Belin-Blank Center for Gifted Education

Director
• Megan Foley Nicpon

Website: https://belinblank.education.uiowa.edu

Courses

Belin-Blank Center for Gifted Education Courses

BBC:1000 Bucksbaum Academy Second-Year Seminar 1 s.h.
Unites self-efficacy skills attained in first-year seminar experience with exploration of how to foster more fulfilling and productive lives; understanding and development of high potential; for Bucksbaum Academy second-year students and early-entrance program supported by the Belin-Blank Center.

BBC:1001 Summer Art Residency 2 s.h.
Partnership between Belin-Blank Center and the UI School of Art and Art History; designed for talented high school artists from across the country; taught by faculty, staff, and graduate students from the School of Art and Art History and special visiting artists.

BBC:1002 Summer Writing Residency 2 s.h.
Partnership between Belin-Blank Center and the UI undergraduate creative writing program; designed for talented high school writers from across the country; taught by faculty, staff, and graduate students from the English department, Iowa Writers' Workshop, and special visiting authors.

BBC:1003 Perry Research Scholars Institute 1 s.h.
Perry Research Scholars Institute is an introductory-level, research-preparatory program that grants behind-the-scenes access to ways and places to discover new knowledge on many different topics—spend days with a backstage pass to cutting-edge facilities and spaces at a major research institution, hear from University of Iowa faculty researchers and their teams on how the research process works, the many different ways that research can look, and even the ways one can pursue a research career. Requirements: acceptance to Perry Research Scholars Institute.

BBC:4023 Twice-Exceptionality Support Seminar 1 s.h.
Areas and issues that typically impact students diagnosed as twice-exceptional in college (specifically autism spectrum disorder); focus on navigating campus and services, communication skills (social and academic based), stress management, executive functioning skills, career and job seeking skills. Same as EDTL:4023.

BBC:4025 Differentiated Instruction for the Gifted 1 s.h.
Program options for K-12 gifted students; student abilities and needs linked with various curriculums; case studies, school materials. Same as EDTL:4025.

BBC:4026 Reading for High-Ability Students 1 s.h.
Purposes and methods of reading instruction, with focus on developmentally appropriate needs of high-ability readers; genres of literature, enriched and accelerated reading curricula, role of reading in social and emotional development of gifted students. Prerequisites: EDTL:3095 or EDTL:3160 and EDTL:3164. Same as EDTL:4026.

BBC:4031 Belin-Blank Talent Development Fellowship 1-2 s.h.
Content is approached as a survey of concepts, ideas, and issues pertinent to the development of talent (and its potential) in K-12 students. Key course content includes acceleration, appropriate curriculum and instruction, assessment and identification, collaborating with staff and families, differentiation, diverse student populations, social and emotional needs, and research. Same as EDTL:4031.

BBC:4033 Talent Development in the Arts and Athletics: Models and Methods 1 s.h.
Examines multiple general and domain-specific talent development models relevant to arts and athletics. Students will consider the roles of nature and nurture, the role of the teacher/coach, and the use of creativity while weighing the impact these have on the development of talent. Students will analyze how these talent development processes have played out in the lives of individuals eminent in the arts and athletics. Same as EDTL:4033.

BBC:4035 Talent Development in the Arts and Athletics: Psychosocial Trials and Benefits 1 s.h.
Students will understand and integrate the multiple psychosocial issues (both trials and benefits) experienced during varying stages of the talent development process, including practice, perfectionism, anxiety, failure, shame, motivation, leadership, asynchrony, competition, multipotentiality, performance, grit, and intensities. Students will analyze how these psychosocial issues impacted the talent development process in the lives of individuals eminent in the arts and athletics. Same as EDTL:4035.

BBC:4067 Conceptions of Talent Development 3 s.h.
Students review conceptions of talent development and explore possibilities for appropriate programming in specific fields across various stages in life; traditional opportunities in gifted education programs; stages of development in early childhood; development of knowledge and skills in addition to and beyond organized educational programs. Same as EDTL:4067.

BBC:4111 Evaluation of Gifted Programs 1 s.h.
Fundamentals of program evaluation essential for exemplary gifted programs. Same as EPLS:4111.

BBC:4118 Meeting the Emotional Needs of Talented Students 1 s.h.
Unique emotional needs of talented students, including twice exceptionality. Theories of and trends in emotional development; identification of needs and myths about skills/challenges; research-based strategies to best meet needs; emotional impact of acceleration; and counseling. Same as PSQF:4118.

BBC:4119 Meeting the Social Needs of Talented Students 1 s.h.
Unique social needs of talented students, including twice exceptionality. Theories of and general trends in social development; identification of needs and myths about skills/challenges; family and peer relationships; research-based strategies to best meet needs; social impact of acceleration; and counseling. Same as PSQF:4119.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>BBC:4120</td>
<td>Psychology of Giftedness</td>
<td>3 s.h.</td>
<td>Theories of learning, child development, motivation; issues unique to gifted education. Same as CSED:4120, PSQF:4120.</td>
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<tr>
<td>BBC:4121</td>
<td>Identification of Students for Gifted Programs</td>
<td>3 s.h.</td>
<td>Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as CSED:4121, PSQF:4121.</td>
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<tr>
<td>BBC:4123</td>
<td>Academic Acceleration: Providing Excellence and Equity in Education for High Ability Students</td>
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<td>Acceleration as an effective curricular intervention for high-ability students; forms of acceleration, research evidence for acceleration, and process of implementing acceleration; reasons for persistent negative attitudes about acceleration; advocation for acceleration; skills for effective practice and implementation. Requirements: computer with internet access, sound card, Adobe Reader, and Adobe Flash Player. Same as PSQF:4123.</td>
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<tr>
<td>BBC:4137</td>
<td>Introduction to Educating Gifted Students</td>
<td>3 s.h.</td>
<td>Fundamental issues such as curriculum, counseling, family issues, gender and minority issues. Same as CSED:4137, EDTL:4137.</td>
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<tr>
<td>BBC:4188</td>
<td>Practicum in Teaching and Curriculum Development in Gifted Education</td>
<td>1-6 s.h.</td>
<td>Experience in developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as CSED:4188, EDTL:4188.</td>
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<tr>
<td>BBC:4189</td>
<td>Practicum in Gifted/Talented Education</td>
<td>1 s.h.</td>
<td>Experience developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as EDTL:4189.</td>
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<tr>
<td>BBC:5065</td>
<td>Talent Development Capstone Exploration</td>
<td>2 s.h.</td>
<td>Develop and complete a capstone exploration project relevant to a school or other context that focuses on an important topic or issue in talent development. Requirements: completion of all coursework for the graduate Certificate in Talent Development. Same as EDTL:5065.</td>
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<td>BBC:5080</td>
<td>Workshop: Teacher Training for Advanced Placement Courses</td>
<td>1-2 s.h.</td>
<td>Focus on a particular academic content area. Same as EDTL:5080.</td>
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