

**GIFTED EDUCATION ENDORSEMENT
(GRADES P-12)
PROGRAM SUBMISSION
REVISED JUNE 2016**

Murray State University Graduate Bulletin 2014-2015
http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1415.aspx

I. Executive Summary: Serving Communities through Excellence

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic and engaging academic programs. As outlined in the [Murray State University Academic Bulletin](#), our programs are designed to provide authentic professional experience to candidates with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

Candidates entering the program are teachers who seek the knowledge and skills necessary to address the unique needs of the gifted learner. The Gifted Education endorsement is meant to extend and complement the skills of the regular classroom teacher and is required of those educators who teach in or coordinate special programs and classes for the gifted. The endorsement program is designed to prepare individuals to work in regular or special classrooms with students properly classified as gifted, or to work as coordinators of programs for the gifted. Completion of the program, inclusive of the required assessments, shall result in the student being recommended for the endorsement as teacher of gifted students. The endorsement shall be valid for grades P-12, except in those circumstances where the teaching assignment is to a full-time self-contained gifted education class (e.g., full-time pull-out program with gifted students at 4-12 grade levels); in such a case, the endorsement shall be restricted to the level of the base certificate.

The program requires the completion of a 4-course, 12-hour graduate courses sequence. Candidates may take the sequence as a stand alone endorsement, in concert with a master's degree as a concentration area, or within a related program leading to a rank change. Typically, such a program is connected to the teacher leader in elementary, middle, or secondary education, but there may be unique situations.

Admission Requirements

Applicants must hold a valid Kentucky teaching certificate in an elementary, middle, or secondary level. One year of teaching experience and admission to the Murray State University Graduate School is required.

Exit Criteria

Candidates must show evidence of a 3.0 grade point average for the endorsement courses, successfully complete the practicum (GTE 694), and score an 80 or higher on the program portfolio to exit the program. Note: The Praxis II (Gifted Education #5358) must be passed to receive the endorsement.

Rank Change Requirements

In some instances, rank change may be recommended in advance of degree completion. This typically occurs when a candidate's program of study combines several, overlapping outcomes that are not perfectly aligned with the Specialist in Education degree.

Modes of Delivery

The program has three delivery options as follows:

1. *Campus or satellite campus:* With this option, candidates attend endorsement classes offered on Murray State University's main or satellite campuses (including Paducah and Madisonville campuses). The practicum is completed as part of the Center for Gifted Studies enrichment programs for area youth, including Super Saturdays and Summer Challenge programs.
2. *Online:* Candidates take courses online and, if they live outside the Murray State service region, complete the practicum via distance learning technology.
3. *Hybrid:* A hybrid class with a combination of online teaching and several face-to-face meetings may be provided.

II. Relationship to College Conceptual Framework

The ultimate goal of Murray State University's preparation programs is to educate individuals who will become Reflective Decision-Makers. The conceptualization of the educator as reflective decision-maker is at the heart of the western academic tradition. John Dewey and more recent educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems. Therefore, the theme that provides a shared vision and guides our programs in preparing individuals to work within the educational community is the Educator as Reflective Decision-maker.

The College of Education and Human Services' Conceptual Framework indicates that the goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. The Gifted Education endorsement supports the above college mission and nurtures teachers to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance standards and College of Education & Human Service's Dispositions. The candidates' own classroom experiences continue to develop the essential literacy and pedagogy skills needed to be successful as a teacher. The Kentucky Code of Ethics is revisited at the graduate level and related to a teacher's increased level of responsibility and involvement with students, the school, the district, and the community.

III. Continuous Assessment

At the College of Education and Human Services, "Faculty designed a continuous assessment system to monitor content knowledge, pedagogical proficiency, and professional dispositions throughout the programs. Formative and summative candidate data are gathered at multiple checkpoints throughout their programs: pre-admission, admission to teacher education, admission to student teaching, program completion, and post-graduation. Faculty analyze and act upon these data to inform program improvement." The Gifted Education endorsement program is aligned with the above college mission, and provides the following continuous assessments.

1. *Program continuous assessment:* Program outcomes, such as results of the Praxis, are shared with an advisory council comprised of Gifted and Talented Coordinators from local school

districts. Coordinators provide feedback on program outcomes, including the skills and abilities of program completers.

2. *Candidate continuous assessment:* The program requires continuous assessment as candidates complete on-demand tasks and a portfolio throughout the program. The learning focus varies as candidates are required to acquire/integrate, extend/refine, apply and reflect knowledge, and demonstrate professional growth. All candidates must enter the program through GTE 691, where a Professional Development Packet is begun. This is continued through subsequent courses, culminating in GTE 694, Practicum. Candidates defend a portfolio as a summative assessment, and must pass the Praxis II for Gifted Education to receive the endorsement.

IV. Program Experiences

The program coursework relates specifically to the education of gifted individuals and course objectives are indexed to the Kentucky Teacher Standards (KTS) as demonstrated by EPSB, which serve as the standards and goals of the College of Education and Human Service Conceptual Framework, and the combined National Association for the Gifted Standards - Council for Exceptional Children (NAGC-CEC, 2013).

The relationships between the Gifted Education program assessments and KTS, as well as the relationship between the program and NAGC-CEC, are illustrated in the matrices in Table 1 and Table 2 below. The alignment of program courses with EPSB themes is demonstrated in Table 3, and Course Descriptions are included in Table 4.

Table 1. Alignment of Course Assessments* and KTS

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
Core Courses										
GTE 691 Nature and Needs	PDP	DB/ ARCS	LP	PDP	PDP	PDP	ARCS	PDP/ ARCS DB	PDP/ ARCS	PDP/ ARCS
GTE 692 Methods and Materials	CAP	DB/ ARCS	DLP	DLP		CAP	ARCS	PDP/ ARCS /DB	PDP/ ARCS	CAP/ ARCS /DB
GTE 694 Practicum in Gifted Ed.	PP	PE/			PP	PE/			PP	PE/
Electives										
GTE 655 Creativity in Teaching	PDP	PDP/ DLP	DLP	DLP		DLP	DB	DB	PDP	PDP/ DLP/ DB

GTE 693 Educational Programs	AA/G EP/ EGP	GEP/ RAFT	GEP			GEP	EGP/ DB	GEP/ DB	EGP	DB/ GEP
GTE 695 Multicultural Gifted		FHM	FHM	FHM			RS	DB	FHM	FHM/ DB
EDU 621 Advanced Methods	PGP/ DB	PGP	PGP/ CLP	PGP/ DB/ CLP	PGP	DP	DLP			PGP
EDU 637 Diverse Learners	DB/ TK	DB/ DLP/ TK	TK	TK		DB/ TK	DB/ TK	DB/ DLP	TK	DB/ DLP

* Course assignments are subject to changes.

Kentucky Teacher Standard (KTS):

KTS 1: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

KTS 2: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KTS 3: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KTS 4: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KTS 5: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KTS 6: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

KTS 7: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

KTS 8: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KTS 9: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

KTS 10: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Course Assessment Codes & Brief Content:

- AA: Article Abstract (691, 692, 693) (e.g., concepts, teaching strategies or innovation)
- ARCS: Action Research Case Study (691) (e.g., a special case of a gifted student)
- CLP: Co-teaching Lesson Plan (621) (e.g., effective teaching methods)
- DB: Canvas Discussion Board Assignments (655, 691, 692, 693, 695, 621, 637)
- DLP: Differentiated Lesson Plan (655, 692, 694, 637) (e.g., teaching strategies)
- DP: Digital Presentation (621) (e.g., demonstration of teaching)
- EGP: Elements of Gifted Program (693) (e.g., understanding gifted program)
- FHM: Ford-Harris Matrix (695) (e.g., understanding multi-cultural perspective)
- GEP: Gifted Education Program (693) (e.g., program design and assessment)
- PE: Practicum Experience (694) (e.g., overall teaching in gifted education)
- PDP: Professional Development Packet (655, 691) (e.g., demonstrating knowledge)
- PGP: Professional Growth Plan (621) (e.g., reflection)
- PP: Program Portfolio (694) (e.g., the whole package of the program)
- RAFT: RAFT Assignment (693) (e.g., differentiation strategy)
- RS: Reflective Statement (694, 695) (e.g., reflection)
- TK: Tasks 1-8 (694) (e.g., a variety of assignment)
- TS: Text Synthesis (692) (e.g., reading and learning)

Table 2: Alignment of Courses, Field experiences and NAGC-CEC Standards

National Association for Gifted Children - Council of Exceptional Children Standards	Courses/Activities/Assessments
<p>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.</p>	
<p>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.</p>	<p>GTE 691: Readings, ARCS, DB EDU 637: Task 1-5</p>
<p>1.2 Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.</p>	<p>GTE 655: Readings, DB, PDP GTE 691: Readings, ARCS, DB GTE 692: Readings, DB GTE 693: Readings, DB, GEP GTE 694: PP GTE 695: FHM, RS EDU 621: Readings, DB, LP EDU 637: Readings, Tasks 1-8</p>
<p>Standard 2: Learning Environments</p>	

National Association for Gifted Children - Council of Exceptional Children Standards	Courses/Activities/Assessments
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.	
2.1 Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.	GTE 691: Readings, DB, ARCS GTE 692: Readings, DB GTE 695: FHM EDU 621: Readings, DB, LP EDU 637: Task 7
2.2 Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.	GTE 692: Readings, CAP, DB EDU 621: Readings, LP, CLP EDU 637: Tasks 2-7
2.3 Beginning gifted education professionals adjust their communication to an individual’s language proficiency and cultural and linguistic differences.	GTE 655: DB, PHP GTE 691: Readings, DB GTE 692: Readings, TS, CAP GTE 693: GEP EDU 637: Tasks 3-4
2.4 Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.	GTE 692: Readings, TS, CAP GTE 637: Task 7
Standard 3: Curricular Content Knowledge	
Beginning gifted education professionals use knowledge of general ¹ and specialized curricula ² to advance learning for individuals with gifts and talents.	
3.1 Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.	GTE 691: Readings, DB, ARCS GTE 692: Readings, DB GTE 693: Readings, GEP
3.2 Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.	GTE 691: Readings, DB, PDP GTE 692: Readings, CAP GTE 695: DB, RS EDU 621: Readings, DB, PGP
3.3 Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.	GTE 691: Readings, DB, PDP GTE 693: Readings, GEP EDU 637: Task 6

National Association for Gifted Children - Council of Exceptional Children Standards	Courses/Activities/Assessments
3.4 Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.	GTE 691: Readings, DB GTE 693: Readings, DB EDU 621: PGP, LP, CLP
<p>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.</p>	
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.	GTE 691: Readings, DB, ARCS, PDP GTE 692: Readings, PDP GTE 693: Readings, GEP EDU 637: Task 6
4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.	GTE 692: Readings, DB, PDP GTE 693: Readings, DB, GEP GTE 695: DB, RS, FHM EDU 621: Readings, LP EDU 637: Tasks 1-8
4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.	GTE 691: PDP GTE 694: PE, PP
4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and other factors related to diversity.	GTE 692: PDP (LP) GTE 693: GEP (LP) GTE 694: PE EDU 637: Task 7
4.5 Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.	GTE 692: PDP (LP) GTE 693: GEP (LP) GTE 694: PE EDU 637: Task 7
<p>Standard 5: Instructional Planning and Strategies Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies³ to advance the learning of individuals with gifts and talents.</p>	
5.1 Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance	GTE 655: DB, LP, RS GTE 691: Readings, DB EDU 637: Tasks 1-5

National Association for Gifted Children - Council of Exceptional Children Standards	Courses/Activities/Assessments
the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.	
5.2 Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.	GTE 691: Readings, DB, ARCS GTE 695: Readings, DB, RS
5.3 Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.	GTE 692: PDP (LP) GTE 693: GEP (LP) GTE 694: PE EDU 621: PGP, LP, CLP
5.4 Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.	GTE 655: LP, RS GTE 692: PDP (LP) GTE 693: GEP (LP) GTE 694: PE
5.5 Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.	GTE 692: PDP (LP) GTE 693: GEP (LP) GTE 694: PE GTE 695: DB, FHM EDU 621: LP, CLP EDU 637: Tasks 1-4
Standard 6: Professional Learning and Ethical Practice	
Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards ⁴ to inform gifted education practice, to engage in lifelong learning, and to advance the profession.	
6.1 Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.	GTE 691: Readings, DB GTE 695 Readings, DB
6.2 Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.	GTE 691: Readings, DB, ARCS GTE 695: Readings, DB
6.3 Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.	GTE 691: Readings, DB, ARCS GTE 695: Readings, DB, FHM
6.4 Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.	GTE 691: Readings, DB, ARCS EDU 637: Task 8

National Association for Gifted Children - Council of Exceptional Children Standards	Courses/Activities/Assessments
6.5 Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.	GTE 691: PPT, PDP GTE 693: GEP (LP) GTE 694: PE GTE 695: DLP, FHM EDU 621: PGP, CLP
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.	
7.1 Beginning gifted education professionals apply elements of effective collaboration.	GTE 692: Readings, DB, ARCS, PDP
7.2 Beginning gifted education professionals serve as a collaborative resource to colleagues.	GTE 692: Readings, DB, PDP GTE 693: GEP
7.3 Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.	GTE 693: Readings, GEP EDU 621: PGP, CLP

Table 3: Alignment of Program Courses with EPSB Themes

EPSB Themes	Diversity	Assessment	Literacy/Reading	Closing Gap
<i>Core Courses</i>				
GTE 691 Nature & Needs	E	E	K	K
GTE 692 Methods & Materials	A	A	A	E
GTE 694 Practicum	A	A	A	A
<i>Choose one elective from below</i>				
GTE 655 Creativity in Teaching	K	A	A	A
GTE 693 Educational Programs	E	E	E	E
GTE 695 Multicultural Gifted Education	K	A	A	A
EDU 621 Advanced Methods of Teaching	K	A	A	A

EDU 637 Instruction for Diverse Learners	A	A	A	E
<i>K – Knowledge, A – Application, E – Evaluation</i>				

Table 4. Course Descriptions

GTE 655 *Creativity in Teaching* (3). A comprehensive course designed to help participants (1) explore and enhance their own creative powers; (2) learn how to teach creative problem solving techniques and creative habits of mind to others; and (3) become aware of the variety of theoretical frameworks, research results, and measurements which are available in the area of creativity. Prerequisite: None.

GTE 691 *Nature and Needs of the Gifted Student* (3). A course to provide opportunities for experienced teachers and teacher trainees to develop knowledge and awareness of the characteristics and needs of gifted children and youth, and provides the individual student with opportunities to apply general educational principles for the gifted and talented to total educational concerns. Prerequisite: None.

GTE 692 *Methods and Materials for Teaching Gifted Students* (3). This course will focus upon the development of instructional strategies and curriculum materials for use with youngsters with high ability and/or potential. Prerequisite: GTE 691 or permission of instructor.

GTE 693 *Educational Programs for Gifted Students* (3). A course designed to give experience and develop skills in effective planning, organization, and execution of educational programs for gifted students. Prerequisite: GTE 691 and GTE 692, or permission of instructor.

GTE 694 *Supervised Practicum in Gifted Education* (3). A course designed to provide field experience so the teacher will be able to apply principles and educational procedures for teaching gifted students. For a successful completion of the Practicum, students will be required to design appropriate lesson plans, and they will also be observed teaching gifted students at either elementary, middle, or high school levels. They will also be required to understand and recognize gifted behaviors, incorporate differentiation principles, design and arrange effective classroom and instruction for gifted students, assess student growth, collaborate with colleagues, communicate with parents, and engage in professional development plans. This course requires a portfolio score of 80 or above. Repeatable to six hours. Prerequisites: GTE 691 and GTE 692; and either GTE 655, GTE 693, GTE 695, EDU 621 or EDU 637.

GTE 695 *Multicultural Gifted Education* (3). This course is designed for teachers and counselors to learn practical strategies bridging the fields of gifted education and multicultural education. Theory and practice will be considered to enable educators to help gifted students reach their full potential in multicultural settings. Prerequisite: GTE 691 and GTE 692.

EDU 621 *Advanced Methods of Teaching* (3). An advanced course that applies theories and practices of models of teaching based upon applied research and practitioners' experiences.

Prerequisites: EDU 303 or an equivalent course and at least have had student teaching experiences. Prerequisite: None.

EDU 637 *Instruction for Diverse Learners* (3). Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning. Prerequisite: None.

V. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank	Scholarship*, Leadership in Professional Associations, and Service**; List up to 3 major contributions in the past 3 years	Status (FT/PT to institution, unit, and program)
Wu, Echo	Ph.D. Educational Psychology (Gifted Education), University of Virginia	Full time instructor, Director, Center for Gifted Studies	Assistant Professor	3 Publications: (1) Wu, E. H. (2013). The path leading to differentiation: An interview with Carol Tomlinson. <i>Journal of Advanced Academics</i> , 24(2), 125-133. (May 2013) DOI: 10.1177/1932202X13483472. (2) Wu, E. H. (2013). Enrichment and acceleration: Best practice for the gifted and talented. <i>Gifted Education Press Quarterly</i> , 27(2), 2-8. (3) David, H., & Wu, E. H. (2012). Gifted education in Hong Kong and Israel: A Comparative study. <i>Australasian Journal of Gifted Education</i> , 21(2), 81-89.	Full-time to Institution, Unit, and Program
Edington, Susan	Ed. D. Educational Leadership and Policy Studies University of KY	Coordinates the educational programs at Murray/Madisonville campus and teaches undergraduate and graduate classes for the College of Ed and Human Services	Assistant Professor	President, Pennyryle Reading Council Coordinates Annual Literacy Conference for Western Kentucky Sponsor, KEA-SP student organization President-elect Delta Kappa Gamma, Kappa Chapter	FT Murray State College of Education and Human Services Early Childhood and Elementary Education

* **Scholarship:** Dr. Echo Wu earned her Ph.D. in Educational Psychology (on Gifted Education) from the University of Virginia in 2004-2007, while working at the National Research Center on

the Gifted and Talented. She started to work at Murray State University (MSU) in 2012 as an Assistant Professor at the Department of Educational Studies, Leadership & Counseling in the College of Education and Human Services (COEHS). She teaches four Gifted Education program courses (GTE 691, 692, 693, & 694) and a core course for Teacher Leader program (EDU 637) during spring, summer and fall semesters, with total over 10 classes each year, mainly online with one or two face-to-face classes. Dr. Wu encourages and challenges students with carefully-chosen course materials, and communicates with them through a mixture of channels, including but not limited to regular communication through Announcement and Discussion Board, Inbox on Canvas, email, text message, phone calls, and/or individual meetings. Student evaluation consistently indicates that Dr. Wu's teaching has made positive impact on student learning.

Research scholarship continues to be one of the integral components of Dr. Echo Wu's work at MSU. She has engaged in a wide range of research and creative activities, and has strived for contributing to the education profession through solid, scientific research. Dr. Wu's endeavor has led to fruitful results, which are demonstrated through publications, conference presentations, grant applications and collaboration with colleagues in and out of the country.

**** Service:** Dr. Echo Wu also serves as the coordinator of the Gifted Education program, and she is in charge of the Center for Gifted Studies at COEHS. MSU. She has taken an active role regarding professional service at MSU, and participated in a variety of professional activities. She serves at multiple committees in the department, college, university, community, as well as national levels. Dr. Wu also dedicates her time and energy on other services and professional activities, including, but limited to, contributions to local schools, communities, professional associations in ways that are consistent with the university and the college mission.

VI. Gifted Education Guidesheet/Advising Form

Revised 09/15

Endorsement to Classroom Teaching Certificate for Gifted Education: Grades P-12

Note: This endorsement satisfies the 12-hr specialization in Elementary, Middle, or Secondary programs for Masters or Rank I.

Advisor _____ Date _____

Student _____
Last Name First Name MI M#

Address _____ Phone Number _____

Program Prerequisites:

1. The possession of a valid teaching certificate for the elementary, middle school, or high school level.
2. One year of teaching experience (may be the intern year).
3. Admission to graduate study at Murray State University.

Program of Studies:

The following program is designed to prepare individuals to work in regular or special classrooms with students properly classified as gifted, or to work as coordinators of programs for the gifted. Completion of the program shall result in the student being recommended for the endorsement as teacher of gifted students. The endorsement shall be valid for grades P-12, except in those circumstances where the teaching assignment is to a full-time self-contained gifted education class (e.g., full-time pull-out program with gifted students at 4-12 grade levels); in such a case, the endorsement shall be restricted to the level of the base certificate.

Requirements..... 12 hours

<u>Course</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
GTE 691	Nature & Needs of the Gifted Students	3	_____
GTE 692	Methods & Materials for Teaching Gifted Students (Prerequisite: GTE 691 or permission of the instructor)	3	_____
GTE 694	Supervised Practicum in Gifted Education (Prerequisites: GTE 691, GTE 692 and either GTE 693, EDU 621 or EDU 637)	3	_____

Electives (Please choose ONE): 3 _____

GTE 655	Creativity in Teaching, or		
GTE 693	Educational Programs for Gifted Students, or		
GTE 695	Multicultural Gifted Education		
EDU 621	Advanced Methods of Teaching (not applicable to Teacher Leader-Secondary program students)		
EDU 637	Instruction for Diverse Learners (not applicable to Teacher Leader program students)		

(Prerequisite for electives: GTE 691 & 692 or permission of the instructor)

Program Transition Points:

1. Transition Point 1: Admission

Data Reviewed by the university Graduate Program will include:

- Current valid teaching certificate or Statement of Eligibility
- Undergraduate Degree from Kentucky higher education accredited university, with 2.75 GPA
- Undergraduate Degree from all other higher education accredited universities, with 2.75 GPA

2. Transition Point 2: Continuous Assessment

Data Reviewed by Faculty/Program Advisor will include:

- Critical performance of satisfactory completion of required courses
- Critical performance of satisfactory completion of an elective course

3. Transition Point 3: Exit Assessment

Data Reviewed by Faculty/Program Advisor will include:

- Participation in Practicum Teaching at P-12 level with a B or above grade
- Demonstration of Reflective Statement with a B or above grade
- Satisfactory completion of a Portfolio Package with a B grade (a score of 80) or above

Data Reviewed by the university Graduate Program will include:

- Average of 3.0 grade point

Note: Individuals applying for Gifted Endorsement must successfully complete Praxis II Gifted Education (5358) with a score of 157 or above in order to receive a certificate.

Praxis Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-564-5778.

NOTICE: Your signature indicates that you agree to fulfill the requirements of this contract and that you also agree to allow Murray State University to contact your current or future employer(s) for any data on your performance that is necessary for education accreditation.

Signature of Candidate

Date

Signature of Program Advisor

Date

VII. Syllabi

The courses for the Gifted Education Endorsement program are listed below, followed by the syllabi. All syllabi for the College of Education and Human Services are also available on the [Common Course Syllabi](#) webpage.

- (1) GTE 655
- (2) GTE 691
- (3) GTE 692
- (4) GTE 693
- (5) GTE 694
- (6) GTE 695
- (7) EDU 621
- (8) EDU 637

(1) GTE 655 (*Note: This course has been eliminated from the Gifted Education Endorsement program at MSU in 2015*)

Murray State University
GTE 655: Creativity in Teaching
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: GTE

COURSE NUMBER: 655

CREDIT HOURS: 3

I. TITLE: Creativity in Teaching

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A course designed to help participants to become more effective educators and reflective decision-makers as they (a) explore and enhance their own creative powers, (b) learn how to teach creative problem solving techniques and creative habits of mind to others, and (c) become aware of the variety of theory, research, and instrumentation and resources available in the areas of creativity.

Prerequisite(s): None

III. COURSE PURPOSE:

The primary purpose of this course is reflected in the words of Erich Fromm, “Education for creativity is nothing short of education for living.” Therefore, the course aims to help participants, and subsequently their students, to develop the creative approach to teaching and to life. Teachers teach what they themselves have mastered. Through the nurturing of their own creative abilities they are better prepared to assist their students in actualizing their creative potential.

IV. COURSE OBJECTIVES:

Each of the behaviors indicated below are referenced to the Kentucky Experienced Teacher Standards (ETS) and to the Council for Exceptional Children/National Association for Gifted Children (NAGC-CEC) Standards and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Reform Act Initiatives.

As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Develop, revitalize, and strengthen important attributes of creative behavior and innovative problem solving. (ETS 1, 9; NAGC-CEC 2, 4)
2. Gain repeated insights into the kinds of difficulties they face as problem solvers and how these can be overcome. (ETS 7; NAGC-CEC 2, 3)
3. Discover new facets of their imagination and inventive powers. (ETS 6, 7; NAGC-CEC 6, 7)
4. Develop new modes of teaching, assessment and patterns of thought that are designed to foster creativity in their professional work. (ETS 2, 3, 4, 5, 8, 10; NAGC-CEC 4, 5, 6, 7)
5. Increase awareness, understanding and appreciation for the following:
 - a. the importance of developing one’s creative powers,
 - b. the importance of developing the creative powers of young people in the public schools, and
 - c. leading theorists, researchers and resources in the area of creativity in teaching. (ETS 1, 3, 7; NAGC-CEC 1, 2, 4, 6, 10)

6. Students will demonstrate continued development of the COE Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (ETS 1, 7; NAGC-CEC 9)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's abilities and needs, reflect on how to best serve those needs, collect data regarding instructional interventions, reflect upon the implications of those data, and thus make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Blackboard-enhanced instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as student research, write and prepare professional programs to fully explore the topic.

V. CONTENT OUTLINE

- Understanding Creative People and Processes
 - Creativity Defined
 - Theories and Models of Creativity
 - Creative People
 - Creativity and Talent Development
- Creativity and Classroom Life
 - Teaching Creative Thinking Skills and Habits
 - Creativity in the Content Areas
 - Motivation, Creativity, and Classroom Organization
 - Assessing Creativity
 - Creative Activities and Lessons

VI. INSTRUCTIONAL ACTIVITIES

1. **Chapter readings.** Students will read assigned chapters from the course textbook and manual and prepare them for class discussions and related activities. (Objective 2/ETS 7, CEC-NAGC 2, 3; Objective 3/ETS 6, 7, CEC-NAGC 6, 7; Objective 4/ETS 2, 3, 4, 5, CEC-NAGC 4, 5, 6, 7; Objective 5/ETS 1, 3, 7, CEC-NAGC 1, 2, 4, 6)
2. **Reflections.** Students will write two reflections (maximum of 3 typed, double-spaced pages) that reflect upon issues and ideas that arise from reading and their own reading and experiences in the field of creativity and pedagogy. (Objectives 1-5/ETS 1-9, CEC-NAGC 1-7)
4. **Presentation of teaching activity.** Students will design, develop, and share an *original* lesson plan as part of a Professional Development Packet that integrates theories and practices of creativity addressed in the course. Keep in mind that, even though one might develop a “creative lesson,” the lesson is intended to develop creative thinking skills in the public school student. Students will develop a *Track Star* to complement the content and/or skills taught in the lesson. The entire lesson (or a significant

portion of it) may not consist of material taken from a book, the Internet, educational periodicals, or commercial product. (Objective 5/ ETS 2, 3, 4, 5, 7; CEC-NAGC 1, 2, 4, 6)

- 5. **Professional Development Packet.** The teacher will develop a professional development packet to share with colleagues which will develop their colleagues’ abilities regarding ways to enhance students’ creativity in the classroom. (Objectives 1-5 – ETS 1-9, CEC-NAGC 1-7)
- 6. **Class participation and discussion.** Students will prepare and participate in online discussions and activities. **Note:** A traditional class entails 3 hrs of class time weekly for discussion and deliberation of the material. Students need to recognize that this course will be more writing intensive (although not necessarily more time intensive) than a traditional course, since the Discussion Board will be the medium of communication. (Objectives 1-5/ETS 1-10, 1-7, 10)

VII. FIELD AND CLINICAL EXPERIENCES

Not applicable.

VIII. TEXT(S) AND RESOURCES

Textbook: Creativity in the Classroom: Schools of Curious Delight, 3rd Edition, Alane Jordan Starko, 2005.

- Professional Journals
- Instructional materials
- Electronic software
- Others as available and needed
- Internet

IX. GRADING PROCEDURES

Assignments and Points:

1. Reflections (2).....	40
5. Professional Development Packet (with Lesson Plan).....	100
6. Class preparation and discussion	50
Total.....	190

Grading Scale:

175-190	A
156-174	B
137-155	C
124-136	D
123-below	E

X. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

XI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised September 2015)

(2) GTE 691

Murray State University
GTE 691: Nature and Needs of Gifted Learners
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: GTE

COURSE NUMBER: 691

CREDIT HOURS: 3

I. TITLE: Nature and Needs of Gifted Learners

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course provides opportunities for experienced teachers and teacher trainees to develop knowledge and awareness of the nature and needs of gifted and talented students, and to apply general educational principles for gifted and talented students to total educational concerns.

Prerequisite(s): None

III. COURSE OBJECTIVES:

Each of the behaviors indicated below is referenced to the Kentucky Teacher Standards (KTS) and to the National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. Both KTS and NAGC-CEC Standards can be found inside Canvas “Modules” folder.

As a result of participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Describe the definition of giftedness and the indicators of gifted potential and behaviors, and explain characteristics of gifted and talented students. (KTS 1; NAGC-CEC 1)
2. Understand the developmental and individual differences so as to respond to the needs of these individuals. (KTS 2, 3; NAGC-CEC 1, 2)
3. Analyze major theories and research supporting gifted education, understand various concepts, including cognitive and social-emotional development of the population, and creativity. (KTS 3, 5; NAGC-CEC 1, 2, 4, 7)
4. Understand the dynamics of language, family background, culture, economic status, and/or area of disability can influence the learning of gifted and talented students. (KTS 2, 3, 4; NAGC-CEC 1, 2, 5, 6)
5. Identify special needs of these students, and select and adapt appropriate learning environment, curriculum and instructions to meet the needs of them. (KTS 2, 3, 4, 5; NAGC-CEC 2, 3, 4, 5)
6. Examine multiple measures for assessment and identification of gifted and talented students, including those from culturally, linguistically, and economically diverse backgrounds. (KTS 4, 5, 6, 8; NAGC-CEC 3, 4, 5, 7)
7. Recognize underachievement and twice-exceptionality of some gifted and talented students. (KTS 3, 4, 8; NAGC-CEC 1, 5)
8. Articulate the importance for teachers and parents to promote giftedness and talent among different individuals. (KTS 3, 8, 9, 10; NAGC-CEC 5, 6, 7)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student’s nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Canvas-enhanced instruction.

The ESPB Themes – Diversity, Assessment, Literacy/Reading, and Gap Achievement are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- Social behaviors are learned and can be modeled and taught.
- Parents and guardians are partners in the development of effective programming for their children.
- A range of instructional methods promotes and develops high academic achievement.
- Every task provides information about student learning.
- Assessment links to what each student needs to learn or has learned.
- Growth as a professional requires reflection and study in collaboration with other scholars.

IV. CONTENT OUTLINE:

- Definitions of intelligence, giftedness and talent development
- Historical perspectives on giftedness
- Myths and misconceptions
- Cognitive learning needs and characteristics of gifted learners
- Creativity and giftedness
- Social-emotional development of gifted learners
- Identification & assessment of gifted learners
- Diverse populations, underachievement & twice-exceptional gifted learners

V. INSTRUCTIONAL ACTIVITIES:

1. Students will actively participate in reading and reflection. There will be online discussions and email communications.
2. Students will read assigned chapters and/or articles from the course textbook and online sources, submitting regular posts on Canvas and participating in other weekly activities.
3. Students will communicate with peers through Canvas, and will share information, learning resources and their own teaching experiences.
4. Students will be expected to complete all course assignments on time, and to exhibit the COE Dispositions (Tolerance, Responsible, Enthusiastic, Caring, Confident, and Ethical) during class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

None required. However, you may use “Jot Down” (attached inside the “Modules” folder on Canvas) and other identification activities in your classrooms and schools to engage in Action Research, and to share your observations and findings on Canvas.

VII. TEXT(S) AND RESOURCES:

1. Required textbook:
Clark, B. (2013). *Growing up gifted: Developing the potential of children at school and at home (8th ed.)*. Upper Saddle River, NJ: Pearson.
2. Recommended books:
Colangelo, N., & Davis, G. A. (Eds.). (2003). *Handbook of gifted education* (3rd ed.). Boston, MA: Allyn & Bacon.
Davis, G., Rimm, S. & Siegle, D. (2011). *Education of the Gifted and Talented* (6th ed.). New Jersey: Pearson Education.
3. References and other resources will be shared on Canvas during the semester.
4. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
5. COE Curriculum Materials Center – Rm. 313, 3rd floor, Alexander Hall

6. Major organizations & resources for gifted education:
- NAGC (National Association for Gifted Children) <http://www.nagc.org/>
 - WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>
 - KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
 - KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
 - SENG (Supporting Emotional Needs of the Gifted): http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml
 - Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

VIII. EVALUATION AND GRADING PROCEDURES:

A. *Course Requirements:*

All students must be familiar with Canvas. On the login page, there are help tutorials for you. Please take time to learn how to use this, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.

B. *Grading Scale:*

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = Below 60%

C. *Assignments:*

Detailed course calendar, assignments & due dates can be found on Canvas inside “*Course Information*” folder.

Students will be graded based upon their participation in online class or face-to-face activities and successful completion of assignments. Students will submit assignments via Canvas by midnight on the designated dates.

Submissions may be accepted up to one week late for up to 20% point deduction.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

X. ACADEMIC HONESTY POLICY:

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Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised August 2014)

(3) GTE 692

Murray State University
GTE 692: Methods and Materials for Teaching Gifted Students
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: GTE

COURSE NUMBER: 692

CREDIT HOURS: 3

I. TITLE: Methods and Materials for Teaching Gifted Students

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course provides opportunities for experienced teachers and teacher trainees to develop knowledge and skills on differentiating curriculum and instructions, and on implementing various teaching methods, strategies and materials in teaching gifted learners.

Prerequisite(s): GTE 691

III. COURSE OBJECTIVES:

Each of the behaviors indicated below is referenced to the National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. NAGC-CEC Standards can be found inside Canvas “Modules” folder.

As a result of participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Demonstrate knowledge of, and adapt instructional methods and strategies, create differentiated materials for gifted learners with a variety of needs, and develop individual learning plans. (KTS 1, 2; NAGC-CEC 1, 4, 7)
2. Design and plan instruction (KTS 2,3 4; NAGC/CEC 1, 2, 3, 4, 5):
 - a. to apply theories and research models;
 - b. to select curriculum resources, instructional methods, materials, and product options;
 - c. to align differentiated instructional plans with local, state, and national curricular standards;
 - d. to design differentiated learning activities for gifted students, including individuals from diverse backgrounds; and
 - e. to use technology to increase resources and materials available to gifted students.
3. Modify curricular, instructional and management (KTS 2, 3, 4; NAGC/CEC 2, 3, 4, 5):
 - c. to provide opportunities for gifted students to explore and/or develop their areas of interest;
 - d. to pace delivery of curriculum and instruction consistent with needs of gifted students; and
 - e. to engage gifted students from all backgrounds in challenging multicultural curricula.
4. Demonstrate understanding of authentic performance assessment and use alternative assessments and technologies to evaluate learning of specific gifted students. (KTS 5, 6; NAGC/CEC 4, 5)
5. Create safe learning environments for gifted students (KTS 3, 4, 5; NAGC/CEC 5, 6, 7):
 - a. to promote self-awareness, positive peer relationships, leadership and lifelong learning;
 - b. to encourage active participation in individual and group activities; and
 - c. to develop social interaction and coping skills in gifted students to address personal and social issues, including discrimination and stereotyping.
6. Reflect on learning and teaching in order to make effective educational decisions and to provide school leadership in the area of Gifted Education, including (KTS 5, 7, 8, 9, 10; NAGC/CEC 6, 7):
 - a. assessing personal skills and limitations in teaching individuals with exceptional learning needs;
 - b. improving practice through continuous research-supported professional development in gifted education and related themes;
 - c. collaborating with colleagues, families, and stakeholders outside the school setting to recognize, identify, and serve individuals with gifts, talents, and disabilities.

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

COE Dispositions to be assessed in course participation and assignments: *Inclusive, Responsible, Enthusiastic, Caring, Confident, and Ethical.*

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through *Canvas* instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- Social behaviors are learned and can be modeled and taught.
- Parents and guardians are partners in the development of effective programming for their children.
- A range of instructional methods promotes and develops high academic achievement.
- Every task provides information about student learning.
- Assessment links to what each student needs to learn or has learned.
- Growth as a professional requires reflection and study in collaboration with other scholars.

IV. CONTENT OUTLINE:

Themes and topics developed in the text, current research and curriculum frameworks, as well as other content – as applicable – to include (but not limited to) those listed below.

- Curriculum models for the gifted
- Strategies and methods for instructional differentiation
- Unit design and adaptation for the gifted
- Authentic performance assessment
- Resources and materials for differentiation
- Differentiated classroom environment & management
- Information and technology for teaching the gifted

V. INSTRUCTIONAL ACTIVITIES:

1. Students will actively participate in reading, discussion, and reflection. There will be *Canvas* discussion board (DB), *Canvas* Inbox communication, as well as email contact.
2. Students will read assigned chapters and/or articles from the course textbooks and other sources, submitting posts on Discussion Board (DB) and participating in other weekly activities.
3. Students will communicate with peers and the instructor through DB, and will share information, learning resources and their own teaching experiences.
4. Students will be expected to complete all course assignments on time, and to exhibit the COE Dispositions (as mentioned above) during class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

NA

VII. TEXT(S) AND RESOURCES:

1. Required textbooks:
 - Johnsen, S. & Kendrick, J. (2005). *Teaching strategies in gifted education*. Waco, Texas: Prufrock Press.
 - Maker, J. & Schiever, S. W. (2010). *Curriculum development and teaching strategies for gifted learners*

(3rd ed.). Austin, Texas: Pro-Ed.

2. References and other resources will be shared on *Canvas* during the semester.
3. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
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 - KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
 - KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
 - SENG (Supporting Emotional Needs of the Gifted): http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml
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VIII. EVALUATION AND GRADING PROCEDURES:

A. *Course Requirements:*

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B. *Grading Scale:*

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = Below 60%

C. *Assignments:*

Details of course schedule and assignment due dates can be found on *Canvas* inside “Assignments” folder.

Students will be graded based upon their participation in in face-to-face or online class activities and successful completion of the assignments. Students will submit tasks via *Canvas* by midnight on the designated dates. Submissions may be accepted up to one week late for a 20% point deduction.

IX. ATTENDANCE POLICY:

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Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

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Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised July 2014)

(4) GTE 693

Murray State University
GTE 693: Educational Programs for Gifted Students
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: GTE

COURSE NUMBER: 693

CREDIT HOURS: 3

XII.TITLE: Educational Programs for Gifted Students

XIII. COURSE DESCRIPTION AND PREREQUISITE(S):

This course provides opportunities for experienced teachers and teacher trainees to develop skills in effective planning, organizing and implementing educational programs for gifted and talented students.

Prerequisite(s): GTE 691 and GTE 692, or permission from the instructor.

XIV. COURSE OBJECTIVES:

Each of the behaviors indicated below is referenced to the Kentucky Teacher Standards (KTS) and to the National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. Both KTS and NAGC-CEC Standards can be found inside Canvas “Modules” folder.

As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Reflect on variables that contribute to the development of giftedness, the need and goals of programs for the gifted, and how programs effectively respond to students’ needs. (KTS 1, 2; NAGC-CEC 1, 2, 3, 4, 5)
2. Compare model programs and demonstrate knowledge and articulate the complexities of the current trends on gifted provisions, standards, policies and other issues involved in gifted programming (KTS 1, 2, 7; NAGC-CEC 1, 3, 4, 6, 7)
3. Describe indicators of gifted potential and behaviors in gifted students, and adopt/develop an appropriate model for a gifted program and design specific activities that reflect those indicators. (KTS 2, 3, 4; NAGC-CEC 1, 2, 5)
4. Demonstrate knowledge of designing a gifted program, and apply multiple methods and procedures to enrich gifted students’ learning. (KTS 1, 2, 4, 6; NAGC-CEC 2, 3, 4, 5)
5. Design a specific program for gifted students and highlights the needs, goals, outcomes, roles and responsibilities, and assessment approaches. (KTS 3, 4, 5; NAGC-CEC 1-7)
6. Communicate and collaborate with school members, parents, and community. Also serve as an advocate for gifted education (KTS 7, 8, 9, 10; NAGC-CEC 6, 7)
7. Demonstrate leadership in the field of gifted education and continued development of the COEHS Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (KTS 6, 7, 8, 9, 10; NAGC-CEC 6, 7)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student’s nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Canvas online instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- Social behaviors are learned and can be modeled and taught.
- Parents and guardians are partners in the development of effective programming for their children.
- A range of instructional methods promotes and develops high academic achievement.
- Every task provides information about student learning.
- Assessment links to what each student needs to learn or has learned.
- Growth as a professional requires reflection and study in collaboration with other scholars.

XV. CONTENT OUTLINE:

- Needs and goals of gifted programming
- Model programs for gifted education
- Development of programs serving elementary and secondary gifted students
- Roles and responsibility of teachers for gifted students
- Design and implementation of gifted curriculum
- Programs for disadvantaged gifted students
- Programs that meet the social-emotional needs of gifted students
- Parental and community support for gifted programs

XVI. INSTRUCTIONAL ACTIVITIES

1. Students will actively participate in reading and reflection, and prepare for online discussions and email communications.
2. Students will read assigned chapters and/or articles from the course textbook and other sources, submitting posts on Discussion Board (DB) and participating in other weekly activities.
3. Students will communicate with peers through DB, and will share information, learning resources and their own teaching experiences.
4. Students will be expected to complete all course assignments on time, and to exhibit the COE Dispositions (Tolerance, Responsible, Enthusiastic, Caring, Confident, and Ethical) during class activities.

XVII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

NA

XVIII. TEXT(S) AND RESOURCES:

1. **Required textbook:** Purcell, J. H., & Eckert, R. D. (Eds.). (2006). *Designing services and programs for high-ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.
2. Recommended books:
 - Smutny, J. F. (Ed.). (2003). *Designing and developing programs for gifted students*. Thousand Oaks, CA: Corwin Press.
 - Dixon, F. A. (Ed.). (2009). *Programs and services for gifted secondary students: A guide to recommended practices*. Waco, TX: Prufrock Press.
3. References and other resources will be shared on Canvas during the semester.
4. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
5. COE Curriculum Materials Center – Rm. 313, 3rd floor, Alexander Hall
6. Major organizations & resources for gifted education:

- NAGC (National Association for Gifted Children) <http://www.nagc.org/>
- WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>
- KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
- KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
- SENG (Supporting Emotional Needs of the Gifted): http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml
- Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

XIX. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

All students must be familiar with Canvas. On the login page, there are help tutorials for you. Please take time to learn how to use this, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.

B. Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = Below 60%

C. Assignments:

Details of course calendar and assignment due dates can be found on Canvas inside *Course Information* folder.

Students will be graded based upon their participation in online class or face-to-face activities and successful completion of assignments. Students will submit tasks via Canvas by midnight on the designated dates. Submissions may be accepted up to one week late for up to 20% point deduction.

XX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

XXI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XXII. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised August 2014)

(5) GTE 694

Murray State University
GTE 694: Supervised Practicum in Gifted Education
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: GTE

COURSE NUMBER: 694

CREDIT HOURS: 3

XXIII. TITLE: Supervised Practicum in Gifted Education

XXIV. COURSE DESCRIPTION AND PREREQUISITE(S):

This is a course designed to provide field experience so the teacher may apply principles and educational procedures for teaching gifted students. Repeatable to six hours.

Prerequisite(s): GTE 691 and GTE 692, and either GTE 693, GTE 655, or GTE 695, or permission from the instructor.

XXV. COURSE OBJECTIVES:

Each of the behaviors indicated below is referenced to the Kentucky Teacher Standards (KTS) and to National Association for Gifted Children - the Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards, and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Initiatives. Both KTS and NAGC-CEC Standards can be found inside Blackboard “Course Info” folder.

As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Plan instruction at the appropriate level in a variety of subject areas for gifted students. (KTS1-10; NAGC-CEC 2, 3, 4, 5)
2. Be able to design and arrange the classroom environment for effective instruction of gifted students. (KTS 2, 3; NAGC-CEC 2, 3, 5)
3. Be able to demonstrate effective practices of classroom management. (KTS 3, 4; NAGC-CEC 2, 5)
4. Be able to plan and exhibit adequate evaluation of student learning in the areas taught. (KTS 5; NAGC-CEC 4)
5. Demonstrate an understanding of student behavior and be able to recognize functioning gifted behaviors. (KTS 1; NAGC-CEC 1)
6. Maintain comprehensive, accurate, and understandable cumulative records for the gifted, students in their assigned classes. (KTS 9, 10; NAGC-CEC 6, 7)
7. Demonstrate the ability to work cooperatively with the supervising teacher, other teachers in the school, the principal, aides, custodians, and other school staff personnel in regards to the needs of gifted students. (KTS 8, 10; NAGC-CEC 6, 7)
8. Be able to communicate with parents and develop strategies to involve the parents in their children’s learning. (KTS 8, 10; NAGC-CEC 6, 7)
9. Demonstrate reflective practice and growth. (KTS 7, 9; NAGC-CEC 6)
10. Demonstrate leadership in the field of gifted education and continued development of the COEHS Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (KTS 6, 7, 8, 9, 10; NAGC-CEC 6, 7)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's nature and needs, prepare themselves on how to best serve those needs, reflect upon the implications of differentiated strategies, and make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional and assessment options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Blackboard-enhanced instruction.

The ESPB Themes – *Diversity, Assessment, Literacy/Reading, and Gap Achievement* are analyzed and discussed as students conduct research, write and prepare professional programs to fully explore the topic.

NAGC-CEC Gifted Education dispositions to be assessed in course participation and assignments:

- Social behaviors are learned and can be modeled and taught.
- Parents and guardians are partners in the development of effective programming for their children.
- A range of instructional methods promotes and develops high academic achievement.
- Every task provides information about student learning.
- Assessment links to what each student needs to learn or has learned.
- Growth as a professional requires reflection and study in collaboration with other scholars.

XXVI. CONTENT OUTLINE:

Content will vary in accordance with individual placements.

XXVII. INSTRUCTIONAL ACTIVITIES:

NA

XXVIII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:

The Practicum is a field-based experience.

XXIX. TEXT(S) AND RESOURCES:

6. Students will utilize resources available in the Practicum setting as well as those developed/procured through their own initiative. They will also use the resources from their previous GTE courses.
7. Make good use of the university library and KY Virtual library: <http://www.kyvl.org/>
8. COE resource materials – 3rd floor, Rm. 313, Alexander Hall
9. Major organizations & resources for gifted education:
 - NAGC (National Association for Gifted Children) <http://www.nagc.org/>
 - WCGTC (World Council of Gifted and Talented Children) <https://world-gifted.org/>
 - KAGE (Kentucky Association for Gifted Education): <http://kagegifted.org/>
 - KDE Gifted & Talented Website: <http://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
 - SENG (Supporting Emotional Needs of the Gifted): http://www.sengifted.org/articles_social/Sword_EmotionalIntensityInGiftedChildren.shtml
 - Hoagies Gifted Webpage: <http://www.hoagiesgifted.org/>

XXX. EVALUATION AND GRADING PROCEDURES:

The Practicum performance is evaluated on a letter grade basis. The evaluation is a result of multiple assignment such as lesson plan design, class observations, written plans and reflective statements. Students are required to reflect appropriate teaching at their trained P-12 levels, e.g., elementary, middle or secondary school levels. Addition information: Portfolio Checklist and Rubric inside Course Information folder on Canvas.

A. Course Requirements:

All students must be familiar with Canvas. If you haven't done so, please take time to learn how to use Canvas on the login page, so you know how to get to the course content, submit your assignments, or review your grades, etc. Also spend time going through the site, so you can see how everything is organized.

B. Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = Below 60%

C. Assignments:

For successful completion of the course, as well as the Gifted Education Endorsement program, students will complete five major tasks in this Practicum course. First, they are required to design a small unit with three lesson plans at P-12 levels, each reflecting the principles and evidence of teaching gifted students at either elementary, middle or secondary school level, where the specific student is currently teaching, or will be teaching. Second, students will be observed and evaluated minimum 90 minutes (30 minutes each for 3 classes) through authentic practicum classroom teaching. During the practicum teaching the students will use the lesson plans they have designed. Third, students are required to revised their lesson plans and reflect on their classroom teaching, learning from the strengths and weaknesses they have recognized through the practicum teaching. Fourth, students will submit a final Reflective Statement, addressing all the standards included in NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education. Last, students are required to submit a Portfolio Package, which includes the major assignments from each of the total of four courses they have taken for the Gifted Education Endorsement program. There are minimum two assignments from each course, and they are all required to be revised before the final submission.

More details of course schedule and assignment due dates can be found on Canvas inside GTE 694 "Assignments" folder.

Students will submit tasks via Canvas on or before the designated dates. Submissions may be accepted up to one week late for up to 20% point deduction.

XXXI. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

XXXII. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised August 2014)

- (6) GTE 695 (*Note: This course has been eliminated from the Gifted Education Endorsement program at MSU in 2015*)

Murray State University
GTE 695: Multicultural Gifted Education
Course Syllabus

EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

3 CREDIT HOURS

I. TITLE GTE 695 - Multicultural Gifted Education

II. CATALOG DESCRIPTION This course is designed for teachers and counselors to learn practical strategies bridging the fields of gifted education and multicultural education. Theory and practice will be considered to enable educators to help gifted students reach their full potential in multicultural settings.

III. PURPOSE To explore, apply, and practice the many relevant dimensions of multicultural and gifted education that are available for facilitating the learning of diverse gifted students, thus becoming a more reflective decision-maker as a regular classroom teacher, a counselor, or as a teacher of the gifted.

IV. COURSE OBJECTIVES

Each of the behaviors indicated below are referenced to the Kentucky Experienced Teacher Standards (ETS) and to the Council for Exceptional Children/National Association for Gifted Children (CEC/NAGC) Standards and are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Educational Reform Act Initiatives. As a result of their participation in this course, students will grow as Reflective Decision-Makers and will be able to:

1. Demonstrate a clear awareness of themselves as individuals and of diverse cultures. (ETS 6, 7; NAGC/CEC 6)
2. Articulate the rationale, trends, goals, and objectives of multicultural gifted education. (ETS 2,)
3. Modify existing curricula in both gifted education and multicultural education to accommodate diverse abilities and diverse cultures. (ETS 1, 3)
4. Demonstrate the ability to teach and guide gifted students from a multicultural perspective. (ETS 4, 5)
5. Explain the needs of minority families and provide opportunities to involve the family in the child's education. (ETS 8)
6. Demonstrate understanding of the characteristics of diverse gifted students. (ETS 6)
7. Modify traditional content areas and instructional methods for diverse gifted students. (ETS 5)
8. Demonstrate facility to design instruction for gifted students in collaboration with colleagues, families, and the community. (ETS 6)
9. Demonstrate the ability to use technology to enhance instruction of the gifted. (ETS 10)
10. Demonstrate understanding of authentic performance assessment and how to apply this understanding with diverse gifted learners. (ETS 6)
11. Students will reflect on learning and teaching in order to make effective educational decisions in the area of Gifted Education. (ETS 7)
12. Demonstrate continued development of the COE Professional Dispositions and the Kentucky Code of Ethics for Kentucky School Certified Personnel as evidenced in all course activities. (ETS 1, 7; CEC/NAGC 9)

The *COE Conceptual Framework* and the *Theme of Educator as Reflective Decision-Maker* are addressed in this course by urging students to consider the gifted student's abilities and needs, reflect on how to best serve those needs, collect data regarding instructional interventions, reflect upon the implications of those data, and thus make informed decisions about future instruction.

The theme of *Diversity* is explored in the course through planning multifaceted instructional options. Students learn to assess and plan for the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the provision of current web resources in the area of creativity and gifted education, use of technology in teaching and learning activities in the course, and through Blackboard-enhanced instruction.

V. CONTENT OUTLINE: Themes and topics developed in the text, current research and curriculum frameworks, as well as other content – as applicable – to include (but not limited to) those listed below.

- Introduction to Gifted Education
- Identification of the Gifted
- Service Options
- Methods and Strategies to Differentiate Instruction
- Examination of Racial and Cultural Diversity
- Historical and Legal Perspectives on Educating Gifted and Minority Students
- Multicultural Education and Gifted Education
- Characteristics of Multicultural Education
- Goals of Multicultural Education
- Goals of Gifted Education
- Goals and Objectives of Multicultural Gifted Education
- Assessment
- Ethics and Equity in the Assessment of Diverse Students
- Assessment Issues with Limited English Proficient Students
- Assessment of Minority Students
- Multicultural Curriculum and Instruction
- Integrating Gifted Education into Multicultural Education
- Integrating Multicultural Education into Gifted Education
- Counseling Students from a Multicultural Perspective
- Counseling Gifted Students
- Multicultural Counseling
- Counseling Minority Students
- Prevention and Intervention Strategies
- Minority Families
 - Ways to Involve Families
- Research and Evaluation
- School Self-Evaluation and Minority Students

VI. INSTRUCTIONAL ACTIVITIES: Reading, discussion, reflection, curriculum planning and online presentations.

VII. FIELD AND CLINICAL EXPERIENCES: NA

VIII. RESOURCES:

- Textbook
- Professional Journals
- Resource people
- Instructional materials
- Technology

IX. GRADING:

Students will be responsible for a number of learning activities. These will include:

- * Reflections
- *A Trackstar
- *A Ford-Harris Matrix
- * Participation in class discussions and activities
- *Synthesis discussion and Reflection

EVALUATION:

Reflection 1.....	20 pts
Reflection 2.....	20 pts
Essay on historical & legal perspectives.....	40 pts
Presentation on school & parent involvement.....	30 pts
Trackstar.....	20 pts
Ford-Harris Matrix.....	50 pts
Assessment & program evaluation.....	40 pts
Online discussions and activities.....	30 pts
Total:	250 pts

(The Matrix: “it does provide a developing framework for gifted education teachers and other educators (e.g., counselors, administrators, etc.) to integrate central concepts and principles from both gifte education and multicultural education.” -- Ford, Moore, & Harmon, 2005, T into P)

GRADING SCALE:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	0-59%

X. ATTENDANCE POLICY: This course adheres to the policy published in the MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person who will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. **This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.**

XII. TEXT AND RESOURCES:

Multicultural Gifted Education, 2nd ed. by Donna Ford Ph.D.

XIII. PREREQUISITE: GTE 691 and GTE 693.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.

(Revised September 2015)

(7) EDU 621

Murray State University
EDU 621: Advanced Methods of Teaching
COURSE SYLLABUS

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 621

CREDIT HOURS: 3

I. TITLE: Advanced Methods of Teaching

II. COURSE DESCRIPTION AND PREREQUISITES:

This course is an advanced course that applies theories and practices of models of teaching based upon applied research and practitioners' experience.

Prerequisites: EDU 303 or an equivalent course and at least have had student teaching experiences.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS), CHETL, and Kentucky IECE Standards (KIS) that are addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate increased depth of content knowledge (KTS #1, 9);
- B. demonstrate the ability to design differentiated instruction (KTS #2, 4);
- C. demonstrate the ability to research, analyze, and share best practices in instruction (KTS #2, 9, 8, 10);
- D. demonstrate specific technology tools to increase student learning, motivation, and engagement (KTS #6, 2, 3);
- E. demonstrate various authentic assessment strategies (KTS #5, 2, 4);
- F. develop, implement, and analyze the results of a teacher/course evaluation to increase teacher effectiveness (KTS #10, 7, 8);
- G. demonstrate ability to use data to improve student learning (KTS #5, 7);
- H. demonstrate knowledge of Common Core Standards, Kentucky Core Content, KY Teaching Standards, CHETL, and Kentucky IECE Standards (KTS #1, 9)
- I. develop knowledge and skills to facilitate the development, appreciation and understanding of human diversity and community within the classroom and community (KTS #1, 2, 3, 4; KIS #I, II, III, VI, VIII);
- J. design a professional growth plan based on teacher's values, needs, school to determine goals for professional development in (KTS #7, 8, 10; KIS #V, VII, X);

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to post reflections on Blackboard Discussion after each of the 10 projects

The EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through course activities, projects, and assignments.

IV. CONTENT OUTLINE:

- A. Exploring the Teacher's Role in the Century 21 Classroom

- B. Using Technology as a Tool to Increase Student Achievement
- C. Using Data to Increase Student Achievement
- D. Exploring the Co-teaching Model of Instruction
- E. Exploring the Professional Learning Community Concept to Increase Student Achievement
- F. Differentiating Instruction to Address Diverse Learners' Needs
- G. Using Formative Assessment to Increase Student Achievement
- H. Using Research to Inform Current Practice

V. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this course including inquiry learning, webinars, reflection, classroom discussion via Blackboard, projects, and presentations.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

- A. Waterfield Library
- B. Webinars
- C. Technology Websites
- D. Links to many sources
- E. Materials provided by the instructor

VIII. EVALUATION AND GRADING PROCEDURES:

A. Grading scale:

A=90-100% of total points

B=80-89% of total points

C=70-79% of total points

B. Class Requirements include:

Readings from various articles, powerpoints, slideshares, blogs, and other e-sources

Canvas Discussion Board participation	100 points	(DB)
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Webinar Summary/Critique	20 points	(WS)
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Professional Growth Plan	20 points	(PGP)
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Differentiated Instruction Lesson Plan	20 points	(LP)
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Digital Presentation (Glogster/Prezi)	20 points	(DP)
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Co-teaching Lesson Plan	20 points	(CLP)
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Flipped Classroom Assignment	20 points	(FCA)
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A Framework for Teaching (Danielson) Assignment	20 points	(TA)
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Digital Story (Animoto/photopeach)	20 points	(DS)
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Professional Learning Community (PLC) Assignment	20 points	(PLC)
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Class Evaluation/Reflection	20 points	(CE/R)
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Total 300 points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards.

Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

(Revised September 2015)

(8) EDU 637

Murray State University
EDU 637: Instruction for Diverse Learners
COURSE SYLLABUS

Go to www.murraystate.edu. Click on the “offices” link. Click on “Office of the Provost” link. Click on Syllabus link.

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 637

CREDIT HOURS: 3

I. TITLE: Instruction for Diverse Learners

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning.

Prerequisite(s): none

III. COURSE OBJECTIVES:

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify learner differences for students in the general classroom and analyze student instructional needs planning for instruction (KTS #2, 3, 4; CHETL #1, 2, 5);
- B. create pre-assessments to identify the learners’ strength and weaknesses and articulate how this relates to the Response to Intervention (RTI) process (KTS #4, 5; CHETL #2);
- C. conduct research to discover ways to meet the needs of diverse learners (KTS #9; CHETL #5);
- D. develop differentiated instruction to improve learning and motivation for students with a variety of needs in the general classroom (KTS #2, 3; CHETL #1-5);
- E. modify curricula from traditional content to differentiate the instruction and assessment for diverse students in a general education classroom (KTS #1, 2, 4; CHETL #1-5);
- F. reflect upon ways to advocate using differentiated instruction to address the needs of diverse learners (KTS #10; CHETL #2, 4);
- G. include accommodations in the differentiated curriculum based on the developmental, cognitive and affective characteristics of diverse students in the general education classroom (KTS #2, 5; CHETL #1-5); and
- H. verbalize the difference between assessment *for* learning and assessment *of* learning (KTS #1; CHETL #2).

The COE Theme of Teacher Leader as Reflective Decision-Maker is addressed in this course by requiring teachers to reflect upon learners’ strengths and weaknesses so they can differentiate instruction and modify curricula to accommodate student and community differences.

Students consider the EPSB themes of Diversity and Assessment as they complete a Differentiated Instruction Project that addresses the needs of diverse students to improve learning. This project will serve as the course artifact for students’ teacher leader portfolios.

The disposition of Teacher Leader as *advocate* is addressed in this course by designing a differentiated unit that puts student developmental and instructional needs first. The disposition of *adult development*

is addressed as teacher leaders consider current levels of knowledge and reflect on the knowledge they need to better address diverse student needs. The dispositions of *dialogue/communication* and *collaboration* are addressed as teacher leaders work cooperatively to share knowledge of innovative ways to meet student needs. Furthermore, teacher leaders explore strategies for school *change* as they create school climates that will support improved student achievement.

Masters candidates should reference learned society standards and SB 1 initiatives (e.g., Kentucky Core Academic Standards and Highly Effective Teaching and Learning) throughout their course activities.

IV. CONTENT OUTLINE:

- A. Effective Professional Practices
- B. Student Learner Profiles
- C. Elements of Differentiated Instruction
- D. Characteristics and Needs of Diverse Learners
- E. Addressing Students' Special Needs
- F. Assessment for Learning
- G. Supportive Learning Environments

V. INSTRUCTIONAL ACTIVITIES:

Students will actively participate in reading, reflection, communicating and research. Activities include class meetings and/or discussions, performance tasks, application activities, and reflections upon the assigned readings. They will complete a **differentiated instruction project** demonstrating their ability to design instruction to meet *all* students' needs. Students will be expected to exhibit the COEHS student dispositions (tolerance, responsibility, enthusiasm, caring, confidence, and ethical behavior) during class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None.

VII. TEXTS AND RESOURCES:

Heacox, D. (2009). *Making differentiation a habit*. Minneapolis, MN: Free Spirit Publishing.

Tomlinson, C.A. (2005) *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.). Upper Saddle River, NJ: Pearson.

Graduate Students are required to purchase *LiveText*.

VIII. EVALUATION AND GRADING PROCEDURES

Students will be graded based upon their participation in class activities and successful completion of assignments, examinations, and the differentiated instruction project.

Grades will be awarded for performance on the following scale.

Percentage	Grade	
90-100%	A	
80-89%	B	
70-79%	C	
60-69%	D	
0-59%	E	
Task #1	20 points	10%
Task #2	25 pts	12.5%
Task #3	30 pts	7.5%

Task #4	25 pts	12.5%
Task #5	25 pts	12.5%
Task #6	25 pts	12.5%
Task #7	20 pts	10%
Task #8	25 pts	12.5%
Class Meeting Attendance	10 pts	5%
<i>LiveText</i> Submission	10 pts	5%
Total:	400 pts	100%

Specific Assignment Requirements: See additional attachments for each task.

Assignments are due on Canvas by midnight on the day specified. Submission up to one week late will be still accepted with 3 pts deduction per day and up to 20 pts deduction per assignment. Assignments are not accepted after a week passed the due date.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins. Participation and achievement are closely related and affect the learning of all. Students are expected to devote an appropriate amount of time each week to the course reading and activities. Failure to do so jeopardizes the learning of not only the individual, but his/her group and the class as a whole.

X. ACADEMIC HONESTY POLICY:

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(Revised September 2015)