

## Gifted Education Certificate

**Note:** Courses do not need to be taken in a specific order but it is helpful to start with GTED 6245 as that is foundational to the program. In addition, taking GTED 7609 last is advised as it assumes knowledge from the previous courses.

Course Number	Title	Credits	Semester Offered*		
			FA	SP	SU
GTED 6245 or GTED 7601	Inquiry for Gifted Students	2 credits	X	X	X
GTED 7604	Identifying Gifted Learners: Theories and Procedures	2 credits			X
GTED 7606	Affective Needs of Gifted Students: Counseling Issues & Strategies	2 credits			X
GTED 7607	Differentiation: Instructional Models & Strategies in Gifted Education	2 credits			X
GTED 7609	Gifted Education Program Models	2 credits			X

*\*Subject to change, please check Piperline for current course offerings.*

### **GTED 6245: Inquiry for Gifted Students**

Inquiry as an approach to learning explores the natural or material world and leads to asking questions and making discoveries in the search of new understandings. Gain an understanding of the features of classroom inquiry and how to implement inquiry-based instruction into your classroom. Experience and examine the types of inquiry models and the art of questioning in the classroom to maximize student learning.

### **GTED 7604: Identifying Gifted Learners: Theory and Procedures**

How do school districts identify students to service in a gifted program? This course reviews current theories of intelligence and historical literature related to the recognition of gifted populations. You will reflect on current models of gifted characteristics (pre-K through adult) and strategies for finding gifted learners from various cultural backgrounds. You will also investigate informal and formal assessment tools to determine which best fit your district needs. Ideas for developing an identification/assessment process sensitive to all populations will also be shared.

### **GTED 7606: Affective Needs of Gifted Students: Counseling Issues & Strategies**

Develop strategies to address the affective needs of your gifted students! Giftedness has emotional and social implications beyond the obvious intellectual and academic ones. Gifted students often experience a 'lack of fit' in school and social environments, resulting in common issues: supersensitivity, social exclusion, stress, perfectionism, even underachievement. Timely proactive service may avoid such difficulties. Examine asynchronous development, intensity, and introversion in the gifted, and leave with tools to identify concerns and to assess the impact of classroom climate on gifted learners. Gain ideas for curricular modifications to address affective concerns.

### **GTED 7607: Differentiation: Models & Strategies in Gifted Education**

Is the curriculum we offer gifted learners rigorous enough? Participate in an overview of strategies and models for differentiating, tiering, compacting the curriculum, and adding depth and complexity for the gifted learner. Explore instructional models to develop challenging, interdisciplinary learning. Current research on grouping is included.

### **GTED 7609: Gifted Education Program Models**

Learn how to create the best program with available resources. Explore program models that effectively serve gifted and talented learners within the regular classroom as well as those services that extend beyond the classroom setting. Address the design of both district-wide and school programs.