



University of North Texas
College of Education
Department of Educational Psychology
EPSY 2000 (Section 001)

Introduction to Gifted Education and Advanced Academics

Instructor Contact

Name: Candace Martinez
Email: candace.martinez@unt.edu
Virtual Office Hours: MWF, 8-10AM
Zoom Link: <https://unt.zoom.us/j/86071746320>

BEST WAY TO CONTACT: Email or Canvas messaging. I will generally respond within 48 hours Monday through Friday, 8AM-4PM.

Course Description

3hours. This course serves as an introduction to the field of gifted education by examining historical and current issues related to gifted education, advanced academics, and talent development. Topics covered address meeting the academic, social, emotional, and psychosocial needs of advanced learners from diverse backgrounds.

Pre-requisites

None.

Course Goals

The content in this course contributes to meeting the National Association for Gifted Children 2019 Pre-K - Grade 12 Gifted Programming Standards. Specifically, upon completing this course, students will be able to “understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, create learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings” (Standard 1: Learning and Development, 2019 Pre-K-Grade 12 National Association for Gifted Children Gifted Programming Standards).

Course Objectives

After completion of the course, students will be able to:

1. explain historical foundations of gifted education particularly as they relate to current issues related to equity and access;
2. recognize fundamental issues related to state mandates to identify and serve gifted and talented students;
3. describe the cognitive, social, and emotional development of gifted and talented students;

4. determine the needs and characteristics of special populations of gifted and talented students including those from diverse backgrounds; and
5. locate and use organizations and resources relevant to meeting the needs of gifted and talented learners in the classroom.

Required Materials

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented* (7th ed.). Pearson.

Other supplemental readings will also be required but will be available online at no cost. More information will be provided online.

Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.
- Adobe Acrobat Reader (available here: <http://www.adobe.com/uk/products/acrobat/readstep2.html>)

Course Expectations

As the instructor in this course, I am responsible for

- *providing course materials that will assist and enhance your achievement of the stated course goals, guidance,*
- *providing timely and helpful feedback within the stated guidelines, and*
- *assisting in maintaining a positive learning environment for everyone.*

As a student in this course, you are responsible for

- *reading and completing all requirements of the course in a timely manner,*
- *working to remain attentive and engaged in the course and interact with your fellow students, and*
- *assisting in maintaining a positive learning environment for everyone.*

*Course Assignments

***For assignment due dates, check the course schedule. All assignments must be completed by the deadline. All requirements for a Module are generally due by the end of the Module week. No late attempts will be accepted. For extraordinary circumstances, reach out to the instructor asap.**

- **Discussion Board Posts – 10 posts worth 20 points each (200 points total)**

Participation in this course will be assessed through the quantity and quality of your discussion board postings. There will be a total of 10 discussion posts for the class including the introduction post, each worth 20 points. I expect you to meaningfully contribute to the discussion each time a prompt is posted and refer to your readings and module materials as appropriate. For full credit on the discussion board for each prompt, you need to respond to my prompt (this response should be at least 1 paragraph in length) and respond at least two times to your peers' responses (through asking detailed question based on their response or by commenting on their response).

- **Final Project --Topic 20, Outline 25 and Final paper 130 points & Annotated Resource List 25 points (200 points total)**

In this assignment, you will choose a topic of interest covered in one of the modules from this course that is relevant to gifted education and write a 5-7 page research paper on this topic in APA style 7th edition. This paper will include (a) a brief description of the topic (2 paragraphs), (b) an explanation of why your topic is important and/or relevant in gifted education (1-2 paragraphs), (c) an overview of research on the topic (3-5) pages with APA 7th edition citations, and (d) a personal reflection (1-2 pages). This personal inflection will include why you were interested in examining this topic, major things you learned through this project, any challenges encountered along the way, and what questions still remain after this investigation. You can use course materials/textbook as well as research articles found on the UNT library <https://library.unt.edu/>). Sample topics include: theories of giftedness, IQ testing, creativity, underachievement, gifted identification, asynchronous development, acceleration, enrichment, curriculum models, socioemotional needs of gifted learners, etc. Check Canvas for more details.

You will have the opportunity to get instructor feedback as you develop and submit your paper topic, outline, and finally your paper throughout this course. Check the course schedule for specific deadlines.

You will also choose one group (parents, teachers, administrators, or counselors) and prepare a list of 10 annotated resources related to your topic that is relevant to that group (e.g., resources on socioemotional needs of gifted children for parents). These resources can include websites, organizations, books, videoclips or podcasts. List both the name/title/location (as applicable) of the resource and a 2-3 sentence summary of that resource.

- **Exams – 200 points each (600 points total)**

Students will independently complete three multiple-choice in this course. Each exam will count 200 points and take 100 minutes to complete. Exams will cover both the assigned chapters in your text and the material from the modules.

Note: If you lose Internet connection in the middle of your exam, contact your instructor immediately so we can reset your exam.

Late Work and Make-Ups

No late work will be accepted, and no make-up discussions or other assignments will be given except in rare cases (e.g. family emergency). Please contact the instructor immediately if you foresee any challenges.

Grading

Final course grades will be based on the following scale:

A = 900 – 1000 pts.

B = 800 – 899 pts.

C = 700 – 799 pts.

D = 600 – 699 pts.

F = less than 600 pts.

Technical Support

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk
Sage Hall 130
940-565-2324
helpdesk@unt.edu

Technical Skill Requirements

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette

(<https://online.uwc.edu/academics/how-online-educationworks/online-etiquette>) when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. The Code of Student Conduct can be found at:

http://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf Please remember to remain respectful of your instructor and fellow classmates.

Academic Integrity

Academic [integrity policies](#) at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures.

Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. You will find the policy and procedures at using the link above.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be

provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

F-1 F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.