

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EGI4246	Course Title: Educating Special Populations 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, <u>must</u> correspond with course description on Form 102): This course is the third of five designed to educate special populations of gifted students. Students will learn about the socio-cultural and educational similarities and differences of gifted students, specifically the culturally and linguistically diverse, highly gifted, socio-economically challenged, cognitively disabled, and underachievers. Instructional strategies, resources, and materials necessary for the implementation of an equitable system of instruction will be studied by the student. (3 credits). Must hold FLDOE Teaching Certificate. Prerequisite: EGI 4051. (3 hr. lect.)			
Prerequisite(s): EGI4051	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: Use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English Language Learners by:

- a. Identifying forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
- b. Recognizing the impact of diversity on communication.
- c. Comparing and contrasting implications of culture, behaviors, and language on the development of individuals with gifts and talents.
- d. Accessing resources and developing strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English Language Learners.
- e. Using advanced oral and written communication tools, including assistive technologies to enhance the learning experiences of individuals with exceptional learning needs.

Competency 2: Practice in multiple roles and complex situations across wide areas and developmental ranges by:

- a. Recognizing personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
- b. Researching organizations and publications relevant to the field of gifted and talented education.
- c. Assessing personal skills and limitations in teaching individuals with exceptional learning needs.
- d. Maintaining confidential communication about individuals with gifts and talents.

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- e. Encouraging and modeling respect for the full range of diversity among individuals with gifts and talents.
- f. Conducting activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice.
- g. Improving practice through continuous research-supported professional development in gifted education and related fields.
- h. Participating in the activities of professional organizations related to gifted and talented education.
- i. Reflecting on personal practice to improve teaching and guide professional growth in gifted and talented education.

Competency 3: Understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests by:

- a. Identifying influences of diversity factors on individuals with exceptional learning needs.
- b. Comparing and contrasting academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
- c. Discriminating the idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
- d. Recognizing the influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
- e. Integrating perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Competency 4: Develop and use differentiated instructional planning by:

- a. Designing and writing differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
- b. Developing scope and sequence plans for individuals with gifts and talents.
- c. Selecting curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
- d. Selecting and adapting a variety of differentiated curricula that incorporates advanced, conceptually challenging, in-depth, distinctive, and complex content.

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