I. Course Description:

SED 566 – Curriculum for the Gifted (3 semester hours). This course explores different curricular options for gifted and talented students including differentiation and acceleration. Ways to address the curricular needs for the gifted through heterogeneous and homogeneous grouping will be discussed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

**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.

**Standard 2: Learning Environments** Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

**Standard 3: Curricular Content Knowledge** Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

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

**Standard 5: Instructional Planning and Strategies** Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

**Standard 6: Professional Learning and Ethical Practice** Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

**Standard 7: Collaboration** Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
Student Learning Outcomes:

A. GOALS AND OBJECTIVES:
Students will be able to –
1. Understand the curricular options available for education gifted learners.
2. Understand the heterogeneous and homogeneous grouping and the benefits of each.
3. Identify and implement ways to differentiate instruction for the gifted learner.
4. Identify and discuss issues surrounding 2e students and their instructional needs.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:

Quizzes (5@25pts) : 125 pts.
Candidates will complete quizzes for the required readings. Each quiz will include critical thinking questions. (SLO 1-4)

Weekly Assignment (4@25 pts): 100 pts
Each week, students will be assigned a project or response based on the content of that week. These will vary in detail for each unit.

Content Area Presentations: 100 pts.
In conjunction with assigned individually, candidates will research specific topics and develop lesson plans which will then be presented to the whole class online. Presentations must incorporate the use of appropriate technology into each presentation along with constructivist learning theory. All candidates must contribute collaborate equitably in the research and lesson presentation process. (SLO 1-4)

Curricular Unit: 150 pts.
Candidates will submit a curricular unit for gifted students based on what they have learned in class. Details will be shared in the course. (SLO 1-4)

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

1) Quizzes: 125 pts.
2) Weekly Assignments: 100 pts.
3) Content Area Presentation: 100 pts.
4) Curricular Unit: 150 pts.

Total Points: 475 pts.

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One Due 7/12</td>
<td>Ch. 1-4</td>
<td>Quiz Weekly Assignment</td>
</tr>
<tr>
<td>Module Two Due 7/19</td>
<td>Ch. 5-10</td>
<td>Quiz Weekly Assignment</td>
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<tr>
<td>Module Three Due 7/26</td>
<td>Ch. 11-14</td>
<td>Quiz Weekly Assignment Content Area Presentation via ZOOM on 7/23 at 7:00 PM</td>
</tr>
<tr>
<td>Module Four Due 8/2</td>
<td>Ch. 15-18</td>
<td>Quiz Weekly Assignment</td>
</tr>
<tr>
<td>Module Five Due 8/7</td>
<td>Ch. 19-21</td>
<td>Quiz Curricular Unit</td>
</tr>
</tbody>
</table>

VI. Readings:
Required text for the course is:
2. Other course materials as distributed by instructor.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who
complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter.

Students with Disabilities

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and / or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from
the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information: