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 620
ORGANIZATION AND DESIGN OF GIFTED EDUCATION PROGRAMS

COURSE DESCRIPTION
Candidates will examine model programs for gifted students that include organizational strategies for heterogeneous and homogeneous groupings. The study will include programs that are field specific, integrated content, and extracurricular models. Strategies for securing funding for gifted programs will be explored.

RATIONALE
With schools struggling to build and maintain programs for special needs students, it is vital that educators understand and evaluate the models and programs in order to effectively provide for gifted students and make the most of limited budgets. Five to ten percent of all students possess exceptional gifts, talents, and abilities. These students deserve to be in a program that allows an environment for maximum growth. There are many models of instruction to choose from. Educators seeking to accommodate the gifted and talented student should be familiar with these designs in order to select the best model for the student and the model that best fits into their own school program. This course will examine the design and characteristics of program models intended for use in gifted and talented programs. The course will also examine current practices and methods of instruction as they relate to various program designs.

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 Word
   (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Justify the inclusion of a gifted and talented program from theoretical framework, recent research, and a biblical worldview.
B. Investigate the various leaders in gifted education and their program designs.
C. Contrast selected models in gifted education.
D. Evaluate the budgetary feasibility of selected models of instruction for the gifted and talented in two economically different schools.
E. Describe the character education and values that should be built into any gifted and talented model.
F. Defend the use of a gifted education program model for a given school system.
G. Prepare a proposal presentation outlining and justifying a specific program for the gifted and talented designed for implementation in a given school.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and presentations
B. Course Requirements Checklist
   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (4)
   The candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 200 words.
D. Gifted Program Chart
   The candidate will complete a chart on gifted programs using the provided template. Each phase of the chart must be 500 words and must include at least 3 references in current APA format. This chart will be completed in 5 phases.
E. Program Model Paper
   The candidate will write a 5-page (not including the title, abstract, and reference pages) research-oriented paper in current APA format that focuses on a specific gifted program model. The paper must include at least 5 references in addition to the course textbooks and the Bible.
F. Final Project Part 1: Transcript Notes and Agenda
   The candidate will prepare the transcript for the PowerPoint proposal and agenda for his/her final project.
Final Project Part 2: PowerPoint Model Proposal
   The candidate will create a PowerPoint presentation containing at least 20 slides that will be used to propose his/her chosen gifted model plan. This presentation must cite at least 5 references in current APA format.
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 25 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Gifted Program Chart (5 phases at 100 pts ea)</td>
<td>500</td>
</tr>
<tr>
<td>Program Model Paper</td>
<td>100</td>
</tr>
<tr>
<td>Final Project: Outline and Agenda</td>
<td>100</td>
</tr>
<tr>
<td>Final Project: PowerPoint Proposal</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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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

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

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.

VII. BIBLIOGRAPHY

**COURSE SCHEDULE**

**EDUC 620**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Clark: chs. 1, 5, 9–10  
1 presentation | Course Requirements Checklist  
M.A.T./M.Ed. Advising Guide Quiz  
Class Introductions  
DB Forum 1  
Gifted Program Chart: Phase 1 | 10  
0  
0  
25  
100 |
| 2           | Clark: ch. 2, review chs. 9–10  
1 presentation | Gifted Program Chart: Phase 2 | 100 |
| 3           | Clark: ch. 4, review chs. 5, 9–10  
1 presentation | DB Forum 2  
Gifted Program Chart: Phase 3 | 25  
100 |
| 4           | Clark: ch. 6, review chs. 9–10  
1 presentation | Gifted Program Chart: Phase 4 | 100 |
| 5           | Clark: chs. 3–4  
1 presentation  
1 website | DB Forum 3  
Gifted Program Chart: Phase 5 | 25  
100 |
| 6           | Clark: chs. 7–8, review chs. 9–10  
1 presentation | DB Forum 4  
Program Model Paper | 25  
100 |
| 7           | Clark: review chs. 9–10  
1 presentation | Final Project: Outline and Agenda | 100 |
| 8           | Clark: review chs. 9–10  
1 presentation | Final Project: PowerPoint Proposal | 200 |

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.