College of Education, Criminal Justice and Human Services

Certificate/Endorsement in Gifted Education

Online Program Handbook 2016-2017
# Table of Contents

**OVERVIEW** ........................................................................................................................................ 4

Welcome Letter ........................................................................................................................................ 4
Program Requirements ............................................................................................................................ 5

**CONTACT INFORMATION** ............................................................................................................. 6

Administrative ......................................................................................................................................... 7
Faculty .................................................................................................................................................... 8

**COURSES** .......................................................................................................................................... 9

General Information ............................................................................................................................. 10
Course Descriptions ............................................................................................................................. 11

**ENROLLING IN CLASSES** ................................................................................................................ 12

Registration Procedures and Textbook Information ............................................................................. 13
Tuition, Billing, and Financial Aid Information ......................................................................................... 14

**ONLINE ACCESS INFORMATION** ................................................................................................. 15

BOL email ............................................................................................................................................... 16
Blackboard ............................................................................................................................................... 17
OneStop .................................................................................................................................................. 18
Library Services ...................................................................................................................................... 19

**GRADING AND COURSE POLICIES** ............................................................................................... 20

Grade Scales ........................................................................................................................................... 29
Diversity and Special Needs .................................................................................................................... 25
Academic Integrity .................................................................................................................................. 25
Participation, Withdrawals, and Incompletes .......................................................................................... 26
University Ombuds Office ....................................................................................................................... 27
Grade Grievances .................................................................................................................................... 28
Welcome!

So glad you are on board as a candidate in the Gifted Endorsement Program!

This online program offers flexibility all the while fulfilling the mission statement of the University of Cincinnati Educator Preparation Programs. This handbook should provide guidance along your journey during this program. Contact information, BlackBoard directions, and forms for the Practicum are some of the helpful documents included within the pages of this manual. Please feel free to contact me with questions or comments throughout your experience.

The goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction. We are transforming lives, schools, and communities by

…supporting our candidates as they

- Come to terms with unintentional barriers and bias
- Prepare to work in high needs, challenging schools
- Analyze their teaching effectiveness.

…revising our programs and curriculum by

- Embedding courses in schools and better integrating courses with field experiences.
- Adding more and earlier field experiences.
- Implementing research-based strategies.
- Emphasizing the development of students’ academic language.

...assessing our impact on P-12 student outcomes by

- Assessing student learning
- Implementing a reliable and valid Teacher Performance Assessment to improve the consistency
- Implementing a mosaic of measures of candidates and graduates’ impact on student learning

Again, welcome to the Gifted Education Program! Please feel free to contact me at karen.qualls@uc.edu or Jillian Altus, the gifted program manager, at jillian.altus@uc.edu if you have any questions or if we can help in some way.

Enjoy the journey as you learn more about teaching children and youth identified as gifted, talented, and/or creative.

Sincerely,

Karen Qualls
Program Entry Requirements

It is not necessary to be admitted to a master's degree program to work toward and earn the Certificate, and acceptance to the Certificate does not imply acceptance to a master's degree program. Requirements for admission to the Certificate include:

- a Baccalaureate Degree (Master's Degree is recommended but not required)
- a GPA of at least a 3.0 out of a 4.0 scale for undergraduate coursework
- a basic familiarity with, and access to, computers and the Internet

For more information, visit the program description by going to the College of Education, Criminal Justice, & Human Services website at http://cech.uc.edu/, clicking on "Future Students" tab, clicking on "A-Z Program List," then clicking on the "Gifted Education" link. On the resultant web page, there are links to the Certificate's e-brochure, course descriptions, and other program information.

If Certificate courses are to be used as continuing education credits or to fulfill other specific employment requirements, it is the student's responsibility to ascertain their applicability toward those requirements.

In order to be granted the certificate upon completion of the courses, students must enter the Gifted Education program by officially submitting the application, including the Graduate School application form and fee before completing the third course in the program. The Graduate School will only allow students to bring in up to 6 semester credit hours from graduate certificate program courses before officially enrolling in the program. Credit hours completed above the initial 6 will not be allowed to count toward the certificate if a student has not enrolled in the program officially.
GIFTED

CONTACT

INFORMATION
Administrative Contacts

For general program information:
Karen Qualls
Program Coordinator
Tel: 513-556-3847
Email: karen.qualls@uc.edu
CECH-Teacher Education
Teachers College
P. O. Box 210022
Cincinnati OH 45221
Fax: 513-556-1001

Jillian Altus
Program Manager
Email: jillian.altus@uc.edu
CECH-Teacher Education
Teachers College
P. O. Box 210022
Cincinnati OH 45221
Fax: 513-556-1001

For registration and billing assistance:
Kaitlyn Bechtol
Office of Professional Development
Tel: 513-556-5745
Email: kaitlyn.bechtol@uc.edu
CECH
Teachers College
P. O. Box 210002
Cincinnati OH 45221
Fax: 513-556-2483

For information on other literacy programs:
School of Education main desk
Tel: 513-556-3600

For financial aid information:
Student Financial Aid Office
www.financialaid.uc.edu
Tel. 513-556-1000

For technical support:
Blackboard Support Services
Email: blackboard@uc.edu
Tel. 513-556-1602

UC Information Technology
http://www.uc.edu/ucit/
Tel. 513-556-HELP
Faculty & Instructor Contacts

Karen Qualls
CECH – School of Education
Email: Karen.qualls@uc.edu
P. O. Box 210022
Cincinnati OH 45221
Tel: 513-556-3847

Tracy Alley
Email: alleyts@uc.edu

Julie Faller
Email: fallerje@uc.edu

Theresa Scherzinger
Email: klumptg@uc.edu

Aimee Fletcher
Email: fletchar@uc.edu

Elizabeth Hahn
Email: hahneh@uc.edu

Kim Gordon
Email: albinka@uc.edu
Courses
General Course Information

This program is designed for licensed teachers who want to enhance their ability to differentiate instruction and better serve the learning styles of their students, who are gifted, creative, or talented.

- All courses are 3 graduate credit hours and are offered online using Blackboard.
- Each course is seven weeks in length (except Practicum CI 6064, which is 14 weeks in length); there is a total of 5 classes (18 credit hours).
- Students may begin the program with any course except Practicum CI 6064 for which students must have successfully completed a minimum of 2 courses before beginning the practicum field-experience; practicum field-experience placement approval is required to enroll in Practicum CI 6064.
- Tuition is at the professional development rate (Currently $426 per credit hour plus fees).
- An application is required to complete the endorsement program, but classes may be taken as a non-matriculated student for licensure renewal or other professional development needs.
- For further questions about the program, please contact the Gifted, Creative, and Talented Program Coordinator, Jillian Altus, altusje@uc.edu.
Course Descriptions

CI 6060: Overview of Teaching Children and Youth who are Gifted, Creative or Talented
This course is an introduction to teaching children and youth who are gifted, creative, or talented. This course provides an introduction to the historical foundations and issues related to the schooling, learning and instruction of students identified as having special educational needs. The focus of this course is the foundational knowledge related to problems and characteristics of students identified as gifted, creative or talented.

CI 6061: Creating Learning Environments for Children and Youth who are Gifted, Creative or Talented
This course addresses the issues of learning environments, classroom management, and classroom climate for students who are gifted, creative, or talented. Participants are also introduced to instructional strategies and materials to support students identified as gifted, creative, or talented.

CI 6062: Assessment of Children and Youth who are Gifted, Creative or Talented
This course addresses the nature and components of effective assessment of learners who are gifted, creative or talented. The candidate will be able to analyze and understand a variety of assessment tools, selecting the appropriate strategy for a designated purpose. In addition, various elements, such as the implications of effective assessment for professional development, and the role of bias and distortion in the assessment process will be discussed. After completing the course, the candidate will also be able to discuss contextual elements, such as cultural, ethnic and linguistic diversity and disposition that influence assessment.

CI 6063: Collaboration on Behalf of Children and Youth who are Gifted, Creative or Talented
This course addresses issues of collaboration, a cornerstone of effective practice in the education of students who are gifted, creative, or talented. This course addresses concepts and methods vital to quality collaboration, consultation, and communication. This course addresses the interrelationships among cultural, linguistic, and ethnic diversity and giftedness and talent development. The primary purpose of this course, consistent with this mission, is to develop knowledge, understanding, and respect for the needs and requirements of students with diverse learning needs in varied educational settings. Critical to this purpose is an understanding the role of cultural and diversity in identifying children and youth with gifts and talents, as well as family and cultural issues.

CI 6064: Practicum
This practicum consists of an approved 75-hour field experience and an online seminar class. The field experience provides candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. Students apply theories and methods in the teaching of gifted, talented, or creative students in a classroom setting by engaging in teaching and action research activities. Teaching is self-evaluated by the student, and reviewed by the mentor and university instructor.
Enrolling in Courses
Registration Procedures and Textbook Information

Textbooks:
Each semester, when it is time to register for classes, we will send out a reminder email that includes required textbooks for each course offered.

Because the nature of the program is online, we do not order the texts at the UC campus bookstores. We have found that most online students prefer to order their texts from online vendors (for example: www.amazon.com or www.barnesandnoble.com). For this reason, we encourage you to order the texts as soon as you have the information so that you will have them in time for class, and can avoid additional costs for expedited shipping.

You can also order your texts through your local bookseller. Most bookstores will order texts for customers, having them sent directly to the stores. They usually do not charge a shipping fee for this service.

Registration:
- Students who are concurrently enrolled in another UC graduate program should register as normally done online through OneStop.
- Students who are not otherwise enrolled in another UC graduate program, will work with Jillian Altus to create a registration account before registering for their first gifted course – this information will be sent via email to students well before the term begins. Once students have a registration account, they will register for courses via UC’s OneStop class registration system.

If you have any questions or concerns about the registration process, please contact the Program Manager, Jillian Altus, at jillian.altus@uc.edu

Tuition, Billing, and Financial Aid Information

Students enrolled in other UC degree-granting programs:
Tuition for UC degree students is at the standard graduate tuition rate. If you are currently receiving federal financial aid or a Graduate Incentive Award (GIA), these courses will be eligible for funding. Please note: GIA money is only available to full-or part-time students enrolled in degree-seeking programs. Scholarships are offered on a competitive basis.

For more information on federal financial aid, please contact the Student Financial Aid Office at www.financialaid.uc.edu or 513-556-1000. For more information on University Graduate Scholarships, please contact Beverly Reese at (513) 556-3599 or beverly.reese@uc.edu.

Students not enrolled in other UC degree-granting programs:
Tuition for non-degree students is offered at a reduction from the standard graduate tuition rate at UC (for the 2016-2017 academic year, the graduate credit hour tuition rate is $724, so the
non-degree gifted rate is $425 plus fees per credit hour). Future tuition increases may affect this amount, and students will be notified of such changes by the University and via email from the Program Manager. Students who are enrolled in degree-granting programs at UC are not eligible for this discount. Students are expected to submit payment for classes when supplemental registration forms are sent in.

Typically, federal loan monies are not available for non-degree seeking students. However, if you are in need of additional financial aid, you should contact the UC Office of Financial Aid (www.financialaid.uc.edu or 513-556-1000) and ask about alternative loans. There is some information available on the financial aid website (http://www.financialaid.uc.edu/altloans.html) but it is always best to speak with a financial aid representative personally before applying for a loan of this type.

**Tuition Remission**
If you are a UC faculty or staff member, we are able to apply tuition remission money toward the gifted classes; however, you must contact Human Resources at http://www.uc.edu/hr/benefits/ to determine your specific eligibility information and procedures for submitting the tuition remission request.

**Billing:**
Bills for the gifted classes will appear on OneStop and follow the standard university schedule for due dates and late payment fees. If you are unfamiliar with UC’s online portal for accessing student information, take some time to visit the OneStop site at www.uc.edu. UC does not send paper copies of schedules, grades or bills to students, but all of that information can be found here. If you have trouble accessing your information at OneStop, contact the UC Information Technologies Help Desk at 513-556-help. (See the section on Online Access for setting up your online OneStop account.)
Online Access Information
Online Access to BOL email

If you have not accessed your online accounts through the UC main website, below is a description of several areas which will be useful to you throughout your tenure in the Postsecondary Literacy Instruction Program.

Bearcat Online (BOL) email:

Every student enrolled in the university has an official email account. This is the site where the administration will post announcements, the registrar will send bill notices (as paper bills will not be sent to you), and the main location for communication between instructors and classes.

The first thing you need to do to get 'plugged in' to the University online system is to create your BOL account.

To do this you will first need to get your official UC ID number. (We no longer use social security numbers for identification. Your UC ID will begin with the letter 'M', but the rest of the ID will use numbers, the letter 'O' is not used):

1. Go to the main university website at www.uc.edu.
2. Select OneStop from the UC Tools pull down window located in the upper right corner of the main window, below the search field.
3. On the left-hand side of the screen, click on the link that says "Get my UCID."
4. In the login screen that appears, click on "Get my username" if you don't already know it.
5. Follow the prompts to retrieve your username.
6. Once you have the username, return to the OneStop login and enter it in the field provided.
7. Enter your full birth date as shown in the password field. (You can change your password later.)
8. After you get your ID, you can then set up your email account.

Setting up your BOL email account:

1. Go to the main UC webpage www.uc.edu.
2. Click on BOL email from the Student Tools pull down menu.
3. At the email login field click the link indicated to retrieve your username and password. You will need your UC ID to do this (see above).
4. Once you are logged in, you can change your password. Your email password does not have to match the password you use when logging into OneStop or into Bb.
5. If you have trouble setting up your account, contact the UC IT help desk at 556-HELP.
Online Access to Blackboard (Bb)

The Blackboard online portal is the location for all of your online classes. It is through this site that you can access syllabi, course notes, additional readings, and online discussion boards. You will also use Bb to send email messages to your classmates, submit assignments, and view the running account of your grades. (Final grades are posted at the registrar's site OneStop, see below.)

To access Bb for the first time:

1. Go to the main UC web page at www.uc.edu.
2. Select Blackboard from the UC Tools pull-down menu.
3. At the login screen, click the link to activate your account. (If you receive a security message from your computer, you will need to click the security bar at the top of the window to allow the page to unblock the content.).
4. Enter the requested information, including your UC ID number and your UC email address. (See above for setting up your email account and getting your UC ID number.)
5. Once the account is activated, please check the 'personal information' field to make sure that you have an email address listed, preferably your UC address, so that mail sent through Bb will get to you.
6. Once your professors load their courses onto Bb, you will see them listed on the right-hand side of the screen. Take some time to open each course and look over the syllabus, assignments, and other active links.
7. If you have problems with Bb, please contact Bb support at 556-1602.
Gifted Handbook

Online Access to OneStop

OneStop is the location for all of your official, final grades, registration information, schedule, and bills. Here you can also find information about important University dates.

It is a good idea to check OneStop at the beginning of the semester to ensure you are registered in the correct courses and sections. If you withdraw or drop a course, please make sure that OneStop shows the class status accurately. The grades listed on Bb are more like a Teachers grade book, so they are not as complete as the final grades turned into the registrar.

To access OneStop:

1. Go to the main UC webpage www.uc.edu.
2. Select OneStop from the UC Tools pull-down menu.
3. Select the feature you need using the links on the left-hand side of the screen.
4. Follow the prompts for login. (The first time you login, you will need your UC Login ID (See above for accessing and your 8-digit birth date.)
5. If you have trouble with contact the UC help desk at 556-HELP.
Gifted Handbook

Online Access to Library Services

Just because you’re not on campus, doesn’t mean that you can’t have access to the UC library system. You can access the libraries through Bb and pull up databases and articles, order texts to be sent to your local library through OhioLINK, if you’re in the state of Ohio, and even chat with a research librarian.

To Access Off-Campus Access:
1. Login to Bb
2. Click on UC Libraries
3. Click the link for Off-Campus Access
4. Click the button for Login for Off-Campus Access. (After clicking this button, you may see a security window telling you the page has been blocked. Make sure you follow the instructions specific to your browser for allowing access to the libraries site. In the case of Internet Explorer, for example, you may have to click on the information bar that appears telling you content was blocked. When you click, there will be an option to allow blocked content from this site. Once you allow the blocked content, you may be automatically sent back to Step 3.)
5. Enter your UC ID number (Remember that it begins with the letter “M” and the letter “O” is never used in the ID numbers.
6. Enter your last name and click Go.

To Find Articles and Journals:
1. Once you have logged into the Off-Campus access site, click Find Articles/Journals
2. Use the quick search on the Articles tab
3. For more detailed searches, you can click on the Subject Guides Tab
   a. Click on Education
   b. Click on Article Indexes/Databases
   c. Select the database you wish to use and begin your search.
4. Many of the databases will allow you to specify if you would like to only find references with electronic versions of the full text during your search query.
5. As long as you are registered for courses, and you access the Off-Campus uplink as described above, you will have access to all of the online journals, indexes, and databases to which UC subscribes.
Grading and Course Policies
Grade Scales

The grading scale used in the gifted program follows the scale set by the University of Cincinnati Graduate School. For more information on graduate grade policies, please visit the Graduate School at http://www.grad.uc.edu/grading.aspx

Grades are assigned as follows:

**Letter Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.6667</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3333</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.6667</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3333</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0000</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0000</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grades are assigned as follows:

- **A**: Excellent, 4.0000
- **A-**: 3.6667
- **B+**: 3.3333
- **B**: Good, 3.0000
- **B-**: 2.6667
- **C+**: 2.3333
- **C**: Satisfactory, 2.0000
- **F**: Failure, 0.0000
- **P**: Pass, Used to indicate passing work in courses graded under the pass/fail system as well as for noncredit courses.
- **U**: Unsatisfactory, N/A

Graduation with an F grade is permitted in a non-required course only if the student meets published program standards for the degree program and a waiver is granted by the program. In a required course, the student must re-take the course and receive a C or better. Once an F is on a student’s transcript, it cannot be removed. Even if the course is retaken, the original F is calculated in the cumulative average. F grades do not count toward meeting satisfactory academic progress requirements for federal financial aid.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Used to indicate failure in non-credit courses. U grades do not count toward meeting satisfactory academic progress requirements for federal financial aid.</td>
<td></td>
</tr>
</tbody>
</table>
| W     | **Withdrawal (Official)**  
To receive a W, the student must apply for an official withdrawal. Students who drop courses through the first 21 calendar days of the semester will have the courses deleted from their academic schedules and they will not appear on students’ records. Thereafter, students must obtain the professor’s signature and a grade of W or F on a Drop/Add form. No drops are granted after the 58th calendar day of classes. W grades do not count toward meeting satisfactory academic progress requirements for federal financial aid. | N/A |
| UW    | **Unofficial Withdrawal**  
If a student does not apply for an official withdrawal from a course in which he or she is registered but has not attended, the professor may assign a grade of UW. The UW is weighted as an F in the computation of the student’s GPA but appears as UW on the transcript. Graduation with a UW grade is permitted in a non-required course only if the student meets published program standards for the degree program and a waiver is granted by the program. In a required course, the student must re-take the course and receive a C or better. Once a UW is on a student’s transcript, it cannot be removed. Even if the course is retaken, the original UW is calculated in the cumulative average. UW grades do not count toward meeting satisfactory academic progress requirements for federal financial aid. | 0.000 |
| SP    | **Satisfactory Progress**  
Used only for those courses (approved by college committees) that have an extended grading period beyond the normal semester due to the nature of the material covered in the course. For instance, it is used while a student is working on a thesis, dissertation, research project, or internship in which | N/A |
there is no basis for evaluation available or required by the end of the semester.  
Awarded to students who demonstrate they are making satisfactory progress in the above course type. 
Generally, SP must be replaced by a letter grade before graduation. In some cases, however, the SP may remain. (See Grades Assigned to Research Courses that Are Repeated by Graduate Students.)

<table>
<thead>
<tr>
<th>UP</th>
<th>Unsatisfactory Progress</th>
</tr>
</thead>
</table>
|    | Used only for those courses (approved by college committees) that have an extended grading period beyond the normal semester due to the nature of the material covered in the course. For instance, it is used while a student is working on a thesis, dissertation, research project, or internship in which there is no basis for evaluation available or required by the end of the semester. 
Awarded to students who have failed to demonstrate they are making satisfactory progress in the above course type. 
Generally, UP must be replaced by a letter grade before graduation. 
A grade of UP is not satisfactory progress for the purpose of federal financial aid. |

<table>
<thead>
<tr>
<th>T</th>
<th>Audit</th>
</tr>
</thead>
</table>
|    | For the student who desires or is advised to do work in a course in which a grade is deemed unnecessary. 
Admission and conditions for participating are up to the instructor. May be used for deficiency/remedial course in major area and for electives outside major area. 
Denotes that the student has regularly attended the course. 
No more than one audit course per semester is recommended. 
Audit credits are not calculated into a student’s cumulative average, credit requirements for tuition scholarship awards, or active graduate status. T grades do not count toward meeting satisfactory academic progress requirements for federal financial aid. |

N/A
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Incomplete</strong>&lt;br&gt;Used when a course grade has not been finalized. The instructor has contracted with the student for later completion. Should not be used when F, IP, or UW would be more appropriate. Converts to I/F (Failure) after one calendar year. I grades do not count toward meeting satisfactory academic progress requirements for federal financial aid.</td>
<td>N/A</td>
</tr>
<tr>
<td>I/F</td>
<td><strong>Failure</strong>&lt;br&gt;At the end of one year after the semester ends, the I automatically changes to the I/F (Failure) if no other grade has been submitted. The I/F is equivalent to an F and is governed by the same policies that govern F grades. I/F grades do not count toward meeting satisfactory academic progress requirements for federal financial aid.</td>
<td>0.0000</td>
</tr>
<tr>
<td>NG</td>
<td><strong>No Grade reported mark</strong>&lt;br&gt;No grade was submitted. See instructor for more information. No credit is granted for courses in which NG is assigned. Must have letter grade in last semester of research course. NG grades do not count toward meeting satisfactory academic progress requirements for federal financial aid.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Note:** C-, D+, D, and D- are not valid in the Graduate Grading Scale. The grades C-, D+, D, and D- reported for graduate credit enrollment are converted to the NG (no grade reported) mark.
Diversity and Special Needs

Issues Related to Diversity:

We approach our discussions and analyses from the perspective that all readers differ, in a variety of ways, and that, through seeking to understand these differences, we grow as educators. Throughout the program, strengths and challenges of literacy learning by a large variety of diverse populations are addressed by viewing all theories and models of literacy development through the “filter” of instruction to many different student populations. That is, there is no generic student that we’ll refer to when talking about planning instruction; we will consider a wide range of linguistic, economic, and other backgrounds, proficiency levels, and other factors when discussion how reading theory is realized pedagogically in the classroom.

Accommodations for Special Needs:

If you have any special needs related to your participation in this program, including identified visual impairments, hearing impairments, physical impairments, communication disorders, and/or specific learning disabilities that may influence your performance in the classes offered, you should meet with your instructors to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of the courses in the program. At the discretion of the instructors, some accommodations may require prior approval by the UC Disability Services Office. You can contact the DSO at (513) 556-6823, or visit their website at http://www.uc.edu/sas/disability/ for more information on course accommodations.

Academic Integrity

The University Rules, including the Student Code of Conduct, which can be viewed online at http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184, and other documented policies of the department, college and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

For more information on plagiarism, please visit the UC Libraries website at: http://www.libraries.uc.edu/instruction/students/plagiarism.html.
Withdrawals, Participation, and Incompletes

Participation:
Due to the nature of online courses, students must plan to actively participate in online discussions and assignments. Instructors will be checking the Bb statistics sheets to ensure that students are regularly visiting and participating in the classes, as outlined in each individual syllabus.

If you are experiencing some sort of technical difficulties that prevent you from accessing the Bb site, it is your responsibility to inform the instructor, and to develop a plan for completing any missed discussions or assignments. The acceptability of such a plan is at the discretion of the instructor.

Withdrawals:
If it becomes necessary for you to withdraw from a course after it has already begun, you must be sure to officially withdraw by the published university withdrawal date in order to have the most accurate information included on your transcripts. Each term the registrar publishes important dates for refunds, so you should check OneStop to determine your rate of refund, if any. Typically, any withdrawals that occur after the 8th day of class are subject to a refund reduction.

Please make sure you notify the course instructor, and the program manager, Jillian Altus (jillian.altus@uc.edu), if you withdraw or intend to withdraw from a course. Students will be responsible for withdrawing from courses online via the OneStop system.

Incompletes:
Incompletes should only be used when an unusual situation or emergency arises. Typically, they should be avoided; however, the ‘I’ is a grade option allowed for extreme situations, at the discretion of the instructor.

As it states on the Graduate School Grade Scale, courses for which an Incomplete (I) is assigned will automatically revert to an F on student transcripts one year after the semester in which the “I” ends. Graduate grades cannot be changed, so it is important that “I”s are dealt with long before a year has passed.

If a situation arises in which you need to receive an “I” for a class, you must discuss this with the instructor before the end of the term. Additionally, you will be responsible for submitting a plan of action for your remaining work, including timelines for completion. It will be up to the instructor to determine if this plan is reasonable. If the work is not submitted by the agreed-upon extension due dates, the instructor will submit the grade the student has earned, calculating in the missing/incomplete assignments. This grade may or may not be an F. However, if no grade has been submitted by one year from the end of the semester when the class was taken/grade was assigned, then the grade will revert to an F automatically.
University Ombuds Office

Ideally, when a circumstance arises wherein a student has a complaint, we would like that student to try to work out the problem with the instructor or program director. However, occasionally a circumstance may arise wherein a satisfactory resolution cannot be reached in this manner. The University Ombuds office is available to mediate such disputes through an impartial process.

As listed on the Ombuds page of the UC website:

**Our Purpose:** To respond to the concerns of the university students, faculty and staff. We investigate complaints, refer problems to other university offices, and offer mediation and conflict resolution services.

We are dedicated to cutting through bureaucratic red tape in order to solve problems confidentially and promptly.

The Ombuds Office is not an agent of notice for the University, and we keep no records.

**Our Role**

- LISTEN carefully to your complaint
- ADVISE you of options available to resolve your problem
- ANSWER your questions about university policies and procedures
- INVESTIGATE your complaint
- REFER you to the appropriate university office or individual
- MEDIATE a resolution

**Our Commitment**

To consider all sides of a problem and to uphold justice and fair treatment for all members of the University Community.

**Our Services**

- grade complaints
- student financial aid
- course schedule difficulties
- fee disputes
- sexual harassment
- discrimination
- grievance procedures

For more information, please visit the Ombuds Office website at http://www.uc.edu/ombuds.html
**Grade Grievances**

Students enrolled only in the gifted program, and not in any degree-seeking programs at the University of Cincinnati may follow the undergraduate policy for formal submission of a grievance for a grade. For more information, please consult the University Ombuds website at http://www.uc.edu/ombuds/policies_procedures.html

At this time, there is no formal grievance procedure for graduate students enrolled in degree-seeking programs at the University of Cincinnati. If you are an M.Ed. or doctoral student and you have a concern about your grade, we encourage you to discuss your concerns with your instructor before final grades are submitted. Please visit the Graduate Program website at http://www.grad.uc.edu/about-us.aspx for more information on graduate grading policies.

**Program Accreditation**

The Educator Preparation Programs at the University of Cincinnati are accredited by the Council for Accreditation Educator Preparation (CAEP). In addition, the Gifted Endorsement program is approved by the Department of Higher Education.
Practicum Information
Gifted Program Handbook

**Gifted Endorsement Practicum Instructions**

As the coming term is approaching, I wanted to remind you that if you plan on taking the practicum, your practicum placement form is due prior to the start of the class. Attached to this site are the documents you'll need for your Practicum courses.

The Practicum in Gifted consists of a 75 hour field-experience placement, which must be completed during the registered semester for the Practicum (the semester is 14 weeks in length). Please be aware that you must have your Practicum Field-Experience Placement Form completed **BEFORE** Practicum begins.

**Assessments:** Below are listed the assessments to be completed by the conclusion of the field-experience and submitted by the next to last week of the semester. Forms are to be completed online and submitted, electronically at the site listed below:  
http://cech.uc.edu/centers/oaci/assessment_forms/gift_end_practicum.html
Cl 6064 Practicum

Please check which semester you are enrolled in Cl 6064:

Fall Semester
Spring Semester

This form and accompanying documents must be submitted prior to the start of Practicum I. (Submit no later than the first day of classes.)

Candidate’s Name: ___________________________ Email: ___________________________

Home Address: ___________________________ City/State/Zip: ___________________________

District Employed: ___________________________ School Employed: ___________________________

Home Phone: ___________________________ School/Work Phone: ___________________________

Placement Questions:

HOW will you arrange to complete the 75 hour field experience requirement?
Explain how you will find time (i.e. before or after school/planning periods/release time, etc.)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Field Experience Site

School: ___________________________ District: ___________________________

School Address: ___________________________ City/State/Zip: ___________________________

Grade levels: ___________________________
Candidate’s Name: ________________________________

If your field experience will take place in another teacher’s classroom:

Cooperating Teacher: ________________________________

School Email: ___________________________ School Phone: _______________

Signature of Cooperating Teacher: ___________________________ Date: ___________

Principal Permission:

I ________________, Principal of ______________________ School in the ______________________ School District, verify that it will be possible for the practicum student to instruct students identified as gifted who are enrolled at the school and that it is reasonable to expect that the practicum student can accumulate the 75 hours of field experience required by the course.

Signature of School Principal: ___________________________ Date: ___________

MENTOR INFORMATION:

Name: ___________________________ Personal Email: ___________________________

Home Address: ___________________________ Home Phone: ______________________

City/State/Zip: ___________________________

Employed – District: ______________________ School: ___________________________

Assignment/Position: ___________________________

School Email: ___________________________ School Phone: ______________________

School Address: ___________________________ City/State/Zip: ______________________

(Attach a copy of mentor’s Gifted-endorsed teaching license/certificate)
### SIGNATURES

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<thead>
<tr>
<th>Practicum Candidate</th>
<th>Practicum Mentor</th>
<th>UC Gifted Coordinator</th>
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Completed form and copies of licenses are to be submitted by the student to their BOX account

**NOTE:** Should your mentor need to change during this placement, please complete Mentor Information section of this form and resubmit.
Gifted Endorsement Field Experience
Log Sheet – Planning, Reporting and Teaching

Semester:  Fall  ☐  Spring  ☐  Begin Date: ___________  End Date: ___________

Candidate’s Name: ____________________________________________

**Directions:** Submit a Field Experience Log Sheet at the conclusion of each Practicum. Each Practicum must be at least 75 hours in length. Enter beginning time and end time for your planning, reporting, and teaching hours. When completed and verified by Mentor, please send this log to your practicum instructor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>For each entry, indicate how the time was utilized (e.g., observation, assessment, instruction, etc.).</th>
<th>Candidate Initials</th>
<th>Total Time</th>
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Field Experience Log Sheet: Planning and Reporting

Candidate’s Name: ____________________________

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Total Number of Hours: __________  Mentor’s Signature: ____________________________

Mentors, please answer the following questions at the end of the semester by placing a check ✓ in the appropriate space:

1. Do you feel the candidate has made steady progress this semester towards providing high-quality assessment and instruction for children who are Gifted?  Yes?  No?
2. Rate this candidate’s current competency in gifted assessment and instruction: _________above expectations  ____meets  ____below
Candidate requirements

Requirements:
1. Provide mentor with mentor letter and assessment information.
2. Obtain license information from mentor, email a copy to Jillian Altus, altusje@uc.edu
3. Submit placement forms
4. Meet with your mentor at the beginning, the middle, and end of the experience. These conferences may take place face-to-face, on the telephone, or by email—whatever is best for you and your mentor.
5. Submit the following on-line forms:
   a. Complete by the twelfth week of the semester: Gifted Endorsement Candidate Evaluation of Program
   b. Complete by the twelfth week of the semester: Candidate Evaluation of Field and Clinical Experience (Advanced)
6. Complete the field time log. Please email this to your instructor.

Mentor Responsibilities

Responsibilities:
1. Meet with the candidate at least three times.
2. Submit the following on-line assessments:
   a. Urgent Request for Contact Form
      This form is designed to notify the university supervisor and/or coordinator when there is an incident or event involving your practicum student or student teacher that requires immediate attention. In view of the need to receive the information immediately, please email the completed form to Audra Morrison. Audra will then forward the information to the supervisor and/or coordinator.
      Thank you for your continued help in teacher preparation and professionalism.
   b. Due as needed: Please complete if a concern emerges, an incident occurs, or if the candidate is exemplary in some way. If something positive or negative occurs about which the supervisor should be informed, please complete this form:
      Candidate Dispositions Brief Report (Advanced)

Complete by the eleventh week of the semester: Print a hard copy of this form to refer to and make notes as you work with the candidate over the course of the semester. Give the candidate a hard copy at the end of the semester.
Candidate Dispositions Progress Report (Advanced)

Complete by the eleventh week of the semester:
Mentor Evaluation of Program (Advanced)
Performance in Practicum
Endorsement Mentor Teacher Demographics Form
TO: Mentors for Practicum for Gifted Endorsement  
RE: Information regarding practicum

Thank you for agreeing to serve as a mentor for the field-experience component of the Practicum in Gifted course at the University of Cincinnati.

The candidate is required to complete 75-hours of field-experience work in a classroom that includes students who have been identified as gifted, creative, or talented, at the grade levels for which the student is licensed, and mentored by an experienced teacher or administrator who possesses the gifted endorsement or license. The field-experience is to provide candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. The student will also participate in an online seminar which places emphasis on deriving instructional recommendations from critical discussion of readings, self-reflections, and teaching and assessment activities for gifted, talented, or creative students conducted as part of their action research project. In addition, before the candidate receives a grade for the practicum (P or F) you are required to submit the following web-based assessments and surveys:

Performance in Practicum  
https://uceducation.qualtrics.com/SE/?SID=SV_2frdVF6syz3Is0

Mentor Evaluation of Program  
https://uceducation.qualtrics.com/SE/?SID=SV_9L8zPAGVhUroqAk

Candidate Dispositions Progress Report  
https://uceducation.qualtrics.com/SE/?SID=SV_5aw6VtWQjogYwk

Mentor Teacher Demographics  
https://jfe.qualtrics.com/form/SV_5u8uS5Rc2d12IfG

During the semester, you will want to hold no less than three conferences with the practicum student – one at the beginning, middle, and end of the experience. Depending upon the circumstances, conferences may be held face-to-face, by telephone, or online. The conferences should be so structured as to provide the information you need to complete the forms.

Your efforts, attention, and expertise are much appreciated by the students and staff of the program, and we look forward to working with you. Should you have any questions, please do not hesitate to contact me. Thank you, again, for volunteering to serve in the role of mentor.

Sincerely,  
Jillian Altus
Creating and Sharing Folders on Box for Practicum Courses

Box.com is an online file-sharing site where you can upload and share files, videos, and other documents. For your Practicum courses, you’ll need to sign into Box, create a folder, upload the appropriate files, and share the folder with Jillian Altus at altusjs@uc.edu.

Creating a New Folder:

1. Sign into Box using your UC 6+2 username and password: https://uc.app.box.com/.

2. On the upper right hand side of the screen, click New and then select Folder in the drop-down menu (see right).

3. The Create New Folder window opens with naming and sharing options.

4. Name your folder using your last name and the practicum course you’re taking (for example, Smith_ReadingPracticum).

5. Select Keep private for now.

6. Click Okay to finish.

7. You will now see your folder on the left hand side of your screen (see below).
This technical guide was created for the College of Education, Criminal Justice, and Human Services. http://cech.uc.edu/oitld.html
Uploading Your Files:

1. Click your folder title to open it.
2. You can click Upload and browse your computer for the files you would like to add, or if you have the files immediately accessible on your desktop, you can drag and drop them onto the gray area shown on the right.

Sharing Your Folder:

1. After uploading your files, select Invite People.
2. Start typing “altusjs” into the Invite box to find Jillian Altus’ name and email.
3. Click her name and leave the role as Editor.
4. Edit the personal message (if necessary) and click Send to share your folder.