

Organization and Design of Gifted Education Programs

EDUC-620

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 02/04/2022

Contact Information

See detailed faculty information in Blackboard.

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.

Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](https://catalog.liberty.edu/) (<https://catalog.liberty.edu/>).

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.

Course Learning Outcomes

Upon successful completion of this course, the candidate 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. Examine various methods of instruction used in gifted education.
- E. Evaluate the budgetary feasibility of selected models of instruction for the gifted and talented in two economically different schools.
- F. Describe the character education and values that should be built into any gifted and talented model.
- G. Defend the use of a gifted education program model for a given school system.
- H. Prepare a presentation in order to provide support and leadership for teachers and administrators concerning gifted and talented programming.

Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore \(https://bncvirtual.com/liberty\)](https://bncvirtual.com/liberty).

Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers \(https://liberty.service-now.com/kb_view.do?sys_kb_id=38a8e4bd75c210c0b9a9ec15cb9606a2\)](https://liberty.service-now.com/kb_view.do?sys_kb_id=38a8e4bd75c210c0b9a9ec15cb9606a2)
- D. Microsoft Word

☰ Course Assignments

Assigned readings and presentations (MLO: B, C, E)

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the candidate will complete the related checklist found in Module/Week 1.

Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, demonstrate course-related knowledge, and reference 1 scholarly journal article. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. Each thread and reply must follow current APA format. (CLO: A, D, E)

Gifted Program Model Chart

The candidate will complete a chart on gifted programs using the provided template. Each phase of the chart must be at least 500 words and each model must include at least 2 references in current APA format. This chart will be completed in 4 phases. (CLO: A, B, C, D, E)

Program Model Paper

The candidate will write a research-oriented paper of at least 5 pages (not including the title and reference pages) in current APA format that focuses on a specific gifted program model. The paper must include at least 5 references, including the assigned readings/websites, the Bible, and at least 3 peer-reviewed journal articles. (CLO: A, 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.

Part 2: Gifted Leadership/Training Project

The candidate will create a PowerPoint presentation containing at least 20 slides that will be used to provide training to teachers and school systems concerning gifted education. This presentation must cite at least 5 peer-reviewed or scholarly references in current APA format and include the information presented in the course. Between the transcription/speaker's notes and the PowerPoint, there must be a total of at least 20 citations for ideas or direct quotes. (CLO: A, B, C, D, E, F, G, H)

✓ Course Grading

| | |
|--|-----|
| Course Requirements Checklist | 10 |
| Discussion Board Forums (4 at 50 pts ea) | 200 |

| | |
|---|-------------|
| Gifted Program Model Chart (4 phases at 100 pts ea) | 400 |
| Program Model Paper | 100 |
| Final Project | |
| Part 1: Transcript Notes and Agenda | 100 |
| Part 2: Gifted Leadership/Training Project | 200 |
| Total | 1010 |

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

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 after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon->

[Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0)) can be found in the [Academic Course Catalogs \(https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0\)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of “FN” ([Failure for Non-Attendance \(https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0\)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Grading Scale

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|
| 940-1010 | 920-939 | 900-919 | 860-899 | 840-859 | 820-839 | 780-819 | 760-779 | 740-759 | 700-739 | 680-699 | 679 and below |

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory \(https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes\)](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University’s operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

Additional Items

| VDOE Competency | Course Evidence |
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| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>1. Understanding of principles of the integration of gifted education and general education, including:</p> <p>a. Strategies to facilitate the interaction of gifted students with students of similar and differing intellectual and academic abilities;</p> | <p>Reading:</p> <p>Assignment:</p> |
| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>1. Understanding of principles of the integration of gifted education and general education, including:</p> <p>b. Development of activities to encourage parental and community involvement in the education of the gifted;</p> | <p>Reading:</p> <p>Assignment:</p> |
| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>1. Understanding of principles of the integration of gifted education and general education, including:</p> <p>c. Strategies to encourage collaboration among professional colleagues, especially in the areas of curriculum and professional development; and</p> | <p>Reading:</p> <p>Assignment:</p> |

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| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>1. Understanding of principles of the integration of gifted education and general education, including:</p> <p>d. Strategies to collaborate and consult with general education teachers and other resource specialists on behalf of gifted students.</p> | <p>Reading:</p> <p>Assignment:</p> |
| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>6. Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including:</p> <p>a. Program design and development for gifted learners;</p> | <p>Reading:</p> <p>Assignment:</p> |
| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>6. Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including:</p> <p>b. Research and topics for effective administrative arrangements, supervision, and program implementation;</p> | <p>Reading:</p> <p>Assignment:</p> |

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| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>6. Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including:</p> <p>c. Activities to encourage parental and community involvement in gifted education; and</p> | <p>Reading:</p> <p>Assignment:</p> |
| <p>8VAC20-543-320</p> <p>The program in gifted education shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p> <p>6. Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including:</p> <p>d. Strategies for building an effective advisory committee.</p> | <p>Reading:</p> <p>Assignment:</p> |

Schedule

EDUC 620

Textbook: Heacox & Cash, *Differentiation for Gifted Learners* (2019).

| Module/Week | Reading & Study | Assignments | Points |
|-------------|-------------------------|-------------------------------------|--------|
| 1 | Heacox & Cash: chs. 1–2 | Course Requirements Checklist | 10 |
| | 1 presentation | Class Introductions | 0 |
| | 2 articles | Advising Guide Acknowledgement | 0 |
| | 1 website | DB Forum 1 | 50 |
| 2 | Heacox & Cash: ch. 4 | Gifted Program Model Chart: Phase 1 | 100 |
| | 6 assigned readings | | |
| | 1 presentation | | |

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|--------------|--|--|-------------|
| 3 | Heacox & Cash: Review chs. 2, 4 Review 6 assigned readings 2 presentations | Gifted Program Model Chart: Phase 2 | 100 |
| 4 | Heacox & Cash: ch. 5, Review ch. 4 1 presentation 1 interactive website | DB Forum 2 Gifted Program Model Chart: Phase 3 | 50 100 |
| 5 | Heacox & Cash: chs. 6–7 2 presentations 1 article | DB Forum 3 Gifted Program Model Chart: Phase 4 | 50 100 |
| 6 | Heacox & Cash: ch. 9 1 presentation | Program Model Paper | 100 |
| 7 | Heacox & Cash: chs. 10–11, Review ch. 9 1 presentation | DB Forum 4 Final Project: Part 1 – Transcript Notes and Agenda | 50 100 |
| 8 | Heacox & Cash: Review chs. 9– 11 | Final Project: Part 2 – Gifted Leadership/Training Project | 200 |
| Total | | | 1010 |

DB = Discussion Board

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