

Revised: **September 2022**

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Master Syllabus

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 90

Course number & title:

EDIS 796, Internship in Talent Development Education

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

This course provides an internship experience with identified gifted and talented students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 90 clock hours, 50 directly with identified gifted students. The graduate student will be observed by the University Supervisor in their working context for a minimum of 90 minutes, virtually or in-person. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for Gifted Intervention Specialist Endorsement in Ohio. This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement. Students compile and share their program Resource Notebook with the instructor.

Upon approval by the program director, this course may substitute for EDIS 710, Practicum for Teachers of the Talented, in the program for Masters of Education in Curriculum and Instruction With Emphasis in Talent Development

Prerequisites:

EDIS 650, 651, 652, 653, 654, (4 courses must be completed) and permission of the program director.

The enrollment restriction (s) for this course is (are):

25

Fees and charges:

Tuition. May include a technology fee.

Effective catalog date for this master syllabus:

Spring, 2023

Course content:

See course content listed under Knowledge criteria.

Student Learning Outcomes

See specific SLOs listed under Skills and Dispositions criteria

EDIS 796 Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

KNOWLEDGE: The graduate education student will have knowledge of:	SKILLS: The graduate education student will have skills to:	DISPOSITIONS: The graduate education student will:	STANDARDS* ODE, OAE, NAGC/CEC, AU SLOs, AU/COE SLOs, Regents
K1. The identification information of the gifted individuals in their classroom according to the Ohio Operating Standards for the Identification and Service of Students Who Are Gifted, and of the Written Education Plan WEP goals of those students. .	S1. Utilize identification information, other assessment data, and student WEP goals to plan instruction for the accommodation of gifted learners.	D1. Appreciate the value of various assessment information and WEP goals in planning instruction for accommodation of gifted learners.	ODE = (a)-(h) OAE = 1.4, 1.5, 4.1, 5.5, NAGC/CEC = 6.1, 6.2 AU = 1, 2 AU/COE = 5 Regents = 1.2, 1.3, 4.2, 4.4, 4.6, 6.4-6.6
K2. Purposes for and components of the Written Education Plan (WEP); their home/local district interpretation of the Ohio Operating Standards and WEP, components of effective WEP goals and communicating with stakeholders.	S2. Utilize the Written Education Plan in planning for instruction, including writing effective WEP goals and communicating with stakeholders.	D2. Value the strengths and weakness of their district Written Education Plan and having effective goals for its use in planning for instruction of gifted individuals.	ODE = (h) OAE = 1.4, 1.5, 4.1, 5.3, 5.5 NAGC/CEC = 6.1, 4.1, 4.4 AU = 1 AU/COE = 5 Regents = 1.2, 4.2, 4.5, 6.5, 6.6
K3. Demographic information of their teaching context – classroom, building, district that may impact teaching and learning.	S3. Utilize demographic information of their teaching context to plan a lesson with attention to and responding to needs of the gifted, as demonstrated by those demographics.	D3. Value the consideration of demographic information from their teaching context in planning educational experiences for gifted students.	ODE = (f) OAE = 5.3 NAGC/CEC = 1.1, AU = AU/COE = 5 Regents = 3.1, 4.1, 5.6,
K4. Finding research literature from major theorists and professional journals in the field of gifted education.	S4. Summarize and utilize information from research literature in the field in planning instruction that accommodates the needs of gifted students.	D4. Appreciate the impact of using research-based strategies in the classroom to accommodate the needs of gifted students.	OAE = 1.3, 3.6, 6.1, 6.4, 6.5, 7.2, 9.4, 9.5 NAGC/CEC = 5.1, 6.1, 6.4 AU = AU/COE = Regents = 1.8, 3.6.1
K5. Aspects of the lesson planning format and processes that support the differentiation and accommodation of gifted students in their classroom. (including student learning profiles, the use of standards, differentiated	S5. Utilize the lesson planning processes to design differentiation and/or accommodation of gifted students in their classroom.	D5. Value considerations that the lesson planning format and processes provides in accommodating gifted students in their classroom.	ODE = (f) OAE = 2.3, 5.4, 7.2, 7.3, 9.1- 9.5, 10.1-10.2, 10.5-10.6 NAGC/CEC = 1.1, 4.2, 3.1 AU =

independent work and assessments, deliberate grouping, and active learning)			AU/COE = Regents = 1.6, 2.1, 2.4
K6. Strategies to differentiate instruction, select, adapt, or create differentiated curricula, or provide an extension or replacement of the general education curricula, or incorporate creativity theory to accommodate for gifted learners in their context.	S6. Plan and implement differentiated instruction by various means (selecting, adapting, or creating differentiated curricula, providing an extension or replacement of the general education curricula, incorporating creativity theory) to accommodate for gifted learners.	D6. Appreciate the need for various differentiated instructional techniques in the accommodation of gifted learners.	ODE = (a),(b),(c) OAE = 9.2,-9.4, 10.5, 10.6 NAGC/CEC = 3.3, 5.1 AU = AU/COE = Regents = 3.7, 3.9, 3.12
K7. Various assessment strategies for instructional planning, intervention or differentiation, and showing student growth, including student self-assessment and self-reflection.	S7. Plan and implement various assessment strategies in instructional planning, intervention or differentiation, and showing student growth, including student self-assessment and self-reflection.	D7. Value the use of a variety of assessment strategies in instructional planning for various purposes.	ODE = (f) OAE = 4.3-4.5, 10.1, 10.5 NAGC/CEC = 4.2, 4.4 AU = AU/COE = Regents = 3.4, 4.1, 4.3, 4.5 4.6
K8. Technology for instructional planning, management of the teaching and learning environment and record-keeping.	S8. Utilize technology for instructional planning, management of the teaching and learning environment, and record keeping	D7. Value the power of technology for instructional planning, management and record-keeping.	OAE = 9.5 NAGC/CEC = 5.2 AU = AU/COE = Regents = 3.5
K9. Consider specific characteristics and needs of students with gifts and talents of diverse backgrounds (minority, twice-exceptional, cultural) especially those evident in their working context.	S9. Accommodate the specific characteristics and needs of students with gifts and talents of diverse backgrounds, especially those evident in their working context.	D9. Appreciate the impact of considering specific characteristics and needs of students with gifts and talents of diverse backgrounds, especially those evident in their working context.	ODE = (e) OAE = 1.5, 2.4, 3.5, 7.1, 8.4, 9.2, 9.6, 10.1, 10.5 NAGC/CEC = 1.1, 1.2, 2.1, 4.1, 6.3 AU = AU/COE = Regents = 1.1, 1.4, 1.6, 2.1, 4.6, 5.1
K10. How to formulate a teaching philosophy for their place in the field gifted education.	S10. Express their teaching philosophy for gifted education and their place in the field.	D10. Value the importance of knowing and expressing their teaching philosophy for gifted education.	OAE = 3.4 NAGC/CEC = 6.4 AU = AU/COE = Regents = 6.2

<p>K11. Various applicable standards and competencies in the field of gifted education as related to curriculum including: -NAGC Pre-K to Grade 12 Gifted Programming Standards; -NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education; -ODE Ohio Operating Standards and Gifted Competencies; -OAE Assessment Framework for Gifted Education.</p>	<p>S11. Effectively utilize the standards and competencies in the field of gifted education to structure, clarify goals, and provide accountability within their teaching context and home school/district.</p>	<p>D11. Value the various standards and competencies as tools to structure, clarify goals, and provide accountability in the field of gifted education into their teaching context.</p>	<p>ODE = (f) OAE = 1.4, 3.6, 9.1 NAGC/CEC = 6.1 AU = 1, 2 AU/COE = 5 Regents = 1.2, 3.6</p>
<p>K12. Skills and protocol for graduate level professional writing, speaking and presentation according to the Publication Manual of the American Psychological Association (APA) 7th Edition.</p>	<p>S12. Write, speak, and give presentations and professional development with graduate level professionalism according to APA 7th Edition.</p>	<p>D12. Value the need for writing, speaking, and presenting with graduate level professionalism as a way to further the field of education, gifted education for their own growth and advancement.</p>	<p>OAE = 3.4, NAGC/CEC = 6.4 AU = AU/COE = Regents = 5.1</p>

Referenced Standards

[Ohio Department of Education Gifted PD Competencies \(see p. 2\)](#)

[Ohio Assessments for Educators Strands](#)

[NAGC/CEC Teacher Preparation Standards](#)

[Ashland University SLOs](#)

[Ashland University College of Education SLOs](#)

[Ohio Board of Regents – 2008 Ohio Modified NAGC/CEC Program Standards](#)

Student assessment criteria:

Students will be assessed using an Internship Plan, Lesson Plan, Log of contact hours, observations by a Site Supervisor and the University Supervisor, Resource Notebook, and a Final Reflection Paper.

Required texts and/or references:

None

Description of field/clinical experiences:

FIELD EXPERIENCE

The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours for this purpose:

- 50 or more hours contact with gifted individuals;
- up to 15 hours compiling the Resource Notebook; and
- the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

CLINICAL EXPERIENCE

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

Academic Integrity Policy

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

HLC statement for online and hybrid courses

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Academic Support Services

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more information, visit their website at <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: goa-advising@ashland.edu, Office Phone: [419-289-5081](tel:419-289-5081)

Student Accessibility Services Statement

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Ashland Writing and Communications Center (WCC)

- Receive one-on-one feedback from an Writing and Communications Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, etc.
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appointments now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)
- Go to our website - <https://www.ashland.edu/administration/wcc> - to schedule your appointment today!

The AU Healthy Minds App

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

Attendance Reporting

Students are required to participate in a course related activity/log in *within the first three days* of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Bibliography (Learned Societies, Etc.)

Each completed thesis will include appropriate bibliographic references.

REQUIREMENTS FOR INTERNSHIP:

In this course you will be showing how you accommodate the needs of gifted students (academic, creative, visual/performing arts, cognitive, and/or social-emotional needs) in your classroom. This is a pass/fail class. All point-related components of the course must be completed with a passing score*.

There are support documents and templates on Blackboard. The Letter for Districts is an explanation of the course and expectations for your administration, if one is needed. In addition, documents outlining the procedure for the Ohio Assessments for Educator exam and applying for the endorsement are available on Blackboard.

You can begin your log right away.

Observations should be completed before Thanksgiving.

Resource Notebook meeting should take place the end of Week 11. Sign up using the link on Blackboard.

Follow the calendar for due dates. A list of all activities and documents appears below, details appear later in this syllabus.

Activity	Pass/Fail Points
I) Internship plan (an overview of your specific teaching context) submitted before observation	20
II) Lesson plan (for a lesson Dr. Groman will observe) submitted before observation	20
III) Schedule your observation (October 25-Thanksgiving) or submit recording of (before Thanksgiving) your observation	20
IV) University Supervisor Observation Form submitted before observation. Your Observation Form will be returned to you with comments.	20
V) Resource Notebook Summary Form and Resource Notebook meeting (Weeks 11-12). the Form will be returned with comments after your meeting.	20
VI) Internship/Program reflection (Week 12)	20
VII) Log of contact hours with and planning for the gifted (required by ODE for GIS endorsement) submitted by the end of Week 12	30
Total (you must pass each component with an 80%)	150

Student assessment criteria for the course (Site Observations and Resource Notebook:

Site Observation – Rubric

Ohio Department of Education Professional Development Competencies in Gifted Education. An additional competency statement in the area of creativity is included that reflects Ashland University’s focus on creativity.	
Choose at least one of these	a) The ability to differentiate instruction based on a student’s readiness, knowledge, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.
	b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
	c) The ability to provide an extension or replacement of the general education curriculum, the learning process through strategies such as curriculum compacting and to select assignment and projects based on individual student needs.
Choose at least two of these.	d) The ability to understand the social and emotional needs of the students who are gifted and address the impact of those needs on student learning.
	e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.
	f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.
	g) The ability to select, use, and interpret technically sound formal and informal assessments to inform academic decision-making.
	h) The ability to participate in the development of the Writing Education Plan. [Make arrangements for the Supervisor to view and discuss with you a WEP you have developed]
	AU) The ability to incorporate core attitudes, the Seven I’s, Creative Problem Solving, and other aspects of creativity (self-discipline, risk-taking, group trust, naiveté, intuition, tolerance for ambiguity, inspiration, intuition, insight, improvisation, imagery, imagination, respect for solitude, creativity rituals, divergent thinking) and the creative process.

Resource Notebook – Summary Form

This grid allows the graduate student a place to notate talking points for a discussion with the University Supervisor about the Resource Notebook during the site visit. The graduate student will walk the University Supervisor through the organization of the notebook and use the prompts to talk about the notebook and assign a grade of Pass or Fail.

Prompts	Graduate Student	University Supervisor
What work in this notebook are you most proud of?		
What work in this notebook do you think will be the most valuable?		
Discuss at least one specific way/area you will continue to use and add to this notebook.		
What suggestions do you have relevant to the Resource Notebook?		
Anything else? If there is a course missing, include that here and when you plan to take that course.		
Pass/Fail Required Components from the “Resource Notebook Contents.” Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.	What grade do you assign?	What grade do you assign?
Pass/Fail Organization and Structure Especially important here are: the ease of finding, using, and sharing items from the notebook; and the capability of the notebook to be updated.	What grade do you assign?	What grade do you assign?

Notebook Assessment: Pass/Fail	What grade do you assign this notebook?	What grade do you assign this notebook?
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Program/Department student learning outcomes assessed:

The program student learning outcomes as approved by the Ohio Board of Regents state that this course meet the fourth assessment. The intern fills out an individual In-School Internship Plan, and the University Supervisor and student reach a mutual agreement about what will be observed and assessed.

The fourth and fifth assessments in this course, having to do with the endorsement candidate's effect on K-12 learning, consists of an observation protocol and specific assignments to demonstrate evidence of successful teaching, and is administered to those receiving the Endorsement, in EDIS 796, Field Experience in the Education of the Talented.

Additional information:

About the University Supervisor Observation. University Supervisor (Dr. Groman/I) observes the intern from 1.5 to 2.0 hours, completes an observation form and returns it to the graduate student with comments via Blackboard. You and I can talk over the Observation at the Resource Notebook meeting, or you may discuss the results immediately after the observation via phone or during Zoom office hours. Observation formats include:

- *synchronous all-virtual (I attend via my computer camera to observe a virtual lesson as it occurs)
- *synchronous part-virtual (I attend via my computer camera to observe a face-to-face lesson as it occurs) (*Synchronous Sessions should be scheduled Weeks 6-9/October 18-Thanksgiving*)
- *asynchronous video lesson (I view a video of a lesson you teach virtually or face-to-face after the fact).
- *NOTE: You may request a synchronous face-to-face visit, but Ashland has severely limited my ability to travel for observations. If it works distance and timewise, I might be able to accommodate this.

Detailed checklist of 796 components

Submit file name with this format.

796_FirstNameLI_AssignmentName for example 796_JenniferG_InternshipPlan

	<p>I) Internship Plan. An Internship Plan is submitted that includes an overview of the student population and context, as well as a reflection on how this impacts the graduate student’s teaching of the gifted and how gifted students are accommodated in their classroom. This information prepares the graduate student to consider what they would like their University Supervisor observation to include. There is a template on Blackboard.</p> <p>-Submit Internship Plan via the dropbox Blackboard at least three days prior to the synchronous University Supervisor Observation.</p>
	<p>II) Lesson Plan. When the graduate student has decided on a lesson for the observation, an Ashland University formatted Lesson Plan should be completed. This includes learner profiles for five specific students who should be formally identified gifted. Fill out this form as completely as possible, especially including how you will differentiate for gifted students. There is a template on Blackboard and a Lesson Plan explanation document.</p> <p>-Submit Lesson Plan on Blackboard at least three days prior to University Supervisor Observation. Include in your lesson plan a link to the observation video if you are being</p>

	<p>observed that way and if possible.</p>
	<p>III) Synchronous Observation: Schedule your Observation 1) Go to the “Schedule Observation” dropbox and in the comment/text box, tell Dr. Groman you will be scheduling a synchronous session on her calendar. If you already know the date when you submit, include that information 2) Go to Dr. Groman’s Google calendar link and schedule your 1-2 hour observation. You can only access this calendar through your AU account. Please include any Zoom, Google meet, or synchronous access links as needed. (<i>Synchronous Sessions should be scheduled Weeks 6-9/October 18-Thanksgiving</i>)</p>
	<p>III) OR Asynchronous Observation: Submit a link to your asynchronous video Use the “Schedule Observation” dropbox and submit a link in the comment/text box to your observation, before Thanksgiving. Email Dr. Groman if you have trouble with this.</p>
	<p>IV) University Supervisor Observation Form The graduate student completes the Teacher Observation Form, indicating a self-rating of a choice of competencies [at least one of the competencies a) – c), and at least two of the competencies d) – AU)] that will be evident during the observation. Submitted at least three days prior to University Supervisor Observation.</p>
	<p>V) Resource Notebook Form and Resource Notebook Meeting. You will schedule a 20 minute Zoom meeting with Dr. Groman to share your in-progress or completed notebook. There is a sign-up sheet for Weeks 11 or 12 here. Other times may be accommodated, even earlier in the semester, email Dr. Groman or visit during a Zoom office hour to schedule.</p>
	<p>VI) Internship/Program Reflection. After the observation the graduate student writes a 500-600 word reflection essay on the experience, which includes a philosophy statement. Refer to the Reflection Paper Format document on Blackboard.</p>
	<p>VII) Internship Log. You can begin logging hours from the beginning of your semester with students. Ashland University requires a log of 90 hours for this Internship, which includes:</p> <ul style="list-style-type: none"> • 50 or more hours contact with gifted individuals; • up to 15 hours compiling the Resource Notebook; and • the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

Suggested Calendar

Date	Responsibilities This course is self-paced, this calendar acts as a guide to help you plan.
Week 1	-Blackboard opens. View the Syllabus video. Review all documents and templates -Start Internship Log. -Begin considering your lesson focus for the observation. -Begin considering the format of your observation (in-person, video submission, synchronous session with Dr. Groman on Zoom and your class live, synchronous online session, or other possibility). Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.
Week 2	-Schedule your observation by Week 5. Use the (III) Schedule Observation dropbox (asynchronous) and/or Dr. Groman's Google calendar link (synchronous). <i>(Synchronous Sessions should be scheduled Weeks 6-9/October 18-Thanksgiving)</i> Start (I) Internship Plan and (II) Lesson Plan Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.
Week 3	-Schedule your observation by Week 5. Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link . <i>(Synchronous Sessions should be scheduled Weeks 6-9)</i> -Work on Internship Plan and Lesson Plan. Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard.
Week 4	-Schedule your observation by Week 5. . Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link . <i>(Synchronous Sessions should be scheduled Weeks 6-9)</i> -Work on (I) Internship Plan and (II) Lesson Plan, and (IV) Observation form. Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.
Week 5	-Have your observation scheduled with Dr. Groman by end of this week. Use the (III) Schedule Observation dropbox (asynchronous). For synchronous observations also use Dr. Groman's Google calendar link . <i>(Synchronous Sessions should be scheduled Weeks 6-9)</i> -Suggested deadline for submitting (I) Internship Plan -Work on (II) Lesson Plan.

	<p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
Week 6	<p>Please take the Mid-Semester Survey. Link on Blackboard or here.</p>
Week 6-7	<p>Work on (I) Lesson Plan, and (IV) Observation form, submit at least three days before your observation. (III) Asynchronous videos can be submitted now through Thanksgiving.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
Week 8-9	<p>Final weeks of observations. Be working on your (V) Resource Notebook and sign up for 20 minute a Resource Notebook meeting using Dr. Groman’s Google Calendar link during Week 11. Asynchronous observation videos can be submitted now through Thanksgiving.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
Week 10	<p>Finish up your (V) Resource Notebook and submit the Resource Notebook Meeting document. Review the checklist for this course to make sure you are up to date. Asynchronous observation videos due before Thanksgiving.</p> <p>No Wednesday office hours.</p>
Week 11	<p>Resource Notebook Meetings this week Write up your (VI) Final Program/Course reflection to submit.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>
Week 12	<p>Final week! Submit (VI) Final Program/Course reflection (V) Submit Log of hours Review the information on GIS endorsement paperwork.</p> <p>Stay in touch! Please visit the Gifted Grad Alumni Google form, and sign up for the AU Talent Development Facebook group.</p> <p>Wednesday office hours, 4:00-6:30pm, also evening hours. Sign up on Blackboard. Other times by appointment.</p>