

Gifted and Talented Education

EDUC 5600	Learning Development & Individual Differences in Gifted Education	3 Credits
<p>In this course participants will understand the characteristics and needs of gifted children and youth, types of programs available to gifted children and youth, the historical and philosophical foundations required of professionals in the field, the history of the gifted child movement, and advocacy for gifted children and youth.</p>		
EDUC 5610	Learning Environments for Gifted Students	3 credits
<p>In this course participants will understand how to create safe learning environments that foster emotional well-being, positive social interaction, leadership, and cultural understanding for success in a diverse society. They will gain knowledge of the impact of giftedness and diversity on social-emotional development and be enabled to design environments, within a continuum of services, that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. <i>15 hours of field experience/practicum hours are required in addition to class time.</i></p>		
EDUC 5620	Assessment in Gifted Education	3 Credits
<p>In this course participants will understand how to collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. They will understand how to differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. Participants will understand the importance of using non-biased, technically adequate, and equitable approaches in order to identify students from diverse backgrounds for gifted programs. <i>15 hours of field experience/practicum hours are required in addition to class time.</i></p>		
EDUC 5630	Theory into Practice in Gifted and Talented Education	2 Credits
<p>This class will prepare teachers to understand societal influences on the development of curricula. Students in this course will develop long- and short-range units of instruction anchored in both general and special curricula for gifted and talented students, taking into consideration each individual's abilities and needs, the learning environment, and cultural and linguistic factors.</p>		
EDUC 5635	Theory into Practice in Gifted and Talented Education	2 Credits
<p>This course will require teacher-participants – with guidance from the course instructor - to locate, create, and or adapt curricular materials needed to implement differentiated instruction for gifted and talented learners. These materials should encourage creative problem-solving and should be adaptable for a variety of student abilities and needs, the learning environment, and cultural and linguistic factors that may influence instruction.</p>		
EDUC 5640	Curriculum & Instructional Planning in Gifted Education	3 Credits
<p>In this course participants will understand and apply research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. Participants will understand the purpose of using a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, and how to differentiate and expand it in order to meet the unique needs of students with gifts and talents. Participants will select, adapt, and plan for the use of a variety of evidence-based instructional strategies to advance learning of gifted and talented individuals. <i>15 field experience/practicum hours are required in addition to class time.</i></p>		
EDUC 5650	Leadership in Gifted and Talented Education	3 credits
<p>Prepares teachers to effectively use leadership principles to collaborate with students and their families, other educators, and related service providers to advocate for individuals with gifts and talents as they promote the learning and well-being of individuals with gifts and talents across settings and diverse learning experiences.</p>		