EGT 512 (3 credits)
Nature and Developmental Needs of Gifted Learners

Study of the multi-dimensionality of giftedness-history, identification, assessment, affective, and cognitive characteristics with an emphasis on the diversity of learners. Topics include gender, ethnicity, race, language, underachievement, socio-economic status, and learners with handicapping conditions.

EGT 513 (3 credits)
Curriculum, Teaching Strategies, and Evaluation for Learners with Gifts and Talents

Exploration of classroom organization and curriculum modifications to meet the needs of a diverse group of learners with gifts and talents. Programming structures, varied teaching strategies, and multiple evaluation methods are developed.

Co-/prerequisites: EGT 512 or permission of instructor.

EGT 517 (3 credits)
Creativity, Inquiry, and Productive Thinking

Investigation of the theories behind creativity, inquiry and productive thinking in individuals with an emphasis on gifted learners. Participants have opportunities to explore practical applications of these theories that support creative growth in gifted learners. An inquiry approach is modeled and examined for classroom implementation.

EGT 518 (3 credits)
Working with Students with Gifts and Talents, Their Families, and Other Professionals

Intensive exploration of recent research literature regarding guidance needs and effective practices with students and their families. Also examines collaborative teaching techniques and models for working with other professionals. Special attention is given to the acquisition of productive interview techniques and heightened interpersonal skills for teachers. The special needs of students due to gender, ethnicity, race, language, underachievement, socio-economic status, and handicapping conditions are explored.

Prerequisites: EGT 512 and 513, or permission of instructor

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1 Without access to an identified gifted student, their family, and other staff from your school district, this course cannot be completed.
EGT 519 (3 credits)
Using Technology with Students with Gifts and Talents

Exploration of a variety of technology-based activities with particular emphasis on their applicability to curriculum for the gifted/talented audience. Topics include common curriculum paradigms in gifted education, as well as explicit, hands-on instruction with computer tools, including specialized peripherals and use of the Internet.

EGT 580 (4 credits)
Practicum in Gifted and Talented Education

Specialized field experience in an approved classroom setting for gifted and talented learners, under the supervision of a qualified teacher. Incorporates observation of classes with the planning and implementation of instruction for gifted and talented pupils.

The activities for the practicum include observing, interacting, collaborating with and teaching a substantive group of students identified as gifted and/or talented (based on ODE standards), their parents, teachers, counselors, other educators and community members. Graduate students also keep a log of activities, set professional goals, participate in course discussions on related topics and develop curriculum focused on the needs of learners with gifts and talents.

Even though you may be several courses away from the Practicum, it is important to plan ahead and be sure you have identified gifted students with whom you can work. The practicum activities include at least 60 hours of responsibility for a group of identified gifted students (based on ODE standards) and their learning.

Prerequisites: EGT 512, 513, 517, 518, and 519 or permission of instructor

MASTER'S DEGREE ONLY

EGT 582 (2 credits)
Action Research in Gifted Education

This course is the culmination of the master’s degree program in curriculum and instruction with a specialization in gifted education. During the course, students will complete a field experience of at least 30 hours working with identified gifted learners. In this setting, they will design and complete an action research project focused on gifted students, gifted curriculum and instruction, and/or gifted policy and practices.

Prerequisites: EGT 512, 513, 517, 518, 519, and 580 or permission of instructor

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2 Without a group of students identified by ODE standards, the Practicum cannot be completed. Students may be identified in any of the approved areas.

3 Without a group of students identified as gifted and/or high ability, the Action Research Project cannot be completed.