### Course Competency

**Competency 1:** The student will foster environments in which diversity is valued and individuals with gifts and talents are taught to live harmoniously and productively in a culturally diverse world by:

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<tbody>
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<td>1.</td>
<td>Identifying ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.</td>
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<td>2.</td>
<td>Recognizing the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.</td>
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<td>3.</td>
<td>Describing 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.</td>
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<td>4.</td>
<td>Designing learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.</td>
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<td>5.</td>
<td>Creating 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.</td>
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<td>6.</td>
<td>Creating safe learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others’ language and cultural heritage.</td>
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### Learning Outcomes

- Communication
- Cultural / Global Perspective
- Social Responsibility
- Computer / Technology Usage
- Aesthetic / Creative Activities

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**Course Description:** This course focuses on psychological, cultural, and environmental factors that influence the affective growth and development of gifted students. Students will learn guidance, mentoring, and counseling interventions that address the unique needs of gifted students. (3-hour lecture)
7. Developing social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.
8. Integrating perspectives of diverse groups into planning instruction for individuals with gifts and talents.

**Competency 2:** The student will promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences by:

- Communication
- Critical thinking
- Information Literacy
- Social Responsibility
- Ethical Issues

1. Demonstrating and practicing culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
2. Responding to concerns of families of individuals with gifts and talents.
3. Collaborating with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
4. Advocating for the benefit of individuals with gifts and talents and their families.
5. Collaborating with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
6. Collaborating with families, community members, and professionals in assessment of individuals with gifts and talents.
7. Communicating and consulting with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

**Competency 3:** The student will evaluate social and emotional adjustment models for individuals with gifts and talents by:

- Communication
- Critical thinking
- Information Literacy
1. Describing adjustment as process and achievement for individuals with gifts and talents.
2. Comparing and contrasting theoretical models for use with individuals with gifts and talents.
3. Analyzing counseling strategies emanating from different theoretical models.