Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 526
PRINCIPLES AND PRACTICES IN GIFTED EDUCATION

COURSE DESCRIPTION
Candidates will explore the characteristics of gifted students as well as the emotional, academic, and social needs of gifted learners, with emphasis on those from special populations. Theories and strategies for differentiating curriculum designed for gifted students in heterogeneous and homogeneous groups will be analyzed.

RATIONALE
Within a school, approximately 5–10 percent of the students possess exceptional talent and ability. It is important for teachers and administrators to have an understanding of the identification processes for students with special abilities, the needs of those students, and the unique problems of those students. The practices and methods for teaching students with special abilities must be understood in order to help the gifted and talented reach their full potential.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
IV. **Measurable Learning Outcomes**

Upon successful completion of this course, the student will be able to:

A. Justify the instruction of the gifted and talented from theoretical framework, recent brain research, and a biblical worldview.

B. Contrast models of instruction for the gifted and talented.

C. Describe various methods for the identification of gifted and talented individuals.

D. Analyze the results of a student evaluation in order to recommend a best fit model for instruction.

E. Develop a program of instruction and evaluations plan for a particular student.

F. Justify the values and behaviors that should be taught to the gifted and talented.

G. Justify the use of extra-ordinary measures when identifying and working with special populations of the gifted and talented.

H. Evaluate the unique traits of a teacher for the gifted as it applies to oneself as a potential teacher of the exceptional learner.

V. **Course Requirements and Assignments**

A. Textbook readings and presentations

B. Course Requirements Checklist

   After reading the Course Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

   Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 4 Discussion Board Forums. The candidate will submit a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply must be at least 200 words.

D. Movie Character Evaluation Form

   The candidate will complete a 3–5-page evaluation form. The form will be provided, the candidate must use at least 1 source to support his/her work, and the form must include a cover page.

E. Comparison Chart

   The candidate will complete a 3-page chart for models of Gifted Programs. The chart must include at least 3 sources to support the candidate’s work and must include a cover page. A template will be provided.
F. Program of Instruction Benchmark Assignment

The candidate will write a 5–10-page plan for instruction using the template provided. The candidate must include at least 10 sources to support his/her work and must include a cover page. The candidate will submit this assignment via LiveText.

G. Special Population Program Model

The candidate will create a flow chart in a Word document to outline a model for serving a special population for gifted students. This assignment must be 3–5 pages, must include a cover page, and must be supported with at least 3 sources.

H. Advocacy Program Presentation

The candidate will create a presentation to present to a target group, outlining the importance of gifted and talented education and support programs. The candidate will complete this presentation in 2 parts:

Part 1

The candidate will submit a title page, meeting agenda, meeting handouts, detailed follow up plan to work with the target group, and a references page.

Part 2

The candidate will create a 20-minute PowerPoint or web2.0 presentation discussing the importance of gifted education. The candidate must include detailed speaking notes in the presentation.

I. Program Evaluation Reflection

The candidate will choose 5 of the 9 questions provided and will write a 3–5-page reflection discussing gifted and talented education and the importance of program evaluation. The candidate must include a title page and references page with at least 3 scholarly sources.

J. Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes. Quizzes 1–3 will contain 10 multiple-choice questions and will have a time limit of 50 minutes. Quiz 4 will contain 5 multiple-choice questions and will have a time limit of 30 minutes.
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
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<tr>
<td>Discussion Board Forums (4 at 25 pts ea)</td>
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<tr>
<td>Movie Character Evaluation Form</td>
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<tr>
<td>Comparison Chart</td>
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<tr>
<td>Program of Instruction Benchmark Assignment</td>
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<tr>
<td>Special Population Program Model</td>
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<td>Advocacy Program Presentation (Part 1)</td>
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<td>Advocacy Program Presentation (Part 2)</td>
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<tr>
<td>Program Evaluation Reflection</td>
<td>100</td>
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<tr>
<td>Quizzes (4 at 25 pts ea)</td>
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B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- = 730–749
- F = 0–729

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.
E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

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<tr>
<th>MODULE/WEEK</th>
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<th>ASSIGNMENTS</th>
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