



University of North Texas  
College of Education  
Department of Educational Psychology  
EPSY 5120  
*Program Planning for the Education of Gifted and  
Talented Students*

Welcome to Program Planning for the Education of Gifted and Talented Students. I look forward to getting to know you throughout the semester. The best way to contact me is through Canvas or email. Typical response times are within 48 hours, Monday-Friday.

### **Instructor Contact**

*Name: Dr. Rachel U. Mun*

*Office Location: Matt 322-B*

*Phone number: (940) 565-2028*

*Virtual Office hours: TTH 8:00-11:00AM or by appt.*

*Email: rachel.mun@unt.edu*

### **Course Description**

3 hours. Instruments and procedures for identification of gifted, talented and creative students. Major curriculum and program models; evaluation of programs.

### **Pre-requisites**

None.

### **Course Objectives**

Upon completion of this course, students will be able to:

1. Articulate and effectively apply laws, policies, and standards for gifted education.
2. Advocate for gifted and talented education programs aligned to standards and evidence-based practices.
3. Recognize and explain traditional and innovative models for gifted education services.
4. Develop a personalized plan for professional learning in the field of gifted education.

### **Required Materials**

Peters, S. J., & Brulles, D. (2018). *Designing gifted education programs and services: From purpose to implementation*. Prufrock Press.

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

### **Recommended but not Required Reading**

American Psychological Association. (2020). *Publication manual of the American psychological association (7<sup>th</sup> ed)*. Author.

Speirs Neumeister, K. & Burney, V. H. (2012). *Gifted program evaluation: A handbook for administrators & coordinators*. Prufrock Press.

Van Tassel-Baska, J. L. (2007). *Serving gifted learners beyond the traditional classroom: A guide to alternative programs and services*. Prufrock Press.

**Technology Requirements**

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

**Course Requirements**

Each Module runs one full week, ending at 8:00 am on Sunday, with the exception of Module 8 which ends 11:59 pm on Friday of the last week of class. Module 1 begins at midnight the morning of the first day of classes.

Module	Reading and Study Requirements	Assignments & Assessments*	Points
1: Pre-Assessment	<b>Module 1 Materials</b> <b>Book Readings:</b> Introduction & Chapters 1, 2 & 3	Introduction Post <ul style="list-style-type: none"> <li>• Due Sat 3/13 by 11:59 PM</li> </ul>	10
		Module 1: Pre-Assessment Survey <ul style="list-style-type: none"> <li>• Due Sat 3/13 by 11:59 PM</li> </ul>	40
		Module 1: Pre-Assessment Discussion <ul style="list-style-type: none"> <li>• Due Sat 3/13 by 11:59 PM</li> <li>• Replies due Sun 3/14 by 11:59 PM</li> </ul>	50
2: Goals and Program Standards for Gifted Education	<b>Module 2 Materials</b> <b>Book Readings:</b> Introduction & Chapters 1, 2 & 3	Module 2: Discussion <ul style="list-style-type: none"> <li>• Initial post due Sat 3/20 by 11:59 PM</li> <li>• Replies due Sun 3/21 by 11:59 PM</li> </ul>	50
3: Grouping Practices in Gifted Education	<b>Module 3 Materials</b> <b>Book Readings:</b> Chapters 4, 5	Module 3: Discussion <ul style="list-style-type: none"> <li>• Initial response due Sat 3/27 by 11:59 PM</li> <li>• Replies due Sun 3/28 by 11:59 PM</li> </ul>	50
		Assignment Choice A or B <ul style="list-style-type: none"> <li>• Due Sun 3/28 by 11:59 PM</li> </ul>	150
4: Acceleration Policies and Practices in Gifted Education	<b>Module 4 Materials</b> <b>Book Readings:</b> Chapter 2	Module 4: Discussion <ul style="list-style-type: none"> <li>• Initial response due Sat 4/3 by 11:59 PM</li> <li>• Replies due Sun 4/4 by 11:59 PM</li> </ul>	50
5: Program Models for Gifted Education	<b>Module 5 Materials</b> <b>Book Readings:</b> Chapters 6, 7, 8, 9	Module 5: Discussion <ul style="list-style-type: none"> <li>• Initial response due Sat 4/10 by 11:59 PM</li> <li>• Replies due Sun 4/11 by 11:59 PM</li> </ul>	50
		Assignment Choice A or B <ul style="list-style-type: none"> <li>• Due Sun 4/11 by 11:59 PM</li> </ul>	150

<b>6: Equity &amp; Excellence in Gifted Programming</b>	<b>Module 6 Materials</b>	Module 6: Discussion <ul style="list-style-type: none"> <li>Initial response due Sat 4/17 by 11:59 PM</li> <li>Replies due Sun 4/18 by 11:59 PM</li> </ul>	50
<b>7: Talent Development Beyond School</b>	<b>Module 7 Materials</b>	Module 7: Discussion <ul style="list-style-type: none"> <li>Initial response due Sat 4/24 by 11:59 PM</li> <li>Replies due Sun 4/25 by 11:59 PM</li> </ul> Assignment Choice A or B <ul style="list-style-type: none"> <li>Due Sun 4/25 by 11:59 PM</li> </ul>	50  150
<b>8: Final Project</b>		Module 8: Final Project <ul style="list-style-type: none"> <li><b>Due Wed 4/28 by 11:59 PM</b></li> </ul>	150
		<b>Total Points Possible</b>	<b>1000</b>

*\*Note: All requirements for a Module are generally due by the end of the Module week. For specific due dates for each Assignment and Assessment, please refer to Module Assignment/Assessment details.*

**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.

**Introduction Discussion Post**

Introduce yourself to the class and complete the Start Here section of the course.

**Assigned Readings**

Readings will be assigned for each module. The readings will come from the required texts for the course, but they will also be supplemented with other texts posted on Canvas under Materials. The readings form the foundation of your learning in the course. Your discussion board posts should reflect what you are reading.

**Pre-Assessment**

Students will begin the course with a self-assessment of how well prepared they rate themselves on the NAGC/CEC approved Teacher Preparation Standards for Gifted

Education. This assessment will be turned in, and students are expected to comment on their pre-assessment on the Pre-assessment Discussion Board.

### **Discussion Board Postings**

A significant learning component of this course is the interaction and dialogue with your classmates and instructor. Modules 1-7 each have discussion boards. I will pose questions or statements to which you will respond. For full credit on the discussion board for each prompt, you need to respond to my prompt (this response should be at least one paragraph in length) and respond **at least three times** to your peers' responses (through asking thoughtful questions based on their response or by commenting on their response). This could be three times to the same individual or one time to three separate individuals, or some combination in between. Dialogue is encouraged, and you may always post more than the requirements. You are expected to refer to the readings and to include appropriate APA citations and references in original discussion posts. The rubric for assessing your posts is posted on Canvas.

### **Module Project-Based Assignments**

In Modules 3, 5, and 7, you will complete an authentic assessment project in which you will demonstrate your understanding of the course and module objectives related to gifted education. There will be 2 options from which you can choose. You only need to complete one of the options. You are expected to refer to the readings and standards when necessary and to provide appropriate APA 7<sup>th</sup> edition citations and references.

### **Final Project**

The final project asks students to reflect on the advanced professional standards for specialists in gifted education. Students will review the Advanced Standards for Teacher Preparation in Gifted Education. The final project involves a three-step process.

- First, review the Advanced Standards for Teacher Preparation in Gifted Education.
- Second, reflect on your present knowledge and skills as a gifted education specialist. You are to write a narrative self-assessment of your current knowledge and skills levels including strengths and weaknesses. This is similar to the pre-assessment task, except you are using the advanced standards rather than the entry-level standards.
- Third, you will write your own personalized professional learning plan for how you want to grow in knowledge and skills related to these standards in gifted education.

### **Regarding APA Style**

In all assignments for this course, students are expected to follow APA style according to the Seventh Edition of the Publication Manual of the American Psychological Association. Rubrics will include this expectation and points will be deducted for failure to adhere to the conventions expected of quality work in our field. If you do not have a copy of the Seventh Edition of the APA Manual, there are good resources that can be found online such as:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). It is also highly recommended that you obtain a copy.

### **Late Work and Make-Ups**

No late work will be accepted and no make-up assignments will be given. In case of emergency situations, please contact the instructor as soon as possible.

## 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](mailto: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-education-works/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](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:

(G) For 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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.