



## GIFTED CHILD EDUCATION CONCENTRATION FORM

*33 credit degree program*

*(12 credits of Core courses, 21 credits of Concentration courses)*

<b>Core Courses: 12 credits</b> <i>Required for all ASTL M.Ed. students</i>	<b>Credit Hours</b>
<b><u>EDUC 612: Inquiry into Practice</u></b> Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.	2
<b><u>EDUC 613: How Students Learn</u></b> Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.	3
<b><u>EDUC 614: Designing and Assessing Teaching and Learning</u></b> Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	3
<b><u>EDUC 606: Education and Culture</u></b> Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.	3
<b><u>EDUC 615: Educational Change</u></b> Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.	2

Gifted Child Education Concentration Courses: 21 credits	Credit Hours
<p><b><u>EDCI 621: Introduction to Gifted and Talented Learners</u></b> Examines nature and needs of gifted and talented learners. Participants become knowledgeable about characteristics of gifted and talented students, and examine role of culture in manifestation of gifts and talents as well as gifted behaviors in special populations.</p>	3
<p><b><u>EDCI 622: Curriculum Differentiation for Diverse Learners</u></b> Develops personal and professional rationale for differentiating instruction in mixed-ability classrooms, as well as skills and knowledge of strategies to utilize pre-assessment data and plan for and implement differentiated instruction.</p>	3
<p><b><u>EDCI 623: Models and Strategies for Teaching Gifted Learners</u></b> Provides framework to examine and apply curriculum models and instructional strategies advocated for use with gifted students according to national and state standards that reflect best practices in gifted education.</p>	3
<p><b><u>EDCI 624: Assessment, Identification, and Evaluation of Gifted Learners</u></b> Examines broad understandings of intelligence and assessment. Provides techniques to identify gifted students. Develops specific understandings of assessment techniques and awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness.</p>	3
<p><b><u>EDCI 625: Contemporary Issues and Trends in Gifted Education</u></b> Focuses on research, trends, issues, legislation, and litigation concerning gifted and talented children. Provides professionals in gifted education and related fields with knowledge and skills to serve as advocates for gifted-child education.</p>	3
<p><b><u>EDCI 626: Action Research in Gifted Education</u></b> Opportunity to identify and investigate school-based problem and apply inquiry, writing, and research skills to relevant issue or concern in gifted education.</p>	3
<p><b><u>EDCI 627: Advanced Practicum in Gifted Education</u></b> Intensive supervised clinical experiences for one semester in accredited elementary or secondary school. Students supervised in setting that includes scheduled observations and seminar experiences.</p>	3
<b>PROGRAM EXIT REQUIREMENT</b>	
<p><b>Professional Development Portfolio:</b> A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.</p>	NA



College of Education and Human Development  
**Advanced Studies in Teaching and Learning (ASTL)**

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 ASTL Academic Program Coordinators

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\* *Liaison Contact for Departmental Advising*