Instructor: Dr. Amanda Rudolph
Office: ECRC 206 T8
Office Phone: 936-468-1891
Email: rudolpham@sfasu.edu

Course Time & Location: Online
Office Hours: 9:30-10:30 MTWR
Credits: 3

Prerequisites: None

I. Course Description:

SEED 5368 – Programs and Problems in Gifted Education (3 semester hours). This course examines different programming options for gifted learners as well as program evaluation. Issues and problems related to gifted education are also explored.

SEED 5368 Programs and Problems in Gifted Education (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

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 programming options available for education gifted learners.
2. Understand the methods used for program evaluation in gifted education.
3. Understand and discuss problems related to gifted education in public schools.
4. Discuss the political issues surrounding gifted education.

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

COURSE ASSIGNMENTS:

Reflections (5@25pts) : 125 pts.
Candidates will complete critical reflections for designated readings. The reflections will be scholarly written concise evaluations of what was read, and should be personally and subjectively focused, not merely reviews. The candidate should address issues and ideas with which he/she agrees, disagrees, does not understand, or has never contemplated. These should be 1 - 2 pages, typed with appropriate heading and title, submitted in via D2L to the instructor. Reflections will focus upon the 15 chapters of our text or additional article.

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.

Rural Issues Paper: 100 pts.
Candidates will write a 4-6 page paper that focuses on a problem facing rural schools and their gifted programs.

Program Development Project: 150pts.
Candidates will create a model gifted program for a school of their choosing. Details will be shared in the course.

TOTAL: 475 pts

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) Reflections: 125 pts.
2) Weekly Assignments: 100 pts.
3) Rural Paper: 100 pts.
4) Program Development Project: 100 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>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Due 6/9</td>
<td>To be provided</td>
<td>Reflection Weekly Assignment</td>
</tr>
<tr>
<td>Two Due 6/16</td>
<td>Gifted Students in Rural Ch.5-8</td>
<td>Reflection Weekly Assignment</td>
</tr>
<tr>
<td>Three Due 6/23</td>
<td>Gifted Students in Rural Ch.12-16</td>
<td>Reflection Weekly Assignment Rural Issue Paper</td>
</tr>
<tr>
<td>Four Due 6/30</td>
<td>To be provided</td>
<td>Reflection Weekly Assignment</td>
</tr>
<tr>
<td>Five Due 7/5</td>
<td>To be provided</td>
<td>Reflection Program Development Project</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.

Student Ethics and Other Policy Information  
Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges
associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.