

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EGI4051	Course Title: Nature and Needs of Gifted Students		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-2	Effective Year/Term: 2008-3		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This is one of five courses designed to provide students characteristics and educational needs of a diverse gifted population; giftedness is examined historically, theoretically, and practically. Students will learn the changing views of intelligence and giftedness, understanding the diverse socio-cultural, linguistic, and economic backgrounds of the gifted, policy and practice, program models, and the process of giftedness identification. (3 credits). Must hold FLDOE Teaching Certificate. (3 hr. lect.)			
Prerequisite(s): Florida Department of Education teaching certificate.	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Compare and contrast the variations in characteristics and development among individuals with and without giftedness by:

- a. Identifying cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- b. Comparing and contrasting characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- c. Enumerating steps in the identification process including psychological testing.
- d. Recognizing the role of families and communities in supporting the development of individuals with gifts and talents.
- e. Identifying the advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
- f. Comparing and contrasting similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Competency 2: Recognize how foundational influences affect professional practice and assessment of the gifted by:

- a. Identifying the historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- b. Comparing and contrasting key philosophies, theories, models, and research supporting gifted and talented education.
- c. Recognizing local, state, and federal laws and policies related to gifted and talented education.

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- d. Researching issues in conceptions, definitions, and identification of gifts and talents, including individuals from diverse backgrounds.
- e. Demonstrating the impact of the dominant culture's role in shaping schools and the difference in values, languages, and customs between school and home.
- f. Discriminating between the societal, cultural, and economic factors, including anti-intellectualism and equity verses excellence, enhancing or inhibiting the development of gifts and talents.
- g. Researching and reporting on key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.
- h. Researching support systems for teachers of gifted.

Competency 3: Shape, create, and foster classroom environments in which diversity is valued and independence, motivation, and self-advocacy of individuals with gifts and talents is encouraged by:

- a. Identifying ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented educations.
- b. Comparing and contrasting the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
- c. Designing learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
- d. Planning and creating learning environments for individuals with gifts and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
- e. Planning and creating safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
- f. Planning and creating learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
- g. Developing social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.
- h. Comparing and contrasting the implications of culture, behaviors, and language on the development of individuals with gifts and talents.
- i. Designing and writing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.

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