Rubric: 0-20 pts.)</em></td>
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### Learning Module 12: Extensions of the SEM—The Schoolwide Enrichment Model in Reading (SEM-R) *(Readings: All sections of Learning Module 12 and Renzulli and Reis–Chapter 11)*

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<th>Due Dates</th>
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<tr>
<td>Sun. Apr. 8</td>
<td><strong>Learning Module 12</strong> Objectives: Completion of this module will enable you to . . .&lt;br&gt;1. Differentiate curricula for gifted and talented readers.&lt;br&gt;2. Create opportunities for students with gifts and talents to develop higher reading achievement.</td>
<td><strong>Discussion M12:</strong> Describe the reading approach that you currently use in your classroom or school district. If you do not currently use a reading program, describe one with which you are familiar or a program you experienced in school. Compare and contrast this program to Schoolwide Enrichment Model in Reading (SEM-R). How do you believe the process and outcomes associated with SEM-R might differ from the reading program that you described? What questions do you still have after reading this chapter? <em>(100-150 words) (Discussion Rubric: 0-20 pts.)</em></td>
</tr>
<tr>
<td>Wed. Apr. 11</td>
<td>1. Extend and challenge a classmate’s thinking.</td>
<td><strong>Respond (M12) to one classmate’s posting. (100-150 words) (Discussion Rubric: 0-20 pts.)</strong> <strong>Please complete Student Evaluation of Teaching (SET) Surveys. You will receive email notices</strong></td>
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Learning Module 13: Renzulli and Schoolwide Enrichment Academies
(Readings: All sections of Learning Module 13 and Renzulli and Reis–Chapter 12)

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<tr>
<td>Wed. Apr. 18</td>
<td>Learning Module 13 Objectives: Completion of this module will enable you to . . . 1. Develop an understanding of the SEM in practice and how the pieces of the SEM integrate to create a comprehensive program that supports the needs of gifted learners. 2. Recognize how the SEM supports the academic, social, and emotional needs of gifted learners.</td>
<td>Assignment 2: Schoolwide Enrichment Model professional development module (Assignment Rubric: 0-45 pts.)</td>
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Learning Module 14: In Conclusion
(Readings: All sections of Learning Module 14 and Renzulli and Reis–Chapter 13)

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<td>Sun. Apr. 22</td>
<td>Learning Module 14 Objectives: Completion of this module will enable you to . . . 1. Reflect on the various components of the SEM and decide how to most effectively implement the SEM.</td>
<td>Discussion M14: How will you adapt SEM to your current educational or professional role? (100-150 words) (Discussion Rubric: 0-20 pts.)</td>
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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 Teacher Education (CAEP) for universities offering graduate programs in this field. CAEP represents a merger of the National Council for Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).
Learning Module Goals
National Association for Gifted Children (NAGC) and
Council for Exceptional Children (CEC) Teacher Preparation Standards in
Gifted and Talented Education

National Association for Gifted Children (NAGC)
Advanced Standards in Gifted Education
Teacher Preparation

Learning Module 1: Overview of the Course & A Look Back and a Look Forward
Goal 1.1—Recognize that EPSY 5720 Development of Schoolwide Enrichment Programs is a
comprehensive course designed to teach practitioners how to implement classroom-based or school-
based enrichment programs.
Goal 1.2—Identify the components of the Learning Module and complete the requirements for the
Teaching/Learning Activities.
Goal 1.3—Introduce yourself to the online community of peers.

Learning Module 2: Vision and a Plan: The “Why” of the Schoolwide Enrichment Model
Goal 2.1—Compare and contrast administrative and theoretical educational models.
Goal 2.2—Demonstrate knowledge of the goals and objectives of the SEM.
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: The Four Theories Underlying the SEM
Goal 3.1—Explain the purpose of gifted education.
Goal 3.2—Demonstrate an understanding of the terminology associated with major theories in the
field of gifted and talented education.
Goal 3.3—Formulate an opinion of major theories in gifted and talented education.
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 4: An Overview of the SEM—Focusing on Student Strengths and Interests
Goal 4.1—Demonstrate an understanding of the structural and organizational components of the
SEM.
Goal 4.2—Examine the major components of programs and services for gifted and talented students
and determine what elements of these programs best align with the needs of their child, students, or
district.
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 5: Identifying Students for SEM Programs—The Talent Pool Approach

Goal 5.1—Develop a research-based understanding of practices related to the identification of students with gifts and talents.
Goal 5.2—Recognize reasons why some groups of students are underrepresented in gifted education programs.
Goal 5.3—Synthesize the advantages of various screening and identification tools.
Goal 5.4—Design an identification system using multiple criteria to identify students for the Talent Pool.

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.

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.

NAGC Advanced Standard 1: Assessment

1.0—Gifted education specialists use valid and reliable assessment practices to minimize bias.

Key Elements

1.1—Gifted education specialists review, select, and interpret psychometrically sound, nonbiased, qualitative and quantitative instruments to identify individuals with gifts and talents and assess their abilities, strengths, and interests.
1.2—Gifted education specialists monitor the progress of individuals with gifts and talents in the general education and specialized curricula.

Learning Module 6: The Enrichment Triad Model in a SEM Program: Type I Experiences

Goal 6.1—Examine the major components of Type I experiences and determine how participation in Type I experiences benefit all children, including gifted and talented children.
Goal 6.2—Analyze resources in their community to identify potential Type I experiences for their students.
Goal 6.3—Describe the components of a Type I experience and compare and contrast those components with a real-life example.

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.

NAGC-CEC Standard 5: Instructional Planning and Strategies

5.3—Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.
Learning Module 7: Overview of Type II Enrichment: Developing Thinking, Investigative, and Personal Skills

Goal 7.1—Demonstrate knowledge and understanding of Type II Enrichment.
Goal 7.2—Describe a process for increasing the rigor of regular classroom curricula through the infusion of Type II Enrichment methodologies.

NAGC-CEC Standard 3: Curricular Content Knowledge

3.1—Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
3.2—Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth, and complexity in academic subject matter and specialized domains.
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.
5.5—Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.

NAGC Advanced Standard 2: Curricular Content Knowledge

2.0—Gifted education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements

2.1—Gifted education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2—Gifted educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3—Gifted education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Learning Module 8: Planning Type III Enrichment: Thinking, Feeling, and Doing Like the Practicing Professional

Goal 8.1—Examine the major components of Type III Enrichment studies and demonstrate an understanding of the process for planning Type III Enrichment, the role of the teacher in facilitating Type III Enrichment, and the overarching goals and objectives of participation in Type III Enrichment for students with gifts and talents.
Goal 8.2—Compare and contrast Type III Enrichment studies with general exploratory activities and projects.

NAGC-CEC Standard 3: Curricular Content Knowledge

3.1—Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to
organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2—Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

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.

5.4—Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

**Learning Module 9: The Total Talent Portfolio and Renzulli Learning System**

Goal 9.1—Describe the different components of the Total Talent Portfolio and explain the purpose for each.

Goal 9.2—Create a Total Talent Portfolio.

**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.

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.

**NAGC-CEC Standard 5: Instructional Planning and Strategies**

5.2—Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.

5.3—Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.

**NAGC-CEC Standard 7: Collaboration**

7.3—Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

**NAGC Advanced Standard 7: Collaboration**

7.0 Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.

**Key Elements**

7.1 Gifted education specialists use culturally responsive practices to enhance collaboration.

7.2 Gifted education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

**Learning Module 10: Curriculum Compacting and Instructional Differentiation**

Goal 10.1—Differentiate curricula for high ability learners.
Goal 10.2—Use “The Compactor” to organize data and to differentiate learning experiences for gifted learners.

**NAGC-CEC 2: 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.

**NAGC-CEC 2: Standard 3: Curricular Content Knowledge**

3.1—Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.

3.2—Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

3.3—Beginning gifted education professionals use assessments 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 4: 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.

4.4—Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and other factors related to diversity.

**Learning Module 11: Implementing Enrichment Clusters for All Students**

Goal 11.1—Demonstrate knowledge of enrichment clusters and how to create a learning environment that enables all students to develop and apply higher order thinking skills.

Goal 11.2—Design an enrichment cluster.

Goal 11.3—Work collaboratively with administrators, teachers, and students to provide a learning environment that supports the individual learning needs of students.

Goal 11.4—Differentiate instruction through enrichment clusters.

**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.

**NAGC-CEC Standard 5: Instructional Planning Strategies**

5.1—Beginning gifted 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.
5.4—Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.

**Learning Module 12: Extensions of the SEM: The Schoolwide Enrichment Model in Reading (SEM-R)**

Goal 12.1—Differentiate instruction for talented readers by implementing the three phases of SEM-R.
Goal 12.2—Develop questioning techniques that support the development of higher order and critical thinking skills in students, including the ability to synthesize, make inferences, and determine importance.
Goal 12.3—Use conferencing to determine the appropriateness of reading materials for gifted and talented students.

**NAGC-CEC Standard 1: Learner Development and Individual Learning Differences**

1.1—Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals 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 13: Renzulli and Schoolwide Enrichment Academies**

Goal 13.1—Develop an understanding of the SEM in practice, including curriculum and instructional programming, strategies that worked, changes and modifications made, and the effects on the social and emotional adjustment of students.

**Learning Module 14: In Conclusion**

Goal 14.1—Develop a 5-year plan to implement the SEM.
Goal 14.2—Identify services that will be made available to students and develop a process to ensure that students who need services will receive services.
Goal 14.3—Make programming decisions about enrichment activities for students based on potential strengths and interests.
Goal 14.4—Organize professional development learning activities that translate the goals and principles of the SEM into practical and usable teaching strategies.

**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.

**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.
NAGC-CEC Standard 3: Curricular Content Knowledge
3.2—Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
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 6: Professional Learning and Ethical Practice
6.1—Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.
6.5—Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.

NAGC-CEC Standard 7: Collaboration
7.1—Beginning gifted education professionals apply elements of effective collaboration.
7.2—Beginning gifted education professionals serve as a collaborative resource to colleagues.
7.3—Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

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.
- 15 to 22 hours per week for a six-week course.
- 18 to 27 hours per week for a five-week course.
- 30 to 45 hours per week for a three-week course.

Plan accordingly! To be successful, keep up with all the readings and assignments and monitor and participate in discussion postings within the course schedule.

Self-Reflections. These 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 submitted nor graded.

Assignments. Details about each type of assignment follow along with the accompanying rubric specific to Learning Modules. It is important to review the assignment rubric prior to developing your response to the assignments, as the rubric provides the evaluation criteria and point ranges.

Assignments are designed to capture your knowledge, skills, and understandings on the specific topic. Some assignments provide opportunities to review and analyze your peers’ responses and to re-evaluate your own thinking, solutions, or plans. (Assignments may include specific word count requirements.)

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/section/2/10/).
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. Files need to be saved using the following format:

Last name, First initial. Assignment number, if provided (e.g., Harrison, L. Learning Module 5, M5 Assign 1)

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>
<th>0 points</th>
<th>10 points</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Completed Task</td>
<td>Did not complete task as assigned</td>
<td>Quality response with some details</td>
<td>High quality response with extensive details</td>
</tr>
<tr>
<td>2. Effective Communication</td>
<td>Ineffective summary/analysis</td>
<td>Address almost all tasks</td>
<td>Summary/analysis well developed and addresses all tasks</td>
</tr>
<tr>
<td>3. Clarity of Content</td>
<td>Unorganized content</td>
<td>Logical flow of content</td>
<td>Logical flow of content contributes to valuable information/perspectives</td>
</tr>
</tbody>
</table>

The following table lists the Assignment Rubric Points for Specific Assignments to be submitted to the instructor via the Assignment Board for review and evaluation.

<table>
<thead>
<tr>
<th>Assignment Rubric Points for Specific Assignments</th>
<th>Learning Module</th>
<th>Assignment</th>
</tr>
</thead>
</table>

**Assignment 1: Curriculum Compacting**  
**Due Sunday, April 2**  
Learning Module 10: Chapter 9

Write three brief scenarios describing three individual students (50-100 words each). Based on the descriptions you wrote, complete an Individual Educational Programming Guide (The Compactor) for each student. You may access a fillable Curriculum Compactor from Prufrock Press ([https://www.prufrock.com/sem.aspx](https://www.prufrock.com/sem.aspx)). Be sure to include curriculum areas to be considered for compacting, procedures for compacting basic material, and acceleration and/or enrichment activities for advanced learning opportunities. Additionally, consider the following questions:

- What areas have you identified for curriculum compacting?
- In what ways can you identify objectives?
- How can you make modification?
- What replacement activities are you considering?
If you are not currently an educator, you may reflect on your own experiences in school or create hypothetical students with specific skills and abilities that warrant consideration for modifying mastered curriculum.

Examples of this assignment can be found on Three Case Studies in Curriculum Compacting website (https://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_section7/).

(Assignment Rubric: 0-45 points)

**Assignment 2: Schoolwide Enrichment Model Professional Development Module**

**Due Wednesday, April 19**

Learning Module 13: Chapter 12

Prepare a Schoolwide Enrichment Model professional development module for your school, district, or future conference using PowerPoint. The presentation should be designed with one title slide, 10 PowerPoint content slides, accompanying notes, and one slide of references. The purpose of adding notes for each slide is to design the presentation with the goal that you could share your slides with another professional who could use them as background information and then share the slides with an audience.

(Assignment Rubric: 0-45 points)

**Discussions.** Discussion postings will be required for 12 lessons. Students are required to post an initial response *(100-150 words)* to the instructor’s discussion question by 11:59 pm Eastern Time for a possible 20 points. Students are required to respond to at least one classmate’s posting *(100-150 words)* by 11:59 pm Eastern Time (when required) for an additional 20 points. Discussion postings are opportunities to share your interpretations of the readings, review peers’ responses, and reflect on all perspectives offered. These responses should extend or challenge your classmate’s opinions and should not be merely a statement of agreement or disagreement. As appropriate, assignments that include references to course readings and other materials should follow American Psychological Association (APA) guidelines. **Please check all postings for spelling and grammar prior to posting.**

It is important to review the discussion rubric prior to creating your response, as the rubric provides the evaluation criteria and point ranges.

**Discussion Rubric** documents the point system for discussions that require reflections on questions only. You will earn 0-20 points for each of the discussions listed in the table entitled Discussion Rubric Points for Specific Assessments Using Discussion Rubric.

<table>
<thead>
<tr>
<th>Discussion Rubric Criteria</th>
<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
</tr>
<tr>
<td>1. Initial Discussion Post</td>
<td>Did not post comments</td>
</tr>
<tr>
<td>2. Discussion Response Post</td>
<td>Did not post comments</td>
</tr>
</tbody>
</table>

**Discussion Rubric Points for Specific Assessments Using Discussion Rubric**

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Assessment</th>
<th>Discussion Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Module 1: Overview of Course &amp; A Look Back and A Look Forward</td>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td>Learning Module</td>
<td>Description</td>
<td>Discussion (M2 Discuss)</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>2.</td>
<td>Learning Module 2: A Vision and a Plan—The “Why” of Schoolwide Enrichment</td>
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<td>3.</td>
<td>Learning Module 3: The Four Theories Underlying the SEM</td>
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<td>4.</td>
<td>Learning Module 4: An Overview of the SEM—Focusing on Students’ Strengths</td>
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<td></td>
<td>and Interests</td>
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<td>5.</td>
<td>Learning Module 5: Identifying Students for SEM Programs—The Talent Pool</td>
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<td></td>
<td>Approach</td>
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<td>6.</td>
<td>Learning Module 6: The Enrichment Triad Model in a SEM Program—Type I</td>
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<td></td>
<td>Experiences</td>
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<td>7.</td>
<td>Learning Module 7: Overview of Type II Enrichment—Developing Thinking,</td>
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<td></td>
<td>Investigative, and Personal Skills</td>
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<tr>
<td>8.</td>
<td>Learning Module 8: Implementing Type III Enrichment—Thinking Feeling and</td>
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<tr>
<td></td>
<td>Doing Like the Practicing Professional</td>
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<tr>
<td>9.</td>
<td>Learning Module 9: The Total Talent Portfolio and Renzulli Learning System</td>
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<td>10.</td>
<td>Learning Module 10: Curriculum Compacting and Instructional Differentiation</td>
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<td>11.</td>
<td>Learning Module 11: Implementing Enrichment Clusters for All Students</td>
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<tr>
<td>12.</td>
<td>Learning Module 12: Extensions of the SEM—The Schoolwide Enrichment Model</td>
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<td></td>
<td>in Reading (SEM-R)</td>
<td></td>
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<tr>
<td>13.</td>
<td>Learning Module 13: Renzulli and Schoolwide Enrichment Academies</td>
<td></td>
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</tbody>
</table>

| How to Access Your Grades and Instructor’s Comments |

Please follow the steps below to access your grades on assignments and posts in HuskyCT:

- Select “My Courses.”
- Select the course from your list of courses.
- Select “My Grades” from the course menu box on the left side of the screen.
Scroll down to the relevant post or assignment.
Left click (PC) or Control click (Mac) on the text bubble next to your score.
Review the comments.

Summary of Course Grading

The following table summarizes the Course Components, the Number of Assignments or Discussions, Range of Possible Points, and Possible Points.

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Number of Assignments or Discussions</th>
<th>Range of Possible Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Assignments</td>
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<td>90</td>
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<tr>
<td>Discussions—Discussion Rubric</td>
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<td>0-20</td>
<td>240</td>
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<tr>
<td>Responses—Discussion Rubric</td>
<td>10</td>
<td>0-20</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
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<td><strong>530</strong></td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>509-530</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>488-508</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>467-487</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>446-466</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>425-445</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
<td>404-424</td>
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<tr>
<td>C</td>
<td>72-75</td>
<td>383-403</td>
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<tr>
<td>C-</td>
<td>68-71</td>
<td>362-382</td>
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<tr>
<td>D+</td>
<td>64-67</td>
<td>341-361</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>320-340</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>0-319</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 https://gradcatalog.uconn.edu/grad-school-info/standards-and-degree-requirements/)

Due Dates and Late Policy

**Due Dates.** All course due dates are identified in the section entitled Course Outline and Calendar. Deadlines are based on USA 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 a post or an assignment cannot be completed by the due date. If there are extenuating circumstances, the instructor may agree to grant additional time. Otherwise, points will be deducted.

Feedback and Grades

I will make every effort to provide feedback and grades within one week 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 (https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/).

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 (http://lib.uconn.edu/about/get-help/writing/plagiarism-resources/).

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 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 Course

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

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

You must officially drop a course 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 course. For more information refer to the Drop Classes page (https://studentadmin.uconn.edu/help/students/drop-classes/).

Academic Calendar

The University’s Academic Calendar (http://registrar.uconn.edu/academic-calendar/) contains important semester dates.

Academic Support Resources

Technology and Academic Help (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; https://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.)


<table>
<thead>
<tr>
<th>Software Requirements and Technical Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Word processing software</td>
</tr>
<tr>
<td>➔ Adobe Acrobat Reader (<a href="https://get.adobe.com/reader/">https://get.adobe.com/reader/</a>)</td>
</tr>
<tr>
<td>➔ Internet access</td>
</tr>
<tr>
<td>➔ PowerPoint slides</td>
</tr>
</tbody>
</table>

This course is completely facilitated online using the learning management platform, HuskyCT (https://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours at the Help Center (https://helpcenter.uconn.edu/). Students also have 24/7 Course Support (https://uconn.edusupportcenter.com/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=U_Conn) including access to live chat, phone, and support documents.

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 (https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/) site 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 Institutional Equity (http://www.ode.uconn.edu/) under the Sexual Assault Response Policy (https://counseling.uconn.edu/sexual-assault-response-policy/). 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, Intimate Partner Violence and Stalking Awareness (https://titleix.uconn.edu/) site for more information.

**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 (https://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; https://oire.uconn.edu/).

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