

ATTACHMENT 4A-3 LETTER OF NOTIFICATION – 3

NEW OPTION, CONCENTRATION, EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: University of Arkansas
2. Contact person/title: Dr. Sharon L. Gaber, Provost
3. Phone number/e-mail address: 479-575-5459
sgaber@uark.edu
4. Proposed effective date: Summer 2016
5. Title of degree program: M.A.T. in Elementary Education
6. CIP Code: 13.1202
7. Degree Code: 5533
8. Proposed option/concentration/emphasis name: Option in Gifted and Talented
9. Reason for proposed action: With the restructure of elementary licensure up to grade 6, and the heavy emphasis on critical thinking skills and creativity within all content areas, an additional license focusing on Gifted and Talented Education better prepares candidates for the job market and gives them additional skills to meet the changing landscape of today's educational world. This program is a part of the requirements that lead to recommendation of licensure as a Gifted and Talented educator.
10. New option/concentration/emphasis objective: To prepare professionals whose goal is to improve student achievement in K-12 school settings, by providing experiences that build knowledge, skills, and dispositions related to working with students, supporting or coaching teachers, and leading the school Gifted and Talented program.
11. Provide the following:
 - a. Curriculum outline - List of required courses
Courses to be taken during the CHEDBS and the ELEDMA degree programs –18 Hours of GT-specific courses
CIED 5803 Nature and Needs of the Gifted and Talented
CIED 5813 Curriculum Development in Gifted Education
CIED 5823 Gifted and Talented (Structured) Practicum
CIED 6073 Seminar in Developing Creativity
CIED 6143 Differentiated Instruction for Academically Diverse Learners
CIED 6163 Social and Emotional Components of the Gifted and Talented
 - b. New course descriptions
CIED 6143
Differentiated Instruction for Academically Diverse Learners
Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.
Course Goal: The goal of this course is an exploration of issues and strategies relevant to teaching academically diverse learners in the general education classroom. A major focus will be

the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners. Additionally, analysis of the general curriculum will allow participants to determine ways that it can be modified and extended to better meet the educational needs of all learners.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Describe how and in what manner the unique characteristics of academically diverse students provide a challenge to the classroom teacher.
2. Communicate and/or implement a process of curriculum modification for the range of learners present in schools.
3. Discuss a variety of grouping options and the disadvantages and/or advantages for use with children and youth.
4. Assess students' readiness, learning profiles and interests.
5. Design lessons for differentiation appropriate for all learners in classrooms.
6. Develop learning goals appropriate for a unit of study.
7. Create an action plan to address the classroom management concerns inherent inclusive classrooms.

CIED 6163

Social and Emotional Components of the Gifted and Talented

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

Course Goal: The goal of this course is to examine specific research and literature relevant to the social and emotional components of giftedness. Topics will include but are not necessarily limited to the following: theories of emotional development; the role(s) of the educator; motivational issues; perfectionism; relationships; special populations; underachievement; and resources and strategies available to educators for meeting the affective needs of advanced ability youngsters.

Course Competencies:

Upon completion of this course, the student should be able to:

- a. Produce a personal rationale regarding the importance of studying the affective characteristics of gifted and talented children;
 - b. Discuss the varied affective issues confronting students identified for gifted and talented programs;
 - c. Demonstrate a basic understanding of related literature and research on the affective characteristics and needs of gifted and talented students;
 - d. Develop strategies for modifying and/or designing learning experiences appropriate for nurturing the social/emotional development of gifted/talented students at home and in school;
 - e. Outline the influences of individuals (family members, teachers, peers and others) and environments (home, school, and community) on the social and emotional development of gifted and talented students;
 - f. Explain biblio-therapy and suggest specific books that might be appropriate for students with special concerns.
- c. Program goals and objectives
The program goals are to provide candidates an advanced knowledge in teaching and developing gifted and talented education programs, whether a classroom teacher or GT specialist, in a K-12 school setting.
- d. Expected student learning outcomes
The rigorous curriculum develops professionals to work with all students, but especially those identified as Gifted and Talented, and enable them to provide intensive and/or supplemental instruction. It trains professionals who serve in coaching positions to support teachers and/or develop, lead or support Gifted and Talented programs within a school or district.

12. Will the new option be offered via distance delivery? No

13. Mode of delivery to be used: Face-to-face course delivery

14. Explain in detail the distance delivery procedures to be used: N/A

15. Is the degree approved for distance delivery? No

16. List courses in option/concentration/emphasis. Include course descriptions for new courses.

Courses to be taken during the CHEDBS and the ELEDMA degree programs –18 Hours of GT-specific courses

CIED 5803 Nature and Needs of the Gifted and Talented

CIED 5813 Curriculum Development in Gifted Education

CIED 5823 Gifted and Talented (Structured) Practicum

CIED 6073 Seminar in Developing Creativity

CIED 6143 Differentiated Instruction for Academically Diverse Learners (new course)

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.

CIED 6163 Social and Emotional Components of the Gifted and Talented (new course)

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No additional costs required.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer

Date: