

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

Course Requirements Checklist	10
Discussion Board Forums (4 at 25 pts ea)	100
Gifted Program Chart (5 phases at 100 pts ea)	500
Program Model Paper	100
Final Project: Outline and Agenda	100
Final Project: PowerPoint Proposal	200
Total	1010

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.

COURSE SCHEDULE

EDUC 620

Textbook: Clark, *Growing Up Gifted* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
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	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	DB Forum 4 Program Model Paper	25 100
7	Clark: review chs. 9–10	Final Project: Outline and Agenda	100
8	Clark: review chs. 9–10	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.