GTE 536
Nature and Needs of Gifted, Creative, and Talented Children
Syllabus

Instructor	Office	Phone	Email
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Mailing Address:

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Prerequisite: None

Primary Course Website: Blackboard

Required Texts:

Roberts, J. L., Inman, T. F., & Robins, J. H. (Eds.) (2022) *Introduction to Gifted Education* (2nd ed). Routledge.

Roberts, J. L., & Boggess, J. R. (2020). *Teacher's Survival Guide: Gifted Education* (2nd ed.). Routledge.

Graduate Catalog Description:

Terminology, theories, issues, and general approaches in educating gifted, creative, and talented young people

Course Objectives: Participants will be able to…

1. Know the current laws and regulations for gifted education and talent development in Kentucky and in the United States.

2. Know identification procedures and be able to identify children who are gifted and talented intellectually as well in a specific academic aptitude, creativity, leadership, and the visual and/or the performing arts.

3. Recognize and support the cognitive and the social-emotional needs of children and youth who are gifted and talented.

4. Know research in order to educate others concerning the truth and mythology related to gifted children and gifted education.

5. Describe services that can be matched to needs (often emanating from strengths) in order to ensure continuous progress for children and young people with gifts and talents.

6. Know about and use journals and websites related to gifted education and talent development.

7. Describe standards related to children and youth who are gifted and talented.

Course Content Outline:

This course is based on the following sections:

Section I: The Basics in Gifted Education

Section II: The Gifted Learner

Section III: Advanced Learning Basics

Section IV: Diversity of Advanced Learners

Evaluation for GTE 536:

1.   Participate actively in online discussions and journal assignments. (20%)
2.   Complete class assignments and perform on class asssessments at a comprehensive, thoughtful level that demonstrates understanding of the content. (50%)
3.   Plan and develop the independent project that will extend your interest and expertise in educating a special population of gifted, talented, and creative students. Your project is to relate to work you do in the school or district, and you must provide the rationale for how the project is important to you. APA (7th) edition provides the guide for citations, references, and headings. You will post your independent project for the class. (30%)

Assignment with a Clinical Experience Component:

Interviews with Intellectually and Creatively Gifted Individuals (6 hours)

Key Assessments:

1. Interviews with Intellectually and Creatively Gifted Individuals
2. Independent Project: A Special Population of Gifted Children

Standards addressed in GTE 536

NAGC/CEC Gifted Education Professional Preparation Standards

Standard 1: Learner Development and Individual Learning Differences: Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

   1.1 Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
   1.2 Beginning gifted education professionals use undersanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Standard 4: Assessment: Beginning gifted education professionals use multiplemethods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

Kentucky Teacher Performance Standards (KTPS):
- KTPS 5. "Application of content"
  The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- KTPS 6: "Assessment"
  The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.
- KTPS 10: "Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
  a. Take responsibility for student learning;
  b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
  c. Advance the profession.

Course Assignments, Projects, and Evaluation:

Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): CEC	KY Teacher Performance Standards
Interviews with Intellectually and Creatively Gifted Individuals: Clinical; (6 hours), Key Assessment	SLO 2 & 3	Standard 1.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10: Leadership and Collaboration
Independent Project: A Special Population of Gifted Students; Key Assessment	SLO 2, 4, 6	Standard 1.1, 1.2, 4.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10: Leadership and Collaboration
Discussion Board and Journal	SLO 1, 2, 3, 4, 5, 6, & 7	Standard 1.2, 4.1	KTPS 5: Application of Content KTPS 6: Assessment KTPS 10: Leadership and Collaboration

Submission of Assignments:
1. Journal entries will be maintained on Blackboard. It should be private but allow your instructor access to reflections on your learning.
2. Class discussions will be on the Discussion Boards through Blackboard.
3. **The preferred method for submission of your assignments is to upload your assignment file through Blackboard.**
   a. View the assignment description under Assignments in our Blackboard course.
   b. Click on the link "View/Complete Assignment: Assignment Name" under the assignment description.
   c. Click "Browse" and locate your assignment file on your hard drive or diskette.
   d. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit <u>before</u> you click Submit. You cannot come back to this screen.
   e. Click "Submit" to send your file to your instructor.

Attendance and Participation Policy: Students are expected to participate in all sessions. Engaging in the online discussion includes logging in for each forum with content from the texts and journal readings (not just agreeing with classmates). You are a part of a distributed class, (e.g., you and your classmates are spread around the US and even the world). Each time you come to class via Blackboard on the web, please check

Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Discussion board, and maintaining a positive professional attitude.

Your instructor is happy to make an appointment (either in person or by phone/zoom) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Technology

- Students **MUST** have access to and be familiar with Blackboard to participate in this course.
- Students must utilize the WKU email account provided by the university to receive communication from the instructor.
- *Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class.
- Students must take *personal responsibility* for submitting assignments by the dates due.
- Please do not expect the instructor to address your technology problems or send assignments by email.

Sharing Files

All files submitted must be able to be viewed through a single link, **including sharing Google documents**. A single link must open the file.

Submitting Material Online

Materials submitted online must have the student's name on the document in addition to on the title of the submission. Blackboard will only allow one submission to be made each week. The file must be submitted in a format that does not require going to a different site.

Class Time Management

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week, and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any graduate course whether face-to-face or online. It is not advisable to procrastinate for various reasons. Number one is that you will not learn as much in the course as you can.

Emails to Instructor

1. All emails are to be in the following format:
   GTE 536, First Initial, Last Name, Topic
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This reminds me of our ongoing conversations. Thanks!!
3. Remember that your emails are professional communication with your instructor.

Endorsement in Gifted Education in Kentucky

A "B" average in the 12 graduate hours for the endorsement in gifted education and a passing score on the Praxis on Gifted Education qualifies an individual for the endorsement in gifted education in Kentucky. You must apply to the Professional Standards Board to have the endorsement added to your teaching certificate, and that application is submitted through the Teacher Certification office at WKU.

Certificate in Gifted Education
Please go to the WKU Graduate School admission (use your WKU number) and **click both certificate (132) and endorsement (1764).** Doing so allows you to be counted in a program in gifted education at WKU and provides the opportunity for you to earn a paper certificate showing your completed program.

ADA Accommodations
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity
We believe that diversity issues are of major importance to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism
Work submitted for this class must be your own – not submitted for another class or copied without providing appropriate credit. Plagiarized assigments will earn an F.

AI
Artificial intelligence (AI) tools such as (*list relevant examples*) may be used for (*list assignments or types of activities such as brainstorming or gathering ideas*) with appropriate citation, but not for (*list assignments*). If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai. *(You may also want to provide additional resources appropriate to your course.)*

Title IX Discrimination and Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏣᎳᎫᏪᏘᏱ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."