1. Department of Curriculum and Instruction  
   EMS 855, Gifted and Talented Youth  
   Credit Hours: 3

2. **Course Description:** Gifted and Talented Youth will investigate concepts and definitions of giftedness as well as characteristics, behaviors and needs of students within the various areas of giftedness. Methods of identification and educational needs of gifted students will also be examined.


4. **Course Objectives:**

   Students will be able to:

   1. Define “gifted” students in accordance with current state and national guidelines. KTS1-A; NAGC/CEC1-A, NAGC/CEC2-A, NAGC/CEC8-A
   2. Identify, assess, and describe the unique needs of each of the five types of gifted students included in state regulations. KTS4-A, KTS5-A; NAGC/CEC2-A
   3. Describe a variety of methods for identifying and assessing students with extraordinary potential. KTS4-A, KTS5-A; NAGC/CEC2-A, NAGC/CEC8-A
   4. List and explain the cognitive, social, emotional, and environmental factors that enhance or inhibit the development of giftedness. KTS3-A; NAGC/CEC2-A, NAGC/CEC5-A, NAGC/CEC7-A,
   5. Discuss theoretical models, program prototypes, and educational principles that offer appropriate foundations for the development of differentiated curriculum for gifted students. KTS1-A, KTS9-A; NAGC/CEC1-A, NAGC/CEC9-A
   6. Demonstrate awareness of the unique potentials of gifted students from underserved populations, including gifted females disabled, ethnically diverse, economically disadvantaged, and or underachieving students. KTS3-A; NAGC/CEC1-A
   7. Demonstrate understanding of the affective needs and characteristics of gifted. NAGC/CEC2-A, NAGC/CEC8-A

5. **Evaluation Methods:**

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<tr>
<th>Evaluation Method</th>
<th>Points</th>
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<tbody>
<tr>
<td>Interview</td>
<td>50</td>
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<tr>
<td>Article Critique</td>
<td>25</td>
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<tr>
<td>Evaluate an Identification System for giftedness</td>
<td>50</td>
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<tr>
<td>Inservice on Awareness of Giftedness, or</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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<td><strong>Total</strong></td>
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Keep track of where you stand in the course and seek help if you are having difficulty.

**Course Outline:**

Read *Growing Up Gifted by Barbara Clark* and selected pages of assigned readings. Have the pages read on the days listed below. Remember the list of topics to be covered should be considered tentative and flexible. Some topics may take longer than planned; the “flavor” of the
course and your interests may warrant modifications as the semester progresses. Any assignments can be turned into the instructor and presented to the class at anytime. Thank you.

6. **Student Progress:**

   Points will be awarded according to the requirement. Students will be notified at least once prior to the mid-point of the course. Regular attendance is required to ensure participation and contribution to discussions. Keep track of where you stand in the course and seek help if you are having difficulty.

7. **Attendance Policy:**

   Regular attendance is required to ensure participation and contribution to discussions. Come to class! Absences are unexcused unless cleared with Dr. Goertz in advance, or in an emergency the day of class. The attendance policy is that of the university. Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. Student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.) Be sure to complete assignments on time in a quality manner and be ready to enjoy the learning experience.

8. **Last Date to Drop the Course:**

   Last day to drop course or to withdraw from the University are included in the class schedule.

9. **Disability Statement:**

   If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at 859622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. **Academic Integrity Statement:**

    Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
11. Course Requirement:

1. Article Critique (25 points) Select a current research article from an education journal focusing on gifted education (e.g. The Gifted Child Quarterly, Journal for the Education of the Gifted, Roeper Review, Gifted Child Today, Journal of Secondary Gifted Education, Journal of Creative Behavior) and write no more than a three page critique of the article using APA format in citing your reference. Your critique will include a brief overview of the article with your opinion of its relevance, practical application and suggestions for using the information in the education setting. Share your results in class.

2. Interview (50 points) To become more aware of giftedness, select and interview a gifted person. You will create a questionnaire with seven to ten questions for your interview (include four or more open ended questions). Write a summary of your findings and observations. You may want to include areas of giftedness, characteristics, special needs, and educational experiences in your summary. You may share your results in class (optional).

3. Evaluate an Identification System for Giftedness (50 points) According to Smith, Dean, Kaplan, et al., (1990) a comprehensive identification program should provide:
   1. Evidence that students demonstrate extraordinary ability in relationship to their age-level peers. Evidence of the range of capabilities and needs.
   2. Processes that measure potential as well as achievement.
   3. Methods that see out and identify students from varying linguistic, economic, and cultural backgrounds, and special populations.
   4. Implications for educational planning.

Select an identification plan from a school district and evaluate the system for meeting Kentucky requirements as well as components of a good identification system as suggested in Colman (see pages 66-127). Include your suggestions on improving the district plan.

4. Inservice on Awareness of Giftedness (50 points)
   - Create a practical inservice for a specific audience with the focus on an aspect of understanding giftedness. Present your inservice to this class, or to an authentic audience such as parent group or a teacher group at your school in place of the class presentation. Submit the completed inservice including materials etc. Be sure to include a method of evaluating the inservice and report the results in written form.
   - Or create a parent packet on gifted education,
   - Or create a video, power point, etc. on awareness of gifted,
   - Or create your own activity related to topics covered in this class that would be useful for you, have it approved by the instructor, complete the activity and share with the class. Be sure and have a method of evaluating your finished project.

5. Final Exam (25 points)
12. Course Outline:

Day 1  Course structure, procedures, and expectations. Review of Syllabus. Handout material. Topic: Who are the gifted?

Day 2  Holiday Labor Day

Day 3  Gifted and Talented: It is in your best interest. How do we identify the gifted?

Day 4  Review the Kentucky State Plan. Review materials, checklists etc. used to identify the gifted. Screening and identification procedures.


Day 6  Differentiated curriculum. Strategies and techniques used in educating the gifted. Differentiating in the classroom (video).

Day 7  Continued.

Day 8  Holiday Fall Break. No class.

Day 9  Underachieving gifted.

Day 11  Models in Gifted Education.

Day 12  Underserved Populations. Handouts provided.

Day 13  What to do with the few highly gifted? Handout provided.

Day 14  Meeting the social and emotional needs of the gifted. Successful teachers of the gifted.

Day 15  Best Practice for Gifted (Reforming Gifted Education, Karen Rogers)

Day 16  Choice.

Day 17  Finals

Official E-mail: An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

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<td>EMS 855</td>
<td>Gifted and Talented Youth</td>
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RELATIONSHIP TO:

College of Education Conceptual Framework
### Kentucky Teacher Standards – Advanced

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### EKU Goals

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### KERA Initiatives

Not applicable for this graduate program.

### EPSB Themes

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### SPA- NAGC-CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education

**Standard 1: Foundations**

**Standard 2: Development and Characteristics of Learners**

**Standard 7: Instructional Planning**

**Standard 8: Assessment**

**Standard 9: Professional and Ethical Practice**