

REVISED: January, 2019jlg

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus, Spring, 2019 Online

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 0

Course Number and title:

EDIS 651, Curriculum Development for Education of the Talented

Department(s):

Doctoral Studies and Advanced Programs

Catalog Description:

This course examines curriculum processes necessary for providing a differentiated education for the talented. Students will analyze and develop instructional materials based on useful models for differentiating instruction with respect to student readiness, knowledge, and skill level. Students will utilize processes for selecting, adapting, or creating a variety of differentiated curricula. Students will analyze and develop instructional processes for providing an extension or replacement of the general education curricula, and to support critical and creative thinking skills. Utilizing a variety of assessment sources to measure and monitor gifted student growth, students will analyze and write quality WEP goals. Students will continue to develop their personal educational philosophy for teaching gifted students. EDIS 651 provides instruction in the Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Prerequisites:

None: EDIS 650 Nature and Needs of the Talented is suggested.

The enrollment restriction(s) for this course is (are):

25

Fees and charges:

Effective catalog date for this master syllabus:

January 31, 2019

Student assessment criteria:

Students will be assessed using a pre- and post-self-assessment, creation of a glossary, philosophy statement, reading and focus question responses, curriculum projects and participation in online discussions.

Suggested texts and/or references:

Cash, R. (2011). *Advancing differentiation*. Minneapolis, MN: Free Spirit.

Kettler, T. (2016). *Modern curriculum for gifted and advanced learners*. Waco, TX: Prufrock Press.

Rimm, S. B., Siegle, D., & Davis, G. A. (2018). *Education of the gifted and talented*. New York, NY: Pearson.

Optional and Supplemental Materials

Mentoring Minds. (2017). *Compact Guides - Differentiated Instruction: Strategies, Techniques, and Tools*. Houston, TX: RR Donnelley. Order from <https://www.mentoringminds.com/shop/differentiated-instruction-guide.html>

One unit (science, social science, mathematics, or language arts) from William & Mary Javits National Curriculum Project as published by Kendall Hunt Publishers or Prufrock Press. See web sites below. Choose a unit that is applicable to your teaching practice. Order from

<https://www.kendallhunt.com/Search.aspx?searchTerm=Center%20for%20Gifted%20EducationAnd>

<http://www.prufrock.com/Search.aspx?k=William%20and%20Mary&s=FTS.RANK%20DESC&c=0&p=0>

Note:

All instructors must discuss *The Ohio Operating Standards for Identifying and Serving Students Who are Gifted* and Law for Gifted Children, Ohio Administrative Code 3301-51-15, and APA formatting.

Suggested Instructional Strategies:

Lecture	Group presentations	Shared inquiry
Simulation	Guest presenters	Demonstrations
Role-playing	Video	Cooperative learning (Jigsaw)

Description of field/clinical experiences:

FIELD EXPERIENCE

CLINICAL EXPERIENCE

Conference attendance (optional)

Faculty who frequently teach the course:

Licensure programs in which course is required.
Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit, identify the respective differences in expectations:
Graduate credit only.

Academic Integrity

Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:

<https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition

AU provides students with peer tutoring **in any of your undergraduate courses**, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. **We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.**

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.



Walk-in



Request a tutor

Course Content:

See course content listed under Knowledge criteria.

Student Learning Outcomes:

See specific SLOs listed under Skills and Disposition criteria.

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

<u>KNOWLEDGE:</u> The graduate education student will have knowledge of:	<u>SKILLS:</u> The graduate education student will have skills to:	<u>DISPOSITIONS:</u> The graduate education student will:	<u>STANDARDS</u> ODE, OAE, NAGC/CEC, AU
K1. General categories, definitions, descriptions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Rule.	S1. Interpret the general categories, definitions, and requirements for Ohio gifted education and service as outlined by the Ohio Law and Ohio Rule.	D1. Value the strengths and weakness of Ohio's Rule and Law.	ODE = (a)-(h) OAE = 1, 4.1, 5.5, NAGC/CEC =6.2 AU = SLO5
K2. The historical foundations of the curriculum for gifted students; major researchers, curriculum designers and advocacy organizations in the field of gifted education and talent development.	S2. Interpret the impact of the historical foundations of the curriculum on the field today; relate the ideas of the major researchers, curriculum designers, and advocacy organizations in the field to their specific curricular needs and those of their district.	D2. Appreciate the importance of keeping current with historical foundations, major researchers, curriculum designers, and advocacy organizations; value their impact on the field of gifted education.	ODE = (a), (b),(c) OAE = 1, 5.3, 3.4, 3.6, 6, 10, NAGC/CEC = 6.2 AU = SLO2, 5
K3. The service portion of the Written Education Plan (WEP) as required by ODE; the service options in their home/local district for students who are gifted.	S3. Interpret the service portion of the WEP according to the Ohio Rule; explain and critique their home/local district WEP and service options for students who are gifted; support the writing of WEP goals.	D3. Appreciate the importance of the service portion of the WEP; appreciate the need for quality district service options and WEP goals; appreciate the need for the communication of these options to stakeholders.	ODE = (h) OAE = 5, 6, 7 NAGC/CEC = 6, 7 AU = 4

<p>K4. Processes for differentiating instruction based on a student readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractions.</p>	<p>S2. Differentiate instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstractions; critique their instructional plans in this area; critique their and others' differentiation plans.</p>	<p>D2. Value the need for and importance of differentiating instruction based on student readiness, knowledge, and skill level, using accelerated content, complexity, depth, challenge, creativity, and abstraction.</p>	<p>ODE = (a) OAE = 7, 9, 10 NAGC/CEC = 1, 2, 3, 4, 5, AU = SLO1, 3, 4,</p>
<p>K5. Processes for selecting, adapting, or creating a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.</p>	<p>S3. Select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content; critique their and others' differentiation plans.</p>	<p>D3. Appreciate the need for and importance of selecting, adapting or creating a variety of differentiated curricula.</p>	<p>ODE = (b) OAE = 4, 7, 9, 10 NAGC/CEC = 1, 3, 5 AU = 1, 3, 4</p>
<p>K6. Processes for providing an extension or replacement of the general education curricula, to modify the learning processes through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs.</p>	<p>S4. Provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual and student needs; critique their and others' curricular plans.</p>	<p>D4. See the relevance and value of providing an extension or replacement of the general education curricula and modifying the learning processes of students who are gifted.</p>	<p>ODE = (c) OAE = 7, 9, 10 NAGC/CEC = 1, 3, 5, AU = 1, 3, 4</p>
<p>K7. Characteristics and needs of gifted students from traditionally underrepresented populations who are gifted; create safe and culturally responsive learning environments.</p>	<p>S7. Recognize and respond to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted; create safe and culturally responsive learning environments.</p>	<p>D7. Appreciate the importance of recognizing and responding to characteristics and needs of gifted students from traditionally underrepresented populations of students who are gifted, and creating safe and culturally responsive learning environments.</p>	<p>ODE = (e) OAE = 1, 7, 9 NAGC/CEC = 1, 2 AU = 1, 3</p>

<p>K8. Processes to support gifted learners' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>S8. Effectively identify the need for and incorporate strategies to support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>D8. Appreciate the need for strategies that support gifted students' critical and creative thinking, motivation, self-regulation, and autonomy.</p>	<p>ODE = (a)-(d) OAE = 7, 9, 10 NAGC/CEC = 3, 5, AU = 1</p>
<p>K9. The variety of sources to measure and monitor the growth of students who are gifted; processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>S8. Effectively incorporate a variety of sources to measure and monitor gifted students' growth; effectively incorporate processes for selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>D9. See the relevance of incorporating a variety of sources to measure and monitor gifted students' growth and selecting, using, and interpreting technically sound formal and informal assessments for the purpose of academic decision making.</p>	<p>ODE = (f) (g) OAE = 4, 5, NAGC/CEC = 4 AU = 1, 4</p>
<p>K10. Appropriate instructional technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>S10. Construct plans that integrate technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>D10. Value technology for management and as an instructional tool to provide differentiated curricula that is challenging, in-depth, and engaging.</p>	<p>ODE = (a)-(c) OAE = 7, 9, 10 NAGC/CEC = 3, 5 AU = 1</p>
<p>K11. Their personal and professional learning goals for EDIS 651, and their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>S11. Justify their personal and professional learning goals for EDIS 651, apply course learning to their current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>D11. Value their personal and professional growth during EDIS 651, and appreciate the need for a current and developing educational philosophy for teaching, especially for teaching gifted students in their context.</p>	<p>OAE = 3.4 NAGC/CEC = 6.4 AU = SLO5</p>

<p>K12. Various applicable standards and competencies in the field of gifted education as related to curriculum including: -NAGC Pre-K to Grade 12 Gifted Programming Standards; -NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education; -ODE Ohio Rule and Gifted Competencies; -OAE Assessment Framework for Gifted Education; -AU Student Learning Objectives.</p>	<p>S12. Effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within their teaching context and home school/district.</p>	<p>D12. Value the various standards and competencies as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context.</p>	<p>ODE = (f) OAE = 3 NAGC/CEC = 6 AU = SLO5</p>
<p>K13. Skills and protocol for graduate level professional writing, speaking and presentation according to Ashland University's Accent on Writing (AoW) and the Publication Manual of the American Psychological Association (APA) 6th Edition.</p>	<p>S13. Write, speak, and give presentations with graduate level professionalism according to Ashland University's AoW and APA 6th Edition.</p>	<p>D13. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement.</p>	<p>OAE = 3, 8 NAGC/CEC = 7 AU = SLO5</p>

Grading

If a student has to miss more than one class, an “A” grade is not possible.

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to answer the entire question, to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

Word process all assignments following the *Publication Manual of the American Psychology Association, 6th Edition*. A copy of this manual or cheat sheet can be purchased at most book stores.

Keep a copy of all assignments. Make certain that your name, date, assignment number and title are on each assignment. Proofread carefully. Graduate work should be as close to error-free as humanly possible. Upload virtual assignments in Word format (not PDF or Google doc) to the appropriate assignment box on Blackboard. Bring a hard copy or have access to an electronic copy of assignments for face to face class meetings, if applicable.

The Grading Scale is as follows:

91-100%	A	Excellent Achievement
81-90%	B	Good Achievement
71-80%	C	Below Expectations for Graduate Work
69%	F	Failure

For the grade of an A the student’s work will exhibit the following attributes:

Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time Student has completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, student has included additional material/information beyond requirements. If applicable, student has demonstrated applicability to the work setting (theory into practice). Student shows evidence of critical and creative thinking. Student demonstrates originality and fresh perspectives.

Quality of Writing - Written work shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language In student=s written work, paragraphing is appropriate with clear thesis statements and supporting details. Sentences are clear and concise. Students vary sentence structure making use of subordinate clauses. Transitional words and phrases are used effectively. Points and ideas are well organized. Word choice is effective. English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure).

Preparation (readings, field work, etc.) - Preparation for all classes is evident Students participate regularly contributing ideas to class discussions that demonstrate careful reading of assigned texts and articles, attention and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.

Attendance –Often, school districts have parent conference nights which may fall on a class night. Students are excused for these. If a student has been absent more than once, an “A” grade for the course is not possible. Students should turn in all missed work after the absence.

Format - Where applicable, citations and references are used correctly and consistently with clear efforts made to include a wide range of relevant works For any work requiring citations, students refer to scholarly work first, and then to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text. Student follows the *Publication Manual of the American Psychology Association*.

Bibliography of resources and professional organizations in a separate document.
See Blackboard

Summary of Grade Components

Assignment	Points
Pre/Post-Assessment	20
Participation (Discussion posts and responses, synchronous online on 1/30	80
Focus Question Responses (9 X 20)	180
Philosophy Paper	20
Face to Face Session 3/30 OR Museum Project OR OAGC Teacher Academy	50
Curriculum Project	100
Total points possible	450

Pre/Post Assessment

All students will complete a Pre-Assessment Document at the beginning of the semester. At the end of the semester, students will complete a Post-Assessment on the same document and submit to Blackboard. Adjuncts will forward these Pre/Post Assessment Document to the program director promptly at the end of the semester.

Resource Notebook

*Students will begin compiling an AU Resource Notebook in their first course or EDIS 650 and continue adding to it throughout their program. The student determines his/her format (hard copy or electronic) for the Notebook, as long as there is some way to submit it to the instructor at the end of the course. A list of all Resource Notebook items is provided on Blackboard, however, items required from EDIS 651 include:

651	A collection of at least six lessons/ideas from Focus Questions Pre/Post Assessments Philosophy essay
State Documents	Updated Ohio Rule (Operating Standards for Identifying and Serving . . .) Ohio Law (ORC 3324) OAE Assessment Framework NAGC Knowledge and Skill Standards in Gifted Education for All Teachers NAGC/CEC Teacher Preparation Standards in Gifted Education
Local Documents	Written Education Plan from the district Identification Protocol for district Service Settings for district

“Attendance” and Participation

All students are expected to log in frequently, view videos, submit assignments promptly, and engage fully into the discussions and activities. Please inform the instructor as soon as you are aware of conflicts or emergency situations that may prevent you from prompt and engaged participation in the course.

Rubric for online discussion posts and responses

Criteria	Unacceptable 0 Points		Excellent 20 Points
Initial Assignment Posting 20 points	Posts no assignment or is more than 3 days late.		Posts on time.
Criteria	Unacceptable 0-15 Points total for this column	Good 16-18 Points total for this column	Excellent 19-20 Points total for this column
Response Postings	Posts no follow-up responses to others. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 0-5 points	Elaborates on an existing posting with further comment or observation. 6-8	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. 10 points
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion. Repeats but does not add substantive information to the discussion. 0-2 points	Posts information that is factually correct; lacks full development of concept or thought. 3 points	Posts factually correct, reflective and substantive contribution; advances discussion. 4 points
References & Support	Includes no references or supporting experience. Uses personal experience, but no references to readings or research. 0-1 point	Incorporates some references from literature and personal experience. 2 points	Uses references to literature, readings, or personal experience to support comments. 3 points
Clarity & Mechanics	Posts long, unorganized content that may contain multiple errors or may be inappropriate. 0-1 point	Contributes valuable information to discussion with minor clarity or mechanics errors. 2 points	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. 3 points

Focus Question Responses

List of Focus Questions. You may choose to write on a focus question from the list in the folder (traditional response), or submit an application of an idea.

FQ1	<p>Theme 1: Introduction to Curriculum for the Gifted EGT Chapter 5, pp. 93-97. (We read all of Ch. 5 in EDIS 653) Kettler Choice of one chapter in Section I (Approaches to Curriculum) Cash Ch. 1 For your Focus Question paper: 1) Define differentiation (what it is, what it is not) 2) Jot down thoughts on your philosophy of differentiation This Focus Question may be formally written, a graphic organizer, bulleted points, etc. Use a format that fits your thoughts and ideas.</p>
FQ2	<p>Theme 2: Models for Various Forms of Differentiation EGT Chapter 6 Grouping, Differentiation, and Enrichment Traditional Focus Question essay. See the questions on Blackboard Choose a focus question and write an essay OR organize an application for your classroom</p>
FQ3	<p>Theme 5: Assessment and Differentiation Kettler Ch. 11 and online chapter from Heacox and Cash Choose a focus question and write an essay OR organize an application for your classroom</p>
FQ4	<p>Theme 2: Models for Various Forms of Differentiation EGT Chapter 7 Curriculum Models Choose a focus question and write an essay OR organize an application for your classroom</p>
FQ5	<p>Theme 3: Thinking Skills EGT Chapter 10 Teaching Thinking Skills Cash Chapter 9 Critical Thinking Choose a focus question and write an essay OR organize an application for your classroom</p>
FQ6	<p>Theme 2: Models for Various Forms of Differentiation Curriculum Strategy Workshop Cash – Browse Chapters 2 – 9, Choose an activity/lesson idea you like. (We read Ch. 10-11 in EDIS 654) Create a video/presentation that walks us through the activity/lesson and show/talk about an application you created of that activity/lesson. Post to the Curriculum Strategy Workshop Discussion Board. Comments are welcome, but not required.</p>

FQ7	<p>Theme 2: Models for Various Forms of Differentiation Read and research one of the following:</p> <ul style="list-style-type: none"> *Renzulli: Renzulli School Enrichment Model (links on Blackboard) *PBL: Problem Based Learning (links on Blackboard) *Kettler: Two chapters from Kettler, Chapters 6 – 12 (Not Ch. 11) *MI/Bloom’s” Multiple Intelligence and Revised Bloom’s Taxonomy. Sketch a sample topic on the multiple intelligence/revised Bloom’s matrix. See article and template on Blackboard. *Integrated Curriculum Model: (ICM) *Ohio I-GET-GETed Javits Teacher (or other) Module *Other model with permission <p>Create a practical application of one of the ideas presented and post to the Discussion Board. Comments are welcome but not required.</p>
FQ8	<p>Theme 4: Content/Domain Specific Differentiation Choice 2 articles/chapters from the following: Chapters in Kettler, Section 2 Discuss a theme that is meaningful to you OR organize an application for your classroom</p>
FQ9	<p>Theme 4: Content/Domain Specific Differentiation Choose 2 chapters from Kettler, Section 3 Discuss a theme that is meaningful to you OR organize an application for your classroom.</p>

Content of Focus Questions (FQ)

Focus Question responses may answer to a question from the list posted on Blackboard (traditional FQ), or may be a practical application for your classroom.

-If it is a practical application, it may appear in any form that works well this your idea(s). It could be a graphic organizer, lesson plan, bulleted points, a video where you talk about how you will integrate the idea into your classroom or show us something your students did (these will not be posted outside Blackboard). Email Dr. Groman if you need more details.

-If it is a traditional Focus Question response:

- Respond to the question, using specific examples from the reading and viewing material, and tell at least one story from your own experience to relate to the topic at hand. This shows that you are able to **apply** the material. Interact with the material, showing you understand it.
- Your essay should be at least 500 words.
- You may also give opinions and **evaluate** the material.
- Don’t just repeat the material. Your discussion level should be at the *Evaluating, and Applying* levels from Bloom’s Revised Taxonomy.
 - Knowing—reading the assignment
 - Comprehending—understanding the assignment
 - Applying—being able to relate to the assignment by telling a related story

- Evaluating—being able to judge the value and truth of the material; having an opinion about it
- Creating—the act of writing your essay about the assignment
- Here is a suggested outline for a reflective essay.
 - Intro
 - Summary of an idea
 - Story (application)
 - Conclusion (Make some comments to summarize and conclude)
 - References

Formatting Focus Questions

[See the APA folder online for detailed information.]

In upper **right** hand corner, as below:

Name
EDIS 651 [place] [year]
Focus Question # _____

Restate the focus question at the top of the page like this.

- Restate the focus question and center it at the top of the essay.
- Number your pages on the Upper Right. To format, see Insert/Page Numbers.
- Double-space all, including the references. Number pages in the upper right hand corner.
- Submit it with your last name and the number on both the attachment and the email.
- Use APA 6th Edition for references.
- There is no need for a lot of references. A personal touch is better.
- It's better to paraphrase but if you use a direct quotation, use quotation marks. Note: The end quotation mark goes OUTSIDE the final comma or period in American English.
 - You can always see how to reference books and journals by looking at the bibliography in the syllabus, and at the bibliographies of your textbooks.
 - References: Pay special attention to how these are **punctuated, spaced, capitalized, and formatted**. There is no hard return until the end of the item. To format this properly go to Format/Paragraph/ Special/Hanging indent 0.5". The title of the article is written in sentence case, with the capital letter on the first word. The titles of journals are written in title case, with major words capitalized. To format this go to the third little "A" in the font toolbar, select, and choose Sentence Case or Title Case.
 - Double space between entries, single space within each entry. It is sometimes helpful to create a table and put each entry into a separate row. In longer reference lists this makes it easy to re-alphabetize all entries.

Here is how to reference online journal articles.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number.*
Retrieved from <http://www.journalhomepage.com/full/url/>

Here is how to reference online books:

Author, A. A., & Author, B. B. (Date of publication). *Title of document.* Retrieved from <http://Web address>

Here is how to reference a video: (remove hyperlinks)

Author, A. A. [Screen name]. (year, month, day). *Title of video* [Video file]. Retrieved from <http://xxxxx>

Rubric for Focus Questions

	Exceeds Expectations	Meets Expectations	Emerging	Does not meet expectations
Understanding	(9 points) Essay demonstrates a thorough understanding of and insight into the material.	(8 points) Essay demonstrates adequate understanding of the material.	(6-7 points) Essay demonstrates a partial understanding of the material.	(0 points) Essay does not show understanding of the material.
Application and/or critique	(9 points) Essay demonstrates application of the material into a real-life setting and/or critiques the material citing relevant research and/or experience.	(8 points) Essay demonstrates an adequate application of the material into a real-life setting.	(6-7 points) Essay shows a partial application of the material into a real-life setting.	(0 points) Essay does not show application or critique of the material.
Writing Conventions	(2 points) Essay is 500 words or more. Shows an thorough understanding and/or attempt at the conventions of academic writing	X	X	(0) Shows no attempt or understanding of the conventions of academic writing.

Philosophy Paper

One of the main efforts of Ashland University’s Talent Development program is to support you as you materialize, verbalize, and realize your true self as a teacher, especially a teacher of the gifted. To this end, each course provides an opportunity for you to reflect on your practice, consider new information you are learning, formulate and state your philosophy of teaching. By the time you are finished with AU’s Talent Development program you will have a strong statement of belief and philosophy of education to move you forward.

In EDIS 650 (or the first course you take), you will begin by finding any previously written philosophies of education, from old resumes and undergraduate documents. Revisiting this philosophy gives you a chance to reflect on how you have grown since its writing.

As a guide for writing your philosophy, visit the NAGC webpage by Jeff Danielian called “For what it’s worth: Crafting a statement of educational philosophy” at <https://www.nagc.org/blog/what-it%E2%80%99s-worth-crafting-statement-educational-philosophy> (his link to the University of Minnesota’s site is broken. Use this link <https://cei.umn.edu/writing-your-teaching-philosophy>)

Your writing should be professional, headed like a Focus Question response, and can be single or double spaced. Include sections relevant to you from Danielian’s suggestions. It could be a two paragraph philosophy like his, or include multiple sections as suggested by his readings.

In this philosophy essay you will need to dedicate at least a portion of your writing to gifted education. Even if you have no experience with gifted – make a belief and/or philosophy statement about how gifted students learn best and how they should be taught. Remember that this is a work-in-progress, an ongoing document to adjust and change as you adjust and change as a teacher.

Your finished essay should be at least 400 words and include six components from the rubric below. (Five components of your choice and the required Professional Writing Component.) You may choose to write in two components of your own in the blank rows. *Your philosophy paper must have a focus on gifted education and/or gifted learners.*

Philosophy Paper Rubric

Check those you value to be graded on	Possible Components **Required	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not meet expectations (0)
		Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	Within the context of the teaching philosophy, the writer-	The writer-
	Teaching and learning in gifted education.	Thoroughly defines <i>teaching</i> and <i>learning</i> in gifted education.	Adequately defines <i>teaching</i> and <i>learning</i> in gifted education.	Partially defines <i>teaching</i> and <i>learning</i> in gifted education.	Does not define <i>teaching</i> and <i>learning</i> in gifted education.
	The teacher’s role.	Thoroughly defines the	Adequately defines the	Partially defines the teacher’s	Does not define the teacher’s

		teacher's role in teaching and learning.	teacher's role in teaching and learning.	role in teaching and learning.	role in teaching and learning.
	The student's role.	Thoroughly defines the student's role in teaching and learning.	Adequately defines the student's role in teaching and learning.	Partially defines the student's role in teaching and learning.	Does not define the student's role in teaching and learning.
	Teaching and/or assessment strategy.	Thoroughly defines at least one teaching and one assessment strategy.	Adequately defines at least one teaching and/or assessment strategy.	Partially defines at least one teaching or assessment strategy.	Does not define a teaching or assessment strategy.
	Professional Development	Thoroughly defines the role of professional development.	Adequately defines the role of professional development.	Partially defines the role of professional development.	Does not define the role of professional development.
	Professional and/or Personal goals	Thoroughly defines and discusses professional and personal goals related to teaching and learning.	Adequately defines the professional and personal goals related to teaching and learning.	Partially defines the professional and personal goals related to teaching and learning.	Does not define professional or personal goals related to teaching and learning.
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No
	<i>Write-in</i>	Thoroughly	Adequately	Partially	No
	**Non-Negotiables	(3) Lists and thoroughly describes at least five non-negotiables for teaching gifted.	(2) Lists at least five non-negotiables for teaching gifted.	(1) Lists fewer than five non-negotiables.	(0) No non-negotiables.
✓	**Writing Conventions	(2) Shows a thorough understanding of the conventions of academic writing	(1) Shows an adequate understanding of conventions of academic writing	(0) Shows a partial understanding of the conventions of academic writing	(0) Shows no understanding of the conventions of academic writing.
		Total Score out of 20			

Face-to-Face Saturday Session and Optional Replacement Activities

<p>Option 1</p>	<p>Face-to-Face Saturday Session Saturday, April 6, 2019 at Schar College of Education Ashland University Main Campus, 9am – 5pm. This session allows online students the opportunity to hear expert speakers, network together, hold large and small group discussions, and share from assignments and projects. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -One assignment response that you would want to share, which might be a curriculum idea! -Your Focus Question 6 (Curriculum Strategy Workshop) presentation to share with other participants -General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>Expect an award-winning lunch at Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by February 28.</p>
<p>Option 2</p>	<p>Museum Curriculum Project Read the two articles on the Museum Curriculum on Blackboard. Visit a museum of your choice (to include zoo, conservatory, historic site, etc.) on your own OR visit an online museum and browse its entire contents, educational and outreach literature, etc.</p> <p>Your task is to determine how you might use a museum-type curriculum (either literal or virtual) to enhance the curriculum of your teaching situation for the needs of highly able learners and complete a 3 to 4 page write up on your ideas for curriculum expansion/enhancement.</p> <p>Organize your paper any way you wish, but feel free to stretch out of the structure of the formal paper to include pictures, screen shots, and other integrations with the museum, its curriculum and your teaching situation. You should include a reference list that includes at least one of the articles on Blackboard. See the APA folder for information on formatting references. Also include a comprehensive introduction that outlines your paper and its purpose, and a conclusion that sums up your ideas and provides ideas, questions and thoughts for further study.</p> <p>If you have a different way of showing what you’ve done (rather than a paper) email me the particulars.</p>
<p>Option 3</p>	<p>Ohio Association for Gifted Children Teacher Academy (one full day) Attend at least one full day of the OAGC Teacher Academy and write a 500 word reflection on the sessions you attended, specific ideas that were new or interesting, and specific ways you will use what you learned in your classroom/context. Professional writing, first person, headed like the Annotated Bibliography, double spaced, edited.</p>

	<p>February 25 and 26, 9:00-4:00 at the Columbus Doubletree in Worthington. See the OAGC website for details http://www.oagc.com/teacherAcademy.asp</p>
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Curriculum Project

There are five sequential projects that will eventually become your Final Curriculum Project Paper. You will be asked to

- 1) identify areas in your teaching that would benefit from a differentiation model
- 2) identify students who might benefit from differentiation in an area
- 3) choose a model and learn about it
- 4) create and implement a plan for differentiation using the model
- 5) assess and reflect on its use with your students and reflect on this process.

You will use your writings for each of those assignments to create an APA paper that describes and reflects on your Curriculum Project.

Keep in mind that this curriculum project does not have to accommodate only gifted students, although gifted/high ability students should be your main focus. You can use tiering or grouping that would answer to the needs of the different levels of learners in your class. You are welcome to mention these in your write-up, of course!

Projects toward the Curriculum Project Paper

<p><u>Project 1</u> Rationale (weeks 1-2)</p>	<p><u>Dropbox submission.</u> Informal write-up. Read the “2010 Pre-K-Grade 12 Gifted Programming Standards” from NAGC. Reflect on your teaching situation. Identify areas (topics, specific students, procedures, etc.) in your teaching that you believe could benefit from more thought and planning toward differentiation for your gifted and high ability students. Email me if you do not have a classroom and feel you need to adjust this assignment to meet your needs.</p> <p>Submit an informal write-up to the dropbox that includes:</p> <ul style="list-style-type: none"> -Areas of need in your teaching and how you determined them -Connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice. <p>You will write a more professional and detailed explanation on this (with references, as needed) for the Rationale portion of your Final Curriculum Project paper.</p> <p><i>*You may wish to keep a journal of some kind to record your research, your thinking and reflection throughout, what you did to plan, what you did with students, etc. A reflection journal is a good research practice for teachers. This journal is not turned in, but it will help you write up the Projects and putting it all together in the Final Curriculum Project Paper.</i></p> <p>-PBL Option: If you are interested in integrating a Problem Based Learning (PBL)</p>
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	<p>curriculum project, you may wish to visit Kendall-Hunt’s website at: https://k12.kendallhunt.com/subject/gifted-education-gifted-and-talented-curriculum</p> <p>-If you find a unit that works well with your students and you would like to investigate it, now is the time to purchase that model, so you are ready to begin looking it over and writing up an integration plan. You will not be able to put this entire unit into place, of course, during this semester, but you may be able to integrate small parts of it for this assignment, or simply sketch out a plan for using it in the future with your students.</p>
<p><u>Project 2</u> Class profile and student data (weeks 3-4)</p>	<p><u>Dropbox submission.</u> Class profile and Student Data informal write-up. Consider the kind of data you might need to plan a differentiated experience in the area you chose in Project 1. You could:</p> <p>a) Try an interest inventory or learning profile tool to identify preferences within an individual, small group or entire class. Include which interest inventory you used, which learning profile tool you used and a reflection on the students evaluated. See the Interest Inventories in this week’s folder. OR</p> <p>b) Provide a small group, or all, or volunteer students with a unit or lesson pre-test that would tell you what specific content needs are there. Remember FERPA when you write about your students: Use pseudonyms and avoid using their face in photos.</p> <p>c) PBL - If using a William and Mary Unit, read and determine the preliminary assessments needs you have.</p> <p>Submit an informal write-up of your chosen instrument to the dropbox. Include: -A description of the instrument and what kind of data you hope to collect -A connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice.</p> <p>You will write a more professional and detailed explanation on this with references for the Learner Profiles portion of the Final Curriculum Project paper.</p>
<p><u>Project 3</u> Curriculum Model (week 5-6 and AU’s Spring Break)</p>	<p><u>Dropbox submission.</u> Informal write-up. Identify a curriculum model or accommodation strategy from the course readings that you think is well suited to your needs. Keep in mind the data you gathered in Project 2. Read the chapter(s), online resources and any other resources you can to acquaint yourself on this strategy/model.</p> <p>Keep a running bibliography and notes from each source, including page numbers of good quotes and ideas for preparation and your final write-up. Begin sketching out a plan. Consider some or all of these:</p> <ul style="list-style-type: none"> -your purpose (what do you hope to achieve with this model and for whom?) -pre-assessments (content and/or interest inventories?) -materials/needs for preparing the curriculum model -thoughts on introducing it to students and how to support students throughout, any

	<p>collaboration needs, any post-assessments or how you might evaluate the project to determine its effectiveness (use student satisfaction surveys, grades/scores, exit cards, etc.).</p> <p>Submit an informal write-up of this model to the dropbox, Please include: -A description of the model you chose, your purpose, connection to the pre-assessments, materials you might need, thoughts on introducing it to students and ongoing support, collaboration ideas, and how you might evaluate growth. -A connection to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice.</p> <p>Again, you will write a more professional and detailed explanation on this with references for the Curriculum Model portion of the Final Curriculum Project paper. The more you include and edit now, the easier the final paper will be!</p>
<p><u>Project 4</u> Curriculum Plan (weeks 7-8)</p>	<p><u>No Dropbox Submission.</u> Sketch out your plan. Using student data to drive decisions on student readiness, interest, learning profile, and content, sketch out a plan using at least one differentiated learning experience (it could be the one you described last week) that meets students’ needs and supports student reaching their potential. If you chose a PBL, sketch out a plan to use one of the activities in the unit, if possible. Discuss how the strategy you chose fits the needs you and your students have for this situation (lesson, unit, etc.). Include grouping strategies you will use. Put your plan into place in your classroom, if you can, during weeks 7-8). Keep good journal notes on your students’ response to the activity.</p> <p>So you may focus on planning and teaching, no dropbox submissions are due now until after you have put your plan into place. Use this time to write up your professional and detailed explanation of your Curriculum Plan. Once you have used the model/activity you can begin writing the Outcomes and Discussion portion of the Project Paper, telling how the students progressed through it, what you noticed, and how you evaluated your planned activity.</p>
<p><u>Project 5</u> Outcomes and Discussion (week 9-10)</p>	<p><u>No dropbox submission.</u> Follow-up reflection and discussion. You will want to think through and write out the process and outcome of the curriculum model if you are able to use it with students during the course semester. Look at your journal of ongoing thoughts, reflections, challenges and future ideas. Because the course only runs for 12 weeks, you may not be able to use it with students during this time. If you are unable to use your model during our course, this section can be used as a discussion that includes your thoughts and reflections on your process of creating the model, questions, ideas for extending it and for further research.</p> <p>A professional and detailed explanation of this becomes the Outcomes and Discussion portion of the Final Curriculum Project Paper. You will need to connect to at least one of the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice.</p>

<p style="text-align: center;"><u>Final Curriculum Project Paper</u> Putting it all together (weeks 11-12)</p>	<p><u>Final Dropbox Submission:</u> Project paper. Compile Projects 1 - 5 in a professional style APA paper with references to describe your Curriculum Project. I foresee a 6 to 10 page, double spaced paper, or thereabouts, be thorough and give strong details, but you don't have to write up every single thing! You are welcome to include photos of your classroom or students working (blur or crop out faces), documents or worksheets throughout. Name them – Figure 1, and so on – and refer to them in your text. Your paper should show at least three connections to the “2010 Pre-K-Grade 12 Gifted Programming Standards” – either a student outcome or an evidence-based practice. Be specific about these – include the narrative description so as to make an obvious connection. To cite this, use (NAGC Pre-K-Grade 12 Gifted Programming Standards, 2010). In the reference list:</p> <p style="padding-left: 40px;">NAGC, (2010). Pre-K-Grade 12 Gifted Programming Standards. Retrieved from https://www.nagc.org/</p> <p>Your paper will have these sections: Title page – See the model in the APA section of the course. Use a running header and page numbers. No abstract needed. Introduction – An introduction gives the purpose of the paper and outlines the paper's structure. You are welcome to be creative here – start with a quote, or create a narrative picture of your class or a student or group of students. Rationale – This comes from Project 1. Reflection on your teaching situation and identify areas (topics, specific students, procedures, etc.) in your teaching that you wanted to focus on for this project. Why did you choose this area? Consider the needs of your gifted and high ability students. You might refer to the text if it supports your discussion on characteristics, etc. Learner Profiles – This comes from Project 2. Describe the students in your class and especially the students you focused on for this project. Use the data you collected from the interest inventory or any pre-assessments to talk about how the data or student behavior indicated to you that they needed more challenge and/or how you used these assessments to inform your planning. Use pseudonyms throughout. Curriculum Model and Plan – This comes from Projects 3 and 4. The main section. Describe your model and step by step how you used it and evaluated it. Give credit to any authors. Discuss how the strategy you chose fits the needs you and your students have for this situation (lesson, unit, etc.). Include grouping strategies you used. Outcomes and Discussion – This comes from Project 5. This section opens up the discussion of your thoughts and reflections on the project and could include: evaluating it (previous sections should stick to facts and procedures overall, though you can intersperse reflections and evaluations there, too); reflecting on its successes and challenges; talking about its effect on individual students or groups, suggestions for teachers, further ideas. If you are unable to use your model during our course, this section can be used as a discussion section that includes your thoughts and reflections on your process of creating the model, questions, ideas</p>
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	<p>for extending it, sharing it with other teachers, and for further research.</p> <p>Conclusion – This is the place to wrap up your paper. A good conclusion includes a re-statement of your purpose, in addition to other things you might wish to say. Also, please include a statement of believe/philosophy of the use of differentiation within traditional and gifted classrooms offerings (required).</p> <p>References – This is a separate page, “References” centered at the top, double space between each entry, single space within each entry.</p>
<p><u>Project Share</u> (week 10-11)</p>	<p>A 5 to 7-minute video or audio outlining your strategy/model and what you learned, including suggestions for your colleagues if they wish to try this strategy. View all of these and comment deeply on two that have no comments. See the rubric in this syllabus for Posting and Responding on a discussion board.</p>

Spring, 2019, Online Course Schedule

Unless otherwise indicated, dropboxes close 7 days after the assignment is due. You may upload the assignment before this grace period expires without penalty.

Week	Readings and Assignments	Due at the end of the week (Sunday) at midnight
<p>1 Jan 22–27</p>	<ul style="list-style-type: none"> -View the Week 1 Video -Review the Syllabus -Visit the ODE Website to find the The Ohio Rule AND Law for Gifted Students -Course Pre-Assessment -Read <i>EGT</i> Chapter 5. See syllabus p. 12 for instructions -Begin Project 1 (Rationale) 	<ul style="list-style-type: none"> -Course Pre-Assessment -Focus Question #1 (FQ1)
<p>Wednesday, January 30 6:30–8:30pm Synchronous Online Session on Collaborate</p>	<p>Follow the instructions on Blackboard to join this session before 6:30. You will need to access:</p> <ul style="list-style-type: none"> -The 651 Syllabus -“Ohio Operating Standards for identifying and Serving Students Who Are Gifted” and Ohio Law for Gifted Students -OAE Assessment Framework -NAGC Knowledge and Skill Standards for Teachers -NAGC/CEC Teacher Preparation Standards in Gifted Education -Your Focus Question #1 response (definition and philosophy of differentiation) -Questions about the course or gifted education in general <p><u>Format</u></p> <ul style="list-style-type: none"> -Introductions -Questions -What do you already do for students who need a challenge? -Syllabus, course, program questions answered -Review and discuss the Rule -Discuss standards and assessment frameworks for the field -Sharing Focus Question #1 and discussion -Questions 	
<p>2 Jan 28–Feb 3</p>	<ul style="list-style-type: none"> -View the Week 2 Video, which will also overview the Iowa Acceleration Scale -Read <i>EGT</i> Chapter 6, FQ2 -Continue working on Project 1, and the written assignment 	<ul style="list-style-type: none"> -FQ2 -Project 1

<p>3 Feb 4–10</p>	<p>-View the Week 3 video -Review the updated ODE Approved List of Assessments for gifted -Read Kettler, Chapter 11, write Focus Question #3 -Begin Project 2 (Class profile and student data) -Find your district’s Written Education Plan (WEP) for next week</p>	<p>-FQ3</p>
<p>4 Feb 11–17</p>	<p>-View the Week 4 video, which will also review WEPs and ODEs List of Assessments -Read <i>EGT</i> Chapter 7, write Focus Question #4 -Complete Project 2</p>	<p>-FQ4 -Project 2</p>
<p>5 Feb 18–24</p>	<p>-View the Week 5 Video -Read <i>EGT</i> Chapter 10 and Cash Chapter 10 -Begin Project 3 (Curriculum Model)</p>	<p>-FQ5</p>
<p>Feb 25-26</p>	<p>OAGC Teacher Academy http://www.oagc.com/teacheracademy.asp</p>	
<p>6 Feb 25–Mar 3</p>	<p>-View the Week 6 Video -Read the instructions for Focus Question #6, Curriculum Strategy Workshop -Continue working on Project 3</p>	<p>-Post your FQ6 video to the Curriculum Strategy Workshop Forum</p>
<p>Mar 4 – 10</p>	<p>AU Spring Break <u>Take a breather and catch up a bit!</u></p>	
<p>7 Mar 11–17</p>	<p>-View the Week 7 Video -Read the instructions for Focus Question #7 -Begin Project 4 (Curriculum Plan, no submission)</p>	<p>-FQ7</p>
<p>8 Mar 18–24</p>	<p>-View Week 8 video -Read the instructions for Focus Question #8 -Continue Project 4</p>	<p>-FQ8</p>
<p>9 Mar 25–31</p>	<p>-View Week 9 Video (if there is one!) -Read the instructions for Focus Question #9 -Continue Project 5 (Outcomes and Discussion, no submission)</p>	<p>-FQ9</p>
<p>Saturday, April 6 Face-to-Face Session</p>	<p>Face-to-Face Saturday Session Saturday, April 6, 2019 at Schar College of Education Ashland University Main Campus, 9am – 5pm. Bring with you: -Your district Written Education Plan (WEP), Identification protocol and Service protocol -One assignment response that you would want to share, which might be a curriculum idea! -Your Focus Question 6 (Curriculum Strategy Workshop) presentation to share with other participants OR another Focus Question response that is a curriculum strategy</p>	

	<p>-General or specific questions you have about gifted education for the instructors and for others taking the coursework</p> <p>Janet James, Retired Gifted Coordinator, will be the featured speaker in the morning. Expect an award-winning lunch at Lower Convo, provided by the College of Education. This is cafeteria style and accommodates all dietary restrictions. RSVP to Dr. Groman by February 28.</p>	
<p>Week 10 Apr 1–7</p>	<p>-View Week 10 Video (if applicable) -Project 5 -Compile/write your Curriculum Project paper -Record and post a 5-7 minute video outlining your project with course colleagues.</p>	<p>-Post Project video to Discussion Forum</p>
<p>11 Apr 8–14</p>	<p>-Continue compiling your Curriculum Project Paper. -Comment on two colleagues' Curriculum Project videos. -Finish and submit your Curriculum Project Paper</p>	<p>-View and comment on two colleagues' videos -Curriculum Project Paper due</p>
<p>12 Apr 15–21</p>	<p>-Watch Week 12 Video -Philosophy essay assignment -Complete Post-Assessment and submit -You will receive a link to the AU Course Evaluations. Please complete this as soon as you can!</p>	<p>-Philosophy Essay -Post-Assessment</p>