EPSY 6620 - 001: Special Populations in Gifted Education  
M 5:30-8:20 PM AUDB 202  
Department of Educational Psychology  
University of North Texas

**SPRING 2019**

**Instructor:** Dr. Rachel U. Mun  
**Office:** MATT 322-B  
**Office Hours:** WTH 10AM-1PM  
**Email:** Rachel.Mun@unt.edu  
**Phone:** (940) 565-2028

**BEST WAY TO CONTACT ME:** Email is the best way to contact me. I will generally respond to emails within 48 hours M-F.

**Course Description**  
Special Populations in Gifted Education (3 hours). Bridges the fields of gifted education, multicultural education and special education. Theory and practice are considered to enable educators, counselors and others working with gifted students to understand special populations

**Prerequisite(s):** EPSY 5105 or equivalent, or consent of department.

**Readings/Text**  
Castellano, J. (2010). *Special populations in gifted education: Understanding our most able students from diverse backgrounds*. Waco, TX: Prufrock Press.

**Resources**  
Additional course readings, resources and assignments will be posted on Canvas. Students may view this information by going to http://helpdesk.unt.edu and logging in using their EUID. You will also be turning in some of your assignment on this site.

**Competency Goals**

Students participating in EPSY 6620 will develop the following competencies through reading, discussion, and products reflecting advanced analysis and complex ideas.

1. Students will understand and evaluate the cultural basis to definitions of giftedness.
2. Students will understand and evaluate how one’s culture, socioeconomic status, and language shape one’s abilities and perceptions in the development of intelligence, especially in diverse environments.
3. Students will select promising practices in gifted, multicultural, and special education appropriate for diverse gifted populations.

4. Students will examine equity issues and the impact of disproportionate placements of gifted students from diverse backgrounds.

5. Students will explore teaching and learning environments that support gifted education principles for special populations in the development of culturally responsive curriculum.

6. Students will explore personal and cultural frames of reference of teachers in developing intercultural competence, ethical practice, and professional modeling of respect and responsiveness for diverse gifted students.

**Graded Assignments**

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Electronic Journal (Weekly Reflections)</td>
<td>200</td>
</tr>
<tr>
<td>Racial/Cultural Socialization Paper</td>
<td>100</td>
</tr>
<tr>
<td>Partner Choice Activity</td>
<td>250</td>
</tr>
<tr>
<td>Final Paper and Presentation</td>
<td>450</td>
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<tr>
<td>• Research Questions and Outline (25 pts)</td>
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<tr>
<td>• Rough Draft (75 pts)</td>
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<td>• Final Paper (250 pts)</td>
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<tr>
<td>• Final Presentation (100 pts)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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**Grading Scale**

There are a total of 1000 points possible for the semester. Thus, the relation between total points accumulated and final grade awarded is as follows:

- A = 900 to 1000 points
- B = 800 to 899 points
- C = 700 to 799 points
- D = 600 to 699 points
- F = Less than 600 points
Course Requirements (All deadlines are posted on the Course Schedule)

- **Active Participation**
  Active participation requires reading assignments to be completed before class meetings, involvement in in-class activities, and contribution to class discussions. If you must miss class, it is your responsibility to inform the professor and obtain information and any handouts. As part of improving your experiences in this course, please fill out and upload the Student Information document found on Canvas.

- **Electronic Journal (Weekly Reflections) (200 Points /20%)**
  You are expected to have completed all readings prior to class (see course schedule below). The purpose of the journal is to reflect upon the readings and engage students in thinking about the course content. These reflections can also include discussion of topics that were discussed in class and/or completed assignments. There are a total of 10 reflections, each worth 20 points. **1-2 pages typed, APA style. Reference readings. Upload to Canvas.**

- **Racial / Cultural Socialization Paper (100 Points /10%):**
  This is an opportunity to examine your racial and cultural socialization experiences. Your responses should uncover biographical and contextual information that influenced you and your family’s legacy and attitudes/behaviors related to diverse populations. This paper is meant to help you better understand and situate yourself with respect to special populations in gifted education. **3-5 pages typed, APA style. Upload to Canvas.**

  Please answer the following questions:
  1. Where did you grow up? Describe the racial/cultural (you may also choose to focus on language) atmosphere in your town, school, and community.
  2. How did you first learn about racism and discrimination?
     a) How old were you?
     b) Who were the teachers or agents of the experience?
     c) Who were the victims or targets?
  3. Did anyone help you to understand or cope with these experiences? Please describe.
  4. What were the consequences of these initial racial/cultural experiences?
     a) Short term?
     b) Long term?
  5. What is your own/family racial and/or ethnic background?
     a) Do you wish to learn more about this heritage?
     b) Why or why not?
  6. How do your experiences inform your understanding of and/or work with special populations in gifted education? Please describe in detail.

- **Choice Activity with Partner (250 Points /25%)**
  **7-10 pages typed, APA style. Upload both documents to Canvas.**
  Partner Choice Activity Paper 200 Pts
  Individual Contribution 50 Pts
Choose **ONE** (or combination) of the following activities to complete with a partner.

A. **Interviews**
Interview a minimum of two individuals (professional/parent/student) who are members of and/or who serve diverse gifted populations about their experiences and challenges in gifted education. Prior to your interviews, review your questions with the instructor. You should ask between 6-10 open-ended questions. The purpose of this assignment is to relate the course material to lived experiences of diverse gifted learners. After the interviews, you will write a joint paper documenting your process and findings. The format should be very similar to a research paper (e.g. background, methods, results, discussion) with readings from the course referenced. In the discussion, address how the assignment helped you to understand a particular aspect of special populations in gifted education. Attach observations, transcripts, interview notes, and any other related documentation to the back of the paper. You will also document each of your individual contributions to the activity in a 1-page write-up that you will submit separately.

OR

B. **Classroom Observations**
Observe at least two classrooms that serve diverse gifted learners (e.g. general pullout in program with African American gifted learners, gifted bilingual class, etc.) and take field notes about the classroom culture, teacher-student/peer-peer interactions, curriculum, and overall experience. Do you observe any patterns or trends? Was there anything exciting? Concerning? The purpose of this assignment is to relate the course material to how people from diverse gifted learners are served in the schools. After the observations, you will write a joint paper documenting your process and findings. The format should be very similar to a research paper (e.g. background, methods, results, discussion) with readings from the course referenced. In the discussion, address how the assignment helped you to understand a particular aspect of special populations in gifted education. Attach observation forms, field notes, and any other related documentation to the back of the paper. You will also document each of your individual contributions to the activity in a 1-page write-up that you will submit separately.

- **FINAL PAPER AND PRESENTATION** – Literature Review and Research Proposal – (450 Points /45%)
  Detailed instructions for the paper can be found online on Canvas. Rubrics are also available online for the final paper and presentation. **Upload to Canvas.**

  Research Questions and Outline 25 Pts
  Rough Draft (10+ pages typed, APA style) 75 Pts
  Final Paper (15-20 pages typed, APA style) 250 Pts
  Final Paper presentation 100 Pts
## EPSY 6620: Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activity</th>
<th>Readings</th>
<th>Assignments/Deadlines</th>
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</table>
| 1/14 | Introduction      | • Module 1 Readings | Submit Student Information Form  
Due Sunday 1/20 @ 11:59PM Online |
|      | Syllabus/Course Requirements | | |
|      | Group Discussion Norms | | |
|      | Frames of Reference activity | | |
| 1/21 | MLK, Jr. HOLIDAY NO CLASS | | Module 2 + Chapters Reading Reflection  
Due Sunday 1/27 @ 11:59PM Online |
| 1/28 | Paradigms/ Conceptions of Giftedness | • Module 2 Readings  
• Chapter 4 American Indian Students: Balancing Western and native giftedness  
• Chapter 5 High Achieving Black Adolescents’ perceptions of how teachers impact their academic achievement | Module 3 + Chapters Reading Reflection  
Due Sunday 2/3 @ 11:59PM Online |
|      | Special Populations: In Depth African Americans Native Americans | | |
| 2/4  | Special Populations: In Depth Asian Americans LatinX-Americans English Learners | • Module 3 Readings  
• Chapter 1 Issues in research on Asian American gifted students  
• Chapter 11 Hispanic Students and gifted education: new outlooks, perspectives, and paradigms | Module 4 + Chapters Reading Reflection  
Due Sunday 2/10 @ 11:59PM Online  
Racial / Cultural Socialization Paper  
Due Sunday 2/10 @ 11:59PM Online |
|      | Reflections on Racial/Cultural Socialization Paper | | |
| 2/11 | Special Populations: In Depth Twice Exceptional Low-Income Rural | • Module 4 Readings  
• Chapter 2 Gifted Education in rural environments  
• Chapter 7 Twice-exceptional children: twice the challenges, twice the joys | Module 5 Reading Reflection  
Due Sunday 2/17 @ 11:59PM Online  
Research Questions and Outline  
Due Sunday 2/17 @ 11:59PM Online AND bring Hard Copy 2/18 |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2/18</td>
<td>Gifted Education and Special Populations: Goals and Objectives</td>
<td>• Module 5 Readings</td>
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<td></td>
<td><strong>Peer review of research questions and outline</strong></td>
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<td><strong>Partner Choice Activity Check-Ins</strong></td>
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<td>2/25</td>
<td>Assessment for Diverse Gifted Challenges and Barriers in Identification Practices</td>
<td>• Module 6 Readings</td>
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<td>Identification Committee Roleplay</td>
<td>• Chapter 14 Identifying and enfranchising gifted English Language Learners</td>
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<td>• Chapter 15 Misdiagnosis of culturally diverse students</td>
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<td>3/4</td>
<td>Gifted Services for Special Populations: Curriculum and Instruction Models</td>
<td>• Module 7 Readings</td>
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<td>Models Poster Activity</td>
<td>• Chapter 12 Differentiating the curriculum for gifted second language learners: Teaching them to think</td>
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<td>• Chapter 13 Our diversity, our treasure: Connecting worlds/mundos unidos gifted and talented dual language immersion program</td>
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<td>• Chapter 17 Using mathematics as an equalizer for gifted Latino/a adolescent learners</td>
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<td>3/11</td>
<td><strong>SPRING BREAK NO CLASS</strong></td>
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<td>3/18</td>
<td>Partner CHOICE Activity Work Day</td>
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<td><strong>Module 8 Reading Reflection</strong></td>
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<td>Due Sunday 3/24 @ 11:59PM Online</td>
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<td><strong>Partner CHOICE Activity</strong></td>
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<td>Due Sunday 3/24 @ 11:59PM Online AND bring Hard Copy 3/18</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Requirements</td>
<td>Notes</td>
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<td>3/25</td>
<td>Social and Emotional Needs from Multicultural Perspectives&lt;br&gt;&lt;br&gt;Partner CHOICE Activity Sharing and Reflection</td>
<td>Module 8 Readings&lt;br&gt;Reading Reflection Due Sunday 3/31 @11:59PM Online&lt;br&gt;Rough Draft Due Due Sunday 3/31 @11:59PM Online AND bring Hard Copy 4/1</td>
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<td>4/1</td>
<td>Culturally Responsive Leadership Program Evaluation&lt;br&gt;&lt;br&gt;Peer Review Rough Drafts</td>
<td>Module 9 Readings&lt;br&gt;Chapter 18 Cultural competency: Implications for educational and instructional leaders in gifted education&lt;br&gt;Chapter 20 Underrepresented groups in gifted education: A logic model program evaluation case study</td>
<td>Module 10 + Chapters Reading Reflection Due Sunday 4/7 @11:59PM Online</td>
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<td>4/8</td>
<td>New Directions for Research and Practice&lt;br&gt;&lt;br&gt;Individual check-ins on Final Papers and Presentations</td>
<td>Module 10 Readings&lt;br&gt;Chapter 16 Global Perspectives on gifted education</td>
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<td>4/15</td>
<td>Final Project Work Day&lt;br&gt;&lt;br&gt;Individual check-ins on Final Papers and Presentations</td>
<td>Final Paper Due Sunday 4/21 @ 11:59 PM Online AND bring Hard Copy 4/22</td>
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<tr>
<td>4/22</td>
<td>Final Presentations</td>
<td>Final Presentation PowerPoint Set #1 Due Mon. 4/22 @ 5:30PM</td>
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<tr>
<td>4/29</td>
<td>Final Presentations</td>
<td>Final Presentation PowerPoint Set #2 Due Mon. 4/29 @ 5:30PM&lt;br&gt;Final Course Reflection Due Sunday 5/5 @ 11:59 PM Online</td>
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COURSE POLICIES

Note Regarding APA Style
In all assignments for this course, students are expected to follow APA style according to the Sixth 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 Sixth Edition of the APA Manual, it is highly recommended that you obtain one.

Acceptable Student Behavior
Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for arriving to class on time, attending each class session, and maintaining class notes as well as performance on assignments and exams. Please turn off all cell phones, iPods, computer alarms, MP3s, pagers, and anything else that makes noise and could be disruptive to class. Disrespect and harassment will not be tolerated under any circumstances, and will lead to removal from the course. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Attendance
You are expected to attend, and participate in, each scheduled class this semester. You are expected to be present before class is actually scheduled to begin. Attendance will be taken every class session. Absences will affect your participation grade in the class.

Readings
You are responsible for reading the assigned pages of the text prior to the date they are covered in class. Discussions, activities, and papers will be based on the assumption that you have read the required material.

Access to Information
Your access point for business and academic services at UNT occurs within the my.unt.edu site http://www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: http://eagleconnect.unt.edu/

Late Work and Make-Ups
No late work will be accepted and no make-up assignments will be given. In cases of extreme emergency, together we can determine a course of action.

Student Course Evaluations
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught.
Americans with Disabilities Act Information
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Accommodation website at disability.unt.edu.

Academic Integrity Standards and Consequences
According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Students caught engaging in these behaviors will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty.

Dropping the Course
Should students find it necessary to drop a course, it is their responsibility to do so before the UNT deadline (see Academic Calendar at UNT web site). Failure to properly follow procedures for dropping the class as put forth by the university policy can result in the student receiving a grade of “F” recorded onto their transcripts.

A Grade of Incomplete
A status of incomplete is rarely granted. To receive an incomplete, a student must have an extenuating circumstance, be up-to-date on their coursework, and have a grade of "A" in the class at the time the request for an incomplete is made. To request an incomplete a student must reflectively determine if they meet the criteria previously stated. If the student determines they meet the criteria it is his or her responsibility to write the instructor with a detailed reason and need for an incomplete in the class. The instructor will determine if the student's need is extenuating, if the student is up-to-date in their coursework and if they have a current grade of "A" in the class. If these criteria have not been met, the instructor will decline the request.

Emergency Notification and Procedures
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are
temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

* The provisions contained herein do not constitute a contract between the student and the College. These provisions may be changed at any time for any reason at the sole discretion of the instructor. When necessary, in the view of the College, appropriate notice of such change will be given to the student. If not specifically delineated in this syllabus, all other policies will be in accordance with the policies included in the UNT catalogue and Student Handbook for the Academic Year 2018-2019.