

**Syllabus – Online Class  
Fall 2025**

**Note:** Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located in HuskyCT.

**Course and Instructor Information**

**Course Title:** EPSY 5710: Introduction to Gifted Education and Talent Development

**Credits:** 3

**Format:** EPSY 5710- \*90: Online via HuskyCT (<https://huskyct.uconn.edu>)

**Professor:** Del Siegle, Ph.D. **Email:** [del@uconn.edu](mailto:del@uconn.edu)

**Office Hours/Availability:** We will check into the course daily unless we are unavailable due to meetings and travel schedules. If you need assistance, feel free to send an email to either of us.

**Note to online students:** Your UConn email address is used for all communications.

**Course Materials**

**Required course materials should be obtained before the first day of class.**

Textbook is available through local or online bookstores. The UConn Bookstore carries the required material for the course that can be shipped via its online service.

**Required Material:**

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented* (7th ed.). Pearson.  
ISBN-13:978-0-13-382710-1

**Course Description**

Issues encountered in developing giftedness and talents in students: the nature of exceptional abilities, the history of special provisions, major scientific studies dealing with superior abilities, and contemporary educational systems and models.

*Additional Faculty Description:*

EPSY 5710 — Introduction to Gifted Education and Talent Development is a graduate course designed for teachers and administrators interested in an overview of the critical topics in the education of students with gifts and talents. This course focuses on the academic and social-emotional needs of these students, as well as components of programs specifically designed to meet these needs. Topics include characteristics of gifted students, identification strategies, program planning and implementation practices, instructional approaches related to curriculum models, and evaluation techniques.

### Course Objectives

By the end of the semester, students should be able to:

1. Explain the historical and contemporary events that influenced the history of gifted education locally, regionally, and nationally;
2. assess the cognitive and affective needs of students with gifts and talents to promote their academic and social-emotional growth and development;
3. compare and contrast current theories of intelligence to create an operational definition of giftedness that will guide the development of defensible programs and services;
4. develop an awareness of achievement, intelligence, and creativity tests; nomination forms; rating scales/behavioral checklists; and performance assessments for their accuracy, effectiveness, and efficiency in assessing students' gifts and talents;
5. describe the strengths and weaknesses of various screening and identification plans used to determine which students need additional programs and services to develop their gifts and talents;
6. analyze the effectiveness of enrichment and acceleration programming options to enhance and extend learning opportunities for students with gifts and talents; and
7. evaluate the components of existing curricular systems and models tailored to meeting the needs of students with gifts and talents.

### Course Topics and Calendar

**Please read this section carefully.** The course is organized around weekly modules. Most modules begin on Wednesday and end on Tuesday at midnight Eastern time. Each module usually consists of:

- Reading one or two chapters in our text
- Reading the instructor notes within the module
- Watching a short instructor video that discusses the major points of the module
- Completing a five-question knowledge check by Tuesday at midnight Eastern time
- Posting three times to the discussion area. Make an initial post / reflection by Sunday at midnight Eastern time and respond to two fellow student's post by Tuesday at midnight Eastern time.

You will have introductory posts due on the first two days of class and a knowledge check. You will also have a Final Reflection Paper due December 12.

### Learning Module Topics and Dates

**August 25 - 26 (Introduction):** Introduce Yourself and Review Course Requirements  
**August 27 - September 2 (Module 1):** What are the Goals of Gifted Education? (*Preface*)  
**September 3 - 9 (Module 2):** Gifted Education is About Matching Instruction with Needs (*Chapter 1*)  
**September 10 - 16 (Module 3):** Characteristics of Gifted Students (*Chapter 2*)  
**September 17 - 23 (Module 4):** Identifying Gifted and Talented Students (*Chapter 3*)  
**September 24 - September 30 (Module 5):** Program Planning (*Chapter 4*)  
**October 1 - 7 (Module 6):** Acceleration and Enrichment (*Chapters 5 & 6*)  
**October 8 - 14 (Module 7):** Grouping and Differentiation (*Chapter 6*)  
**October 15 - 21 (Module 8):** Curriculum Models (*Chapter 7*)  
**October 22 - 28 (Module 9):** Creativity (*Chapters 8 & 9*)  
**October 29 - November 4 (Module 10):** Teaching Thinking Skills (*Chapter 10*)  
**November 5 - 11 (Module 11):** Leadership, Affective Learning, and Character Education (*Chapter 11*)  
**November 12 -18 (Module 12):** Understanding Underachievement (*Chapter 12*)  
**November 23 - 29: FALL BREAK**  
**November 30 - December 5 (Module 13):** Cultural Diversity, Economically Disadvantaged and Twice-Exceptional Students (*Chapters 13 & 15*)  
**December 12:** Final Due: Reflection Paper

## Course Requirements and Grading

At UConn, a 3-credit online course requires:

- **6 to 9 hours per week for a full semester course.**

There are four course requirements: ***Initial Discussion Posts / Reflections, Response to Discussion Posts / Reflections, Knowledge Checks***, and a ***Final Reflection Paper***. Details about each type of assignment follow, along with accompanying rubrics. It is important to review the assignments and rubrics prior to creating your responses, as the rubrics provide the evaluation criteria and point ranges.

1. **Initial Discussion Posts / Reflections** are designed to capture your knowledge, skills, and understanding of the specific topics. Your initial post for each module should be 250 and 350 words. Each of the 13 modules has an initial discussion post / reflection due by midnight Eastern time on the Sunday of the module. You will receive 3 points for making your post on time (by midnight Eastern time on Sunday of the module) plus up to 5 points for the quality of your post using the rubric below for a total of 8 points.

*3 points:* Initial post was submitted by **Sunday at midnight (Eastern Time)**.

—plus—

*5 points:* The reflection demonstrates a **strong understanding** of the current topic in gifted education and its **relevance to practice**. Offers **comprehensive insight** and integrates **relevant theories, research, or prior knowledge**.

*4 points:* The reflection provides a **solid discussion** of the module content but **lacks deeper insight** or specific connections to classroom practice. Integrates **some relevant theories or prior learning**.

*3 points:* Shows a **basic grasp** of the topic. The reflection includes **some insight**, but with **limited integration** of theory, research, or application to practice.

*2 points:* Demonstrates **minimal familiarity** with the topic. The reflection is **underdeveloped**, offering few relevant points and **limited connection** to gifted education principles or classroom application.

*1 point:* Displays **limited understanding** of the topic. The reflection **lacks depth** and does not meaningfully connect to key principles of gifted education and an understanding of the topic.

*0 points:* The reflection is **off-topic** or demonstrates **no relevant understanding** of the discussion topic.

*Note: This rubric is tailored to emphasize depth of content, critical analysis, and application to practice. It encourages thoughtful engagement with current topics in gifted education and challenges you to think critically and reflectively.*

2. **Response to Discussion Posts / Reflections** are opportunities to engage thoughtfully with your peers by sharing your interpretation of their reflections. Strong responses should both affirm a specific strength or point of agreement and offer an additional idea, perspective, or question for your peers to consider.

*2 points:* Responses to separate peers were posted **by Tuesday at midnight (Eastern Time)**. The replies **identified a specific strength** or **something you agreed with** in your peers' post **and** offered a **thoughtful suggestion, question, or idea** related to the posts to deepen the discussion.

*1 point:* Responses to two separate peers were posted **by Tuesday at midnight**, and included **either** a strength/agreement **or** a relevant suggestion/question—but **not both**.

*1 point:* Response to only one separate peer was posted **by Tuesday at midnight**. The replies **identified a specific strength** or **something you agreed with** in your peers' post **and** offered a **thoughtful suggestion, question, or idea** related to the posts to deepen the discussion.

*.5 point:* Response to only one separate peer was posted **by Tuesday at midnight**, and included **either** a strength/agreement **or** a relevant suggestion/question—but **not both**.

*0 points:* Responses to two separate peers were **not posted by Tuesday at midnight**, or they **lacked both** a specific strength/agreement **and** a related suggestion or idea.

3. **Knowledge Checks** are five-question quizzes for each module that check your understanding of the module content. You can retake the quizzes (knowledge checks) once during each module's timeframe (Wednesday to Tuesday) and will receive the average of the scores of the two attempts. Obviously, if you received full credit on your first attempt you would not take it a second time. Knowledge checks must be completed by midnight Eastern time on Tuesday (the last day of the module). A maximum of five points can be earned for each module. There are 14 knowledge checks (one for the introduction and one for each of the 13 modules).
4. A **Final Reflection Paper** is due December 12 at midnight Eastern time. This should reflect professional writing with relevant citations and references. The final reflection paper will provide you

with a chance to tie everything you learned together. By the time you sit down to write your final paper, the class will have covered many gifted education topics, from characteristics of giftedness to program design, and from underrepresented populations to differentiation. You will have reflected on many important aspects of the field of gifted education and engaged in discussion with your classmates on many controversial and important issues. **Your task is this:** In roughly 700 to 1,000 words, present *your* holistic view of the field of gifted education — from your beliefs about gifted students to how you think we should go about creating programs and serving students. You will build your reflection from the ground up, beginning with theory and ending in practice. Of course, you should draw upon the resources introduced in this class as well as other readings you may have done along the way. If necessary, your thoughts should be backed by research; I want to see your ability to integrate the best research our field has to offer with your own insights. Of course, proper APA 7 citation is expected. I will provide a guide to how to cite sources.

You may wish to use the following prompts to form the broad structure of your paper:

1. What do you believe about gifted students? What characteristics do they have? (Relatedly, how much about creativity, leadership, or intelligence is malleable and trainable? How much responsibility should schools bear for fostering such things?)
2. Based on your beliefs about gifted students and their characteristics, how should a school program be structured? What should be its focus? Who are the major stakeholders?
3. How will students be identified? What aspects of identification will your program consider?
4. How will students be served?
5. How will you know that your program is working?
6. How does your program connect to the larger school community and, even more broadly, society as a whole?
7. How do other related topics (e.g., underachievement, learning issues) fit into your view of gifted education and what it should be?

Of course, your paper needn't be restricted to these topics. However, the goal remains the same: Show your holistic, personal, research-backed viewpoint of gifted education.

### **Extended Reflection Paper Grading Rubric** (Total Possible Points: 40)

#### *1. Depth of Content & Relevance (20 points)*

- 20 points: Demonstrates a **profound understanding** of the current topic in gifted education. The reflection offers **comprehensive insight** and **seamlessly integrates** relevant theories, research, and prior knowledge.
- 15 points: Shows a **solid grasp** of the topic in gifted education. The reflection provides **thoughtful insights**, though it may **miss some connections** to key theories, research, or prior learning.
- 10 points: Displays a **basic understanding** of the topic. The reflection offers **generalized or surface-level observations**, with **limited depth** and few, if any, connections to foundational concepts or research.
- 5 points: The reflection **only marginally addresses** the topic or contains **significant misunderstandings**. Few relevant ideas are presented, and connections to gifted education are **unclear or inaccurate**.

- 0 points: The reflection is **off-topic** or shows **no relevant understanding** of the discussion topic. No meaningful engagement with the content is evident.

## *2. Critical Thinking & Analysis (10 points)*

- 10 points: Clear evidence of **deep analysis, evaluation, and synthesis** related to the topic. Demonstrates **original thought**, possibly challenging prevailing views or offering **new implications for practice**.
- 8 points: Shows **some analysis and evaluation**, but may lack full synthesis or strong originality. Thoughtful but not consistently deep or novel.
- 6 points: Provides **limited analysis**. Mostly summarizes known information with **minimal personal insight** or **critical engagement**.
- 4 points: Demonstrates **basic understanding** of the topic but **lacks depth** in analysis. Ideas are mostly **surface-level**, with little connection between evidence and implications.
- 2 points: Shows **minimal critical engagement**. Response may include vague or unsupported opinions, with **little relevance to the topic** or evidence of **analytical reasoning**.
- 0 points: No evidence of **critical thinking** or **analysis**. Response is off-topic, purely descriptive, or entirely absent.

## *3. Writing Quality, Structure, & Word Limit (6 points)*

- 6 points: The reflection is **well-organized, clearly written**, and **free of grammatical or spelling errors**. It adheres to the **1,000-word limit**.
- 4 points: The reflection is **mostly clear and coherent**, with **minor issues** in organization or a **few grammatical/spelling errors**. May **slightly exceed or fall short** of the word limit.
- 2 points: The reflection is **somewhat disorganized** and contains **multiple grammatical or spelling errors**. There is a **noticeable deviation** from the word limit.
- 0 points: The reflection is **somewhat disorganized** and contains **multiple grammatical or spelling errors**. There is a **noticeable deviation** from the word limit.

## *4. References & Citations (APA Style) (4 points)*

- 4 points: Uses a variety of **high-quality and relevant sources**. All in-text citations and the reference list are **accurately formatted** according to **APA 7th edition**, with **no errors**.
- 3 points: Uses **good and mostly relevant sources**. Minor errors or inconsistencies in **APA 7 formatting** of in-text citations or the reference list.
- 2 points: Uses **some relevant sources**, but may include **a mix of quality** or **questionable relevance**. Noticeable **APA formatting issues**, such as missing elements or inconsistent structure.
- 1 points: Uses **few or low-quality sources**. Multiple, more serious errors in **APA formatting**, or incomplete citation/reference components.
- 0 points: **No sources used**, or **APA formatting is largely absent or incorrect** throughout.

*Note: This rubric is tailored to emphasize depth of content, critical analysis, writing quality, and proper citation and referencing.*

### Summary of Course Grading:

Course Components	Number of Assignments or Discussions	Range of Possible Points	Maximum Points
Initial Discussion / Reflections Post	14	0-8	112
Response to Discussion / Reflection Post	14	0-2	28
Knowledge Checks	14	0-5	70
Final Reflection Paper	1	0-40	40
<b>Total Possible Points</b>			<b>250</b>

### Grading Scale:

Grade	Points
A	232-250
A-	225-331
B+	217-224
B	207-216
B-	200-206
C+	192-199
C	182-191
C-	175-181
D+	167-174
D	157-166
D-	150-156
F	149 and below

### Optional Online Video Meetings

I will set up meetings (15 to 20 minutes) to discuss potential topics of interest with individuals and/or small groups at times convenient for students.

### Academic Regulations—Course Grades

The University of Connecticut policy associated with course grades follows:

“Instructors are required to file grades with the University Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the following [uniform scale](#) is published to encourage general agreement on the meaning of grades.”

## Due Dates and Late Policy

**Due Dates:** Deadlines are based on Eastern time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner ahead of time.*

**Late Policy:** Students need to inform the instructor if an assignment cannot be completed by the due date. The system is set to not accept assignments after 11:59 Eastern time on the last day of each module (Tuesday). If there are extenuating circumstances, please notify the instructor prior to the due date and the instructor may agree to grant additional time.

## Feedback and Grades

We will make every effort to provide feedback and grades within **2 weeks** of the due dates for the assignments. If there is a delay due to our schedule, we will inform you by email. To keep track of your performance in the course, refer to the gradebook in HuskyCT.

## Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Participation in a video conference with the instructor.

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview of important standards, policies and resources.

## Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on [Scholarly Integrity in Graduate Education and Research](#).

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following [resources](#).

## AI

All your assignments should reflect your thinking and your understanding of the course content. The instructor is well aware of the power of AI. Using AI to proof or edit YOUR ORIGINAL content is



acceptable; however, the work you present should represent YOUR understanding of the course content and YOUR reflections on it.

### **Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

### **Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all of your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at the guide titled "[The Core Rules of Netiquette](#)."

### **Adding or Dropping a Class**

If you should decide to add or drop a class, there are official procedures to follow:

- Matriculated students should add or drop a class through the [Student Administration System](#).
- Non-degree students should refer to the Non-Degree [and Visiting Student Services](#) page.

*You must officially drop a class to avoid receiving an "F" on your permanent transcript.* Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the class. For more information, see [here](#).

### **Academic Calendar**

The [University's Academic Calendar](#) contains important semester dates.

### **Academic Support Resources**

[Online Student Frequently Asked Questions](#) provides a guide to technical and academic assistance.

### **References for Syllabus Links**

The following policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards are most often posted on undergraduate and graduate syllabi.

- [People with Disabilities, Policy Statement](#)
- [Discrimination, Harassment and Related Interpersonal Violence, Policy Against](#)
- [The Student Code](#)
- [Academic Misconduct Procedures for Instructors](#)
- [Scholarly Integrity in Graduate and Postdoctoral Education and Research](#)

### **Statement on Absences from Class Due to Religious Observances and Extracurricular Activities**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors

are strongly encouraged to allow students to complete work missed due to participation in extracurricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up for missed work. For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

### **Academic Integrity**

Effective August 28, 2023 the UConn has revised its Academic Integrity policy for Graduate and undergraduate Students to ensure compliance with current regulations and best practices. This revision reflects our ongoing commitment to providing an inclusive and equitable learning environment for all our students.

The updated policy can be accessed on the [Policy website](#) and contains the specific changes and additions that have been made.

### **Discrimination, Harassment, and Related Interpersonal Violence**

Effective July 11, 2023, UConn approved the [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#). This policy includes sexual and gender-based harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, complicity, retaliation and inappropriate amorous relationships and applies to students, employees, contractors, vendors, visitors, guests and other third parties.

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Institutional Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

## **Software Requirements and Technical Help**

The technical requirements for this course include:

- Word processing software
  - UConn students have access to [Microsoft for free](#)
  - Google Workspace
- [Adobe Acrobat Reader](#)

- Internet access

This course is completely facilitated online using the learning management platform HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#)). Students also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Compose, copy, and paste text and graphics
- Access <https://huskyct.uconn.edu> using a UConn NETID

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#). Students will receive an invitation from the University near the end of the semester to access the Student Evaluation of Teaching (SET) survey. The instructor will also conduct a mid-semester course evaluation.