

**PSYC 4500 IA**  
**PSYCHOLOGY OF GIFTED AND TALENTED**  
**3 SEMESTER HOURS, FALL 2013, ONLINE**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Psychology & Counseling**

**PROFESSOR**

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<http://www.valdosta.edu/colleges/education/psychology-and-counseling/center-for-gifted-studies/welcome.php>

**REQUIRED TEXTBOOK**

Callahan, C. M. & Hertberg-Davis, H. L. (Eds.) (2013). *Fundamentals of gifted education: Considering multiple perspectives*. New York, NY: Routledge.  
VSU Bookstore Price: \$93.30 (new) and \$70.00 (used).

**COURSE DESCRIPTION**

**Prerequisite:** PSYC 3600 with a Grade of "C" or better or SPEC 3000. This course will explore the psychological nature and needs of gifted and talented individuals. Also, various issues related to this population will be addressed including the following: characteristics, identification, family, underachievement, twice/multi-exceptional, gender, diversity, curriculum, instructional strategies, assessment, and evaluation.

**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a lifelong process of development and growth.

**Ownership Principle:** Professionals are committed to and assume responsibility for the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

### **DEWAR COEHS CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

### **EDUCATION OUTCOMES SPECIFIC TO PSYCHOLOGY**

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity.
4. Articulate controversial and ethical issues in psychology.
5. Identify appropriate psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.

6. Use appropriately the technical language of the science of psychology in oral and written communication.
7. Articulate the developmental changes resulting from hereditary and environmental factors.
8. Compare and contrast theoretical perspectives within psychology.
9. Describe the impact of society and culture on human diversity.
11. Use appropriate computer technology to complete relevant assignments.
12. Interact effectively and work productively with others.

**COURSE OBJECTIVES / STANDARDS (NAGC-CEC):**

Standard 1: Foundations

- Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- Key philosophies, theories, models, and research that supports gifted and talented education.
- Issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds.
- Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
- Key issues and trends, including diversity and inclusion that connects general, special, and gifted and talented education.

Standard 2: Development and Characteristics of Learners

- Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
- Role of families and communities in supporting the development of individuals with gifts and talents.

Standard 3: Individual Learning Differences

- Influences of diversity factors on individuals with gifts and talents.
- Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.

Standard 4: Instructional Strategies

- Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
- Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
- Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.

Standard 5: Learning Environments and Social Interactions

- Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
- Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

### Standard 6: Language and Communication

- Implications of culture, behavior, and language on the development of individuals with gifts and talents.

### Standard 7: Instructional Planning

- Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
- Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
- Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.

### Standard 8: Assessment

- Processes and procedures for the identification of individuals with gifts and talents.
- Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
- Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.

### Standard 9: Professional and Ethical Practice

- Organizations and publications relevant to the field of gifted and talented education.

### Standard 10: Collaboration

- Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

### **A. Learning Modules with Discussion Posting/Activity (105 points)**

In each Module, you will be assigned chapters and discussion questions or an activity to coincide with your readings. Each discussion posting or activity will be worth 15 points (105 points total for all seven modules). All discussion postings or activities are due by 10 p.m. on the due date.

Late postings receive an automatic 5-point penalty per day late. For example, if an individual posted after 10 p.m. on the due date, the highest possible score they could earn on the discussion is 10 points. Computer issues cannot be permitted as an excuse for late assignments because each discussion is given two weeks to post.

<b><u>Learning Modules</u></b>	<b><u>CO/Standards</u></b>
1 – Beliefs, Philosophies, and Definitions of Giftedness	1
2 – Identification of Giftedness	2, 3, & 8
3 – Service Delivery Options and Programming Models for Gifted Students	4, 5, & 6
4 – Curricular and Instructional Decisions	7
5 – Special Populations (Part 1)	3
6 – Special Populations (part 2)	3 & 10
7 – Evaluation and Policy in Gifted Education	8 & 9

## **B. Essay Exams (200 points; 100 points each)**

There will be two essay exams scheduled during the semester. The tests will consist of several essay questions over the material from the text and the online class discussions. Each test will be worth 100 points and will be totaled for the final grade (200 possible points from the exams).

Late postings receive an automatic 15-point penalty per day late. For example, if an individual posted after 10 p.m. on the due date, the highest possible score they could earn on the exam is 85 points. Computer issues cannot be permitted as an excuse for late assignments.

### **Reading Assignments:**

#### **Learning**

<b>Module</b>	<b>Chapter(s)</b>	<b>Topic(s)</b>
1	2	Beliefs, Philosophies and Definitions
	3	A Brief Synopsis of Events Influencing the Recognition and Education of Gifted Children in the United States
	5	Gifted Behaviors vs. Gifted Individuals
	7	The DMGT 2.0: From Gifted Inputs to Talented Outputs <b>Due Date: Tuesday, August 27<sup>th</sup> on or before 10 p.m.</b>
2	9	Considerations for Identification of Gifted and Talented Students: An Introduction to Identification
	10	Traditional Perspectives on Identification
	11	The Use of Traditional Assessment Tools for Identifying Gifted Students
	12	Identifying Gifted Students: Nontraditional Uses of Traditional Measures <b>Due Date: Tuesday, September 10<sup>th</sup> on or before 10 p.m.</b>
3	18	Evidence Trumps Beliefs: Academic Acceleration is an Effective Intervention for High-ability Students
	19	Cognitive and Affective Outcomes of Pull-out Programs: Knowns and Unknowns
	21	The Schoolwide Enrichment Model: A Focus on Student Creative Productivity, Strengths, and Interests
	24	Parents and the Development and Education of Gifted Students <b>Due Date: Tuesday, September 24<sup>th</sup> on or before 10 p.m.</b>
4	27	The Multiple Menu Model: A Guide for Developing Differentiated Curriculum
	28	Depth and Complexity
	29	Differentiated Instruction
	31	The Integrated Curriculum Model <b>Due Date: Tuesday, October 8<sup>th</sup> on or before 10 p.m.</b>

**Essay Exam #1**

**Chapters (see above), Release Date: Tuesday, October 9<sup>th</sup>  
Due Date: Tuesday, October 15<sup>th</sup> on or before 10 p.m.**

- 5        33        Gifted Males: Understanding their Challenges and Honoring their Potential  
          34        Is This Really Still a Problem? The Special Needs of Gifted Girls and Women  
          35        Twice-Exceptional Students: Gifted Students with Learning Disabilities  
          37        Underachieving Gifted Students  
**Due Date: Tuesday, October 29<sup>th</sup> on or before 10 p.m.**

- 6        38        Gifted African Americans  
          39        Asian American Gifted Students: The Model Minority or the Misunderstood Minority?  
          40        Gifted Latino Students: Overcoming Barriers and Realizing Promise  
          41        Students from Rural Environments  
**Due Date: Tuesday, November 12<sup>th</sup> on or before 10 p.m.**

- 7        42        Evaluating, Reflecting, Affirming and Re-Directing: An Introduction to the Evaluation of Gifted Programs  
          43        Evaluating Services Offered to Gifted and Talented Students: A Planning Guide  
          44        Assessing Resources, Activities and Outcomes of Programs for Gifted and Talented  
          45        Political Issues in Gifted Education  
**Due Date: Friday, November 22<sup>nd</sup> on or before 10 p.m.**

**Essay Exam #2**

**Chapters (see above), Release Date: Friday, November 22<sup>nd</sup>  
Due Date: Wednesday, December 4<sup>th</sup> on or before 10 p.m.**

**COURSE EVALUATION**

Grades are based on total points from the discussion postings/activities (105) and the two essay exams (200) and assigned as follows:

275-305	A	(90-100%)
244-274	B	(80-89%)
214-243	C	(70-79%)
183-213	D	(60-69%)
000-182	F	(0-59%)

## **DEWAR COEHS POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar COEHS are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education and Human Services Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education and Human Services Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin for Students](#).

Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

### **ACCESSABILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall-South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.