

EDUCATION, MASTER OF SCIENCE - GIFTED EDUCATION

Gifted Education

The School of Education is not accepting or admitting new students into the MS in Gifted Education program for the academic year 2025-2026.

The 33-credit Master of Science (MS) in Education with a concentration in Gifted Education is designed to prepare educators and administrators for teaching or leadership roles in the field of gifted education, with an emphasis on research and application of current best practices in the field. Based on the National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) Teacher Preparation Standards, candidates will gain knowledge and skills in curriculum, instruction, program development, and assessment to meet the needs of academically talented students. The twice exceptionalities focus area within the Gifted Education program allows candidates to specialize and hone their skills in meeting the needs of gifted students with learning differences. As part of the program, candidates will observe gifted students, design innovative lessons, and learn how to design programs that are appropriate for gifted students' cognitive and affective needs. The program is recognized by the Maryland State Department of Education as meeting the requirements for Gifted and Talented Education Specialist certification in Maryland and satisfies endorsement requirements in many other states.

Gifted Education

The School of Education is not accepting or admitting students into the Gifted Education Certification program for the academic year 2025-2026.

Gifted Education

The program is designed to be completed in six semesters, with students typically taking two courses per semester. Courses are delivered online.

PROGRAM PLAN

| Code | Title | Credits |
|-------------------------|---|---------|
| Required Courses | | |
| ED.885.501 | The Gifted Learner | 3 |
| ED.885.604 | Social, Emotional, and Psychosocial Development of the Gifted | 3 |
| ED.885.512 | Twice Exceptional Learners | 3 |
| ED.885.505 | Creativity in Education | 3 |
| ED.885.510 | Curriculum, Instruction, and Assessment for Advanced Learners | 3 |
| ED.885.519 | Seminar I in Gifted Education and Talent Development | 3 |
| ED.885.515 | Leadership of Gifted Education and Talent Development Programs | 3 |
| ED.885.520 | Seminar II in Gifted Education and Talent Development | 3 |
| ED.885.820 | Practicum in Gifted Education and Talent Development ¹ | 3 |

Elective Courses

In addition, students must select and take two 3-credit elective courses, in consultation with their advisor. ² 6

Total Credits 33

- ¹ All candidates employed in Maryland who are seeking Gifted and Talented Education Specialist certification from the Maryland State Department of Education will undertake a semester-long practicum experience in their school as the culminating course of their program. Candidates who are employed in other states outside of Maryland or who do not hold a teaching certificate may take an online 3-credit research course in place of the practicum with adviser approval.
- ² Students who choose the twice exceptionalities focus area will replace their two electives with two three credit online courses in special education and will be grouped together in a 2e focus area section for their capstone course.

PROGRAM GOALS

The goals of the program are to prepare educators for leadership roles in the field of gifted education who are able to:

- Understand different factors that inform the identification and support of K-12 gifted and twice exceptional students.
- Create safe, inclusive, and culturally responsive learning environments that support the social, emotional, and cognitive learning needs of diverse groups of gifted K-12 students.
- Use assessments to identify gifted, talented, and twice exceptional students, measure their progress and modify interventions accordingly, and provide summative data on their growth.
- Be reflective, ethical professionals who support and advocate for gifted K-12 students through collaboration with families and colleagues, use of community resources, and ongoing professional learning.
- Serve as effective leaders in the development and implementation of gifted education and talent development programs.
- Lead efforts to address and eliminate excellence gaps in K-12 settings.